

2018-2019

EPP Bachelor Performance Report

University of North Carolina Chapel Hill



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Authorized by the North Carolina Constitution in 1779, the University of North Carolina at Chapel Hill is the nation's oldest state university. By 1885, the Department of Pedagogy was established, leading to the establishment of the School of Education in 1913.

In the fall of 2017, the University enrolled 29,911 students. First-year students represented nearly all of NC's 100 counties, 40 states and District of Columbia, and 31 countries. NC residents comprise 82% of the UNC undergraduate population. UNC enrolls more than 11,049 graduate

and professional students, including international students attracted to UNC's global ranking as a top public university and top 500 research universities.

UNC School of Education (SOE) is a top-tier, nationally recognized institution, currently ranked by U.S. News & World Report as 30th in the nation and the top ranked graduate school of education in North Carolina. Individual UNC programs are also nationally ranked: Special Education ranks 11th; Administration and Supervision ranks 14th; Secondary Education ranks 14th; and Curriculum and Instruction ranks 17th. The SOE's 54 full-time faculty members maintain highly productive research and service agenda. As a research-intensive university, we prepare educators and school leaders for NC.

A unique SOE feature is the shift from a traditional undergraduate teacher preparation model to a focus solely on a 15 month, intensive Master of Arts in Teaching (MAT) degree. The new MAT program is a research-based, clinically intensive model designed to build upon candidates' undergraduate content knowledge through embedded field experiences in diverse settings and experiential learning opportunities. 2017-18 witnessed the graduation of the first MAT cohort.

While shifting toward the MAT program, undergraduate pathways to teacher licensure remain active at UNC. The innovative UNC-BEST program is rooted in undergraduate programming. An innovative collaboration between the School of Education and College of Arts and Sciences, UNC-BEST recruits math and science majors to become math and science teachers. Since 2009, UNC-BEST has grown steadily, meeting the pressing need for teachers in STEM areas in NC and nationally. The K-12 Music Education program marries the best of content and pedagogical preparation, providing teacher candidates multiple practicum and internship opportunities. Finally, the Pre-MAT program allows UNC undergraduates the opportunity to Early affiliate as early as their second semester and to complete some MAT coursework.

Special Characteristics

With 54 full-time faculty members and an enrollment of approximately 500 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based educator preparation programs and highly productive research and service agenda.

As a research-intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Highlights of the special characteristics of the graduate programs in education are presented in other sections of this report. For example, the M.Ed. for Experienced Teachers (MEDX), M.Ed. in School Counseling, and Master of Arts in Teaching are presented in the IHE Master's Performance Report. The Master of School Administration program is shared in more detail in its report.

UNC SOE has three programs leading to doctoral degrees with licensure. The Ph.D. program in School Psychology is a reputable, highly competitive program accredited by the American Psychological Association. The Ed.D. program in Curriculum and Instruction prepares candidates to work as curriculum specialists. The Ed.D. program Educational Leadership prepares candidates in district leadership roles.

Another special characteristic of the UNC SOE is the Undergraduate Minor in Education. The Minor was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. The minor continues to be in high demand among our undergraduate population and, as of Spring 2018, we have an active enrollment in the minor of more than 90 undergraduates, meeting our five-year enrollment target in the program's fourth year. Candidates in the Undergraduate Minor in Education often pursue Teach for America and other education-related opportunities post-graduation.

Our outreach efforts continue. Our current efforts are primarily focused on developing stronger partnerships with the Roanoke River Valley Educational Consortium, Durham Public Schools, Orange County Schools, Chatham County Schools, and Chapel Hill-Carrboro City Schools. The SOE is an active member in the Triangle Alliance, a network of IHEs and LEAs in the research triangle area who partner for clinical placements. The SOE is also involved with the NC DPI partnership for IHEs, LEA and charter school for Beginning Teacher Support and is an affiliate member of the Central Carolina Regional Education Service Alliance. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG). In 2017-2018, the SOE became a regional host for the NC New

Teacher Support Program, providing coaching and induction support for beginning teachers in 5 LEAs, including Wilson County Schools, Warren County Schools, Vance County Schools, Person County Schools, and Granville County Schools.

Program Areas and Levels Offered

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. ELEMENTARY EDUCATION (K-6): Elementary Education, A, M; Mathematics K-5, M, add-on; MIDDLE GRADES EDUCATION (6-9): Language Arts, A, M; Mathematics, A, M,; Science, A, M; Social Studies, A, M. SECONDARY EDUCATION (9-12): English, A, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; *Chemistry, A; Physics, A; Biology, A*. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, M, add-on; Reading, M, add-on; Music, A, M. EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, M, add-on and lateral entry; SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M, S; Speech-Language Pathologist, S.

(NOTE: licensure areas listed above in italics were not submitted for 2017 program approval.)

[NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social Workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers.]

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond 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.

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 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.

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.

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

Although our programs focus on preparing pre-service elementary teachers to deliver high-quality instruction in literacy, mathematics, social studies and science, candidates also have multiple opportunities to integrate the arts into their classroom instruction as a means of engaging a broad range of students. *EDUC 616: Teaching Early English Language Arts (K-2)* integrates the arts into the curriculum through readings and development of classroom experiences around multimodal literacies. In the fall, elementary students and faculty collaborate across science and literacy methods classes (*EDUC 686: Teaching Elementary Science* and *EDUC 688: Teaching Intermediate English Language Arts, 3-6*) on the “Novel STEM” project. In science methods, candidates design a science unit of study based upon a read aloud of a picture book that presents a scientific inquiry and in the literacy methods course candidates design a Reggio Emilia-inspired¹ art/makerspace that makes use of loose parts collected to inspire students’ exploration of the same scientific concept introduced in the picture book. Additionally, we continue to nurture a robust partnership with the Ackland Art Museum for art experiences related to coursework across the MAT, and in the Fall of 2017 the Ackland curated a study gallery specifically for the MAT’s exploration of experiential education. Finally, all MAT students keep a weekly “Art/ifact Journal” which encourages candidates’ reflection on their teacher preparation coursework and fieldwork practices through reflective drawings and artifact driven processes.

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

All programs in the UNC School of Education are accredited by SACS and those programs preparing candidates for P-12 learning environments are also accredited by NCATE (CAEP). The SOE hosted a successful CAEP accreditation visit in February 2018. This visit provides evidence of successful program assessment processes and an on-going focus on continuous improvement.

¹ Two SOE faculty, one of whom is the MAT Program Coordinator, recently engaged in a week-long, intensive study tour at the Loris Malaguzzi International Center in Reggio Emilia, Italy in May 2018 to study the world renowned arts-based approach, a sign of the SOE’s commitment to arts integration strategies.

The launch of the newly revised MAT program is the result of years of program assessment, reflection by faculty and graduates, and research on best practices in teacher preparation in research-intensive institutions. This type of self-study and self-analysis is common throughout the SOE, particularly in those programs maintain that national accreditation (CAEP, CACREP, APA/NASP).

Annual program review meetings are held (fall for some programs; spring for others) in alignment with SACS annual reporting and program needs. Data collected during the program and at program completion are examined, including edTPA data, observational data, and exit survey responses. Program faculty also examine post-completion data—teacher evaluations, EVAAS, and Recent Graduate Survey data—for trends and alignment with program data. Based on these collaborative sessions, program faculty determine refinements and new directions for courses and programs.

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

UNC-CH has a one-year MAT program with a 16-week internship over two semesters. Internship placements in partner schools are co-selected based on principal recommendations, clinical teacher partnerships, school diversity, and faculty input. In the UNC MAT Program, teacher candidates become educators who collaborate with students and colleagues in schools and communities to build learning communities where knowledge and skills, respect, hope, and justice can be claimed by students and by the adults who teach can care for them.

To meet this new requirement, UNC-CH has identified its current field placement in the *EDUC 615: Schools and Community Collaboration* course as evidence of alignment with the new law. In the MAT program, teacher candidates complete a semester-long field experience in a partner school selected for its socio-economic, ethnic, and linguistic diversity, rural location, strong school leadership, and commitment to school improvement. The school has been rated a "C" in 2014 and 2015 and has not met its growth expectations annually.

UNC-CH believes in making commitments to school partners for the long term and for supporting school improvement. So as to meet the intent of the legislation while also meeting the mission of the School of Education, we will engage our partners and faculty to explore how the MAT will continue to provide valuable learning opportunities for teacher candidates to allow them to experience low performing school environment, as required by the legislation, and schools experiencing school improvement and schools of excellence.

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

Teacher candidates in the UNC MAT program are required to spend 10 full days in their internship (student teaching) placement site at the beginning of the fall semester. The dates are approximately August 25 through September 10, but will vary annually.

At the end of the school calendar, teacher candidates in the UNC MAT program currently complete a May-mester course during which they continue to work in their internship placement and complete the teacher leadership project.

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	Lee County Schools (East Lee, West Lee, San Lee, Lee County High School, Southern Lee High School, and Lee Early College)
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Improved Self-efficacy; improved racial/ethnic identity development; increased social capital; increased college enrollment; parent engagement
Number of Participants	75
Activities and/or Programs Implemented to Address the Priorities	3-week summer academy (Somos Carolina); academic year workshops (bi-weekly); on-demand college advising

Summary of the Outcome of the Activities and/or Programs	96% retention in summer activities; 100% high school graduation and over 90% college enrollment of graduating seniors (2- or 4-year college)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Carrboro High School, Chapel Hill-Carrboro City Schools
Start and End Dates	January, 2017 to present (spring, fall, and summer II)
Priorities Identified in Collaboration with LEAs/Schools	UNC students to have opportunity to teach small groups of Newcomers. Newcomers to learn academic English in a small group setting. UNC students to practice incorporating newcomers' funds of knowledge in content lessons and to use experiential learning to teach content. Newcomers to practice English language skills in a small-group setting
Number of Participants	Approximately 12 UNC students per semester; approximately 22 newcomers per semester.
Activities and/or Programs Implemented to Address the Priorities	Hub Farm experiential learning trip, UNC tour & SIOP lesson followed by lunch on Franklin St., weekly 90-minute classes in which UNC students lead funds of knowledge getting-to-know you small-group games/activities, funds of knowledge based lessons, experiential learning based lessons and one-on-one tutoring (at newcomer teacher request).
Summary of the Outcome of the Activities and/or Programs	Student teachers (pre-MAT or 1st semester MAT) gain valuable teaching experience in a small-group setting while learning about the strengths the immigrant/refugee population brings to the classroom. Newcomers gain English-language proficiency within a small-group setting that is geared toward the funds of knowledge they bring to the class. In addition, newcomers are introduced to the UNC campus and college life via a small group tour developed especially for them by their UNC student teacher. The goal is to make newcomers feel more comfortable with the idea of going to college while also developing English language skills as they navigate campus.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A. L. Stanback Middle School, Orange County Schools
Start and End Dates	October, 2017 to present (fall, spring)
Priorities Identified in Collaboration with LEAs/Schools	UNC undergraduate students have service-learning opportunity in an after-school setting, UNC students learn about the strengths that diverse students bring to school and explore how those strengths can be incorporated with academic content, middle-school students are mentored and tutored in a 1:1 or 2:1 setting, middle school students are able to choose an after-school club in which they would like to participate.
Number of Participants	Approximately 14 UNC students and 16 middle-school students

Activities and/or Programs Implemented to Address the Priorities	UNC students develop getting-to-know you activities/games in order to learn about the funds of knowledge of the middle-school students, UNC students form after-school clubs based on their funds of knowledge and the funds of knowledge/interests of the Stanback students. One day per week, UNC students lead a club activity for their students and tutor them or help them with homework depending on the needs of the MS student. One day per week, UNC students meet on campus to connect the service-learning experience with the EDUC 615 course content.
Summary of the Outcome of the Activities and/or Programs	The after-school program at Stanback MS is comprised of a very diverse student population. The after-school clubs, tutoring and homework help give Stanback middle schoolers the opportunity to interact with a mentor while learning about how their out-of-school lives are connected to the learning that takes place at school. UNC students are able to learn about the strengths diverse students bring to school as they complete their EE requirement.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northside Elementary School, Chapel Hill-Carrboro City Schools
Start and End Dates	August 2017-April 2019 (continuing into AY 2019-20)
Priorities Identified in Collaboration with LEAs/Schools	UNC students (EDUC 615) learn about culturally and linguistically diverse student populations and school/community resources through engaging K-5 students' social, emotional, and academic growth in afterschool setting through free play (e.g. indoor/outdoor recess, games, puzzles), planned activities (e.g. picture book read alouds, art projects, games), and homework/reading tutoring.
Number of Participants	UNC Students: 19 Total (7 fall 2017, 12 spring 2018); Northside Elementary Students: approximately 80 each semester
Activities and/or Programs Implemented to Address the Priorities	UNC students are assigned K-5 student "buddies" to mentor while participating in afterschool program's planned activities, art projects, one-on-one homework help, snack, and playtime. UNC students plan and lead small-group games/activities based upon theories and strategies learned in class for engaging culturally and linguistically diverse students' knowledge and resources.
Summary of the Outcome of the Activities and/or Programs	Outcomes include: (1) K-5 students to engage with UNC student role models, fostering social, emotional, and academic support networks. (2) UNC students (Pre-MAT/MAT prospective teachers and non-education majors from across campus) explore the nature of learning as it exists beyond the classroom walls, examining ways in which educators might work most effectively with communities and families to create connected learning environments.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools/Forestview Elementary School
Start and End Dates	August 2017-April 2019 (continuing into AY 2019-20)

Priorities Identified in Collaboration with LEAs/Schools	UNC students (EDUC 615) learn about culturally and linguistically diverse student populations and school/community resources through engaging K-5 students' social, emotional, and academic growth in afterschool setting through free play (e.g. indoor/outdoor recess, games, puzzles), planned activities (e.g. FEMMES STEM program for girls, art projects, games), and homework/reading tutoring.
Number of Participants	UNC Students: 36 Total (18 fall 2018, 18 spring 2019); Forestview Elementary Students: 87 each semester
Activities and/or Programs Implemented to Address the Priorities	UNC students are assigned K-5 student "buddies" to mentor while participating in afterschool program's planned activities, art projects, one-on-one homework help, snack, and playtime, etc. UNC students plan and lead small-group games/activities based upon theories and strategies learned in class for engaging culturally and linguistically diverse students' knowledge and resources.
Summary of the Outcome of the Activities and/or Programs	Outcomes include: (1) K-5 students to engage with UNC student role models, fostering social, emotional, and academic support networks. (2) UNC students (Pre-MAT/MAT prospective teachers and non-education majors from across campus seeking EE credit) explore the nature of learning as it exists beyond the classroom walls, examining ways in which educators might work most effectively with communities and families to create connected learning environments.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Winter 2017-present
Priorities Identified in Collaboration with LEAs/Schools	Induction support, teacher professional development, teacher leadership development
Number of Participants	Six full-time release mentors
Activities and/or Programs Implemented to Address the Priorities	1) Increase capacity for teaching among beginning teachers (BTs) through critical friends groups and context-driven professional development; 2) Increase the retention, promotion and advanced licensing of beginning teachers; 3) Build a pipeline of novice teachers to Durham Public Schools; and 4) Employ effective instructional and evaluation measures to support high-needs students, their teachers and schools.
Summary of the Outcome of the Activities and/or Programs	Submission of grant application to US DoE Supporting Effective Educator Development program in May 2018 (unfunded). Submission of grant application to Spencer Foundation in June 2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Orange County: New Hope Elementary CHCCS: Carrboro Elementary, Estes Hills Elementary, Glenwood Elementary, Holmes Daycare, Morris Grove Elementary, Seawell Elementary, Culbreth Middle School
Start and End Dates	2018-19 academic year (program began in 1998)

Priorities Identified in Collaboration with LEAs/Schools	(1) Preparing 21st century professionals through engagement with identified low-performing students
	(2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).
Number of Participants	tutors, children
Activities and/or Programs Implemented to Address the Priorities	Using federal work-study funds, the America Reads and Counts program at the University of North Carolina at Chapel Hill places college student tutors in a community center, local middle and elementary schools to provide classroom support and individual attention to struggling and at risk students. The tutors provide consistent service to the sites by working with their learners at least twice a week in 40-minute sessions for 23 weeks during the academic year.
Summary of the Outcome of the Activities and/or Programs	Placed 37 tutors with 138 children for 4,278 hours of tutoring and training.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	2018-19 academic year
Priorities Identified in Collaboration with LEAs/Schools	(1) Preparing 21st century professionals
Number of Participants	MEDX and MAT students
Activities and/or Programs Implemented to Address the Priorities	MEDX and MAT students participate in a residency week at the DPS Hub Farm every summer to support Hub Farm infrastructure development which includes such things as experiential curriculum development for DPS teacher use as well as farm maintenance/development so as to support K-12 student activities at the farm. MEDX and MAT students engage in experiential learning at the DPS Hub Farm in support of their development of 21st century teaching skills.
Summary of the Outcome of the Activities and/or Programs	MEDX and MAT candidate learning and engagement with experiential education leading to changes in their own P-12 teaching contexts so as to be more responsive to student needs, more able to support multiple approaches to learning, and more confident in their ability to provide opportunities for student leadership and collaboration in learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	America Reads and America Counts
	Orange County: New Hope Elementary
	CHCCS: Carrboro Elementary, Communiversity Youth Program, Estes Hills Elementary, Glenwood Elementary, Holmes Daycare, Mary Scroggs Elementary, Morris Grove Elementary, Culbreth Middle School
Start and End Dates	2018-19 Academic Year (Program Began in 1998)

Priorities Identified in Collaboration with LEAs/Schools	(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).
Number of Participants	Scholars and Tutors
Activities and/or Programs Implemented to Address the Priorities	Using federal work-study funds, the America Reads and Counts program at the University of North Carolina at Chapel Hill places college student tutors in community centers and local middle and elementary schools. These tutors provide classroom support and individual attention to struggling and at risk students. The tutors contribute consistent service to the sites by working with their learners at least twice a week in 40-minute sessions for 23 weeks during the academic year. Through continued training, tutor supervision, evaluation, and teacher collaboration--our America Reads and Counts program strives to:
	1. Increase the mathematics understanding of local pre-k through 8th grade students.
	2. Increase the reading levels of local children from pre-k to fifth grade.
	3. Increase university students' involvement in the community.
	4. Strengthen the partnership between the university and the community.
Summary of the Outcome of the Activities and/or Programs	Placed 39 tutors with 148 children for 3,236 total hours of individual tutoring
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina LiteracyCorps
	CHCCS: AVID Program, Blue Ribbon Mentor Advocate Program
	Durham County: Communities in School of Durham, Duke Program in Education, NCCU Program
	Franklin County: Boys and Girls Club of Franklin County
	Wake County: NC State Read to L.E.A.D.
	Family Service of the Piedmont
	Helps Education Fund
Start and End Dates	2018-2019 Academic Year
Priorities Identified in Collaboration with LEAs/Schools	Assisting programs with volunteer recruitment, training, and management in order to better support learners who tend to be economically and educationally disadvantaged. Have highly trained and qualified AmeriCorps members provide one-on-one and small group instruction as needed within these community programs.
Number of Participants	Scholars and Volunteers
Activities and/or Programs Implemented to Address the Priorities	As an AmeriCorps grant recipient, the NC Literacy Corps places 39 members across the state in community and campus based literacy support programs. Members focus on two main areas of service: (1) Literacy Support and Coordination and (2) Volunteer Support and Coordination. Members serve between 300-1,700 hours during the program year, and provide both direct and indirect support to learners across the state. The members help engage the community in these literacy support programs, while gaining valuable professional experience in the education or non-profit field.

Summary of the Outcome of the Activities and/or Programs	Placed 378 volunteers with 1193 children for 8347 total hours of service
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	15
Female	4
Race/Ethnicity	Number
Hispanic / Latino	
Asian	2
African-American	2
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	14
Multi-Racial	
Student does not wish to provide	2

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

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic/Latino	1	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	7	White	19
	Multi-Racial		Multi-Racial	2
	Not Provided		Not Provided	
	Total	9	Total	24
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

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

Program Area	Baccalaureate Degree		Undergraduate 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						
Elementary						
MG						
Secondary	2	14				
Special Subjects	5					
EC						
VocEd						
Special Services						
Total	7	14	0	0	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNC-CH	37	76	54
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	582
Durham Public Schools	277
Charlotte-Mecklenburg Schools	237
Chapel Hill-Carrboro City Schools	229
Guilford County Schools	176
Winston Salem / Forsyth County Schools	134
Orange County Schools	104
Chatham County Schools	103
Alamance-Burlington Schools	89
Johnston County Public Schools	71

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

Measure	Baccalaureate
MEAN SAT Total	1,286.15
MEAN SAT-Math	648.46
MEAN SAT-Verbal	646.25
MEAN ACT Composite	29.19
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A

MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.48
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	28	18	18	100	18	100	18	100
M.G. Language Arts	11	10	10	100	10	100	10	100
M.G. Math	3	2	2	*	2	*	2	*
M.G. Science	3	1	1	*	1	*	1	*
English	1	1	1	*	1	*	1	*
Math (grades 9-12)	4	3	3	*	3	*	3	*
Science (grades 9-12)	2	1	1	*	1	*	1	*
Biology	15	7	6	100	6	100	6	100
Chemistry	2							
Social Studies (grades 9-12)	3	2	2	*	2	*	2	*
Music	1							
Institution Summary	73	45	44	100	44	100	44	100

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
 **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

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	6	2	3	2	3	
U Licensure Only						
	Part Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						

Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

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
10	2	17

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

1:4

K. Teacher Effectiveness

Institution: UNC-Chapel Hill							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they 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 include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			45.9%	49.4%	N/A	85	62
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:			39.8%	56.6%	N/A	83	64
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			53.0%	43.4%	N/A	83	64
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	44.7%	51.8%	N/A	85	62
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			48.2%	48.2%	N/A	83	64
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	7.4%	50.6%	42.0%	81	66		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		