2020-2021

EPP Bachelor Performance Report

UNC-Wilmington

North Carolina Department of **PUBLIC INSTRUCTION**

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. Student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship are hallmarks of the university. The university, with approximately 14,650 undergraduate students, attracts top tier students and touts a powerful academic experience. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School, and employs approximately 872 faculty and 1424 staff members. The faculty to student ratio is currently 17:1. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum, offering 56 bachelor's degrees (49 majors), and 36 graduate degrees and four at the doctoral level (one in Education). UNCW has a 79% graduation rate and an 86% retention rate. Out-of-state undergraduates comprise 14% of the university's population, and 11 international countries are represented.

The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) with the next renewal cycle scheduled for 2023. The accreditation of The Watson College of Education was last reviewed by the National Council for Accreditation of Teacher Education in March 2014, and was formally recognized as an accredited College with "no areas of weakness." All education programs were (re)approved by the State Board of Education in Spring 2021.

University Leadership has remained fairly stable, with Jose Sartarelli continuing in the role as Chancellor of the university, and Dr. Van O. Dempsey III completing his sixth year in his role as Dean of the Watson College of Education. Dr. Marilyn Sheerer served as Provost and Vice Chancellor of Academic Affairs through the end of May 2020 and Dr. James J. Winebrake was appointed the Provost and Vice Chancellor in April 2020 and officially began his work for UNCW on July 1, 2020. For more information about Dr. Winebrake and his appointment please visit: https://uncw.edu/news/2020/04/uncw-appoints-dr.-james-j.-winebrake-as-new-provost-and-vice-chancellor-for-academic-affairs.html

Special Characteristics

The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WCE established the Professional Development System (PDS) collaborative agreements with 12 school districts (including one Department of Defense), and two charter schools in southeastern North Carolina. The PDS includes 210 schools and over 2,000 partnership teachers. Watson students are required to complete extensive field experiences in PDS schools, and participate in regular site seminars that focus on instructional and classroom management practices.

In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to support preservice and in-service teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software. The CMC continues to operate a maker-space for teacher candidates and community children.

All programs in the WCE have developed technology-infused plans to ensure that students demonstrate mastery of technology competencies. Most courses are web-enhanced or online, and students develop electronic portfolios. The Watson College of Education has equipped several classrooms for Distance Educational capabilities, so that candidates, who would normally not have access to the main campus, are able to access class remotely from a home computer or laptop. Historically, approximately 62 classes would be conducted in these rooms. However, with the effects of the global pandemic during this academic year, fewer courses were taught in these classrooms. During fall 2020 there were 34 courses assigned to these rooms and 18 for spring 2021. Mobile Distance Education carts were also available for

any classroom, however, these were not used during the 2020-2021 academic year due to concerns related to COVID. Generally, these efforts have increased student accessibility, particularly in surrounding rural areas of North Carolina that struggle to place highly qualified teachers and during the transition to remote learning WCE was well prepared for the transition as a result of these efforts.

The advising program in the WCE is strong, with the vast majority of education and pre-education majors advised by professional academic advisors in the Office of Student Advising and Integrated Leadership (SAIL). Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transfer to UNCW. An extension advisor serves Coastal Carolina, Brunswick, and James Sprunt Community Colleges, and an advisor from the main campus also serves Cape Fear Community College. All faculty continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2020-2021 academic year. Scholarships in total of approximately $115,098 were awarded. All students have access to career placement services and education job fairs while completing their internships. Employment rates of graduates continue to be very high. Watson College graduates are frequently recognized as quality educators; they achieve National Board Certification status, receive Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year recognitions.

Program Areas and Levels Offered

The Watson College of Education at UNCW offers the following programs at the undergraduate level:

Education of Young Children (birth –kindergarten)

Elementary Education (grades K–6)

Middle Grades Education (grades 6–9)

Special Education (grades K–12 in general curriculum and adapted curriculum)

Licensure for grades 9–12 is offered in the following areas: English, Mathematics, Science, and Social Studies.

Licensure for grades K-12 is available in Physical Education & Health, French, Music, and Spanish.

Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the licensure areas listed above.

Undergraduate add-on licensure continues to be offered in Teaching English as a Second Language (TESL).

Undergraduate minors include Applied Behavior Analysis, Educational Studies, Teaching English as a Second Language, Leadership Studies, and ESports Performance and Managment.

Many other programs are offered at the graduate level, and are included in the graduate report. All undergraduate programs are consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Pathways Offered

Traditional	Lateral Entry	Residency
X	X	X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

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

General educators at the WCE are required to complete coursework and clinical field experience work teaching students with disabilities. All students learn and practice methods in field experiences for individualizing instruction, including students with special needs. Candidates are introduced to Individualized Education Plans (IEPs) and focus on the role the general education teacher plays in this collaboration with special educators, families, and students. With the permission of the families, interns are expected to participate in family conferences in which IEPs or 504s are addressed.

Special education teacher candidates gain experience teaching in general education classes, resource, pullout, and team-teaching situations. In multiple settings, they demonstrate various modes of consultation, collaboration, and teaming. Candidates write IEPs in the abstract, and then have the chance to implement authentic IEPs in the field settings. Candidates prepare and teach standards-driven lessons, emphasizing differentiation addressing intellectual and developmental disabilities. Candidates examine data from IEP to inform decision-making and contribute to team meeting discussions. Candidates facilitate learning for their students as they plan and teach multiple direct instruction lessons and implement functional behavioral assessments for individual students and classes. They study, design, and implement positive behavior support projects, and relevant social skills lessons. They develop a PBS plan and assess students using FBA and develop behavioral plans based on this data analysis. Likewise, foundation courses address universal design principles which are later used in methods courses and with children in field settings. Additionally, candidates work with a variety of age levels, including preschool to high school, where they complete self- determination plans and transition plans. Student assessment occurs in a variety of settings including the Education Laboratory and public schools. Special Education candidates conduct parent conferences for every child tested (diagnostic, during, and post) or tutored (typically using direct instruction) in the Ed Lab.

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

Students gain valuable knowledge and skills to work with students of Limited English Proficiency (LEP). A major focus of the elementary course, The Teaching of Communication Arts, is to work effectively with ESL students. Likewise, Teaching Diverse Learners help candidates better prepare for ELL students. Elementary candidates must take 18 hours in a concentration, and ESL is offered as an option. Students in the Secondary Education program are required to take a course and a field experience in working with LEP students. The WCE offers courses, Spanish for Educators I and II, which provide valuable tools for working with students and families of LEP. Secondary candidates, specifically, complete ESL Topics for Secondary Teachers, a course that emphasizes culturally relevant pedagogy as well as ESL methods appropriate for grades K-12. Field experiences are a required part of the course.

Special education teacher candidates are prepared to effectively teach students of limited English proficiency throughout the program. The Introduction to Special Education course content requires teacher candidates to identify appropriate approaches to assessment based on individual student needs. Specifically, students receive specific information on the differences in the assessment of communication disorders in children whose first language is not English or who use nonstandard English. This content is taught in more detail in the Assessment Procedures for Special Education course where students learn best practices in the assessment procedures for students who are English learners with exceptionalities. Considering that in some cases, direct services for English learners are not always provided by the ESL teacher, the special education teacher candidates in WCE learn collaborative approaches to instructional delivery in the Collaborative Teaming for Special Educators course along with fundamental high-quality instructional strategies taught throughout additional coursework (e.g., Program Development in Special Education, Teaching Mathematics to Students with Special Needs, Teaching Reading to Students with Special Needs, and Children and Adolescents with Learning Disabilities).

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

Candidates at the Watson College of Education (WCE) must complete at least one foundational course with significant sections of the course devoted to instructional design and instructional technology. As part of their required foundational course, Candidates are required to demonstrate mastery of the ISTE Standards for Educators. As candidates complete various pieces of evidence, they are shown ways to integrate technologies (social media, digital citizenship, Augmented Reality Applications, Virtual Reality Applications, digital storytelling, graphing of data, etc.) to increase student success. Each evidence allows candidates to demonstrate their proficiency of the national or state standard and how the standard contributes to student learning.

In addition to this required course, candidates execute technology-driven lesson plans throughout their program such as Web Tools, Apps, iPad's, Code.org, Sphero's, Osmo's, and other interactive technologies.

Candidates also use technology as a means of conducting assessments and analyzing achievement using tools.

Using TaskStream, candidates are required to create an electronic portfolio during their program to store electronic pieces of evidence that demonstrate their mastery of state and national teaching standards. During the internship semester, students use digital coaching plans to communicate with their supervisors and partnership teachers. These coaching plans are a way that students can show their supervisors that they are collecting, managing, and analyzing data to improve their teaching and learning. The supervisor can then reply to the intern and open a dialogue of development that is recorded. In their senior year, students complete the edTPA national exam and create an edTPA evidence portfolio. This exam is another piece of evidence that our students collect, manage, and analyze data to improve their teaching and learning for the purpose of increasing student academic success.

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

Candidates at the Watson College of Education (WCE) are required to complete at least one foundational course with major sections of the course devoted to instructional design and instructional technology. During these courses, instructors model the appropriate technology integration in curriculum, instruction, and assessment. In addition, these mandatory course(s) prepare pre-service educators to use technology to improve teaching and learning with activities focused around, but not limited to, assignments with Social Media, Google Tools, Digital Learning Adventures, Gamification, Coding, and Assistive Technologies. The concept of Universal Design is introduced as a model that is then practiced during the candidate's methods courses. Candidates execute technology-driven lesson plans throughout their program (i.e., Web Tools, Apps, iPads, or other touch technologies) and use technologies as a means of conducting assessment and analyzing achievement along with future teaching goals (i.e. Nearpod or other technologies). Candidates are required to demonstrate mastery of the International Society for Technology in Education (ISTE) Standards for Educators to be recommended for licensure.

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

EDN 414, Integrating the Arts in the Elementary Curriculum, is a requirement for all elementary education majors. The course is designed to provide experiences with visual art, music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary students. Attention is given to understanding the arts in culture, the needs of young children and youth in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis is placed on integrating arts instruction in other areas of the curriculum. The 3-hour course contains a field experience component in which candidates are observed by teachers and/or supervisors. This experience allows for teacher candidates to plan, implement, and reflect on their integration of the visual arts, music, drama, and dance, in order to provide another entry point for K-6 students.

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

All Watson College of Education (WCE) programs are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the university's institutional regional accreditor, and those programs preparing candidates for P-12 learning environments are currently accredited by the National Council for Accreditation of Teacher Education (NCATE). UNC Wilmington is seeking accreditation by the Council for the Accreditation of Educator Preparation (CAEP). UNCW's CAEP site visit is scheduled in June 2022. The annual assessment process for programs that prepare P-12 educators is aligned with the institutional and program reporting requirements of both SACSCOC and CAEP. At the program level this review is focused on program and student learning outcomes and conducted by program coordinators and faculty. The outcomes and the assessments used to measure them are explicitly aligned with the North Carolina Professional Teaching Standards (NCPTS), the beginning level Interstate New Teacher Assessment and Support Consortium Standards (INTASC), and CAEP standards.

Program review is ongoing throughout each academic year. WCE Assessment Day – supported by the WCE Office of Assessment, Accreditation, and Data Operations (OAADO) – brings program leaders, faculty, and stakeholders from each WCE program together to engage in a comprehensive review of the previous year's data; identification of needs for improvement; development of plans for identified improvements to program and student learning outcomes, as well as to assessment plans, for the upcoming year; and completion of annual program assessment reports in UNCW's online Taskstream Accountability Management System (AMS). Subsequently, the OAADO facilitates workshops in January and May to provide professional development and support for the review of data collected during the Fall and Spring semesters, as well as progress toward implementation of plans for improvement. In 2020-2021, the fall Assessment Day was replaced with individual online meetings led by the WCE Director of Assessment with program coordinators and faculty. An online day-long Assessment Workshop was held in the spring to provide program teams with time and support to engage data analysis and improvement planning. In addition to workshops, there are regular "check-in" discussions during monthly program coordinator meetings that include updates on implementation of key assessments, dissemination of data reports, and program results. The OAADO collects, manages, and disseminates key assessment data and works with individual programs on an "as needed" basis to improve and/or revise their program and student learning outcomes, outcome measures, and data collection and analysis strategies.

The Integrated Data Management (IDM) System, was initiated in 2001, and ongoing development is achieved through involvement of WCE and university faculty; collaborative engagement with B-12 education partners; and the integration of technology tools to facilitate and manage data collection, storage, and use. The IDM System includes a Database and Collaborative Portal, essential components for collecting and managing data on candidates; faculty; B-12 partnership school districts, schools, administrators, and teachers; and WCE alumni. The IDM System allows for the collection, reporting, analysis, and use of data on applicant qualifications and the performance of initial and advanced educator preparation program candidates. Data include applicant information, candidate profiles and coursework, field experience data, and initial and advanced program internship data. The WCE Office of Professional Experiences uses the database to identify and monitor field experiences and teaching internships for initial teacher preparation programs. The WCE Professional Development System Partnership uses the IDM System to monitor training of partner teachers who supervise interns, as well as to communicate with school partners and provide them with professional development through the "portal" function, which allows a level of database access to partners for documenting updates and for

regular communication. The portal was used to deploy partner teacher training during the implementation of the edTPA in 2017-2018, and during the pilot implementation of the CPAST in 2019-2020. During 2019, use of Qualtrics software to develop WCE's Quality Assurance System (QAS) included surveys, score reports for instruments such as CPAST, Pre-CPAST, Field Experience Evaluation, Coaching Plans, edTPA scores, and Partnership Teacher Evaluations. This improved the capacity for customization of program-specific survey sections, and disaggregation and reporting of data by standards (e.g. NCPTS, INTASC, CAEP) and by program options (e.g. online, residency).

At the unit level, review is focused on aggregate assessment of candidate and program data across common transition points in initial and advanced candidate matriculation, including: Program Admissions/Entry (required GPA, passing scores on required entry tests, self-assessment of professional dispositions, other admissions requirements), During Program (required maintenance of GPA, field experience evaluations, program folio artifacts, instructor/advisor assessment of professional dispositions), Capstone/Internship (comprehensive content area performance-based assessments), and Program Completion (required GPA, completion of required courses, portfolio completion, recommendation for licensure, and completion of licensure requirements). Additionally, Entry to the Profession is a post-program completion transition point where alumni and employer data are collected, and completer impact and effectiveness data is provided by NCDPI.

Unit review involves internal and external stakeholders in a cyclical process of dissemination and analysis of assessment results for the purpose of generating feedback from a variety of perspectives with the goal of improving educator preparation and supporting candidate learning and completer effectiveness (see Dissemination Process and Feedback Cycle below). In 2019, the WCE established the Assessment and Accreditation Operations Support Team (AAOST), to guide processes across the college and ensure benchmarks are achieved. In addition to the groups represented in the data dissemination and feedback cycle (below), a second cohort of WCE Assessment Fellows (faculty with expertise in assessment) was selected to support assessment processes specific to academic programs, inform development of the assessment system, and provide ongoing feedback on assessment and accreditation efforts from the faculty perspective.

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

The Watson College of Education at UNCW has licensure programs in the birth through secondary teaching areas. Since there are so few low-performing schools in our immediate partnership area, we maximize the opportunities that can be found in a reasonable driving distance. Each public school partner serves low performing students and students identified as requiring special services. Teacher candidates in all programs work with low performing students served in their field placements. Teacher candidate placements are tracked by the Professional Experiences Team and are analyzed to ensure that in as much as possible, each individual is ensured diversity in schools to include rural, suburban, and urban settings. This data allows us to feel confident that students are prepared to work with a wide variety of schools, students, families, and communities. A sampling of the opportunities for field experiences is included in the following descriptions:

Teacher candidates engage in planning, teaching, and reflection of math, social studies, science, language arts and/or communication arts instruction for diverse learners at the elementary, middle, and high school levels. Candidates also plan, teach, and reflect on lessons that include integrating visual arts, music, drama or dance, physical education, and foreign language with other content areas in the general classroom. They have numerous opportunities to observe, tutor, work with students, assist with teaching and assessment, and teach a variety of lessons using what they are learning in their methods classes.

Teacher candidates engage in a progression from 10 hours in a classroom the first semester to 152 hours in the classroom prior to the full-time internship - 600 hours. Faculty members provide direct supervision and support for all fieldwork, working closely with school partners to design the experiences.

Middle grades candidates complete a full day "Learning Walk" visit to a middle school. The purpose of this assignment is to gain insight into a day in the life of a middle school student. The UNCW student will, as nearly as possible, spend the school day as a middle school learner, recording events and impressions. This experience includes a school introduction and tour by an administrator, following a hypothetical student schedule including lunch, class changes, enhancements, and observation of bus drop off and pick up. Candidates will debrief as a group with the school administrator to reflect on the experience.

Teacher candidates observe and participate in an inclusive general education classroom that includes students with and without disabilities. During the observation candidates implement data collection strategies discussed within coursework. Teacher candidates are expected to interact with individual students or groups in instructional or social activities as directed by the teacher. Candidates are instructed to keep a daily log of observations, interactions, etc. while participating in the classroom. Candidates use the data collected to examine the instructional environment, behavior management techniques, and individual learning characteristics as they relate to learners with special needs.

Teacher candidates work with diverse learners in the local community agencies. Candidates will research their chosen agency and, depending on agency needs, students may assist with after school tutoring for at-risk students, tutoring ESL students, organizing and serving in soup kitchens, etc.

In the Education Lab at UNCW, teacher candidates work one-on-one with an elementary or middle grades level student. Candidates use strategies to assess prior knowledge, implement vocabulary strategies, organize information, increase comprehension, extend study skills, develop writing competence, and help the student critically evaluate text. Teacher candidates design and implement lesson plans for each tutoring session.

Teacher candidates observe, assist, and tutor in an ESL classroom. They design, implement, and assess instruction for individual students, small groups and large groups of ESL students.

Teacher candidates complete weekly, supervised visits to an assigned school. They engage in every aspect of the classroom and activities may include observing, assisting, supporting whole group, small group, and individual instruction. Classroom climate and setting, teaching methods, behavior management, student-teacher interactions, and peer relationships will be observed and discussed in weekly journals. In addition to the school experience, candidates also complete other assignments designed to extend the study of topics presented in class, including but not limited to the impact of race, gender, socio-economics, and disabilities in public school settings. Critical frameworks and strengths-based models are used in working with students, teachers, families, communities, and schools.

In the Education Lab, students work one-on-one with the same child for math and/or reading tutoring. Planning and instruction will incorporate theory and methods from content courses. Lesson plans and reflections are submitted to the Education Lab before and after each tutoring lesson. Learning Growth Plan, summer letter and parent conference will be required. Instructional manipulatives will be used in each session.

Teacher candidates complete field experience in an early childhood setting working with 3-5-year-old children and their families in a variety of community settings including public schools, preschools, childcare centers, and private homes under the supervision of licensed service providers. This experience includes observation, participation, planning, and implementing small and whole group lessons followed by written and oral reflections.

Early Childhood candidates complete field experience in an infant-toddler classroom (2 years and under). This experience provides students with opportunities for application of concepts through fieldwork with infants and toddlers and their families in a variety of community settings including childcare facilities, and Early Head Start programs under the supervision of licensed service providers. Students observe, participate in the classroom, and plan and implement two lessons, followed by written and oral reflections. The course instructor completes two formal observations.

Teacher candidates complete field experience in self-contained or inclusion classrooms with students with learning disabilities. Required activities include observation, reviewing history of the child, implement strategies focused a student with disabilities, and teaching a student with disabilities either individually or in groups. In addition, candidates observe and participate in collaborative team meetings relevant for the education of students with special needs and from diverse cultures.

In a special education classroom setting, teacher candidates collect data on classroom and individual student variables regarding social behaviors and develop a behavior change plan for at least two different behaviors. Candidates develop a lesson unit on social skills designed for a large group, small group, or individual student and develop an FBA or BIP plan for a student in the program. Teacher candidates are encouraged to teach and interact with students as much as possible under teacher supervision.

Special Education candidates complete field experience in a high school class focusing on the NC Future Ready Occupational Course of Study (FR-OCS). The candidate works with a student with a high-incidence disability in the FR-OCS by becoming familiar with the student's disability, the student's strengths and needs, and his or her IEP goals and objectives. Based on this information, the candidate develops and teaches a skill that the student needs to be successful in post-secondary education, employment, or independent living, and then creates a transition plan based on the high school student's interests, preferences, and needs

Special Education candidates are placed in an IBS/BED classroom that includes students who exhibit behavioral, emotional, or social skill deficits. They observe, examine and participate in the classroom, as well as design and teach multiple lessons. Students write a report dealing with behavior change techniques or therapies used in the treatment of the population, program and instructional elements, and a private, confidential notebook including IEP reviews, brief summaries of student backgrounds, record of observations, and record of the Special Education candidate's teaching of new behaviors, including at least 5 lesson plans. Candidates conduct ABC analysis based on non-symbolic communication and develop a communication chart for students in the field placement to include communication targets and objectives.

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

The student teachers interning in the fall begin in the school systems with the start of their academic year each August. The student teachers are immersed in the professional development activities and in the activities and work of setting up their teacher's classroom. The time spent in the schools at the beginning of the school year is valued and essential preparation for our teacher candidates. In some programs if the internship is in spring they have had the opportunity to observe the beginning of the school year as part of the methods courses prior to internship.

End of the school year activities are not available to all of our teacher candidates due to the calendar of the school district and the misalignment with the university academic calendar. The university semester ends at the beginning of May with approximately one month left of traditionally-scheduled schools. (There are only three year-round schools in Wilmington- two elementary and one middle.) If a teacher candidate is not enrolled in a summer session course, they are not able to participate in end of the school year activities with a school system. Many of our students do volunteer for end of the school year activities with schools including tutoring, field days, field trips, and standardized test proctoring.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

17   % of candidates in the EPP that are first generation college attendees

33   % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

Early Childhood. The Education of Young Children (EYC) undergraduate program is part of a four-year course of study, with students typically being accepted into the college and beginning coursework during the first semester of their junior year. The sequence of courses and field experiences in the EYC program that teach or assess literacy include:

Language and literacy development are interwoven as a priority and supported in most early childhood education courses. As highlighted in the table above, the core content of most course materials emphasizes the concept of language development, literacy skills, bilingualism, children's literature, and the pivotal role of families in their children's language and literacy learning. Although all early childhood education courses and field experiences integrate and support language, communication, and literacy development, one course is specifically designed to help preservice teachers gain content and pedagogy related to teaching literacy. The literacy-focused instruction (EDN 382) is taught by one tenured faculty member who teaches this course once a year in the spring semester. All three EYC faculty members teaching early childhood education courses have PhDs in their respective field with extensive birth-kindergarten classroom experiences. Two part-time faculty with master's degrees assist with courses and field supervision when needed.

EDN 382, Literacy development in the Early Years, utilizes current research-based readings (textbook, articles, white papers, etc.), video clips of good classroom literacy instructions, guest speakers, and concrete, hands-on literacy materials to facilitate and support preservice teachers' learning of literacy and instruction. The focus is on intentional, critical literacy teaching with topics covering conditions and materials for literacy learning, observing and documenting growth in early literacy, the reciprocal relationships among early writing, reading, and speaking, meeting needs of dual language learners, and the importance of family involvement in literacy development. The course addresses effective research-based practices for Birth-Kindergarten classrooms. Preservice teachers are given ample opportunities to explore and examine a variety of commercial and teacher-made literacy materials (i.e., children's literature across both print and electronic platforms, alphabet blocks, CVC toolbox, rhyming cards/books, etc.) to better support children's literacy learning. It is well-documented that early childhood teachers with a solid knowledge of language and literacy progression are better equipped to support and scaffold children's development, including their communication, language, phonological awareness, print concept, reading and comprehension, and writing skills.

Course number	Title	Course focus related to literacy	Semester
EDN 204	Introduction to Early Childhood Education	Provides preservice teachers with the skills, theories, and best practices needed to succeed and thrive as early childhood educators	Sophomore year– Does not require WCE admittance
PSY 220	Child Psychology	Provides students with developmental theories, including language development	Sophomore year– Does not require WCE admittance
EDNL 302	Field Experience in EYC	Provides 45 hours of participation in a pre-K classroom with increasing teaching responsibilities. Lesson planning for individual, small group, and whole group instruction	Sophomore year– Does not require WCE admittance
EDN 303	Instructional Technology	Use of technology to enhance instruction, mainly to differentiate	Junior year – Does not require WCE admittance
EDN 382	Literacy Development in the Early Years	Covers the following topics : ▪ Foundations of language and literacy ▪ Development of oral language comprehension ▪ Children's literature ▪ Teaching early reading ▪ Vocabulary building ▪ Phonological awareness, phonemic awareness, and phonics ▪ Alphabet letter knowledge, ▪ Fluency ▪ Print convention and early writing ▪ Bilingualism ▪ Principles, types, and features of early literacy assessment ▪ Supporting families in creating literacy-friendly home environments	Junior year – Requires WCE admittance
EDN 383	Math and Science in the Early Years	Plan and implement literature-based units/activities to promote academic language; STEM lesson planning for small group and whole group instruction	Junior year – Requires WCE admittance
EDN 430	Preschool Curriculum	Covers ▪ Effects of early education on language development ▪ Use of literature to promote early literacy ▪ Bilingualism	Junior year – Requires WCE admittance
EDNL 430	Field Experience in Kindergarten	Provides 45 hours of participation in a Kindergarten classroom with increasing teaching responsibilities. Lesson planning for individual, small group, and whole group instruction	Junior year – Requires WCE admittance

EDN 450	Infant and Toddler Program Models	Covers Language development and early literacy experiences for infant and toddlers.	Junior year – Requires WCE admittance
PSY 320	Psychology of Infancy and Early Childhood	Covers an in-depth examination of development from conception through kindergarten age, including theories of language development	Junior year – Does not require WCE admittance
EDN 452	Early Intervention	Covers strategies for working with families and their service providers. It specifically addresses the impact of language/communication delays on cognitive, social-emotional, adaptive, play, temperament, and motor	Junior year – Requires WCE admittance
EDN 451	Adaptive practices in Early Childhood	Policies and laws related to children's identification for support services; models of differentiation of instruction including language/communication/literacy	Senior year – Requires WCE admittance
EDNL 451	Field Exp in Special Education Settings	Provides 30 hours of participation in an EC classroom with increasing teaching responsibilities. Lesson planning for individual, small group, and whole group instruction	Senior year – Requires WCE admittance
EDN 463	Child, Family, and Teacher Relations	Supporting families in creating literacy-friendly home environments	Senior year – Requires WCE Admittance
EDN 465	Practicum in Birth-Kindergarten Ed	Participate and facilitate instruction in a Birth-Kindergarten classroom with eventual full teaching responsibilities	Senior year – Requires WCE admittance

All EYC methods courses (EDN 302, 382, 383, 430, 450, and 451) offer preservice teachers' opportunities to practice planning and implementing literacy-based lessons. One of the strengths of the EYC program is the pairing of methods courses with intensive fieldwork (total of 150+ hours). These field experiences provide opportunities for applying theory and methodology through observation and practice in several types of environments for young children and families, including early intervention.

Elementary Education. The Elementary Education undergraduate program is part of a four-year course of study with students typically being accepted into the college and beginning coursework during the first semester of their junior year. Students generally take courses in sequence, with designated pre- and co-requisites that encourage them to complete the program in 4 semesters. The sequence of courses and field experiences that teach or assess literacy include:

Literacy focused instruction is taught by six tenure track/tenured faculty members who teach the three literacy methods courses. One part-time faculty member teaches literacy courses when tenured/tenure track faculty are unavailable. Four full time support staff teach the education lab courses focused on literacy. Three additional field experience courses include literacy assignments. These are supervised by six tenure track/tenured faculty members, two full time instructors, and three part time faculty members. Other required content methods courses and instructional design courses in the Elementary Education course sequence support literacy instruction. These courses focus on integrated lesson planning, unit design, and differentiation of instruction for special needs. Eleven tenure/tenure track faculty teach these

courses, with three part time faculty members supporting the courses as needed. All of the tenure track/tenured faculty hold doctorates in their respective fields. Of the instructors and part time faculty members listed above four have Ph. Ds and the others hold a master's degree in education.

A distinguishing factor of the elementary program is the pairing of literacy methods courses with intensive field work. Field experience supervisors and faculty work closely with partnership schools to build relationships that support student success. Ed Lab faculty oversee one-on-one tutoring of an elementary grade child. Lab faculty preview and review every lesson before implementation. Parents, schools, and community organizations interact on a routine basis to offer authentic out-of-classroom experiences to our pre-service teachers. Examples of this are African American Poetry Slam held in April each year, Read Across America Week to celebrate Dr. Seuss's birthday in March each year, and ongoing volunteer opportunities at D. C. Virgo Preparatory Academy, the UNCW Lab School.

Course number	Title	Course focus related to literacy	Semester
EDN 203	Psychological Foundations of Teaching	Development of learning styles	1st semester Junior year or earlier – Does not require WCE admittance
EDN 301	Instructional Design and Evaluation	Lesson planning for individual, small group and whole group instruction	1st semester Junior year or earlier – Does not require WCE admittance
EDN 303	Instructional Technology	Use of technology to enhance instruction, particularly to differentiate	1st semester Junior year or earlier – Does not require WCE admittance
EDN 319	Meeting the Needs of Special Students in the Elementary Classroom	Policies and laws related to children's identification for support services; models of differentiation of instruction	2nd semester Junior Requires WCE admittance
EDN 340	Reading Foundations K-6	Considered introduction to literacy instruction; covers 5 phonics, phonemic awareness, comprehension, fluency, and vocabulary	2nd semester Junior Requires WCE admittance
EDN 344	Literature in the Elementary School K-6	Develop targeted literacy lessons using children's literature and media	2nd semester junior Requires WCE admittance
EDNL 331	Apprentice Field Experience 1	Participate in an elementary classroom with minimum teaching responsibilities	2nd semester junior Requires WCE admittance
EDNL 340	Reading Laboratory	Supervised tutoring of child in reading	2nd semester junior Requires WCE admittance
EDN 348	Teaching Communication Arts K-6	Continue developing phonics, phonemic awareness, vocabulary, comprehension and fluency with writing and other expressive methods in the elementary classroom	1st semester Senior Requires WCE admittance

EDNL 332	Field Experience 2	Participate in an elementary classroom with increasing teaching responsibilities	1st semester senior Requires WCE admittance
EDNL 333	Field Experience 3	Participate in an elementary classroom with increasing teaching responsibilities	1st semester senior Requires WCE admittance
EDNL 411	Student Teaching	Participate and facilitate instruction in an elementary classroom with eventual full teaching responsibilities	2nd semester senior, capstone course

Special Education. The Special Education undergraduate program at UNCW is part of a four-year course of study, with students typically being accepted into the Watson College of Education (WCE) and beginning coursework during the first semester of their junior year. The Special Education program at UNCW offers two tracks: general and adapted curriculum, and typically takes two years to complete. The Special Education-General Curriculum (SPED-GC) track prepares teacher candidates to provide instruction and behavior supports to assist students with learning and behavioral disabilities who are enrolled in the general education curriculum. Required courses for the SPED-GC track include two courses focused on teaching reading to students with special needs:

Additionally, SPED-GC students *may* complete as part of the Special Education General Competencies, literacy methods at the elementary level which would require completion of the following courses:

There are six tenured (n=3) and tenure-track faculty (n=3) that teach within the Special Education Program, with five of those faculty teaching courses in the SPED-GC program. All additional field and lab experiences in the SPED-GC program are coordinated and/or supervised by faculty in the special education program.

The literacy methods course and corresponding lab (SED368 & SED368L) are taught and supervised by one tenured faculty member, who has been trained in NCSIPs Level 1 Reading Research to Classroom Practice (RRtCP), is completing state-level RRtCP Level II training to complete the instructor process for IHE RRtCP instructors, and has been trained as an Acadience Reading Mentor. SED368 provides teacher candidates with knowledge about the instructional principles of reading instruction and intervention (e.g., explicit & systematic instruction, precise language, repeated practice opportunities, frequent opportunities to respond, specific error correction and feedback) across the components of essential reading instruction (concept of print, language, phonological & phonemic awareness, decoding and word recognition, fluency, vocabulary, comprehension, and writing), as well as research- and evidence-based instructional and assessment methods/strategies/practices across the reading components. The lab experience (SEDL368) associated with the reading methods course (SED368) is designed to provide teacher candidates with direct supervision and coaching/feedback while administering assessments, developing explicit instructional lessons in reading, and implementing and modifying planned explicit reading instruction. Teacher candidates are assigned an elementary-aged student identified as at-risk or with a disability in reading with whom they work one-on-one with for the duration of the lab experience (2x's/week for a total of ~16 sessions). In addition, this faculty member works closely with the MTSS

coordinator at the partnership school in which the lab experience takes place to build relationships that foster and support both teacher candidate and student success.

Course number	Course Title (credit hours)	Semester
SED 368	Teaching Reading to Students with Special Needs (3)	Fall, Senior Year
SED 368 L	Teaching Reading to Students with Special Needs Lab (1)	Fall, Senior Year

Course number	Course Title (credit hours)	Sequence
EDN 340	Reading Foundations: K-6 (3)	Fall/Spring, Junior Year
EDNL 340	Reading Foundations Lab: K-6 (0.5)	Fall/Spring, Junior Year

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

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.
Number of Participants	Within the 12 districts, 2 charter schools, and 1 laboratory school, we have over 2,000 active partnership teachers

Activities and/or Programs Implemented to Address Priorities	PDS School-University Partnership-- The Watson College of Education's Professional Development System School-University Partnership is with 12 public school districts, 1 Department of Defense School system, 2 NC public charter schools, and one university laboratory school. The PDS Partnership established a comprehensive school-university collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (renewed Spring 2021) to include a school amd district-level needs assessments and annual updates gathered from each of our partnership schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.
Summary of the Outcome of the Activities and/or Programs	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. The PDS Director, Dean, and Associate Dean met virtually with district representatives in spring 2021 to reaffirm the strength of our partnership and discuss additional needs and collaborative efforts. In addition, faculty, senior leadership, and WCE center directors meet with district-level Key Contacts annually, and as needed, to initiate conversations focused on recruitment and retention efforts as well as opportunities for more authentic collaborations. These conversations lead to new or modified initiatives such as the establishment of the PDS Educators of Color Network, the additional cohort year of the Master Teacher Program, and the ongoing examination of processes and tools

	related to our current Cognitive Coaching Model of Learner-Centered Supervision.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Support professional learning in the areas of technology and digital learning, with an additional focus of supporting WCE students with submission of edTPA
Number of Participants	Over 1000 WCE students and partnership teachers
Activities and/or Programs Implemented to Address Priorities	This year PDS continued its partnership with WCE Technology Unit to provide professional development in the area of digital learning. This collaboration included sessions for Beginning Teacher Workshops, WCE Professional Development System Conferences, and other conferences and workshops hosted virtually at UNC Wilmington or in the region. The sessions were customized to enhance technology use in the classroom at the Pre-K, elementary/middle, and high school classrooms. Feedback from the sessions are used on a regular basis to meet the needs of participants and plan for future support sessions. In addition, the Assistant PDS Director worked collaboratively with the members of the Technology Unit to provide ongoing support and professional development to Watson students completing edTPA. This support consisted of building an online Canvas shell to house resources

	for students, facilitating support with online edTPA submission, and finding way to enhance virtual support for students teaching in online/hybrid/face to face formats due to the pandemic.
Summary of the Outcome of the Activities and/or Programs	The needs of the participants are surveyed from the school districts to tailor sessions to teachers/administrator needs. edTPA feedback is collected from students to guide the design of support for the academic coming year.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Provide ongoing Professional Development for Teachers and /or Administrators
Number of Participants	6,532 partnership teachers, school administrators, university faculty, interns and other school partners
Activities and/or Programs Implemented to Address Priorities	The PDS School-University Partnership sponsored professional development activities including conferences, seminars and professional growth opportunities. This year PDS supported new initiatives and maintained initiatives from 2019-2020 to include the Master Teacher Program, the Fall Job Fair and Recruitment and Retention Luncheon, provided edTPA support sessions for students, continues to serve as a

	regional site for the statewide NC New Teacher Support Program, and co-hosted a series of lectures by Principal Baruti Kafele focused on equity in education, During the 2020-2021 academic year, the PDS Office also planned and facilitated a Professional Learning Week for 31 partnership teachers, as well as 3 beginning teacher conferences for 156 participants. The days brought together school partners and faculty members across the Watson College of Education, College of Health and Human Services, and the College of Arts and Sciences as virtual presenters. In addition, presenters from our local schools and several community and state agencies participated.
Summary of the Outcome of the Activities and/or Programs	In 2020-2021, 6532 partnership teachers, school administrators, university faculty, interns and other school partners participated in 6 professional development conferences, 229 seminars, 189 professional growth opportunities, and 24 professional initiatives for a total of 448 sessions with 11,469 contact hours.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Enhance beginning teacher support and retention in our 12 district partnership
Number of Participants	947 beginning teachers in 12 districts

Activities and/or Programs Implemented to Address Priorities	The First Years of Teaching Support Program provided face-to-face support for over 947 beginning teachers during the 2020-2021 academic year. FYTSP provided virtual support for teachers in several districts. New Hanover, Duplin, Pender and Columbus Counties requested support for beginning teacher inductions and sustained professional development opportunities throughout the academic year. Workshops engage teachers in professional learning focused on classroom engagement, growth mindset, Kagan strategies, assessment, differentiation, and other instructional strategies. In Onslow County, a new series was implemented based on the 5 Core Propositions of the National Board for Professional Teaching Standards targeting BT2s, 3s, and veteran teachers collectively. The FYTSP also hosted three virtual Professional Development Days for Beginning Teachers. In total, 156 teachers attended the sessions representing 12 district and school partners. The PDS Office also continues to serve as a regional partners in the statewide NC New Teacher Support Program, providing one on one instructional coaching, on-site professional development, and access to a fall institute for beginning teachers in the region. Current partners include Sampson County School, Island Montessori, Onslow County Schools, and D.C. Virgo. 23 professional development opportunities were facilitated for teachers in these schools and districts throughout the academic year.
Summary of the Outcome of the Activities and/or Programs	The FYTSP also hosted three virtual Professional Development Days for Beginning Teachers. In total, 156 teachers attended the sessions representing 12 district and school partners. The PDS Office also continues to serve as a regional partners in the statewide NC New Teacher Support Program, providing one on one instructional coaching, on-site professional development, and access to a fall institute for beginning teachers in the region. Current partners include Sampson County School, Island Montessori, Onslow County Schools, and D.C.

	Virgo. 23 professional development opportunities were facilitated for teachers in these schools and districts throughout the academic year.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Provide enhanced leadership opportunities for classroom teachers and mutually beneficial opportunities for PDS partners
Number of Participants	16 teachers, 10 faculty members
Activities and/or Programs Implemented to Address Priorities	2020-2021 marked Year 3 for two cohorts representing PDS's core leadership initiatives, the Master Teacher Program and Promise of Leadership Program. Master Teachers represent a select cadre of teachers who model what WCE and PDS partners believe to be good teaching and can coach other teachers towards teaching in ways that are mutually meaningful for teachers and students. Master Teachers commit to a three-year term during which they take part in 36 hours of face-to-face professional development with WCE faculty Master Teacher Associates (MTAs) on topics designated by Master Teachers and MTAs. In addition, Master Teachers collaborate with MTAs to design and implement one or more professional growth and enrichment opportunities in their classrooms. In addition, Master Teachers mentor beginning teacher Promise of Leadership Award recipients, outstanding beginning teachers

	nominated by PDS district administrators, to design and deliver professional development at a Beginning Teacher Professional Development Day each year. Both POLs and Master Teachers engage in professional learning opportunities focused on enhancing teacher leadership throughout their three year commitment. Due to the pandemic, Master Teachers and faculty associates voted to extend their cohort by one additional year, continuing their collaborative enrichment opportunities into the 2021-2022 academic year.
Summary of the Outcome of the Activities and/or Programs	Master Teachers and POL Award recipients deliver professional development, serve as members on various advisory boards, and are called upon to host intensive field experiences in their classrooms. They also serve as liaisons to their schools and districts, communicating collaborative opportunities and other initiatives with PDS partners in our region.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, Island Montessori Charter School, and D.C. Virgo Preparatory Academy (laboratory school).
Start and End Dates	7/1/2020 to 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	Collaborate with school partners to apply for grant/research funding targeted to district and IHE/faculty areas of need and expertise
Number of Participants	Multiple districts and faculty members

Activities and/or Programs Implemented to Address Priorities	The PDS Office partnered with faculty to seek collaborators for several grant/research initiatives to include the Fulbright TEA Program (Dr. Amy Garrett Dikkers), an NSF Grant (Dr. Amy Moody), a U.S. Department of Education Grant (Dr. Eleni Pappamahiel), a Kenan Fellows Partnership (Dr. Heddy Clark), a Teaching Fellows Grant (Dr. Angela Housand), and a Public School Forum Grant (Ms. Somer Lewis). Collaborations included RFP support and/or facilitated communications with multiple faculty members and school-based partners. If awarded, PDS also plays a key role in the start-up and implementation initiatives, when needed.
Summary of the Outcome of the Activities and/or Programs	The Fulbright TEA program brought 16 teachers from various countries to UNCW for 6 weeks of professional learning. International teachers were partnered with PDS partnership teachers to meet the grant requirements for school observations and teaching. PDS secured multiple letters of support from districts for the NSF, DoED, and Teaching Fellows Grants. The office also led the proposal for the Public School Forum Rural Teacher Leadership Network.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	The Betty Holden Stike Education Lab The Betty Holden Stike Education Laboratory in the Watson College of Education at UNCW is designed as a critical component of the undergraduate elementary, middle grades, secondary and

	graduate MAT teacher preparation programs. Teacher candidates practice the methods they are learning in their courses by teaching a child in a one-to-one setting. Pre-service teachers are individually coached as they employ newly learned pedagogy in reading, writing and mathematics. This coaching-intensive approach to prepare future teachers results in educators who are attuned to their learners and are reflective in their practice. With thirty-six years of successful operation, the Stike Education Lab is a cornerstone in the Watson College of Education.
Number of Participants	Over the 2020-2021 academic year, 270 students taught children from local communities in the Ed Lab, representing 396 course registrations. The Ed Lab regularly serves ten courses from five teacher education programs.
Activities and/or Programs Implemented to Address Priorities	Over the 2020-2021 academic year, 270 students taught children from local communities in the Ed Lab, representing 396 course registrations. The Ed Lab regularly serves ten courses from five teacher education programs.
Summary of the Outcome of the Activities and/or Programs	The Ed Lab serves as a critical component in our educator preparation programs for candidates learning to teach children in grades K-12. Through the tutoring experience, teacher education candidates learn to plan, teach and engage in reflective practice. They learn to differentiate instruction and use authentic assessment to guide instruction. The students receiving the tutoring gain one-to-one instruction in reading, writing and mathematics.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear

	Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2020 - 6/30/2021
Priorities identified in Collaboration with LEAs/Schools	We serve PreK-12 students and their parents and teachers. CESTEM is the host for regional student competitions, such as SeaPerch, the regional North Carolina Science Fair and the Science Olympiad. We provide a technology loan program for pre-service and in-service teachers to utilize a range of equipment and high technology devices in their teaching practice. Likewise, we offer a check-out program that puts Family STEM night kits in the hands of teacher as well as informal science educators as they lead STEM learning opportunities in their community. Programs offered through our Center focus on improving the science & mathematics achievement of North Carolina's youth by providing high quality professional development for their teachers. To expand the reach of our services across the state of North Carolina we are actively involved in a STEM Learning ecosystem, STEM SENC (Southeastern NC). This year we supported a joint application to a national competition to join the Leap into Science Program. We were accepted into the program as Cohort 3 and will deliver programming that integrates open-ended science activities with children's books for young children and their families. The project will be conducted in partnership with: STEM SENC, The North Carolina Science, Mathematics, and Technology Education Center, STEM East, STEM West, and the State Library of NC, and supported by the NC Center for Afterschool Programs and the North Carolina Science Network. Also as a member of the STEM LC we remained an active participant in the initiative, ReCONNECT Rural and Urban led by the Institute for Emerging Issues
Number of Participants	Teachers and students from 18 local education agencies were served. Over 9200 students and

	approximately 360 educators were supported by the CESTEM program staff.
Activities and/or Programs Implemented to Address Priorities	CESTEM hosted 33 professional development and outreach initiatives that reached approximately 1061 participants. Approximately 1300 students were served through our support of student competitions including the 2019 Regional SeaPerch Competition(35 teams, 105 students), Southeastern North Carolina Science and Engineering Fair(157 participants from 16 schools) , and Wilmington Regional Science Olympiad Tournament (high school: 361 students across 28 teams from 18 schools; middle school:551students across 39 teams from 31 middle schools).CESTEM Technology Loan Program has impacted 198 teachers and 5,378 students through the 89 loan transactions for classroom use. CESTEM Family STEM Night Kit Loans have impacted 166 teachers and 1463 students through materials borrowed for 11 Family STEM Night events. Additionally, CESTEM leadership actively supported the initiatives of the STEM SENC(South Eastern North Carolina) ecosystem.
Summary of the Outcome of the Activities and/or Programs	Issues related to Covid-19 and the relocation of our core team to an off-campus site due to building environmental issues, hampered our ability to deliver some of our planned services. Despite the challenges, we found innovative ways to support educators throughout the region. We engaged over 361 educators and over 9200 students by supporting checkouts of CESTEM materials, hosting students competitions and providing professional development and outreach activities to K-16 educators.

II.   CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	31
Female	194
Gender Neutral	
Gender Not Provided	
Total	**225**
Race/Ethnicity	**Number**
African-American	14
Am. Indian/ Alaskan Native	
Asian	5
Hispanic/Latino	16
Native Hawaiian/ Pacific Islander	
White	179
Two or More Races	9
Race Not Provided	2
Total	**225**

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

Full-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	6	Am. Indian/Alaskan Native	0
	Asian	1	Asian	6	Asian	0
	Hispanic/Latino	5	Hispanic/Latino	32	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	0
	White	44	White	415	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	3	Not Provided	0
	Total	**51**	**Total**	**477**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0

	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**1**	**Total**	**2**	**Total**	**0**
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Part-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	2	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	1	White	3	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**2**	**Total**	**8**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	1	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	5	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**7**	**Total**	**0**
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**2**	**Total**	**0**

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

Program Area	Bachelor Degree		Licensure Only		Residency	
PC - Completed program but has not applied for or is not able for a license. **LC-completed program and applied for license.**	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	2	1	1	1	0	0
Elementary	100	45	2	1	0	0
Middle Grades	8	2	0	0	0	0
Secondary	7	3	0	0	0	0
Special Subjects	6	1	0	0	0	0
Exceptional Children	24	1	0	0	2	0

Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	**147**	**53**	**3**	**2**	**2**	**0**
Comment(s):						

D. **2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.**

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	5	*	*	*	*
	State	825	686	83.15	689	83.52
Traditional	Institution	205	166	80.98	127	61.95
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available   * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.

- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.

- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at EPP Performance | NC DPI .

E. **Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.**

LEA	Number of Teachers
New Hanover County Schools	831
Onslow County Schools	469
Wake County Schools	371
Brunswick County Schools	310
Pender County Schools	272
Duplin County Schools	164
Charlotte-Mecklenburg Schools	157
Johnston County Public Schools	138
Columbus County Schools	78
Cumberland County Schools	74
Sampson County Schools	74

F. **Quality of student teachers admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	1,171.58
MEAN SAT Math	560.61
MEAN SAT Verbal	565.64
MEAN ACT Composite	24.77
MEAN ACT Math	21.65
MEAN ACT English	21.63
MEAN CORE Combined	*
MEAN CORE Reading	175.09
MEAN CORE Writing	166.80
MEAN CORE Math	170.13
MEAN GPA	3.58
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

G. **Scores of student teachers on professional and content area examinations.**
   Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture

the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

| Cohort | License Area | 1st Year | | 2nd Year | | 3rd Year | | 4th Year | |
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	97	73.2	103	91.26	105	92.38	106	93.4
2017	English	4	*	4	*	4	*	4	*
2017	French	1	*	1	*	1	*	1	*
2017	Health and Physical Ed	5	100	5	100	5	100	5	100
2017	M.G. Language Arts	4	*	4	*	4	*	4	*
2017	M.G. Math	5	100	5	100	5	100	5	100
2017	M.G. Science	1	*	2	*	2	*	2	*
2017	M.G. Social Studies	2	*	2	*	2	*	2	*
2017	Math (grades 9-12)	3	*	3	*	3	*	3	*
2017	Music	2	*	2	*	2	*	2	*
2017	Science (grades 9-12)	1	*	1	*	1	*	1	*
2017	Social Studies (grades 9-12)	4	*	4	*	4	*	4	*
2017	Spec Ed: Adapted Curriculum	6	100	6	100	6	100	6	100
2017	Spec Ed: General Curriculum	9	44.44	11	81.82	11	81.82	11	90.91
2017	Institution Summary	144	77.78	153	92.16	155	92.9	156	94.23
2018	Elementary (grades K-6)	76	63.16	81	76.54	84	85.71		

2018	English	2	*	2	*	2	*		
2018	ESL	1	*	1	*	1	*		
2018	Health and Physical Ed	4	*	4	*	4	*		
2018	M.G. Language Arts	4	*	5	60	5	60		
2018	M.G. Math	2	*	2	*	2	*		
2018	M.G. Science	2	*	2	*	2	*		
2018	M.G. Social Studies	4	*	4	*	4	*		
2018	Music	2	*	2	*	2	*		
2018	Social Studies (grades 9-12)	1	*	1	*	1	*		
2018	Spanish	1	*	1	*	1	*		
2018	Spec Ed: Adapted Curriculum	8	100	8	100	8	100		
2018	Spec Ed: General Curriculum	10	70	12	58.33	12	66.67		
2018	Institution Summary	117	71.79	125	79.2	128	85.94		
2019	Elementary (grades K-6)	91	80.22	98	89.8				
2019	English	8	100	8	100				
2019	ESL			1	*				
2019	Health and Physical Ed	9	100	9	100				
2019	M.G. Language Arts	2	*	2	*				
2019	M.G. Math	5	100	5	100				
2019	M.G. Science	3	*	3	*				
2019	M.G. Social Studies	4	*	4	*				

2019	Math (grades 9-12)	2	*	2	*				
2019	Music	2	*	2	*				
2019	Social Studies (grades 9-12)	2	*	3	*				
2019	Spanish	1	*	1	*				
2019	Spec Ed: Adapted Curriculum	7	100	7	100				
2019	Spec Ed: General Curriculum	2	*	2	*				
2019	Institution Summary	138	82.61	147	89.8				
2020	Elementary (grades K-6)	74	82.43						
2020	English	1	*						
2020	Health and Physical Ed	4	*						
2020	M.G. Language Arts	2	*						
2020	M.G. Math	1	*						
2020	M.G. Science	1	*						
2020	M.G. Social Studies	5	60						
2020	Math (grades 9-12)	2	*						
2020	Music	1	*						
2020	Social Studies (grades 9-12)	5	100						
2020	Spanish	3	*						
2020	Spec Ed: Adapted Curriculum	5	100						

2020	Spec Ed: General Curriculum	8	75						
2020	Institution Summary	112	78.57						

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
51	2	23

I. Field Supervisors to Students Ratio (including both internship and residencies).

1:5

J. Teacher Effectiveness.

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a 'beginning teacher' as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of 'Developing' to 'Distinguished'. Effective 2020-21, at the end of their third year beginning teachers must be rated 'Proficient' on Standards 1-5 on the most recent 'Teacher Summary Rating Form' in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included 'Does Not Meet Expected Growth', 'Meets Expected Growth, and 'Exceeds Expected Growth'. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model .
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.
- Blank cells represent no data available.

	If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.99%	77.84%	19.16%	0.00%	167	7
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.59%	60.48%	35.93%	0.00%	167	7
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.99%	79.64%	17.37%	0.00%	167	7
State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	3.59%	70.66%	25.75%	0.00%	167	7
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89

Standard Five: Teachers Reflect on Their Practice

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	0.00%	2.99%	76.65%	19.76%	0.60%	167	7
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

Student Growth: Teachers Contribute to the Success of Students

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	12.62%	81.55%	5.83%	103	71
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.