

# IHE Bachelor Performance Report

## UNC-Chapel Hill

2005 - 2006

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### Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789. Now enrolling 27,276 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries, UNC-Chapel Hill currently ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News & World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim nearly 20,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our Internet network, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

### Special Characteristics

Although we are a relatively small School of Education, with 59 full-time faculty members and an enrollment this spring of 883 graduate, undergraduate and licensure only students (including our programs that do not lead to licensure as well as those that do), our faculty sustains a strong school-based teacher education program and a very productive research and service agenda. As a Research I institution, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for the state of NC. We recently launched a Master's in Education Program for experienced teachers, offering them an opportunity to pursue graduate

study on a part-time basis that fits with their ongoing careers. Area teachers are eager to enroll in this program, and we are adding new cohorts each year. We have launched a similar cohort-based, part-time Master of School Administration Program for aspiring school administrators. We also are expanding our support for lateral entry teachers by enlarging our NC TEACH program, establishing the Carolina Online Lateral Entry (COLE) program, and adding new licensure only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. In addition to working with undergraduate and graduate students, we also serve teachers and schools throughout the state through research and evaluation on school reform, projection of curriculum materials to every school district in the state through LEARN NC, and development of funded English as a Second Language training for practicing teachers. Our Early Childhood Program is distinguished by its close ties to the Frank Porter Graham Child Development Institute. Our Research Triangle Schools Partnership agenda involves 25 schools in four neighboring school districts as well as departments across the campus and the School of Social Work. Our Internet network for teachers, LEARN NC, serves all 115 school districts across the state and its Web site is visited by 13,000 teachers, students and administrators each day. Our Center for Mathematics and Science Education provides professional development for over 800 teachers this year as well as providing year-round enrichment for 1,000 students in grades 6-12 through its Pre-College Program. Through our America Reads Program, Teaching Fellows Program, and other initiatives by Education faculty, we provide weekly tutoring for hundreds of students in nearby elementary schools throughout the year. We have consistently maintained a top-tier national ranking for the past several years as reported in U.S. News & World Report: our overall ranking of #29 this year places us among the top 12 percent of the 240 schools of education ranked.

## **Program Areas and Levels Offered**

Program areas and levels authorized at the School are as follows: PRE-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. ELEMENTARY EDUCATION (K-6): Elementary Education, A, M. MIDDLE GRADES EDUCATION (6-9): Language Arts, A, M, licensure only; Mathematics, A, M, licensure only; Science, A, M, licensure only; Social Studies, A, M, licensure only. SECONDARY EDUCATION (9-12): English, M; Mathematics, A, M; Comprehensive Science, A, M,; Comprehensive Social Studies, M; Classical Latin, M. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, M, add-on; Reading, add-on, M; Music, M; Second Language Studies: French, A, M,; German, M; Japanese, M; Spanish A, M,. EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, add-on and licensure-only, A SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, add-on, D; School Media Coordinator, M, licensure only; School Administrator, M, D, add-on; School Counselor, S; School Psychologist, S, D; School Social Worker, S, licensure only; Speech-Language Pathologist, S, licensure only: Instructional Technology Specialist: Computers, M. 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.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

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

Collaboration with public schools provides a strong foundation for our Teacher Education Programs. Public school teachers and administrators were instructors in our programs, and faculty taught most Elem. Ed. courses in public schools. More than 198 teachers from 12 elem, 16 middle, and 34 high schools served as cooperating teachers; 85 counselors, psychologists, social workers, and administrators from 14 districts supervised school psych., school counseling, social work, and MSA students. Our Research Triangle Schools Partnership involves teachers and students in the Chatham, Durham, Orange and Chapel Hill-Carrboro districts. Teachers and administrators from our partnership districts provide direction. Four collaborative projects span 25 schools and involve 500 teachers, 10,000 public school students, 8 principals, 8 counselors, 9 University faculty, 13 graduate students, and 120 undergraduate students. Our Day of the Poet event served 230 high school students and their English teachers from area high schools. The School and Community "Family Participation Project" supported parent involvement, Latino family outreach, parent advocacy and parent leadership development in collaboration with several community organizations and the Title I Parent Advisory Council, representing over 9,000 families in the Durham school district. RTSP's international PTO conference was devoted to education for equity, social justice and multicultural understanding. Collaborations flourished in our Center for Math and Science Education, serving 810 teachers in various capacities; AMERICA READS served 5 schools, 1 daycare center, and 1 community center in 3 systems through 67 tutors who worked 4686 hours with 171 students; and our Teaching Fellows and At-Risk Tutoring provided more than 300 tutors to work with 400+ students in 17 elem., middle, and high schools. By hosting lectures and conferences, we served more than 1,000 educators at campus events. This year's events included our Let's Talk Race Conference (involving more than 300 students, teachers and Univ. faculty), a lecture by Alejandro Portes on 2nd generation immigrants (200), William Sanders on value-added assessment (150), Barnett Berry on the future of teacher education (75), William Tate on mathematics education (75), Eugenie Samier on humanity-based educational leadership (75), James Marshall on Michel Foucault (30) and Jason Kamras on equity in education (100). LEARN NC collaborated with teachers and local LEARN NC coordinators in each of NC's 115 school districts. LEARN NC staff made presentations at virtually every major statewide conference this year attended by hundreds of educators from across the state. Each day more than 13,000 educators visited LEARN NC's website to access a variety of resources. LEARN has strengthened partnerships with DPI, the State Library, North Carolina in the World, the General Administration of North Carolina Community Colleges to provide online courses and school-site workshops on a variety of topics. LEARN also expanded its online course program for high school students with 38 AP and Honors courses serving 1,735 students, making it possible for students in rural and low-wealth districts to have access to courses not offered by their schools and districts.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
RURAL INSTRUCTIONAL TECHNOLOGY INITIATIVE: Franklin County Schools	Technology Integration/Virtual Learning to assist rural school system	The SOE, in partnership with Franklin County Schools, began an initiative to assist rural NC schools with technology integration. This initiative will investigate how technology is integrated into rural classrooms and how universities can assist rural school systems with technology integration. Strategies will be developed in partnership with the school system after initial study of conditions is undertaken.	Partnership between the School of Education and Franklin County has been successfully formulated and plans are in place to proceed with the initial study of conditions beginning in the Fall of 2006.
DURHAM MATH-SCIENCE PARTNERSHIP: DURHAM PUBLIC SCHOOLS and Brogden MS, Chewning MS, Carrington MS, Shepard MS, Lowe's Grove MS, Neal MS, Githens MS, and Rogers-Herr MS.	(1) Teacher Recruitment/Retention by providing support for professional licensure in math and science. (2) Closing the Achievement Gap by improving middle school math and science instruction	Our CENTER FOR MATH. AND SCIENCE EDUCATION, in partnership with Durham Public Schools, seeks to improve middle school math and science instruction. School administrators identified two needs: to increase the number of "highly qualified" teachers of middle school math and science as required by NCL B and to assist lateral entry teachers in obtaining professional licensure in math and science. A DPI grant provides support for the	An outside evaluation report whose first year report showed significant gains in teacher content knowledge and modest gains in pedagogical knowledge as a result of the project.

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		<p>later. Through the Durham Math-Science Partnership Project, the School of Education is offering three 4-hour graduate-credit courses for science teachers and four 3-hour graduate-credit courses for mathematics teachers in Durham Public Schools. During 2005-06, a geometry course was offered for mathematics teachers and a new earth science course was developed and offered for science teachers. A total of 30 teachers participated in the project.</p>	
<p>IMPLEMENTING MATHEMATICS CURRICULUM: DURHAM PUBLIC SCHOOLS and Bethesda Elementary and Hillandale Elementary</p>	<p>(1) Closing the Achievement Gap by supporting the improved mathematics performance of elementary children. (2) Teacher Recruitment/Retention through professional development that supports teachers in implementation of math interventions and instruction.</p>	<p>The Durham Public School district collaborated with School of Education faculty to conduct Mathematics Recovery training at two elementary schools. Mathematics Recovery is a program that uses interviews with children as a basis for implementing interventions to improve young children's mathematics performance. Mathematics Recovery strategies can be applied as an</p>	<p>Math Recovery provides an intervention framework for teachers working with elementary students to help in the construction of numeracy skills through assessments which incorporate a strong analysis component and individualized teaching. While successful, teachers and School of Education faculty are continuing to</p>

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		individual intervention or used within the context of the whole class. In August 2006, Dr. Susan Friel, SOE faculty, will offer professional development for teachers in Durham and Chapel Hill in the Math Recovery Program with the intention of engaging more teachers, working together, to look for better ways to address learning mathematics in K-12 classrooms.	explore the integration of this framework, resultant assessments and teaching strategies within math curricula.
MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Mid; CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Mid, McDougle Mid, Phillips Mid, Smith Mid, Chapel Hill High, East Chapel Hill High; CHATHAM: Bonlee Elem, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler	(1) K-12 Literacy through advanced literacy training with teachers from participating schools. (2) Teacher Retention through professional and collegial support, instruction and pay increases associated with obtaining an M.Ed. (3) Virtual Learning via online instruction and the authorization of a Technology M.Ed. cohort. (4) Closing the Achievement Gap via professional development in advanced curricular and instructional materials associated with graduate education.	In 2000-01, the UNC-CH School of Education dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations between the deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in Education Program for Experienced Teachers in	In 2005-06, we had 113 students in four cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 163 career educators from 2003-2005; another 72 career educators will graduate from this program by Aug 2006. Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the

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<p>City Elem, Silk Hope Elem, Chatham Mid, Horton Mid, Northwood High; DURHAM: Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearsonstown Elem, Southwest Elem, Y.E. Smith Elem, Carrington Mid, Chewning Mid, Durham School of the Arts; ELKIN CITY: Elkin Elem; FRANKLIN: Best Elem, Bunn Mid, Cedar Creek Mid, Louisburg HS; GRANVILLE: Webb HS; GREENE: Greene County Mid; GUILFORD: Mineral Springs Elem, Kernodle Mid, Penn-Griffin School of the Arts; JOHNSTON: North Johnston Mid; MOORE: Elise Mid; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Hillsborough Elem, Stanback Mid; PERSON: Helena Elem; ROWAN: Knox Mid; WAKE:</p>		<p>2002. It is a part-time, field-based program designed to meet the needs of practicing educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.</p>	<p>subjects they are teaching. The M.Ed. Program Coordinator has stated that many of the strongest teachers currently in area schools are those who have completed the M.Ed. program. The 250+ teachers who have completed our M.Ed. program have returned to their schools with new knowledge and experience, enriched and renewed as education professionals, to work toward improving their schools and districts. As of the summer of 2006, a new K-8 Science Cohort (of 15 students) and a K-12 Literacy Cohort (of 30 students) began. Authorization in Feb 2006 enables a cohort with emphasis on Technology in the summer of 2007.</p>

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<p>Forest Pines Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Mid, Centennial Campus Mid, Fuquay-Varina Mid, Moore Square Museum Magnet Mid, Western Mid, Green Hope High; WAYNE: Dillard Middle.</p>			
<p>THE HIGH SCHOOL LITERACY PROJECT: East Chapel Hill HS in CHAPEL HILL-CARRBORO SCHOOLS and Jordan HS in DURHAM PUBLIC SCHOOLS</p>	<p>(1) K-12 Literacy via work with high school students to address low-literacy through poetry/writing. (2) Addressing the drop-out rate through support and celebration of student writing and the experiencing of school as a place of opportunity.</p>	<p>The High School Literacy Project brings together area high school students and School of Education faculty and graduate students to address the problem of low-literacy within high schools. In response to the needs identified by Durham and Chapel Hill-Carrboro schools, a graduate student conducted 10 weeks of poetry workshops in two district high schools. Weekly workshops, given in English classes, allowed students to express themselves in writing and orally, in a way that they typically are not asked to do in school.</p>	<p>Our Day of the Poet event served 230 high school students and their English teachers. This event brought together students and 8 national poets for a day of celebrating student writing.</p>

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<p>FAMILY PARTICIPATION PROJECT: Club Boulevard Elementary, E. K. Powe Elementary, Forest View Elementary and other Title I elementary schools in Durham Public Schools.</p>	<p>(1) ESL by creating resources and materials for educators and parents that provide important bicultural understanding. (2) Closing the Achievement Gap/Addressing the Drop Out rate by increasing engagement and sense of belonging between students and schools as well as between parents and schools. (3) Teacher Recruitment/Retention by creating opportunities for improved communication and understanding between teachers and non-native English speakers.</p>	<p>In 2002, representatives of three culturally diverse Durham elementary schools – Club Boulevard, E.K. Powe and Forest View – wanted to involve their diverse families and increase belongingness among parents and students at each school. They began meeting with faculty and graduate students from the UNC-CH School of Education and representatives of the Durham Title I Parent Advisory Council to discuss ways of involving families. As a result of these conversations, a collaborative plan was developed and the Family Participation Project was created to support parent involvement. Activities in 2005-06 included: A parent theatre outreach group, Project ENGAGE!, that provides experiential theater programs to actively engage families in discussions concerning issues in Durham Public Schools; Latino Family Outreach builds school</p>	<p>First, Project ENGAGE!, continued “theater-for-change” workshops in schools, community centers and partner parent advocacy and leadership (e.g., NC Cooperative Extension) programs to provide for dialogue and problem-solving. At E.K. Powe, the program included staff development for teachers and sessions for parents. Evaluations show the new model enhances understanding by parents and teachers of problems faced by each. Parents and teachers have formulated plans for school programming in 2006-07 to improve communication. Second, a Latino Family Outreach initiative builds school engagement with Latino families in Durham using ENGAGE theater methods in several elementary schools and</p>

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		engagement with Latino families; and the creation of resource materials for educators and Latino parents that provides important bicultural understandings.	community centers. Third, Resource Materials for Educators and Latino Parents produced two new resources to address the needs of ESL students, their parents and their teachers. These resources are an educators' handbook on CD and a parent guide in Spanish. All district superintendents in NC, 25 other district level administrators and numerous individual schools have received these resources. These materials have been sent to at least eight (8) other public universities and community colleges. Ten UNC-CH School of Education faculty and graduate students have shared this material with pre-service teachers.
PTO CONFERENCE: Representatives from public schools statewide.	Closing the Achievement Gap: by providing an international forum devoted to educational initiatives	Our Research Triangle School Partnership sponsored this international conference	The week long conference was attended by approximately 300

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	that promote equity, social justice and multicultural understanding.	devoted to education for equity, social justice and multicultural understanding, including, but not limited to, the use of theater and other arts as tools for supporting these educational priorities.	university and public school educators, artists and community individuals from throughout the state and nation as well as other countries. Outstanding evaluations resulted, particularly in terms of success in accomplishing a long term (but heretofore unsuccessful) organizational goal of creating large multicultural representation and participation.
<p>TUTORING PROGRAMS: AT-RISK TUTORING—McDougle Elem and Seawell Elem in Chapel Hill-Carrboro City Schools; AMERICA READS—CHATHAM: Perry Harrison Elem; ORANGE: Central Elem; CHAPEL HILL-CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; TEACHING FELLOWS TUTORING—DURHAM: Eastway Elem, Durham School of the Arts, Hillside High,</p>	<p>(1) K-12 Literacy by providing one-on-one tutoring to 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).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identifying the need for tutoring for low-performing students, approached School of Education faculty and, together, they created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School of Education of these</p>	<p>Tutoring programs served 400+ students, providing over 300 tutors, who worked more than 7,000 hours in 17 area schools. Teachers state that their students benefit greatly from the tutoring and urge the School of Education to continue collaborating with schools to provide this much-needed service to area students.</p>

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Jordan High; ORANGE: Cedar Ridge High; CHAPEL HILL-CARRBORO: Glenwood Elem, McDougle Elem, Scroggs Elem, Culbreth Middle, Chapel Hill High, E. Chapel Hill High		needs. Through our At-risk Tutoring Program, the School provides hundreds of undergraduate students each year to serve as tutors for the identified school children. Our American Reads Program and Teaching Fellows Program also provide tutors for children at area schools.	
Rural Early Literacy Initiative: Franklin and Columbus Counties	(1) K-12 Literacy through literacy-focused diagnostic teaching of young children. (2) Closing the Achievement Gap by identifying strategies effective for school success.	The Rural Early Literacy Initiative (through NRCRES) is involved with elementary schools in Columbus and Franklin Counties. Researchers are working with teachers and young children to identify effective strategies to improve the academic success of struggling learners. The model focuses on one-on-one interaction between teacher and child during literacy-focused teaching. A variety of research-based strategies are being used and developed for struggling learners based on their assessed skill level. Interventions are conducted collaboratively by	Research to document results has just begun as part of this initiative. Four schools are participating, two using the intervention condition and two in the control condition. The classrooms involve 120-140 children in each condition. Researchers are focusing intensely on five struggling learners in each classroom. After this first step, researchers will learn more about how to tailor the interventions to each school and teacher in order to meet the needs of each child. At that point, the

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		<p>UNC faculty and the teacher. This model of collaborative consultation allows input from the teacher and gives her/him control over the progress and pace of the intervention.</p>	<p>initiative will be broadened to a larger sample in other poor rural counties.</p>

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

Faculty documented nearly 100 initiatives of public school service. Many taught classes in schools, provided professional development, collaborated on grants, served on program, school governance and teacher award committees. Our math ed. faculty worked with Durham Schools on reform-based math curricula. Our literacy faculty assisted Head Start teachers with emergent literacy strategies. Middle school faculty assisted with the extension of a student advisory program to all grades at Durham School of the Arts. School counseling faculty helped to evaluate the impact of student development and social/personal skills upon the nutritional behaviors of NC students. Our CCC faculty provided assistance to teachers of linguistically and culturally diverse students. Our foreign lang. faculty coordinated and advised group meetings for high and middle school Japanese language teachers. Our early childhood ed. faculty trained cooperating teachers and principals in a study of special needs within RTSP schools. Our school counseling faculty served on a DPI committee to revise the NC School Counselor job description. Our ed. psych. faculty served on an advisory committee on EOG/EOC testing and the state accountability system at DPI, and brought evaluation services to schools, including a number of priority schools, in 22 LEAs. Our faculty oversaw tutoring programs which provided 7,000+ tutoring hours to 600 children. Faculty from Arts and Sciences Depts. and Professional Schools collaborate with our faculty, including the School of Information and Library Science on distance education courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection, the School of Social Work on our Family Participation Project; the FPG Child Development Inst and the Center for Devtl Sci on school-based research; and the depts of Mathematics, Biology, Chemistry and Physics through our Ctr for Math and Science Educ. The Chancellor's Task Force on Engagement, a UNC-CH initiative, enhances our efforts to strengthen services to NC communities. Dean James led the Educ Focus Group of the Task Force and created a campus-wide communication on services to K-12 education. A large and increasing number of university-school relationships is underway to support teachers and school leaders. Coordination and planning focuses these services to have the most positive and lasting impact on the lives of North Carolinians. Faculty across the university served schools through many initiatives. Biology Dept faculty visited schools with a Science and Technology Mobile Lab.; the Schls. of Dentistry, Medicine, and Nursing screened thousands of students; the Sch. of Journalism and Mass Comm. trained hundreds of teachers and students in scholastic media; the Dept. of Athletics hosted the Kids and College Program for underrepresented middle school students; the NC Botanical Garden hosted approximately 2,500 school children and partnered with schools; the Campus Y provided mentoring and Big Buddy programs, and the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Dept. hosted thousands of public school children on campus. The data base of the Center for Public Service, which tracks UNC-CH local services on a county-by county basis, shows direct service to schools in virtually all counties of NC.

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

Our Teacher Education Continuum Project, part of our Research Triangle Schools Partnership (RTSP), implemented strategies in participating schools to support new teachers' development. Ongoing activities include professional development seminars for pre-service teachers. The UNC Teaching Fellows program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. The RTSP assists with Teaching Fellows' professional development by providing resources and school commitments that enable the students to work in schools prior to their education coursework. Newly admitted students in the UNC program in Middle Grades Education volunteer in Partnership schools through a service learning course that is a companion to one of their first courses in the program. Students work with a classroom teacher for one class period a week during the first academic semester. In this way, students gain valuable field experiences prior to their student teaching placements. RTSP provides resources and a graduate assistant to support these service opportunities. LEARN NC, our statewide Internet network for educators, continued to provide successful and innovative resources, ideas and practices to beginning teachers across NC. Featured this year was a series of essays written by a graduate student from the School of Education. This series of timely articles is called THE FIRST YEAR and it is designed to support teachers as they experienced teaching, parent conferences, assessment, and all the pressures of the classroom for the first time. The New Teacher Support Guide continues to facilitate access to resources that address topics such as classroom management, classroom design, preparing lesson plans, parent-teacher communication and building support networks. Profiles of individual teachers are presented, and features include topics such as tips from successful teachers for designing classrooms that support instructional goals. The New Teacher Support Guide also offers ideas on how teachers can provide support and assistance to one another. More than 13,000 teachers, students and administrators visited LEARN's Web site each day during 2005-06. In addition, LEARN staff made presentations at multiple conferences around the state on topics to benefit beginning teachers, including a special beginning teacher mentor conference held in Greenville. Through our NC TEACH Program, we worked with beginning lateral entry teachers, providing ongoing course work and maintaining contact with them by phone, email, and on-site contact. Twelve NC TEACH students graduated this year.

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

During 2005-06, our Center for Math and Science Education developed a new online lateral entry program for middle and high school mathematics and science teachers. Called Carolina Online Lateral Entry (COLE), this program recruits newly hired lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure by the end of their second year of teaching. COLE is a fully online licensure program for math and science teachers at the middle grades and secondary levels. COLE implements two unique innovations: Macromedia Breeze synchronous class time and Constructive Coaching. The Constructive Coaching provides ongoing support, mentoring, and instructional advisement. A small pilot cohort was taking the program during 2005-06 and a full cohort will be admitted in January 2007. We have also continued as a host site of NC TEACH, instructing our sixth cohort of lateral entry mathematics and science teachers at the middle grades and secondary levels and supporting their transition into teaching. Our NC TEACH

coordinator oversees recruitment, interviewing, selection, admissions, and program administration. She also provides assistance and information to lateral entry teachers, discusses options available, and clarifies requirements and procedures. This year we graduated 12 NC TEACH teachers. We continued our collaboration with our colleagues in the School of Social Work, the School of Information and Library Science and the School of Medicine to provide licensure-only programs to prepare school social workers, school media specialists and speech-language pathologists. We also offer licensure-only programs in birth-kindergarten education and in middle grades education. Mid-career transitioners can participate in these licensure only programs while continuing alternative employment until the teacher education program is complete. With support from NC TEACH, LEARN NC continued to support the growth of the online lateral entry teacher preparation program. LEARN NC prepared faculty to teach online through a 9-week course, entitled "Develop and Teach Online Courses", as well as through a series of face-to-face workshops. Initial technical support and hosting was offered to three IHEs during the 2005-06 academic year. In addition to the collection of resources for beginning teachers, LEARN developed an Education Reference to assist those new to the classroom as they try to understand education terms used daily at school sites. From alternative assessment to Individualized Education Plans (IEPs), anyone who has not had formal coursework in education can use this Education Reference to learn what these terms mean in context.

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

Our Distance Education offers opportunities for career teachers and aspiring administrators through 2 off-campus programs: M.Ed. for Experienced Teachers and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working. In 05-06, we had 113 M.Ed. students in 4 cohorts; 72 will graduate in spring/ summer 06. In the Off-Campus MSA, we had 77 students in 3 cohorts; 23 graduated in May 06. We expanded services to career teachers through Add-On Licensure in Literacy, ESL, C&I, B-K and Pre-K Education. Our Center for Math and Science Education continued a partnership with Durham Schools to assure that middle school math and science teachers are "highly qualified". Two courses were offered this year with 30 participants. This Center launched a professional development program for elementary and middle school science teachers to improve science instruction in gr K-8 and prepare students for required science tests. The program includes three 9-day courses, one each for gr K-2, 3-5 and 6-8. The gr 3-5 course was developed during '05-06 and offered in June '06 across NC. The grade K-2 and 6-8 courses will follow in '07. With NSF funds, the Center is completing the NC Middle Math Project. The project developed 3 new courses and assisted 150 middle school teachers in preparing for Nat'al Brd Cert and masters degrees. In '05-06, more than half of these teachers completed the degrees and Cert. With the co-sponsorship of DPI, 2-day workshops will be offered in June '06 at 8 NC locations, with an anticipated enrollment of 600 middle sch math teachers. Social Studies Faculty served 27 teachers in Vance County and Asheboro City schools through workshops teaching about Europe in the K-12 Curriculum. Our *Documenting the American South Project*, in year 4, conducted a 3-day institute for teachers and developed 35+ lesson plans and 15 digital history narratives. Work focused on curricular materials dev'tment to accompany digitized oral histories. Lessons and materials are posted on the *Documenting the American South Project* and LEARN NC's websites. Science Education faculty offered an online course to career sci teachers across NC. Our Research Triangle Schools Partnerships collaborated with 500 teachers in projects related to

arts, literacy, community and transition. By hosting Lectures and Conferences, 1,000+ educators heard speakers including Alejandro Portes of Princeton Univ, William Sanders of SAS, William Tate of Washington University in St. Louis, Barnett Berry of the Enter for Teaching Quality, Chicago teacher Nick Jaffe, musicologist Georgiary McElveen, hip-hop journalist Rosa Clemente, Eugenie Samier of Simon Fraser Univ, James Marshall of Univ of Auckland and National Teacher of the Year, Jason Kamras. LEARN NC published resources for working with diverse learners (e.g. ELL and exceptional children); teaching science through inquiry; and reading comprehension. With support from DPI, online professional development in content area reading comprehension was developed for high school teachers in all disciplines. Courses to build teacher understanding in history were offered statewide as online professional development. One hundred eighty educators were trained in face-to-face train-the-trainer sessions based upon Robert Marzano's Classroom Instruction That Works to deliver professional development locally.

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

IN ALAMANCE-BURLINGTON, School of Education faculty have provided technical assistance to administration of Cummings HS to plan remedial actions designed to improve that school. IN DUPLIN COUNTY, SOE faculty provided professional development in the form of preparation of mainstream teachers for the arrival of linguistically and culturally diverse students into their classes using materials prepared in collaboration with RTSP. In COLUMBUS, FORSYTH, GASTON, HARNETT AND HOKE COUNTIES, the EvAP unit within the SOE is participating as part of a 16-campus partnership in a \$19.3 million federal GEAR UP grant aimed at significantly increasing the number of low-income NC students who pursue and complete a college education. The project targets school districts with high poverty and low college attendance rates. (Note: Total number of school districts served is 46). In DURHAM COUNTY, the Community Engagement Coordinator of our Research Triangle Schools Partnership worked with the Durham Parent Advisory Council to promote *Parent-Driven Family Participation Projects*. A Latino Family Outreach initiative builds schools engagement with Latino families; a parent theatre outreach group, Project ENGAGE!, provides “theater-for-change” workshops in schools and community centers to create a comfortable environment for dialogue and problem-solving around school and parent issues; staff development for teachers and parents resulting in formulating plans for school programming designed to improve parent-teacher communication; and resource materials for educators and Latino parents (which have been distributed statewide through multiple avenues). Our UPWARD BOUND Program and the PRE-COLLEGE Program of our Center for Math and Science Ed. served Southern and Hillside High Schools in Durham, providing support and enrichment to low income and minority students. Further, the MSA Flex Program had two full-time administrative interns assigned to Hillside and Southern H.S. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional leadership project that focused on some aspect of helping at-risk students succeed academically. In GUILFORD COUNTY, faculty taught 6 science lessons (2 lessons at each grade level) to 3rd, 4th, and 5th grade students at Peck Elementary as part of a professional development activity. In partnership with DPI, LEARN NC continues to provide honors and AP level courses to low-wealth and rural districts through the K-12 online courses program. LEARN

NC offered free online professional development in teaching Algebra to the priority schools on a first-come, first-serve basis.

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

CLOSING THE GAP: The National Research Center on Rural Education Support (NRCRES), funded for \$10 million Fall '04 for 5 years, sponsors initiatives and research to help rural schools meet the diverse educ'al needs of students. Three projects—Early School Transition Collaboration, Rural Early Adolescent Learning and Distance Education—are ongoing initiatives in NC and nationwide. The High School Literacy Proj brings together students with SOE faculty and grad students to address low-literacy. In '05-06, poetry workshops were held in 3 high schools in the Durham and Chapel Hill – Carrboro City Schools. “Day of the Poet” was the final event that brought together high school students and 8 poets to celebrate student writing and school as a place of opportunities. The theme of this year’s Let’s Talk Race Conference focused on several initiatives designed to promote creativity and excellence in youth through the musical arts. The relationship between music, culture and social justice was examined. *Upward Bound and Pre-College Programs* assist minority high school students graduating from high school. This yr 12 Upward Bound seniors will attend college. We offer accessible programs for Add-on Licensure and a master’s program for B-K teachers to prepare children for transition into schools. *Our School Transitions Project* helps students move successfully among levels of K-16 schooling and investigates best practices for doing so. *Promoting Healthful Living for Kids:* School counseling faculty, collaborating with DPI Child Nutrition directors and others, provides research and assistance in ascertaining the impact of student dev'ment and social/personal skills upon the nutritional behaviors of NC students. *Promoting Global Education:* Yan Zhang, founder and vice-pres of Yan An Univ in Xi An, China, joined the SOE faculty as a visiting scholar from Feb '06 through Jan '07. She will study theories of higher education, observe private colleges and universities in America, and pursue collaborative research. *K-12 Reading:* The Rural Early Literacy Initiative (through NRCRES) involves elem schools in Columbus and Franklin Counties focusing on one-on-one interaction between teacher and child during literacy-focused teaching. Interventions are conducted collaboratively by UNC faculty and the teacher. Through the Reading in the Content Areas and Reaching English Language Learners online courses, LEARN NC addressed 2 SBE priorities: providing teachers with reading renewal hours and reaching ESL students. In partnership with DPI, LEARN NC is creating additional prof'al dev'ment online for content-area literacy for middle school sci, math, social studies and English/Lang Arts teachers. *Virtual Learning:* The SOE began an initiative in Franklin County to assist rural NC schools with technology integration. The Distance Educ Proj (in the NRCRES) is exploring use of technology to improve achievement in remote rural schools. The Carolina Center for Educational Excellence (CCEE) provides workshops, seminars, Internet-supported demonstrations, grad classes, etc. to improve learning environments for students in pre-school through 12th grade, univ students and teachers. *Address Drop-out rate:* See High School Literacy Project, Upward Bound and NRCRES above.

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

*Chancellor’s Task Force on Engagement* is an initiative on the UNC-CH campus to strengthen services to NC communities. Dean Thomas James led the Education Focus Group within the

Task Force and created a campus-wide communication over the 2005-06 academic year on services to K-12 education. Not only is a large and increasing number of university-school relationships underway to support teachers and school leaders, but greater coordination and planning is being applied to focus these services to have the most positive and lasting impact on the lives of North Carolinians. *National Research Center On Rural Education Support* (NRCRES), funded for \$10 million in Fall 2004 for 5 years, is sponsoring initiatives and conducting research to help rural schools meet the diverse educational needs of their students. Three initiatives—Early School Transition Collaboration, Rural Early Adolescent Learning Program and Distance Education—are ongoing rural education research initiatives designed to address the needs of rural schools in NC and nationwide. *Expanding Support for Study by Minority Students* via the Research Education Support Program, a multi-faceted initiative funded by NSF. This initiative supports undergraduates pursuing quality research, graduate students completing doctoral research and undergraduates from other universities seeking summer research experiences at UNC-Chapel Hill. Research Triangle School Partnership (RTSP) is focusing on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. RTSP is at the forefront of redefining the role of education within the new economy of NC. Teaching and Learning Commons within the SOE represents a new stage of development for teacher education. Retreats reexamining teacher education with four main areas of focus--diverse learners, technology, student teaching, special education—have occurred throughout the year. Faculty explored strengths and future plans in the areas of diversity and technology. Similarly, a working group of representatives from all programs concerned with student teaching has been formed to explore ideas and changes in student teaching practices. There is ongoing discussion among programs toward the implementation of a community of practice model. A pilot of this student teaching model during the next academic year is possible pending grant funding. Finally, a committee of representative faculty is in the process of making recommendations for a reconfiguration of the special education program and licensure.

## **Supplemental Information (Optional)**

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

Our students have consistently performed well on the NTE/Praxis examinations. We have taken the following steps to improve the NTE/Praxis performance of our students. In a Middle Grades course on “The Teaching Profession,” students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members offer extensive feedback, provide remedial help and send students who have particular difficulty on the papers to the UNC-Chapel Hill Writing Center with a copy of the Praxis rubrics. The School of Education director of licensure meets with all students to ensure that they understand North Carolina State Board of Education policy regarding testing requirements and licensure advancement. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty require MSA students to review the exam format, complete sample exercises, and attend a review session conducted by SDPI. In curriculum meetings, faculty examine the NTE/Praxis test booklets and organize themselves to ensure that our students

are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing and teaching licensure.

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

In the Undergraduate/MAT Strand, our recruitment efforts resulted in an enrollment of 283 this year. We actively recruited students for the Teaching Fellows program this year, admitting 58 students, including 13 minority students (22.4%). Our Coordinator of Recruitment and Retention met with several student groups to recruit students to teaching, with a special emphasis on minority student organizations. Additionally, campus-wide Information sessions and e-mail broadcasts notified students of the many options for becoming a teacher. Two community recruitment sessions called "Education 101" were conducted as a collaborative effort between North Carolina State University, North Carolina Central University, and UNC-Chapel Hill to promote programs and answer questions about becoming a teacher. Over 300 people attended. The Carolina Online Lateral Entry (COLE) program was developed in response to the demand for online programs of licensure. An education course offered in General College to more than 250 students provided tutoring opportunities in local schools, bringing students into the education major. Our Middle Grades Education faculty presented multi-media presentations for a campus-wide group of undergraduates and a visiting group of high school students. Middle Grades faculty also worked with community colleges on a 2+2 program to facilitate transfer to the University and to Middle Grades education. At the Graduate Level, our enrollment in professional education programs leading to licensure (excluding the MAT program which is counted above) has increased steadily from 330 in the fall of 2002 to 398 enrolled during the spring of 2006. These increases have been largely due to increases in our M.Ed. Program for Experienced Teachers and our MSA Program. During the past year, 113 teachers were enrolled in four cohorts of our M.Ed. Program for Experienced Teachers. In February, we received temporary authorization to add Instructional Technology Specialist: Computers licensure at the master's level. We intend to offer an MEd cohort with emphasis on Technology beginning Summer 2007. Our MSA Program enrolled 77 students last year in the off-campus cohorts and 30 students in our on-campus program. We are currently reviewing applications to include School Administration add-on licensure students in our Educational Leadership program. We also graduated 12 teachers from our NC TEACH program this year. Our faculty has successfully recruited add-on licensure students this year in Special Education General Curriculum, Literacy, B-K, Pre-K and ESL. The Literacy add-on licensure program is offered to students on campus or online.

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

The SOE is deeply committed to increasing minority representation among educators in NC public schools and has initiated the following efforts to recruit a diverse student body. As part of Recruitment Day, our Teaching Fellows Program invites minority regional finalists and their parents for a campus visit to learn more about the program and hear minority upperclassmen

describe the experience of being a minority student at UNC-CH. The entering Teaching Fellows class this year was 22.4% minority. A second means of recruiting minority students for our undergraduate programs is through Licensure-Only and Lateral Entry efforts. The Middle Grades Ed program has begun scheduling courses for late afternoons and on-line. It is hoped that this more flexible arrangement will increase the diversity of candidates. A third strategy includes our collaborative efforts with the NC Community College System. The advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC as Junior Transfer students and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and Student Services from the SOE have an ongoing dialogue established to ensure a smooth transition for Community College students who wish to become ed majors. The SOE annually awards the Willie Hall Kennedy \$5,000 Scholarship to a rising junior in education, with preference given to African-American students. Each year 3-5 Smallwood Fellowships are given to 1st yr women doctoral students in ed'al leadership, an effort to recruit women into Ed Admin. Other initiatives targeted toward recruiting and supporting minority students include the Pre-College Program of our Ctr for Math and Sci Ed which supports underrepresented students in gr 6-12 and encourages them to consider math and science careers, including teaching. Our Upward Bound Program also targets underrepresented students, teaching skills and providing motivation for success in college and careers, including teaching. Our director of student services meets with minority student groups each year to encourage minority students to consider teacher education. We recruit minority undergraduate students as America Reads tutors, which frequently lead tutors to become interested in teaching. Our faculty direct and participate as mentors in the Research Education Support (RES) Program for minority students and its summer program, the Summer PreGraduate Research Experience (SPRGE). An ESL grant, directed by one of our faculty, includes a component which seeks to recruit Hispanic mentors at the IHE level to keep high school students in school, encouraging mentors to consider the teaching profession when appropriate. Also, the SOE participates in University efforts to attract a high quality and diverse undergraduate student body. These include participating with the UNC-CH Office for Minority Recruitment in annual events for high school students, including Project Uplift for rising minority high school seniors, High School Honors Days for students and parents, and Decision Days for admitted students, who visit classes in their proposed major.

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

See other narrative item responses for descriptions of this year's initiatives.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	7
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	139
	Other	0	Other	6
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>169</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	93
	Other	5	Other	29
	<b>Total</b>	<b>30</b>	<b>Total</b>	<b>140</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)		
Middle Grades (6-9)	36	36
Secondary (9-12)	12	12
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)	16	16
Vocational Education (7-12)		
Special Service Personnel (K-12)	0	0
Other		
Total	65	65
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,226
MEAN SAT-Math	550
MEAN SAT-Verbal	540
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.17
Comment or Explanation	

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

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
<b>N= #Completing NC=# Licensed in NC</b>				
Prekindergarten (B-K)	11	9	10	7
Elementary (K-6)	54	35	0	0
Middle Grades (6-9)	17	13	9	6
Secondary (9-12)	0	0	3	3
Special Subject Areas (K-12)	0	0	34	15
Exceptional Children (K-12)	0	0	10	6
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>82</b>	<b>57</b>	<b>66</b>	<b>37</b>
Comment or Explanation				

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

<b>2004 - 2005 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	56	100
Institution Summary	56	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1	79	2			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	29	24	11	2		
Comment or Explanation						

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

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	168	96	71
Bachelor	State	3,446	92	68

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

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	829
Durham Public Schools	478
Charlotte-Mecklenburg Schools	390
Chapel Hill-Carrboro Schools	297
Guilford County Schools	282
Forsyth County Schools	255
Alamance-Burlington Schools	172
Orange County Schools	149
Cumberland County Schools	133
Chatham County Schools	105

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.51	3.65	3.43
preparation to effectively manage the classroom.	3.15	3.42	3.06
preparation to use technology to enhance learning.	3.41	3.53	3.38
preparation to address the needs of diverse learners.	3.49	3.55	3.20
preparation to deliver curriculum content through a variety of instructional approaches.	3.74	3.56	3.39
Number of Surveys Received	61	55	87
Number of Surveys Mailed	114	114	114

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
59	4	14