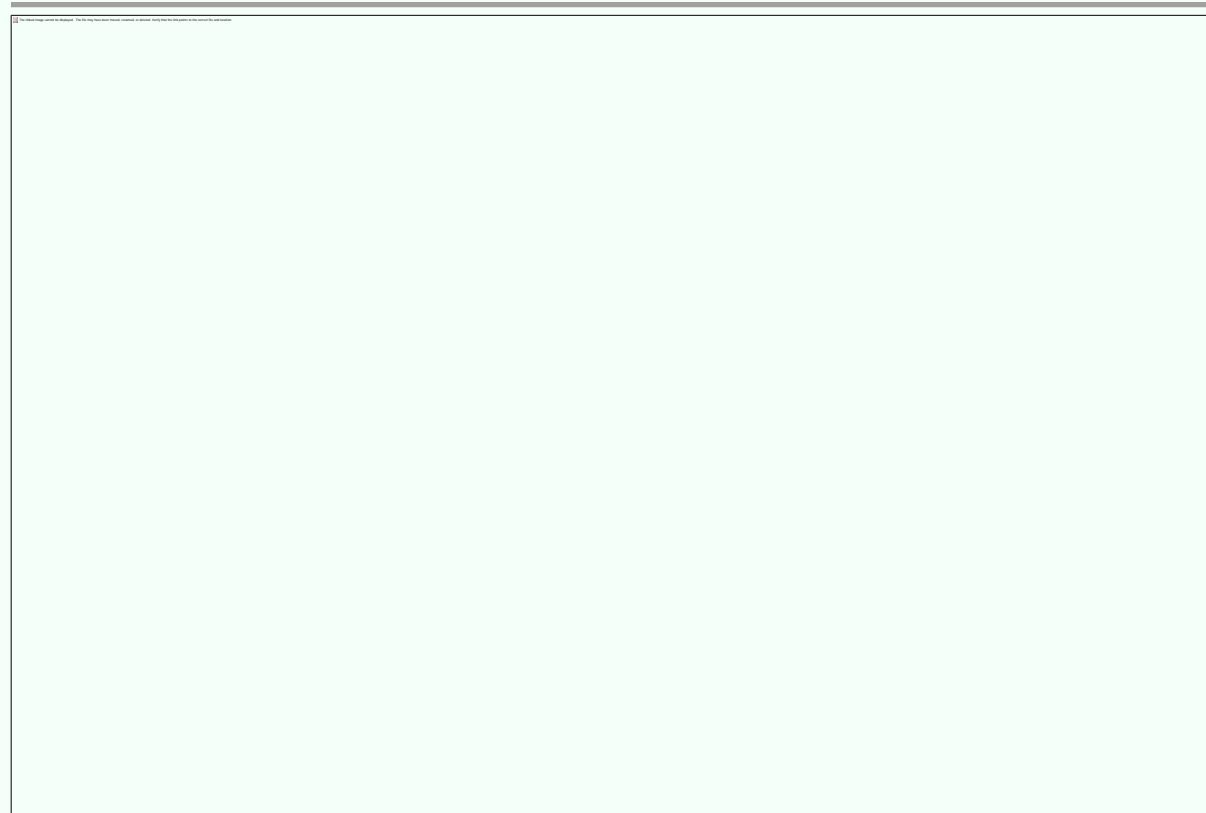


2019-2020

EPP Bachelor Performance Report

Fayetteville State University



Overview of Institution

Founded in 1867 as the Howard School by seven black men for the purpose of educating black children, Fayetteville State University (FSU) is a public comprehensive regional Historically Black University (HBCU) that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina (NC) and beyond. FSU is a member of the 16-campus University of North Carolina System. The primary mission of FSU is to provide students with the exemplary learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. FSU is North Carolina's oldest teacher preparation institution and second oldest state-supported institution of higher education. During the 2017-2018 academic year, FSU celebrated its Sesquicentennial. Celebrating the Sesquicentennial was a testament to the tenacity of the spirit of the seven black citizens-David A. Bryant, Nelson Carter, George W. Grange, Sr., Andrew J. Chesnutt, Mathew Leary, Jr., Robert Simmons, and Thomas Lomax - who established the Howard School on November 29, 1867 for the purpose of

educating black children. They would indeed be proud today of the diverse student body and world class accomplishments made by Fayetteville State University in various fields from teacher education to cyber-security. The university commemorated this transformative experience by proudly "Celebrating 150 Years of Excellence in Preparing Educators, Leaders, and Engaged Citizens " during the 2017-2018 academic year. FSU has a tradition of excellence in teacher education. FSU provides services and learning opportunities to eleven-counties in the Sandhills Region of North Carolina and strives to fulfill its vision of providing diverse experiences that will prepare learned and responsible global citizens. FSU has a longstanding record of community partnerships and offers an extensive array of outreach programs.

FSU is the largest comprehensive university in North Carolina's Sandhills Region, serving over 6,300 students, and is fully accredited by SACS as a Level V doctoral granting institution. The institution is organized into four major academic units (the College of Humanities and Social Sciences [CHSS], the Broadwell College of Business and Economics [BCBE], the College of Education [COE] and the College of Health, Science and Technology [CHST] managed by deans. University College is a support unit that is also managed by a dean. Baccalaureate degrees are offered in 36 program areas (BA, BS, BSW, and BSN) including Elementary, Middle Grades (Math, Social Studies, Language Arts and Science), Secondary (Math, Biology & English). Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in over 20 programs including elementary education, mathematics, middle grades education [language arts, mathematics, science, and social studies], psychology, reading education, school administration, and special education. A Master of Arts in Teaching degree is offered in elementary education, secondary education [math, English and biology], special education, and middle grades education [language arts, mathematics, and science]. FSU offers an Ed. D. in Educational Leadership with two tracks: P-12 (leading to Superintendent Licensure) and higher education.

The guiding documents of Fayetteville State University were developed through shared governance and a collaboration that involved participants from the faculty, staff, candidates, community, administrators, and Board of Trustees. The 2015-2020 Strategic Plan for the Institution was approved by the FSU Board of Trustees in spring 2015 for fall 2015 implementation. All units developed strategic priorities that are guided by this strategic plan.

On FSU's campus, the COE/Educator Preparation Program (EPP) prepares highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs offered. On October 27, 2015, FSU received full and continuous accreditation by NCATE and is one of only seven institutions in North Carolina that is on the July 1, 1954 list of first NCATE Accredited Institutions. The COE celebrated 64 years of accreditation and has a proud history of preparing professionals who are sensitive and responsive to the diverse needs of students, parents, and the community. The COE has successful, established partnerships with 11 school systems/charter schools and seven (7) community colleges in its service area.

Special Characteristics

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus is located on 156 acres with a total of 38 buildings. The new Science and Technology Building was opened in spring 2013. New residence halls were also constructed to accommodate 336 students. In addition, the renovation of the Rudolph Jones Student Center was completed. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows military personnel accessibility to university programs and provides a diverse population of students. FSU has one of the largest percentages (20.4%) of military affiliated students in the UNC system. As incoming freshman or transfer students, candidates complete early courses across programs with the opportunity to interact with a diverse population of peers in CHSS, BCBE, CHST and COE. Of the 6,318 (5,473 undergraduate) enrollees 32.6% are males, 67.4% are females, and 64% are over 24 years of age. Ninety-four percent (94%) are NC residents. Twenty percent (20%) are White; 58% African American; 2% American Indian; 2% Asian; 8% Hispanics; and 10% other races, two or more races, non-resident alien or race unknown. This diversity provides great interactions and learning as enrollees become familiar with different cultures, nationalities, and races. Of the 72 faculty, staff, and administrators within the COE, 79% are females while 88% are of color including Africans and other nationalities. The majority of the 6,318 main campus and distance education students enrolled at FSU are first-generation college enrollees.

The COE is led by a Dean who reports to the Provost and Vice Chancellor for Academic Affairs. The Dean is assisted by the Associate Dean, department chairpersons, and program directors in fulfilling the administrative responsibilities of the COE. The Administrative Leadership Team and the Teacher Education Committee (TEC) constitute the EPP's collaborative governance. The TEC has the responsibility to review, approve, recommend, and implement curricular policies and general administrative decisions that involve the preparation of teachers, educational administrators, and supervisory personnel based on programs offered by the unit. The TEC ensures adherence to state, regional, and national standards. The TEC includes representatives from across the university (including CHSS, CHST and University College); Local Education Agencies (LEAs), community college partners; recent graduates; retired alumni; and graduate and undergraduate candidates. The Dean chairs the TEC and serves as liaison to the University of North Carolina System Office Council of Education Deans (or its equivalent), the Sandhills Regional Education Consortium of Superintendents, the Academic Affairs Leadership Team, the FSU Council of Deans, and other groups that warrant COE representation. The Associate Dean serves as the liaison to the Personnel Administrators of North Carolina (PANC) Committee, Sandhills Region and FSU Principals' Advisory Board.

The vision of the COE is predicated upon the belief in preparing knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. The Conceptual Framework (CF) builds on the COE's vision and mission statements with the intent to prepare *Facilitators of Learning*. Candidates complete programs of study and are knowledgeable about their subject matter, experienced in the teaching process, prepared to use their knowledge, skills, and abilities to help students succeed academically, and ready to strengthen family support of education in a technological and global society. The knowledge, skills, and dispositions represent and are organized around the philosophical and theoretical underpinnings of the seven key themes of the CF: Caring Dispositions and Ethical Responsibility; Communication; Knowledgeable and Reflective Professionals; Research and Leadership; Respect for Diversity

and Individual Worth; Technological Competence and Educational Applications; and Working with Families and Communities.

Candidates develop proficiencies as they work with faculty who are experts in their field. A *Strategic Plan* guides the EPP's activities. Goals, strategies, findings, including Student Learning Outcomes (SLOs) are reported annually through an Operational Plan and Assessment Record (OPAR) developed and evaluated in the Accountability Management System (AMS) Platform of Taskstream data system and reviewed by an Academic Affairs OPAR Committee using a predetermined rubric.

In 2018-19 the COE collaborated with 10 school systems and two public charter schools in the design, delivery, and evaluation of its field experiences and clinical practices through the University-School Teacher Education Partnership (USTEP)/Professional Development School (PDS) Coordinator (Coordinator). Educational Partnership Agreements (EPA), designed by the COE and school partners, delineate the roles and responsibilities for candidates, faculty, school partners, and all other parties were revised to include more collaboration regarding the placement process. The EPAs include specific assignments and experiences to help candidates at the initial and advanced levels develop content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in the conceptual framework and aligned with state and national standards. These PDS sites are selected to provide support to schools with a high percentage of low performing P-12 students. Most of the school systems are located in urban settings and the remaining are in rural settings. The average racial makeup of these 10 partnership systems is 37.14% African American, 8.06% American Indian, 1.02% Asian, 12.44% Hispanic, 39.89% White, 0.7% Pacific Islander, and 2.93% Two or More Races. The average number of students with IEPs is 2006.

FSU houses two early college high schools on our campus: Cross Creek Early College High School and Cumberland International Early College High School. The COE provides health and physical education courses for both early college high schools which assist their students in satisfying their health and physical education requirements. The COE continues its relationship with Cross Creek Early College High School (CCECHS) and the Cumberland International Early College (CIEC). The CCECHS is a New Schools Project High School located in the Butler College of Education Building and the CIEC is in the Joseph Knuckles Science Building. The CCECHS was selected as a Learning Laboratory Initiative (LLI) site and was a partner in a funded New School Project Research and Engagement Grant with the COE.

To facilitate easy and seamless access to higher education opportunities, the COE has increased the number of signed dual degree agreements with additional community colleges. Revised dual degree agreements with existing community college partners now include areas of elementary education, middle grades education, and health and physical education, in addition to the existing birth through kindergarten agreements.

The COE is supported by the Dean's Advisory Board, established in 2011. Membership includes FSU/COE alumni, business leaders, school superintendents, and faith-based representatives. The Board provides support to the EPP, its program, candidates, and faculty. Board members advise the dean in the overall development of the College, serve as role models for candidates and pre-

candidates, assists the dean in fundraising, and promotes a positive image of the COE. A fundraising event is held every other November as a capstone activity to the American Education Week series of activities. Funds raised are used to supplement Praxis CASE scholarships, sponsor Praxis CASE workshops, and offer student teaching scholarships.

The COE has extended its support of military dependent children. The COE has membership with the Military Child Education Coalition (MCEC) and partner with the Coalition to offer PD to faculty, teachers, and in-service teachers to address the needs children of military families bring to the classroom. These strategies are infused into program curriculum.

In April 2017, FSU submitted Educator Preparation Program (EPP) proposals to the NC Department of Public Instruction to be reviewed for alignment with recent NC legislated requirements for teacher and school executive preparation programs. The EPP was approved in fall 2017 by the State Board of Education.

The College of Education hosted our annual American Education Week (November 2018). The week was packed with several activities and events for students, faculty, staff, public school teachers and students and community members. During American Education Week we hosted activities involving our FSU Early Childhood Learning Center; renowned local speakers such as Dr. Comfort Okpala (Professor of Educational Leadership at NC A&T State University and alumna from the first FSU Ed.D. cohort); professional development activities for our clinical experience candidates and administrative support staff; panel discussions with distinguished FSU alumni retired and veteran/beginning principals and teachers from this region; the FEC/SNCAE student organization meet-n-greet and annual Talent Showcase; test preparation for major licensure exams and a mini-conference for middle and high school students interested in STEM disciplines and careers.

The Fayetteville State University's College of Education 2019 Excellence in Teaching Conference was held in March. This year's conference promoted teaching and use of technology. The goal for this year's conference was to provide informative sessions that motivated educators to continue to make a profound and positive impact on the lives of children in our communities. We had a record-breaking attendance at the Saturday sessions lead by teachers from the local public schools.

The College of Education Science, Technology, Engineering, Advocacy and Mathematics (STEAM) Grant also known as Project STEAM was funded in October 2014 and hosted the final activities on a no-cost extension of the grant this year. Project STEAM is designed to equip post-secondary and college-level students with diagnosed disabilities (i.e. students identified as disabled Veterans, wounded service members, and those from other under-represented gender and minority groups) with the necessary skills and advocacy strategies required to compete favorably with non-disabled or non-minority workers in STEM related career fields or graduate programs, including those related to defense and homeland security. Project STEAM provides an enhanced learning environment through better trained STEM faculty in areas like differentiated instruction, transition support for students with exceptional learning needs and their families, as well as mentoring and learning community engagement for students who might be considered non-competitive on a customary STEM career path.

In 2018-19 the College of Education was awarded a Title III grant to support Pathways to Teaching which includes a summer bridge camp to help students prepare for Praxis Core. The program offers workshops throughout the year to help candidates increase their scores on the test. The first summer bridge program was held in summer 2019.

Program Areas and Levels Offered

The College of Education is organized into three departments: Educational Leadership and School Administration (ELSA); Early Childhood, Elementary, Middle Grades, Reading and Special Education (EEMRS); and Health, Physical and Secondary Education (HPSE). These departments offer initial, including Licensure Only, and advanced programs as well as non-teaching affiliated concentrations in community health education and sport management. Support service units for the programs include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, Office of Research Initiatives, and the COE Academic and Recruitment Center (COEARC). Programs offered by the COE are:

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

Traditional	Lateral Entry	Residency
X		X

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

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

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

FSU's COE monitors to ensure the early field experience and clinical experience placements of candidates are in school settings that are inclusive of children with exceptionalities. All licensure programs require a special education course (SPED 320) or a course in the licensure area to specifically address the prevalence, methodologies and assessment of exceptional children. Also available to demonstrate and promote discussion about best practices for working with exceptional children are ATLAS videos that can be incorporated into any class via the learning management system used in all classes. Whether through hands-on or observational experiences, candidates are expected to complete assignments to demonstrate competencies learned.

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.

The Department of English offers a certificate in Teaching English as a Second Language. The elementary education majors can choose this certificate as the concentration option in their programs. The courses in reading that all majors take have a unit of study on the English Language Learner. The unit helps candidates understand the challenges of learning a second language through simulations and exposes the candidates to resources available to them.

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

All teacher education majors are required to take EDUC 210 Computers in Education where they are introduced to digital learning competencies, learn strategies for making information available to students through multiple media and to create/modify instructional practices to address a variety of learning styles. Candidates are exposed to means for recording and assessing themselves in preparation for early field and clinical experiences as well as the ethics involved in doing recordings, videotaping, etc. Last year our faculty was introduced to Musion and we hope to integrate that technology into our preparation program to help candidates become more aware of communication strategies that are successful with children.

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

During clinical experiences the candidates are exposed to the products such as Home Base and Power School to collect data, share data with parents, analyze data to improve their teaching and increase student achievement. The candidates are required to complete portfolios that include collecting and analyzing data from students during the clinical experience. The candidates must state what they plan to do next based on the assessment data provided by the students.

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

Elementary education (K-6) candidates are provided instruction to integrate arts education into curriculum development through their methods course *ELEM 402: Social Studies and the Arts; Music, Dance and Visual Art in the Elementary School*.

Candidates preparing to teach in birth-kindergarten environments are provided instruction to integrate the arts into curriculum development through methods courses, *EDUC- 309 Infant and Toddler Curriculum Development and Field Study* and *EDUC 314 - Preschool/Kindergarten Curriculum Development and Field Study*. Candidates develop lessons which incorporate music, puppetry, drama, and movement into their curriculum design and lesson plans.

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

The EPP conducts self-study of the unit by following the procedural guidelines and standards of the Council for the Accreditation of Educator Preparation and the North Carolina Department of Public Instruction program approval process. Data related to the standards are collected annually and submitted in an Institutional Report to CAEP every seven years. Also during the seven-year cycle, the EPP submits examples of candidate performance on key evidence assignments for which descriptions and rubrics have been approved by NCDPI. NCDPI approved each licensure program in 2014. A visiting team from NCATE/CAEP, which includes representatives from NCDPI, reviews the NCDPI program approval report and interviews faculty, public school personnel and candidates to triangulate the data submitted. The site visit team makes a report to the CAEP Commission which recommends accreditation and, if needed, areas for improvement. The results of the April 2015 visit revealed all standards were met with one area for improvement. A subsequent annual report to CAEP addresses the EPP's progress toward ensuring that all candidates have early clinical experiences in which pedagogical skills are assessed.

On an annual basis the EPP and each department submit an Operational Plan and Assessment Report (OPAR) to the Provost and Vice Chancellor for Academic Affairs. The OPAR includes the mission of the unit or department, the vision and goals for the department or unit, the learning outcomes, key personnel, key services, assessment plan, assessment findings, strategies for improving the findings, and a status report on implementation of the strategies. The Provost and Assistant Vice Chancellor meet with representatives of the unit and departments to discuss the results and how they are being used to enhance the programs offered. The annual evaluation data are embedded in the seven-year self-study reports.

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

Field experiences occur in several professional education courses which are completed by all teacher candidates in the College of Education (COE). Those enrolled in EDUC 211, which is a university core course as well as the gateway course for admission to teacher education, are required to complete 15 hours of field experience. Pre-candidates are required to observe and reflect on experiences in schools and classrooms. After reviewing ATLAS (Accomplished Teaching, Learning and Schools) the decision was made to pilot ATLAS during spring 2017 in one section of EDUC 211. ATLAS is a unique, searchable online library of authentic videos, referred to as cases, showing National Board-Certified Teachers at work in the classroom. Each case is accompanied by the teacher's written reflection about the lesson as well as the context for learning. The implementation decision was based on two factors. The first consisted of the fact that ATLAS cases show a plethora of pedagogical skills used by teachers in all grades K-12. In addition, it is also aligned to professional teaching standards and indexed by teachers to serve as a window displaying accomplished teaching. The use of ATLAS allows the instructor of record to closely monitor the teaching styles and classroom demographics observed by the pre-candidates, immediately critique and answer questions pre-candidates may have about the various teaching and learning styles, and focus the pre-candidates observations and reflections on pedagogy used by accomplished teachers in the field. During the first semester of the junior year,

candidates complete 10 hours of field experience in EDUC 330 and 10 hours in EDUC 331. Candidates are expected to participate in a variety of school related activities: school board meetings, PTA meetings, after school functions, and observe in classrooms where they complete a case study on an individual. During the second semester of the junior year, candidates complete READ 320 (10 hours), SPED 320 (20 hours), and other methods courses required by the major. The field experiences focus on candidates' collaboration with clinical educators (P-12) to gain experience working with diverse populations, becoming sensitized to the needs of these populations, and planning lessons for diverse students. The first semester of the senior year requires candidates to enroll in the remaining methods courses. These methods courses target research-based teaching techniques as well as strategies for teaching in specific disciplines. Candidates are expected to design unit plans, plan and teach lessons, assess student learning, build subsequent lessons based on assessment data, and incorporate technology in teaching and recordkeeping. The clock hours vary for these experiences by major. All candidates are required to participate in field and clinical experiences in our partner school districts. Several partner schools are low-performing, and the EPP seeks to provide every student with a placement within a low-performing school for at least one semester.

In addition, most clinical educators (P-12) teach classes that have students with multiple levels and needs. Classroom settings provide the candidates with the opportunity to work with students from various backgrounds, differing on academic and performing skill levels. During the final semester of the senior year, the clinical experience is completed for 16 weeks.

For Elementary Education Candidates, most of the early field experiences take place in Cumberland, Harnett and Hoke County Schools. The following courses are taken over two semesters thus giving the candidates more than a full-semester of experience in low-performing schools.

The courses requiring field placements are: EDUC 211 (Laboratory Experiences in Area Schools (15 hours); EDUC 330 Educational Psychology & Human Development (10 hours); EDUC 331 Instructional Design and Assessment (10 hours); SPED 320 Education of the Exceptional Child (20 hours); ELEM 320 (10 hours) Teaching Healthful Living (K-6); and ELEM 451 Classroom Management (10 hours). The following low- performing schools are frequently used for early field placement sites; however, the schools are subject to change on a yearly basis according to the DPI ABC Report Card:

Lucile Souders ,T.C. Berrien ,W. T. Brown, Cliffdale, Lillian Black, Mary McArthur, Ferguson Easley, Overhills, Hawk Eye, and Sandy Grove.

If a low- performing school cannot accept any more candidates, then candidates are placed in a low-performing classroom. This placement is determined by the Local Education Agencies (LEA) Human Resources Officers and principals in collaboration with the College of Education's PDS Coordinator.

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

Elementary methods candidates are sent out three weeks prior to clinical experience. The first week occurs early in the fall semester so that candidates can familiarize themselves with their clinical educator (P-12) and his or her classroom procedures. Faculty members encourage candidates to volunteer to be in their respective schools when public school session ends, but that is beyond the semester system at the university. The secondary and middle grades programs depend heavily on the course scheduling of the College of Humanities and Social Sciences and the College of Health, Science and Technology. We cannot foretell if methods courses will be the only courses a candidate has to take in the fall semester. If courses within these colleges are scheduled during the day, time in schools may be limited to certain days during the week. Secondary and middle grades candidates completed clinical practice/student teaching over two semesters to ensure candidates experience both the beginning and end of the school year.

During the methods courses, candidates completed 40 hours in a classroom with a clinical educator. Time in the classroom was completed during three increments over the given semester (initial, middle, and end), so that candidates experience the beginning of the academic year and subsequent aspects of a nine-weeks marking period within the partner school calendar. The initial week-long clinical experience is followed by a 15-week clinical experience in a partner school with a Clinical Educator (P-12) to complete the clinical experience.

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	Cumberland County Schools - Special Education Advisory Committee (SEAC)
Start and End Dates	October 1, 2019 - May 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Increasing Achievement of All Students; Teacher Recruitment/Retention
Number of Participants	FSU Faculty - 1; Public School Teachers - 30; Principals and Administrators - 5; Other - 40
Activities and/or Programs Implemented to Address the Priorities	Represent the College of Education (COE) at SEAC meetings.
Summary of the Outcome of the	The purpose of the SEAC is to act as bridge between Cumberland County Schools and parents of children with disabilities.

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Pine Forest High
Start and End Dates	10/24/2019
Priorities Identified in Collaboration with LEAs/Schools	Other; Increasing Achievement of All Students
Number of Participants	FSU Student - 1; FSU Faculty - 1; Public School Teachers - 15; Public School Students - 100; Principals and Administrators - 4
Activities and/or Programs Implemented to Address the Priorities	FSU faculty member and FSU student represented the COE at the first annual Vocational Leadership Career Day for Students with Disabilities at Pine Forest High.
Summary of the Outcome of the Activities and/or Programs	The event exposed high school students with disabilities to post-secondary educational options in the community. Several area high schools (Westover, Terry Sanford, E.E. Smith, and Cape Fear) also attended.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	8/13/2019
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	FSU Student - 1; FSU Faculty - 1; Public School Teachers - 100; Principals and Administrators - 4
Activities and/or Programs Implemented to Address the Priorities	FSU faculty member was invited by Cumberland County Schools to assist with the school system's county-wide English Language Arts teacher professional development to open the 2019-2020 school year on Tuesday, August 13.
Summary of the Outcome of the Activities and/or Programs	FSU faculty member presented three sessions focused on decoding the ELA Standards to build Academic Language in ELA classrooms and across disciplines. The overarching goal of this collaboration was to improve achievement and meet the rigor of the English Language Arts Standards. Instructional

	<p>shifts require students to develop a deep understanding of conceptually complex words found across various disciplines, be adept critical thinkers with analytical reasoning skills, and be able to read, write, speak, listen and use language effectively. FSU faculty member participated in a two-day workshop over the summer with some of Cumberland County School's English Language Arts teachers and Dr. Diana Dumetz Carry, author of The Standards Decoded, a desk reference for teachers to understand and apply the English Language Arts Standards. This collaboration brings together the College of Education and Cumberland County Schools to improve literacy skills for middle and secondary students.</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Public Schools of Robeson County - Deep Branch Elementary
Start and End Dates	3/10/2020
Priorities Identified in Collaboration with LEAs/Schools	Other; Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 2; Public School Students - 18; Principals and Administrators - 1
Activities and/or Programs Implemented to Address the Priorities	Reading to Pre-K class for Dr. Seuss week.
Summary of the Outcome of the Activities and/or Programs	Read-aloud books to pre-kindergarten students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County United Way - Fayetteville Urban Ministry - Find a Friend - Howard Learning Academy
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Other; Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty - 1; Public School Students -1

Activities and/or Programs Implemented to Address the Priorities	The Fayetteville United Way-Fayetteville Urban Ministry-Find-A-Friend Mentoring Program focuses on making a difference in the lives of students of promise & court-involved youth in Cumberland County.
Summary of the Outcome of the Activities and/or Programs	The outcomes are improving and supporting the behavioral, social, emotional, and academic domains of young people's development.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	August 2019 - April 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap
Number of Participants	FSU Students - 15; FSU Faculty - 1; Public School Students - 20
Activities and/or Programs Implemented to Address the Priorities	FSU students work with CCS students using research-based practices and programs to enhance reading.
Summary of the Outcome of the Activities and/or Programs	Students showed growth in the five domains of reading and FSU students were able to work hands-on with elementary students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - W.H. Owen Elementary
Start and End Dates	1/31/2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Increasing the Achievement Gap
Number of Participants	FSU Faculty - 1; Public School Teachers - 5; Public School Students - 25; Principals and Administrators - 2
Activities and/or Programs Implemented to	Judged the Science Fair at W.H. Owen Elementary

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Increasing relationship/rapport between IHE/LEA.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - TC Berrien Elementary
Start and End Dates	10/10/2019
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy; Other (Engagement in Science Activities, Lesson Plans by students)
Number of Participants	FSU Students - 18; FSU Faculty - 2; Public School Teachers - 10; Public School Students - 120; Principals and Administrators - 2; Other - 4
Activities and/or Programs Implemented to Address the Priorities	Methods candidates developed science lesson plans as a component of their methods class. FSU faculty facilitated a visit to a local elementary school and coordinated the science circus presentations as part of the methods students' exposure to science stations and presenting to 2nd, 3rd, 4th, and 5th grade students. Prior to visit, students must visit with teachers according to the date. A Context for Learning was developed on the students served.
Summary of the Outcome of the Activities and/or Programs	Elementary students were given exposure of various science lessons. Building partnership with school and science teachers. Embedding literacy to develop fluency and integration across disciplines and allowing methods students to have first-hand short-term interaction with students and presenting in real classroom appropriate lesson. Determine differentiated and assessment instruction ideas based on students Context for Learning. Recorded video and completed a Commentary to practice Task 2 of edTPA portfolio.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wake County Public School System - Salem Middle
Start and End Dates	February 1, 2020 - June 1, 2020
Priorities Identified in Collaboration with LEAs/Schools	Consultant; Closing the Achievement Gap; Increasing Achievement of All Students

Number of Participants	FSU Faculty - 1; Public School Students - 70; Principals and Administrators - 2
Activities and/or Programs Implemented to Address the Priorities	Met with new assistant principal and new principal to help each understand special education as a whole and how it relates to each position.
Summary of the Outcome of the Activities and/or Programs	Follow-up meetings will occur throughout the year. These are set to help answer questions on how the administrators can best meet the needs of their students with special needs and to support the teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	11/16/2019
Priorities Identified in Collaboration with LEAs/Schools	Workshop; Closing the Achievement Gap
Number of Participants	FSU Students - 5; Public School Teachers - 4
Activities and/or Programs Implemented to Address the Priorities	Prepared and delivered two professional development topics: IEP Development and Behavior Management to FSU students and CCS teachers.
Summary of the Outcome of the Activities and/or Programs	Attendees gained an understanding on the process to write measurable IEP goals and strategies to address varying levels of behavior challenges in the classroom.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 2

Activities and/or Programs Implemented to Address the Priorities	Complete a program evaluation for Harnett County Schools.
Summary of the Outcome of the Activities and/or Programs	Strengthened the rapport between IHE/LEA. Gained insight into curriculum provided in LEA. Will use this information to strengthen course syllabi at IHE level.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools
Start and End Dates	August 2019 - April 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap
Number of Participants	FSU Students - 15; FSU Faculty - 1; Public School Students - 20
Activities and/or Programs Implemented to Address the Priorities	FSU Students work with Cumberland county students using research-based practices and programs to enhance reading skills.
Summary of the Outcome of the Activities and/or Programs	Students showed growth in the five domains of reading and FSU students were able to work hands-on with elementary students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Sampson County Schools
Start and End Dates	8/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Consultant; Increasing Achievement of All Students; Healthy Children
Number of Participants	FSU Faculty - 1; Public School Teachers - 100; Principals and Administrators - 25
Activities and/or Programs Implemented to	Consulted the Social and Emotional Aspects of MTSS: Trauma-Sensitive Approaches in the Classroom

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Teachers and principals/administrators were informed on trauma-sensitive attributes and approaches.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	South Carolina - Research and School Reports
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Healthy Children
Number of Participants	FSU Faculty - 1; Public School Teachers - 7; Public School Students - 200
Activities and/or Programs Implemented to Address the Priorities	The purpose of this collaboration is to investigate the utility and validity of student assessment rubrics and how these discriminate student performances in the 2nd, 5th, 8th and high school grades (9-12) as the achievement of SHAPE America's physical education learning standards and progress toward achieving the goal of 50 Million Strong by 2029 (see website for additional details https://www.shapeamerica.org/).
Summary of the Outcome of the Activities and/or Programs	This study will utilize a participatory approach that creates bidirectional communities of practice through existing collaborations, such as, school-university partnerships, teachers, teacher educators, and educational researchers. Data collection from students will serve as a free professional development.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Lake Rim Elementary
Start and End Dates	3/5/2020
Priorities Identified in Collaboration with LEAs/Schools	Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 2; Public School Students - 25
Activities and/or Programs Implemented to	Read and interact with students and their teachers while discussing the book they chose.

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Engage students in reading that is hands-on.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Ferguson Easley Elementary
Start and End Dates	3/3/2020
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty - 4; Public School Teachers - 3; Public School Students - 10; Principals and Administrators - 1
Activities and/or Programs Implemented to Address the Priorities	FSU Staff Member joined four faculty in making, demonstrating, and delivering math activities at the school's math night.
Summary of the Outcome of the Activities and/or Programs	School/IHE relationship was re-established and strengthened. Math activities were demonstrated to parents and their children so they could take the material home and practice.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Douglas Byrd High
Start and End Dates	2/26/2020
Priorities Identified in Collaboration with LEAs/Schools	Increasing the Achievement of All Students; Teacher Recruitment/Retention; Other (Career Panel Discussion)
Number of Participants	FSU Faculty - 1; Public School Teachers - 4; Public School Students - 50; Principals and Administrators - 2
Activities and/or Programs Implemented to Address the Priorities	Provide a presentation each class period to students grade 9 thru 12. The presentation focused on the field of early childhood education, educational requirements, and professional career options.

Summary of the Outcome of the Activities and/or Programs	Students demonstrated the ability to connect what they learned in the class to the foundational goals of early childhood education learning environments. They also were able to understand the need to identify appropriate higher education programs to support defined career goals.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Spring 2020 EEMRSE Professional Development Session: More Tools to Build Academic Language
Start and End Dates	2/29/2020
Priorities Identified in Collaboration with LEAs/Schools	Workshop; Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy; Other
Number of Participants	FSU Students - 11; FSU Faculty - 2; Public School Teachers - 1
Activities and/or Programs Implemented to Address the Priorities	This session explored more research-based strategies to expand and develop academic language within mathematics, science, social studies, & English language arts: *significance of language demands *language function frames to deepen subject & academic language *writing transitions *writing feedback
Summary of the Outcome of the Activities and/or Programs	Attendees were informed on academic language
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - E.E. Smith High
Start and End Dates	February 19, 2020 - February 26, 2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Healthy Children; Other
Number of Participants	FSU Students - 6; FSU Faculty - 1; Public School Teachers - 5; Public School Students - 918; Principals and Administrators - 4
Activities and/or Programs Implemented to Address the Priorities	The focus of this early field activity is focused on general pedagogic knowledge, which includes issues such as classroom management, differentiation and instructional strategies. For this assignment, students interviewed and observed the teacher in the high school (9-12) setting, during their content (HPE and/or Math) instruction.

Summary of the Outcome of the Activities and/or Programs	Students were partnered with teachers at E. E. Smith High School. Before or after the 90-minute observation, students asked a series of questions and completed the chart that accompanied the assignment. Students were required to visit their teacher and/or school location a minimum of two visits (Feb. 19th & Feb. 26th). Students were responsible for tutoring, demonstrating or facilitating instruction to a small group of students from their class. Clinical Educators (P-12) could assist and help develop the strategy but student teacher must implement the instruction and complete a ½ to full page reflection.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Westarea Elementary
Start and End Dates	2/13/2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Other
Number of Participants	FSU Students - 9; FSU Faculty - 1; Public School Teachers - 9; Public School Students - 545; Principals and Administrators - 2
Activities and/or Programs Implemented to Address the Priorities	The focus would be on general pedagogic knowledge, which includes issues such as classroom management, differentiation and instructional strategies. For this assignment, students will interview and observe the teacher in the elementary K-6 setting, during their math instruction.
Summary of the Outcome of the Activities and/or Programs	Students will be partnered with teachers at Westarea Elementary school. Before or after the 50 – 60 minutes of observation students will ask a series of questions and complete the chart that accompanies the assignment. Students will be required to visit their teacher and or school location a minimum of two visits (February 13th). Students will be responsible for tutoring, facilitating a math station or given instruction to a. small group of students from their class. Clinical Educators can assist and help develop the strategy but student teacher must implement the instruction and complete a ½ to full page reflection.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Fall 2019 COEARC PRAXIS Core Mathematics Workshop
Start and End Dates	11/2/2019

Priorities Identified in Collaboration with LEAs/Schools	Workshop; Closing the Achievement Gap; Teacher Recruitment/Retention; Other (PRAXIS Core Math Preparation)
Number of Participants	FSU Students - 25; FSU Faculty - 1; Other - 1
Activities and/or Programs Implemented to Address the Priorities	Provided test preparation and strategies to be successful on the PRAXIS Core Math (5733) exam.
Summary of the Outcome of the Activities and/or Programs	Increase pass rate of the PRAXIS Core Math (5733) exam.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Fall 2019 Sandhills Math Teachers' Circle
Start and End Dates	10/26/2019
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Teacher Recruitment/Retention
Number of Participants	FSU Students - 3; FSU Faculty - 1; Public School Teachers - 30; Principals and Administrators - 5
Activities and/or Programs Implemented to Address the Priorities	The Sandhills Math Teachers' Circle is a collaboration between Fayetteville State University and local K-12 math teachers which provided unique professional growth opportunities in mathematics. The Sandhills Math Teachers' Circle is a member of the state and national Math Teachers' Circle network, which is an initiative sponsored by the American Institute of Mathematics, the Mathematical Association of America, AMS, NSF, and NSA.
Summary of the Outcome of the Activities and/or Programs	K-20 mathematics teachers participated in a (#NotyourtypicalPD) fun-filled fall morning of fellowship, problem-solving, games, food and more. K-20 educators engaged in fall-themed mathematics that allowed teachers to enrich their knowledge and experience of math, while building meaningful partnerships with other teachers and mathematicians in the Sandhills Region.
LEAs/Schools with whom the institution	Cumberland County Schools - T.C. Berrien Elementary

Has Formal Collaborative Plans	
Start and End Dates	September 26, 2019 - October 24, 2019
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students; Other
Number of Participants	FSU Students - 18; FSU Faculty - 1; Public School Teachers - 13; Public School Students - 250; Principals and Administrators - 2
Activities and/or Programs Implemented to Address the Priorities	The focus would be on general pedagogic knowledge, which includes issues such as classroom management, differentiation and instructional strategies. For this assignment, students will interview and observe the teacher in the elementary K-6 setting, during their math instruction.
Summary of the Outcome of the Activities and/or Programs	Students will be partnered with teachers at TC Berrien Elementary school. Before or after the 50 – 60 minutes of observation students will ask a series of questions and complete the chart that accompanies the assignment. Students will be required to visit their teacher and or school location a minimum of two visits (Sept. 26th, Oct. 10th or Oct. 24th). Students will be responsible for tutoring, facilitating a math station or given instruction to a small group of students from their class. Clinical Educators can assist and help develop the strategy but student teacher must implement the instruction and complete a ½ to full page reflection.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	2019 Bridging the Gap Conference
Start and End Dates	10/23/2019
Priorities Identified in Collaboration with LEAs/Schools	Conference; Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy; Teacher Recruitment/Retention
Number of Participants	FSU Faculty - 3; Public School Teachers - 51; Principals and Administrators - 17
Activities and/or Programs Implemented to Address the Priorities	Expanding classroom tools that build academic language in STEM to assist students in becoming active learners, deepening their conceptual understanding and developing a translation of vocabulary understanding into a deeper knowledge of complex, conceptually dense words.
Summary of the Outcome of the	Participants learned techniques and strategies to assist students as they translate a general understanding of vocabulary into a

Activities and/or Programs	deeper knowledge of complex, conceptually dense words found in the STEM subject areas that result in a more profound understanding of STEM overall.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Fall 2019 Bronco Academy PRAXIS Core Mathematics Session 1 and Session 3
Start and End Dates	October 7, 2019 and October 21, 2019
Priorities Identified in Collaboration with LEAs/Schools	Workshop; Closing the Achievement Gap; Increasing Achievement of All Students; Teacher Recruitment/Retention; Other (PRAXIS Core Math Test Preparation)
Number of Participants	FSU Students - 17; FSU Faculty - 1
Activities and/or Programs Implemented to Address the Priorities	Provided test preparation and strategies to be successful on the PRAXIS Core Math (5733) exam.
Summary of the Outcome of the Activities and/or Programs	Increase pass rate of the PRAXIS Core Math (5733) exam.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	FSU and CCS Academic Language Tools for STEM
Start and End Dates	10/12/2019
Priorities Identified in Collaboration with LEAs/Schools	Workshop; Closing the Achievement Gap; Increasing Achievement of All Students; Reading/Literacy; Other
Number of Participants	FSU Students - 14; FSU Faculty - 2; Public School Teachers - 1
Activities and/or Programs Implemented to Address the Priorities	This session explored more research-based strategies to expand and develop academic language within mathematics, science, social studies, & English language arts: *significance of language demands *language function frames to deepen subject & academic language *writing transitions *writing feedback
Summary of the Outcome of the Activities and/or Programs	Attendees were informed on academic language

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Cumberland Road Elementary
Start and End Dates	2/13/2020
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Increasing Achievement of All Students; Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 7; Public School Students - 25; Principals and Administrators - 1
Activities and/or Programs Implemented to Address the Priorities	Judged students' speeches on the topic: What does freedom mean to me?
Summary of the Outcome of the Activities and/or Programs	Three winners chosen; Two of the students will go on to compete at next level (district)
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Lillian Black Elementary
Start and End Dates	12/13/2019
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 5; Public School Students - 100; Principals and Administrators - 1
Activities and/or Programs Implemented to Address the Priorities	Pronounced words for the spelling bee
Summary of the Outcome of the Activities and/or Programs	18 students participated; 1 student will move to the next level.
LEAs/Schools with whom the institution	Cumberland County Schools - Cumberland International Early College High

Has Formal Collaborative Plans	
Start and End Dates	12/12/2019
Priorities Identified in Collaboration with LEAs/Schools	LEA/SOE Collaboration; Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty - 1; Public School Teachers - 1; Public School Students - 28; Principals and Administrators - 1
Activities and/or Programs Implemented to Address the Priorities	Proctored the NC End-of-Course Chemistry exam for Grade 11 students.
Summary of the Outcome of the Activities and/or Programs	Testing ran smoothly, no misadministration
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Cumberland International Early College High
Start and End Dates	11/8/2019
Priorities Identified in Collaboration with LEAs/Schools	Other (Teacher of the Year Interview); Increasing Achievement of All Students; Teacher Recruitment/Retention
Number of Participants	FSU Faculty - 1; Principals and Administrators - 1; Other - 4
Activities and/or Programs Implemented to Address the Priorities	Participated in the Sandhills Region IV Teacher of the Year Interview (parent interview)
Summary of the Outcome of the Activities and/or Programs	Seven parents were interviewed regarding the CCS TOY: Mrs. Maureen Stover
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - E.E. Smith High
Start and End Dates	7/15/2019

Priorities Identified in Collaboration with LEAs/Schools	Other (Selection of District's Teacher of the Year)
Number of Participants	FSU Faculty - 1; Public School Teachers - 11; Other - 3
Activities and/or Programs Implemented to Address the Priorities	Served as a judge on the Teacher of the Year (TOY) Committee for the E.E. Smith District of Cumberland County Schools.
Summary of the Outcome of the Activities and/or Programs	Met phenomenal classroom teachers; Faculty member will continue to serve on E.E. Smith's School Improvement Team in order to foster a partnership with the High School and University; Cumberland International Early College High School's TOY won for the district
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Westarea Elementary
Start and End Dates	12/6/2019
Priorities Identified in Collaboration with LEAs/Schools	Other; Reading/Literacy
Number of Participants	FSU Faculty - 1; Public School Teachers - 12; Public School Students - 12; Principals and Administrators - 4
Activities and/or Programs Implemented to Address the Priorities	Judged the school's spelling bee
Summary of the Outcome of the Activities and/or Programs	A winner was determined
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Cape Fear High
Start and End Dates	March 24, 2020 - May 21, 2020

Priorities Identified in Collaboration with LEAs/Schools	Other; Closing the Achievement Gap
Number of Participants	FSU Faculty - 1; Public School Students - 2
Activities and/or Programs Implemented to Address the Priorities	Tutored High School students in Mathematics from 6 - 7 p.m. on Tuesdays, Wednesdays and Thursdays via Zoom.
Summary of the Outcome of the Activities and/or Programs	The high school students were able to understand the mathematical concepts that were confusing to them before the tutoring sessions.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Mac Williams Middle
Start and End Dates	March 24, 2020 - May 21, 2020
Priorities Identified in Collaboration with LEAs/Schools	Other; Closing the Achievement Gap
Number of Participants	FSU Faculty - 1; Public School Students - 4
Activities and/or Programs Implemented to Address the Priorities	Tutored middle grades students in Mathematics from 5 - 6 p.m. on Tuesdays, Wednesdays and Thursdays.
Summary of the Outcome of the Activities and/or Programs	The middle grades students were able to understand the mathematical concepts that were confusing to them before the tutoring sessions.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	20
Female	79

Gender Neutral	0
Gender not Provided	0
Total	99
Race/Ethnicity	Number
Asian	1
African-American	0
Am. Indian/Alaskan Native	50
Hispanic/Latino	14
Native Hawaiian/Pacific Islander	0
White	33
Two or More Races	1
Race/Ethnicity Not Provided	0
Total	99

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	11	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian	1	Asian
	Hispanic/Latino		Hispanic/Latino	9	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	3	White	26	White
	Multi-Racial		Multi-Racial	1	Multi-Racial
	Not Provided		Not Provided		Not Provided
	Total	14	Total	63	Total
					0
Licensure-Only	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian

	Hispanic/Latino		Hispanic/Latino	5	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	6	Total	12	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	4	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

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

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten		1				
Elementary	15	6	5	1		
Middle Grades	3	2				
Secondary	1					

Special Subjects	4	5	1			
Exceptional Children			1			
Vocational Ed						
Special Services						
Total	23	14	7	1	0	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Fayetteville State University	30	90	70
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Cumberland County Schools	1019
Hoke County Schools	126
Public Schools of Robeson County	123
Harnett County Schools	113
Wake County Schools	100
Sampson County Schools	90
Charlotte-Mecklenburg Schools	70
Bladen County Schools	48
Lee County Schools	37
Johnston County Public Schools	33

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

Measure	Baccalaureate
----------------	----------------------

MEAN SAT Total	1,260.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	24.71
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	494.11
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.47
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Art	2	*	2	*	2	*	2	*
2016	Biology	2	*	2	*	2	*	2	*
2016	Elementary (grades K-6)	8	25	12	33.33	14	64.29	14	78.57
2016	English	1	*	1	*	2	*	2	*
2016	M.G. Language Arts	1	*	1	*	1	*	1	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	M.G. Science	2	*	2	*	2	*	2	*
2016	M.G. Social Studies	2	*	4	*	4	*	4	*

2016	Math (grades 9-12)	2	*	2	*	2	*	2	*
2016	Institution Summary	18	55.56	24	58.33	27	74.07	27	81.48
2017	Elementary (grades K-6)	8	37.5	20	45	20	50		
2017	M.G. Math	4	*	4	*	4	*		
2017	M.G. Science	2	*	2	*	2	*		
2017	M.G. Social Studies	1	*	3	*	3	*		
2017	Music	3	*	4	*	4	*		
2017	Institution Summary	15	40	30	50	30	60		
2018	Elementary (grades K-6)	12	50	17	41.18				
2018	Health and Physical Ed	2	*	2	*				
2018	M.G. Math	3	*	3	*				
2018	M.G. Science	2	*	2	*				
2018	M.G. Social Studies	1	*	3	*				
2018	Math (grades 9-12)			1	*				
2018	Institution Summary	18	55.56	26	46.15				
2019	Elementary (grades K-6)	9	44.44						
2019	English	3	*						

2019	Health and Physical Ed	3	*						
2019	M.G. Math	1	*						
2019	M.G. Social Studies	1	*						
2019	Music	1	*						
2019	Spanish	1	*						
2019	Institution Summary	19	68.42						

* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.

'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	33	0	2	0	0	1
U Licensure Only	8	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						
No students accepted as Residency License candidates have completed the program. No students were designated as part-time students.						

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
32	2	0

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

1 / 2.44

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
<p>Due to Covid-19 data for this section was unable to be collected.</p>