

# IHE Bachelor Performance Report

## UNC-Charlotte

2005 - 2006

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### Overview of the Institution

As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte has approximately 21,000 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral, research-intensive institution. Energetic, responsive, fast-growing, diverse, and effective, the University is dedicated to excellence in teaching, practical research, and expert public service. The primary commitment of UNC Charlotte is to extend educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through colleges of Architecture, Arts and Sciences, Business, Education, Engineering, Health and Human Services, and Information Technology, and through programs and services designed to support students' intellectual and personal development. In the SACS continuing accreditation visit in 2002, UNC Charlotte received a commendation in institutional effectiveness. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University is developing strong programs, including Freshman Learning Communities, to respond to this population. With the passage of the University bonds in 2002, UNC Charlotte, one of the fastest growing campuses in the UNC system, embarked on an ambitious building program to construct seven new academic buildings, including a new College of Education building which opened in December 2004.

### Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse student body reflects the diversity of the regions, with American minority students comprising 22.6% of the student population and nearly 700 international students enrolled in University programs. The College has a strong partnership with the 13 school districts which make up the Southwest Education Alliance (SWEA); the

headquarters of the SWEA is located in the College of Education. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, the nation's 23rd largest school system with an enrollment of more than 116,000 pupils, and is contiguous to Union County, identified as the fastest growing county in the state. Teacher shortages and teacher retention challenges are particular concerns in this region of the state, and the College provides a leadership role in teacher recruitment and retention initiatives. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves nearly 200 teachers seeking licensure through the RALC. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in the assessment of all standards having been met with no weaknesses. NCDPI granted continuing approval to all programs reviewed. The faculty are especially sensitive to the teacher shortage crisis, having responded with the development of fast-track initial licensure programs, the Master of Arts in Teaching (designed for the "A" and then the "M" licenses), distance education programs, 2+2 initiatives with community colleges, partnerships with 14 high school Teacher Cadet programs, and collaboration with the Regional Alternative Licensure Center to enroll alternative-route students in courses for lateral entry teachers. A major outreach effort is the summer Lateral Entry Teacher Initiative, offered at low cost to teachers, and enrolling over 400 candidates each summer. The College has embarked on a new partnership with Teach for America to prepare corps members for the teaching license. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education.

## **Program Areas and Levels Offered**

Undergraduate majors in the College of Education include Child and Family Development (including a track for Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in language arts/communication skills, mathematics, science, social studies); and Special Education (general or adapted curriculum). Additionally, students at UNC Charlotte may prepare for careers in secondary and K-12 education fields by majoring in programs in the College of Arts and Sciences and completing professional education requirements in the College of Education. Secondary education programs include English, History, Comprehensive Social Studies, Math, Biology, Chemistry, Earth Sciences, Physics, and Comprehensive Science. Candidates in the K-12 programs of art education, dance education, music education, theatre arts education, and foreign language education (French, German, Spanish) major in the appropriate discipline in the College of Arts and Sciences and complete professional education requirements in their programs and in the College of Education. Graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted or general curriculum, mental disabilities, behavioral-emotional disabilities, severe-profound disabilities, cross-categorical disabilities, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology;

M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. The Master of Arts in Teaching, designed as a graduate-level route to teacher licensure for second career professionals, offers teacher preparation in the following fields: elementary education, middle grades education (math, English/ language arts, science, or social studies), secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, History/comprehensive social studies), special education (general and adapted curriculum), art education, and teaching English as a second language. The College offers four doctoral programs: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. There are add-on licensure programs in the areas of Academically/Intellectually Gifted, School Counseling, and School Administration (principalship).

## **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.).**

Thirteen school districts form the Southwest Education Alliance (SWEA), a professional development collaborative, and serve as the nucleus of the outreach activities for UNC Charlotte. These school districts include: Cabarrus County, Charlotte-Mecklenburg, Cleveland County, Gaston County, Iredell-Statesville, Kannapolis City, Lincoln County, Mooresville City, Newton-Conover City, Rowan-Salisbury, Scotland County, Stanly County, and Union County. In addition, the College participates actively in SWEA activities such as monthly job-alike group meetings and professional development activities. Beyond SWEA school districts, faculty at UNC Charlotte also collaborated with Wilkes County, Davie County, Rutherford County, Caldwell County, Anson County, Madison County and Wake County, Crossroads Charter High School, Children's Community School and Socrates Academy for a total of 23 public LEAs. In addition the following private schools benefited from collaborative activities: Providence Day, Charlotte Country Day, Countryside Montessori, St. Patrick's, Our Lady of Mercy and Trinity Episcopal School. Through formal collaborative agreements with school systems, we placed more than 700 student teachers, year long interns and graduate interns during 2005-2006, with hundreds of additional candidates placed for clinicals. Professional Development Schools, which are centers for preservice and inservice education as well as collaborative research and professional development, include: Central Cabarrus High School (Cabarrus County); E.E. Waddell High School (Charlotte-Mecklenburg Schools); Randolph Middle (CMS); Concord Middle (Cabarrus); David Cox Road Elementary (CMS), Thomasboro Elementary (CMS);University Meadows Elementary (CMS); and Shady Brook Elementary (Kannapolis City). Grants have allowed UNC Charlotte to develop long term relationships with several CMS schools that have impacted teaching approaches and improved students' achievement and/or behavior, for example: Idlewild; Montclair; Piney Grove; Thomasboro; Albemarle Road; W.G. Byers and Druid Hills Elementary Schools (Behavior and Reading Improvement Center) and Devonshire, Oakhurst, McAlpine, Oakdale, Crown Point, David Cox and Merry Oaks Elementary Schools (Project Raise). The M.Ed. in Curriculum and Supervision was delivered to a cohort of teachers at Garinger High School (CMS). The M.Ed. in Elementary Education was delivered to a cohort of teachers at Shady Brook Elementary (Kannapolis), and the M.Ed. in

Reading Education was delivered to cohorts in Charlotte-Mecklenburg and Lincoln County. In addition, the College continues its partnership with Philip O. Berry Technology Academy in Charlotte-Mecklenburg Schools to provide intensive professional development in science, technology, engineering, and mathematics for teachers/students through a National Science Foundation Grant. CMSTE sponsored professional development courses for more than 200 middle and high school math teachers in algebra, geometry, calculus, and statistics. There are 14 partnerships with Teacher Cadet programs.

<b>LEAs with whom you have formal collaborative plans</b>	<b>Priorities identified in collaboration with the LEAs / Schools</b>	<b>Activities and/or Programs implemented to address the identified priorities.</b>	<b>Provide a summary statement of the outcome of the activities and/or programs</b>
<p>PDS. There are eight professional development schools in three LEAs associated with UNC Charlotte. There are two schools in the Cabarrus County School District (Concord Middle and Central Cabarrus High), one school in the Kannapolis City School System (Shady Brook Elementary), and five schools in the Charlotte-Mecklenburg School System (University Meadows Elementary, David Cox Road Elementary, Thomasboro Elementary, Randolph Middle, and Waddell High). Each school has a formal collaborative agreement with UNC Charlotte.</p>	<p>Common goals across all PDS schools focused on: 1) Maximizing P-12 student performance and achievement. 2) Preparing new teachers and other school-based educators. 3) Enhancing the professional development of beginning and experienced teachers and other school-based educators. 4) Engaging in applied inquiry designed to improve practice.</p>	<p>Examples of activities related to one or more of these goals are provided below: Goals 1,2: Tutoring of Central Cabarrus High social studies students by UNC Charlotte methods class students Goals 1, 2, 3: Developing strategies and activities to improve comprehension among lower-achieving 4th grade students at Shady Brook Elementary. This is accomplished through the professional development model of study groups where faculty, UNC Charlotte candidates, and university faculty are actively engaged in teacher action research to improve teaching learning at Shady Brook. Goals 2, 3: Multiple undergraduate and graduate courses are taught at PDS sites. Classes include instruction in content and pedagogy as well as observation and small group instruction by preservice teachers in the teacher education program. Goals 3, 4: School and University professionals engage in joint work</p>	<p>Examples of outcomes related to one or more of the goals follow: Goals 1, 2: The tutoring program is having a positive impact on student achievement. For all students who consistently attend the tutoring program, all pass social studies and have passed the state standardized End-of-Course- Tests (EOCs) in both Civics and Economics and U.S. History. Scores on EOC tests were significantly greater and exceeded other schools by as much as thirty percentage points. Goals 1, 2, 3: From the 4th grade teachers' perspective the activities have made teaching reading more enjoyable, and students made richer, deeper connections. The professional study encouraged collaboration and after reviewing EOG data, 84% of the fourth grade class made growth. Goals 2, 3: Experienced teachers and preservice teachers voice that this on-site classroom facilitation</p>

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		and research activities at professional conferences and dissemination of PDS activities	is advantageous for firsthand experience and debriefing regarding content, management, and pedagogical experiences and observations. Student teachers are more adequately prepared to recognize diverse needs among students regarding teaching and management strategies. Goals 3, 4: School teachers and administrators and university faculty present annually at the National PDS Conference.
The Reading Accommodations and Interventions for Students with Emergent Literacy (RAISE) project was implemented in partnership with the Charlotte-Mecklenburg Schools. This row is one part of the major project. Website: <a href="http://education.uncc.edu/access/RAISEProject.htm">http://education.uncc.edu/access/RAISEProject.htm</a>	All aspects of the RAISE project focus on students with severe disabilities who were never expected to learn how to read. The priorities of this collaboration are listed below as project goals: Goal 1: Improve literacy skills by implementing a reading curriculum created for students with significant disabilities in selected SAC, LifeSpan, and Autism classrooms. ** Goal 2: Increase time spent in literacy instruction in these classrooms. ** Goal 3:	Activities that were implemented in relationship to each goal are as follows: Goal 1: The Early Literacy Skills Builder (ELSB) was written and implemented in seven classrooms, sponsored by the RAISE grant from IES. Classroom training was provided to all participating teachers. Ongoing monitoring of implementation fidelity of the curriculum was provided every two weeks. Five workshops on UNCC campus for the seven teachers provided additional direction and support of curriculum implementation. **	Outcomes of the project are shown by goal: Goal 1: This is the first year of a five year pre-test/post-test random assignment comparison group study. Students who received instruction using the ELSB significantly improved their literacy skills over the course of the year as compared to the comparison students. ** Goal 2: All students received an average of 60 minutes per day of literacy instruction. ** Goal 3: Inclusion activities proved more difficult to implement. All students participated in some type of

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	Support inclusive practices to increase amount of time spent in general education classrooms by students in the project.	Goal 2: A story-based lesson (SBL) component augmented the ELSB curriculum and provided a template for teachers to increase interaction with grade-level literature. Additional training and monitoring of the SBL was conducted every two weeks. ** Goal 3: Participating special education teachers were paired with a volunteer general education teacher and both attended a training session on inclusive practices. Teacher pairs developed a plan to provide inclusive experiences for the students. A monthly calendar of inclusive practices was maintained by the teachers.	inclusive activity, but the kind of activity varied between schools and type of special education classroom. One student attended a general education classroom for reading while others participated through peer reading or attended media center activities with a general education classroom.
A second aspect of the RAISE project Four schools in Charlotte-Meckleburg - Mint Hill, Ranson, and Sedgefield Middle Schools, and the Metro Center Teaching Grade-Appropriate Literacy Lessons to Middle School Students is a study sponsored by the OSEP	All aspects of the RAISE project focus on students with severe disabilities who were never expected to learn how to read. The priorities of this collaboration are listed below as project goals: Goal 1: Increase student participation in grade appropriate (middle school) literacy lessons for students	Activities that were implemented in relationship to each goal are as follows: Goal 1: Books for the study were selected from the CMS recommended reading list for middle school and adapted for use by students with emergent literacy skills using: picture symbols to support key concepts and vocabulary, text summarized and written at a Grade 2-3 listening	Examples of outcomes related to each goal follow: Goal 1. Using a single subject multiple probe across teachers and students, two changes in behavior were observed : Teachers- increased steps followed on a task analysis when implementing grade-appropriate story-based lessons. Students-increased total number of responses made in a lesson,

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<p>model demonstration grant, Reading, Writing, Math and Science for Students with Significant Disabilities. Website: <a href="http://education.uncc.edu/access/RAISEProject.htm">http://education.uncc.edu/access/RAISEProject.htm</a></p>	<p>with significant cognitive disabilities in selected middle school LifeSpan, Autistic and SAC classes. ** Goal 2: Increase collaborative practices between middle school special education and general education Language Arts teachers to support inclusive practices. ** Goal 3: Increase use of evidence-based teaching strategies that support students with significant cognitive disabilities in lesson implementation by these teachers.</p>	<p>comprehension level as measured by Lexile Framework for Reading Text analyzer, definitions and explanations embedded in text (“considerate text”), and chapter main ideas summarized on each page with repeated story line. Books were produced and distributed to teachers on an average of 1/month for 5 months. A workshop held for all teachers in September to introduce assistive technology devices to support student participation in story-based literacy lessons, and to distribute 1st book. Special education teachers were trained individually in teaching story-based literacy lessons using a literacy lesson plan template. ** Goal 2: All teachers received training in collaborative planning and provided with a unit organizer to develop inclusive activities based on grade-appropriate story based lessons. Lesson plan template provided prompt for implementing lesson in General education classroom. ** Goal 3: Literacy lesson plan template provided prompts to use</p>	<p>with a decrease in prompted responses and increase in independent responses recorded for all students by the end of the year. ** Goal 2. All lessons observed were in a self-contained setting. One teacher collaborated with general education teacher to have peer assistants read with students during story-based lessons. Lack of collaborative planning time was cited as the barrier to implementing more inclusive activities. ** Goal 3. Special Education teachers followed all steps on the task analysis, which included use of systematic prompting procedures and assistive technology to support emergent literacy behaviors.</p>

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		systematic prompting procedures, assistive technology, and peer-assisted learning.	
<p>A third aspect of the RAISE project Five schools in Charlotte-Mecklenburg: Alexander Graham Middle School, the Metro Center, and East Mecklenburg, Vance, and Butler High Schools Using Story Based Lessons to Teach Middle and High School Students to Solve an Algebraic Equation is a pilot study sponsored by the OSEP model demonstration grant, Reading, Writing, Math and Science for Students with Significant Disabilities Website: <a href="http://education.uncc.edu/access/RAISEProject.htm">http://education.uncc.edu/access/RAISEProject.htm</a></p>	<p>All aspects of the RAISE project focus on students with severe disabilities who were never expected to learn how to read. The priorities of this collaboration are listed below as project goals: Goal 1: Increase participation in grade-appropriate math lessons at the middle and high school level for students with significant cognitive disabilities. ** Goal 2: Gain teacher feedback on use of strategies and materials developed to teach a beginning algebra skill.</p>	<p>Activities that were implemented in relationship to each goal are as follows: Goal 1: Develop and implement story-based lessons to teach students to “solve for X” in an algebraic equation. Story-based problems were written using adapted text and picture symbol support, and an equation prompt was designed to support student participation in problem solving. Workshop held for all teachers to receive background knowledge about: math practices for students with significant cognitive disabilities, training in implementation of story based math problems using the equation prompt to teach students how to “solve for X” in an algebraic equation, information on assistive technology to support student participation in lessons. ** Goal 2: Follow up workshop held at end of study to hear how teachers</p>	<p>numbers and operations, data analysis, and probability). General education teachers supported the premise that students with significant cognitive disabilities be included in middle and high school math lessons, but cautioned training other general education math teachers at the secondary level may be needed to support future studies.</p>

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		used/modified materials and strategies to teach the skill. A general education (high school) math teacher also attended to give feedback on skills targeted in this study and recommendations for skills to consider in future studies.	
<p>Behavior and Reading Improvement Center (BRIC) project with Charlotte-Mecklenburg Schools Seven schools with a history of educating students with behavior and reading were targeted for this effort. Six of the schools are Charlotte-Mecklenburg Focus (Title I) schools). Schools include Idlewild; Montclair; Piney Grove; Thomasboro; Albemarle Road; W.G. Byers and Druid Hills Website: <a href="http://education.uncc.edu/bric/index.htm">http://education.uncc.edu/bric/index.htm</a></p>	<p>The goal of the BRIC Center is to implement and evaluate the effects of research-based behavior and reading interventions that enable administrators and teachers to provide positively oriented school-wide instruction, curricula, and support services to elementary students who exhibit serious behaviors that may lead to discipline problems presently or later in life and/or who are identified as having marked difficulty learning to read. Teacher education faculty are involved in implementation, a member of the Department of Educational Leadership (home of MSA program) is the lead project evaluator.</p>	<p>Activities related to project goals are as follows: ** A comprehensive and evidence-based three-tiered behavior model that emphasized promotion of positive behavior and provided explicit guidelines that unified all personnel in teaching pro-social behavior, consistently reinforcing pro-social behavior, and using corrective teaching to address student behavioral errors. The model built upon and extended the Charlotte-Mecklenburg Schools initiative in Positive Behavioral Support. ** A comprehensive and evidence-based three-tiered reading model that was based on valid assessment of student performance and enabled ongoing data-based decision-making regarding adequacy of student progress in reading K-3. The</p>	<p>Key outcomes related to project goals are as follows: ** Charlotte-Mecklenburg has adopted key aspects of the BRIC intervention model in behavior and reading for sustained use. ** Positive outcomes are evident in schools with the BRIC behavior instruction program. Positive effects on behavior are evident across levels of intervention, with approximately 91-96% of the students having less than two disciplinary referrals per year. ** Positive outcomes are evident in schools with the BRIC reading instruction program. Positive effects on reading achievement are evident across levels of intervention. For example, EOG scores for 3rd graders in BRIC treatment schools significantly surpassed control schools. Of the</p>

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		model enabled administrative team and teacher grade level teams to pinpoint student progress throughout each academic year and to modify instruction to boost student achievement when necessary. The model built upon and extended the Charlotte-Mecklenburg Schools Comprehensive Reading model.	Kdg. and first graders identified to be at serious risk of reading failure, 38% of the Kdg. and 35% of the 1st graders progressed to reading “on grade level” after BRIC interventions. Overall, the greatest movement away from serious risk categories occurred at kindergarten and first grade.
The Preschool Curriculum Evaluation Research (PCER) Grant is a collaborative effort between UNC-Charlotte and the following agencies: Union County Community Action, Inc. in Richmond, Anson and Union Counties, NC; Union County Public School System, Monroe, NC; Anson County Public School System, Wadesboro, NC; as well as the Atlanta-based Partnership for Community Action, Inc. and the DeKalb County Public School System. The project is	The purpose of PCER grant is to conduct a rigorous evaluation of the Creative Curriculum Fourth Edition (CC) and gather evidence for the effectiveness of CC as compared to a locally developed, non-standardized, eclectic curriculum. The follow-up assessments in kindergarten and first grade will provide information to support informed choices of preschool classroom curricula for early childhood programs. This study will provide evidence about the effectiveness of CC in supporting school readiness among preschool children. It	The special focus of the research activities during this academic year was following the children who were recognized during their pre-kindergarten year as having special needs. We are currently tracking their progress in elementary school by examining school records, parent interviews, and teacher ratings of their developmental progress. This study includes predominantly low-income children who are served by two Head Start programs in two states during their pre-kindergarten year. In the PCER project, the Head Start programs in NC and GA have had two years of curriculum implementation with training and Technical Assistance	The PCER study illustrates that it is not easy to reach full implementation of such a curriculum and that two years of high quality training and high quality TA may be needed to reach full implementation. Key outcomes to date: (1) Child outcomes may take longer to emerge with this type of model than with simpler add-on models, and may only emerge after the curriculum has been fully implemented. Statistically significant differences in four-year-old developmental outcomes in favor of the treatment group were found for children with disabilities. We are currently following the children

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<p>supervised by faculty in the Department of Educational Leadership. During the technical assistance phase of the project, much of the technical assistance was provided by UNC Charlotte Principal Fellows. The partner Head Start programs have taken over the technical assistance role during this academic year. Website: <a href="http://education.uncc.edu/pcer/">http://education.uncc.edu/pcer/</a></p>	<p>is providing evidence about outcomes for children with special needs, quality of teaching practices, and use of Creative Curriculum's Developmental Continuum. This project is one of a series of studies that will contribute to the broader knowledge base that allows school systems and early childhood care and education programs to make informed decisions about practice.</p>	<p>(TA). TA included but was not limited to: conducting assessments and completing the implementation checklist observations for each teacher and providing recommendations for enhancements in the implementation of the curriculum, working with the teachers and site managers in a coaching/ mentoring role, facilitating curriculum training, and assisting in the implementation and usage of CC.net. CC.net is an innovative on-line assessment, scoring, and report generation system that helps teachers use data from the assessment component of the curriculum for instructional planning purposes. To allow the control teachers the benefit of the treatment the third year of the project, we offered additional training and technical assistance. Each site customized this plan based on their specific needs. The children are being tracked into the public schools and followed through their kindergarten and first grade years. We have collected</p>	<p>into Elementary School and will analyze the findings at the end of the first grade year. (2) Several statistically significant findings emerged at the teacher level. The treatment teachers implemented the curriculum more completely than did the control teachers. The treatment classrooms showed higher classroom quality and the treatment teachers indicated they perceived less occupational stress than the control teachers. One reason the control teachers may have shown improvement in classroom quality is that the Creative Curriculum, Fourth Edition emphasizes global qualities that are fundamental to good quality teaching practices in general. (3) Focus groups were conducted with the treatment teachers and the data indicated that they found training and TA to be helpful. It was also the consensus of the treatment teachers that the control group would benefit from CC training.</p>

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		kindergarten child assessments, parent interviews, teacher interviews, and teacher child reports for each child in our sample and will repeat this process for the first grade year.	

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

UNC Charlotte faculty documented to date over 28,850 hours of service to public schools and support agencies during 2005-06, serving 236,732 students and 15,922 educators. The numbers of educators served by category are as follows: beginning teachers, 1,901; lateral entry teachers, 1,745; career teachers, 7,838; administrators, 2,050; and others (e.g., counselors, social workers), 2,388. Ninety--seven faculty and staff members provided documentation of service to schools. Some examples of specific service activities, demonstrating depth and breadth, are offered. A faculty member worked with middle grade teachers in Charlotte Mecklenburg to design and implement professional development activities to strengthen the teaching of algebraic structures. A professor in the TESL program worked with an individual school to help it broaden its understanding of and response to the role of culture in lives of Latino children. Two faculty partnered to work with Teacher Cadets to help them understand basic elements of web design. Other faculty helped teachers in CMS and other school districts learn how to integrate WebQuests in to their social studies programs. Counselors in Cabarrus county benefited from the knowledge of UNCC faculty on the nuts and bolts of case writing, ethics, state law and local policy during 10 hours training. Three faculty met with Kannapolis City Schools to explore high school innovations which could take advantage of the biotechnology developments in the region. CMSTE sponsors the annual CMS regional Science Fair on campus with over 150 students participating along with their teachers and parents. Faculty members worked in two school systems to address the problems faced by transient and homeless children resulting in new delivery models for services. Faculty worked with several schools to design and implement staff development which helped teachers working with English Language Learners (ELLs) understand the complexity in determining whether students with limited English proficiency have learning disabilities. Close to 200 students in three school systems benefited from one faculty's teaching about the Holocaust. An additional 2700 students benefited from the 3-day Cabarrus County 6th grade Agribusiness Environmental School that a faculty member helped organize. In addition, principals from across NC learned about the impact of domestic violence in schools from a school law faculty member.

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

Induction support for beginning teachers is a central focus of UNC Charlotte Professional Development Schools; activities included study groups, professional development sessions, demonstration teaching and individual conferences as needed. Besides the PDS activities, UNC Charlotte supports beginning teachers in a variety of ways. More than 1900 beginning teachers participated in professional development activities provided by UNC Charlotte faculty. For example, during 2005-2006 a faculty member worked with new teachers at South Rowan High School at least monthly providing professional development workshops, meetings and classroom observations which focused on instructional needs, challenges and skills in order to increase teacher retention. Beginning and lateral entry teachers in Cleveland County benefited from 35 hours of pedagogy training through a Teaching American History Grant. Faculty continued to offer Praxis II preparation workshops in a variety of fields for beginning and lateral entry teachers who have not yet passed the required examinations. In addition, faculty members individually provided extensive mentoring with individual first year teachers on issues such as

discipline, INTASC standards, classroom management, literacy strategies, and the culture of the school as requested. Through a generous gift from the George and Page Bradham Foundation, we awarded for the third time the UNC Charlotte Beginning Teacher Award (with a \$1000 honorarium.) This year's recipient was Susanna Stevenson, a teacher at Vance High School in Charlotte. A dozen other outstanding beginning teachers in their first three years of service were recognized with a special gift from the College of Education.

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

UNC Charlotte provides a wide array of academic coursework leading to teacher licensure for three different groups of adults (1) lateral entry teachers, (2) those who are seeking lateral entry positions, and (3) those who wish to complete a teacher preparation program before entering the classroom. The Office of Teacher Education Advising and Licensure (TEAL) and the Associate Dean provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, students are advised within their respective departments by specially trained advisors and faculty. Advisors and faculty assist many students in the third category above to obtain lateral entry positions when they reach the internship portion of their program. We offer graduate-level courses in a fast-track intensive program in the licensure areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, history, social studies, biology, chemistry, earth science, physics and comprehensive science; and the K-12 fields of art, dance, music, theatre, French, German, and Spanish. The attractive MAT program mirrors the fast-track in Phase I; upon obtaining the Standard Professional License at the end of Phase I and a full-time teaching position (if not already held), candidates enter Phase II in order to pursue the advanced license. Fast track/MAT courses are offered in the evenings, weekends, online as well as off-site in summer institutes with reduced costs through distance education. Through these multiple venues in 2005-06, UNC Charlotte served approximately 1500 adults who have been admitted to one of our programs or are seeking licensure through a RALC plan of study. In the 2005 off-campus Lateral Entry Teacher Summer Institute for special education and middle/ secondary teachers, more than 500 teachers pursued coursework toward licensure. The Institute has outgrown Central Piedmont Community College's available space, so it will be held at Vance High School in the summer of 2006. To date, nearly 400 lateral entry teachers have pre-registered for this institute which begins in July. More than 100 teachers were enrolled in the Bright Beginnings program, seeking the B-K licensure through distance education coursework. The Center for Math, Science and Technology Education provides on-campus summer institutes for lateral entry teachers of mathematics in Charlotte-Mecklenburg Schools to improve algebra, geometry, and pedagogy skills. There is a Middle Grades Lateral Entry Teacher Support Group through our Professional Development School partnership. We have offered Praxis II Preparation Workshops for lateral entry teachers. During the summer of 2005, UNC Charlotte entered into a partnership with Teacher for America which will make it possible for 64 new lateral entry teachers in Charlotte-Mecklenburg Schools, to obtain both initial licensure as well as a Master of Arts in Teaching. We have met the next TFA cohort of approximately 75 lateral entry teachers in a Summer 2006 orientation.

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

Supporting career teachers is an important part of the UNC Charlotte mission. Currently the college offers Master's and Doctoral programs addressing over 20 different licensure areas. In addition, the Master of Arts in Teaching allows many mid-career professionals and lateral entry teachers to build upon previous degrees while obtaining both initial and advanced licensure in a new field. Nearly 8000 career teachers participated in professional development opportunities designed and delivered by UNC Charlotte faculty during 2005-2006. UNC Charlotte alumni continue to represent a large number of the teachers who have received National Board Certification, supported, in part by College of Education efforts in partnership with the Southwest Education Alliance. A robust Distance Education program makes graduate education accessible to career teachers: Academically/ Intellectually Gifted Add-on Licensure (Four courses 100% online) and face-to-face (Cabarrus County), M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Elementary Education (Kannapolis City), M.Ed. in Reading (Lincoln County), and three master's degrees programs at CMS "Focus" schools. Through PDS activities, career teachers continued to focus on their own growth and implemented PDS projects this year such as "Improving Teaching & Learning through Inquiry," which focused collaborative inquiry and the use of study groups to ensure effective implementation of research-based instructional practices. Another project combined on-site social studies methods courses at a local high school with undergraduate student and career teacher collaboration to provide after school tutoring. UNC Charlotte has one of the largest Advanced Placement (AP) Institute programs in the nation; AP Institutes were provided in Biology, Chemistry, Calculus, Environmental Science, Statistics, Computer Science, English Language and Composition, English Literature, World History, Human Geography, Psychology, U.S. History, and U.S. Government, serving over 200 teachers. The Center for Mathematics, Science, and Technology Education offers professional development workshops, courses and institutes in mathematics and science content and instructional strategies, such as Mathematics for the Real World, Reasoning with Number and Algebra, Calculus for Middle Grades Teachers, NC Environmental Education certification and a wide range of science offerings including field botany, hydrology and ground water, and Mars/ Earth Evolution Exploration. Several grant-funded research projects directly benefit and support career teachers in schools, including the RAISE Project (Reading Accommodations and Interventions for Students with Emergent Literacy) and BRIC (Behavior and Reading Improvement Center). Our National Science Foundation grant partners the University with Philip O. Berry Academy of Technology (CMS) and pairs university graduate students in science, mathematics, technology, and engineering with 10 classroom teachers and their students to explore cutting-edge curriculum opportunities in these fields.

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

UNC Charlotte is actively engaged with Charlotte-Mecklenburg's high needs "Focus" schools, and has worked with 25 of the 54 CMS-identified Focus schools during 2005-2006. In addition UNC Charlotte continues to partner with CMS to recruit and retain highly qualified teachers to the Focus schools through a program which pays tuition for teachers to earn their master's degree while teaching in these schools; current cohort programs are in Curriculum & Supervision and

Reading. Additionally, Project ISAIL II (Improving Student Achievement through Instructional Leadership II) supports the professional development of principals and assistant principals in Charlotte-Mecklenburg, Anson County, Newton-Conover City and Richmond County Schools. The RAISE (Reading Accommodations and Interventions for Students with Emergent Literacy) and BRIC (Behavior and Reading Improvement Center) projects are implemented in partnership with the Charlotte- Mecklenburg Schools. Both programs work with identified low performing schools to improve literacy instruction and student performance. Among the high schools in Charlotte-Mecklenburg Schools identified as "low performing" is Philip O. Berry Academy. The school is the site of UNC Charlotte's major National Science Foundation grant which places UNC Charlotte graduate students in science, technology, engineering, and mathematics into Berry Academy classrooms to strengthen content area instruction and to encourage high school students to pursue advanced studies in science and mathematics. As part of this initiative, UNC Charlotte faculty have been working with Berry Academy faculty to identify and implement algebra curriculum reforms to support the development of 9th grade algebra students. Direct assistance is provided at Thomasboro Elementary, a high minority, low wealth school and one of UNC Charlotte's eight Professional Development Schools, by students enrolled in sections of the required junior-level Elementary School Child course. ELED majors tutor students at the Thomasboro site as one of their clinical requirements. The Center for Mathematics, Science and Technology Education also partners with low performing high schools in their NC-MSEN Pre-College Programs and Summer Ventures. Three of UNC Charlotte's Professional Development Schools are also considered either low performing or at-risk.

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

(1) High Student Performance: UNC Charlotte placed 10 graduate students in science, mathematics, engineering, and technology in high school classes at CMS's Philip O. Berry Academy of Technology to strengthen content knowledge for high school students in science and math, with funding from the National Science Foundation. Higher EOC scores are associated with this enrichment. The largest Advanced Placement Institute program in the United States is held at UNC Charlotte, preparing over 200 teachers each summer to offer Advanced Placement classes in high schools throughout the region. The UNC Charlotte Writing Project conducts summer camps for young writers and research institutes for teachers of writing. Special education faculty are conducting statewide research and training in alternative assessments for students with severe disabilities and are investigating instructional approaches in literacy for students with severe cognitive disabilities; (2) Safe, Orderly, and Caring Schools: The Behavior and Reading Improvement Center develops Unified Discipline Plans to prevent and ameliorate behavior problems in elementary schools. Professional development training in positive behavior supports and the School Evaluation Tool Assessment have been conducted for 8 schools. Faculty conducted classroom management workshops for new teachers in two middle schools. (3) Quality Teachers, Administrators, and Staff: New graduate-level add-on licensure programs were established in School Counseling and School Administration. 500 lateral entry teachers were enrolled in the 2005 Lateral Entry Teacher Institute to earn credits toward their Standard Professional I teaching license. (4) Strong Family, Community, and Business Support: Faculty serve on the Board of Directors of the Exceptional Children's Assistance Center; the NC Developmental Disabilities Council; LifeSpan, Inc; Seigle Avenue Preschool; ArtsTeach; Council for Children; and the Charlotte Chamber's Partners for Education Reform. (5) Closing

the Achievement Gap: A faculty member serves on North Carolina's Raising Achievement and Closing Gaps Commission. A faculty member is serving on a taskforce to reduce the achievement gap in math and science for African American high school students. The Dean presented higher education initiatives to the Raising Achievement and Closing Gaps Conference. (6) Assisting Low-Performing Schools: UNC Charlotte has teacher education partnerships with a number of public schools at risk for low performing designation, including Thomasboro Elementary and Philip O. Berry Technology Academy. Initiatives include curriculum reform and teacher/ leader mentoring and support. UNC Charlotte delivers Master's degree programs to cohort groups of teachers in Charlotte-Mecklenburg's Focus (high need) schools.

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

Quality Teachers, Administrators and Staff was the State Board of Education priority that continues to receive special emphasis at UNC Charlotte. New partnerships have been formed with Teach for America and IBM's Transition to Teaching programs to bring more college graduates from other fields into the teaching profession. The College has responded to the intense teacher shortage by delivering a highly effective, highly responsive graduate-level licensure preparation program for lateral entry teachers through the Lateral Entry Teacher Institute. "Fast track" courses for licensure in special education and middle/ secondary education were delivered in a special summer term at convenient Central Piedmont Community College sites, with reduced costs to teachers since on-campus fees can be waived. The "fast track" licensure courses can count toward the Master of Arts in Teaching; thus, lateral entry teachers are not only earning their professional license but are being encouraged to pursue the master's degree. There were 500 enrollments in the Lateral Entry Teacher Initiative in Summer 05. The 2006 Lateral Entry Teacher Institute will be held at Vance High School in Charlotte-Mecklenburg Schools because the Institute has outgrown the available community college space. As evidence of impact, Praxis II pass rates for candidates in our "fast track" programs are at 99.37%. We have established continuing collaborations with Central Piedmont Community College, Gaston College, and Stanly Community College to offer the needed coursework for lateral entry candidates seeking the community college certificate. We have accelerated efforts to recruit traditional college-age students into teacher education through a Teacher Education Learning Community for university freshmen and sophomores and by partnering with Teacher Cadet programs in 14 area high schools to encourage high school students to prepare for teaching careers with a particular emphasis on minority candidates. We held a Future Teachers Conference, with over 250 attendees, to encourage high school students and undecided freshmen and sophomores to explore teaching careers. We are offering the 2+2 baccalaureate completion program in elementary education at Stanly Community College. To encourage and support excellent beginning teachers, we present the UNC Charlotte Beginning Teacher Award. We are preparing an increasing number of highly qualified school counselors through a Post-Graduate Certificate in School Counseling for professional counselors from other fields. In response to the action of the State Board of Education in April which authorized an add-on license in School Administration, we have designed the add-on program and are offering coursework this summer to candidates for this license.

## **Supplemental Information (Optional)**

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

In 2005-2006, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis II examinations, incoming faculty at UNC Charlotte in both the College of Education and the College of Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. A second initiative involved faculty members planning and conducting Praxis II examination preparation workshops for pre- and in-service teachers. A total of 256 students participated in 15 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Participants by content area were as follows: elementary education (135); English (7); special education (67); social studies (47). To assist with the Praxis I examinations, 7 workshops were conducted for 77 students seeking admission to a teacher education program. Participants registered for content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 51 participants in the mathematics workshops; 60% showed improvement in Praxis I scores following the workshops. There were 26 participants in the reading/writing workshops; 55% showed improvement in Praxis I scores following the workshops.

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts through the Office of Teacher Education, Advising and Licensure (TEAL). For example, 26 teacher education faculty members in the College of Education volunteer with high school Teacher Cadet programs to mentor Cadet students. Twenty-three high schools in four school systems are engaged in this partnership which is supported by the Greater Charlotte Chapter of the Black Educators of America, Inc. UNC Charlotte Teaching Fellows made site visits to high schools to share information about careers in teaching and scholarship opportunities, as well as hosted a number of high school seniors and middle grades students for campus tours and shadowing opportunities. The College hosted the third annual Future Teachers Conference in Fall 2005 for more than 250 high school students, undecided freshmen and sophomore students, community college students and prospective lateral entry candidates. We are offering the 2+2 baccalaureate completion program in elementary education at Stanly Community College through face-to-face distance education instruction. We have developed numerous other 2+2 agreements to assist students coming into Child and Family Development, Elementary Education, Middle Grades, and Special Education to transfer into programs more seamlessly with minimal waste of community college credits. The

Teacher Education Learning Community continues to attract new freshman, who live in a high-tech residence hall, take many courses together, and have special seminars designed to support their commitment to entering teacher education programs. New partnerships have been formed with Teach for America and IBM's Transition to Teaching programs to bring more college graduates from other fields into the teaching profession. TEAL is actively involved in recruiting activities both on and off campus. Examples of off-campus events include visits to Gaston College to discuss teacher education programs and admission procedures with prospective transfers to UNCC; meeting classes of students involved in Lateral Entry Teacher Institute, the Bright Beginnings program, and the Teach for America program to assist with registration and to provide information and materials about the fast-track and MAT programs; and attending and making presentations at school systems' job fairs geared toward potential lateral entry teachers. Examples of on-campus activities include meeting with representatives of community colleges and high schools to present information about teacher education programs and admission procedures for their students; conducting recruiting and advising sessions at the annual College Fair for high school students, the annual Major's Day event for college students, the four Explore UNCC sessions (n=100+ high school students and parents per session), and two dozen SOAR advising sessions for entering freshmen and transfers.

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

The College has established a Diversity Committee that has completed and continues to monitor faculty and student recruitment plans, along with stimulating and supporting curricular attention to diverse learners. Our minority faculty and advisor presence has continued to increase, now approaching 18%, thus providing more role models for underrepresented groups. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The College has provided campus leadership through university-wide faculty seminars and institutes on improving curriculum diversity: <http://www.fctel.uncc.edu/calendar/wkshp-app06.pdf> . The Center for Mathematics, Science and Technology Education (CMSTE) houses the NC-MSEN Pre-College Program focused on minority students in middle and high schools. Through the CMSTE's program, we are recruiting more minority students to the university and hopefully, into science and math majors and teacher education. The UNC Charlotte NC Teaching Fellows continue to implement a five-year recruitment plan that tracks a number of target high school students who express interest in teaching. A number of male and minority high school seniors who identify UNC Charlotte as one of their top five choices on the Teaching Fellows application are specifically identified and recruited to our University. The College's efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the Greater Charlotte Alliance of Black School Educators, working this year with 23 high schools and approximately 200 teacher cadet students. The fall and spring workshops for Praxis I in reading, writing and math were open to all students, but were established with a particular focus on assisting minority students in clearing the Praxis I barrier. The Future Teachers Conference has had such a strong interest from Latino participants that UNC Charlotte has formed a task force for recruiting Latino professionals into teacher education as part of the overall Latino initiative:

<http://www.provost.uncc.edu/LatinoInitiative/index.htm> . The 2+2 agreements with community colleges, the fast-track licensure program, and the Lateral Entry Teacher Institute all attract more minority students by facilitating entrance into and progress through teacher education programs.

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

(1) In response to UNC President Erskine Bowles' teacher education initiatives and call for rationalization of all teacher education programs, the Deans of Education and Arts & Sciences conducted an analysis of all professional education programs at UNC Charlotte. The programs were analyzed by current enrollment, productivity over the past five years, and quality as measured by pass rates on state licensure examinations and program reviews by the Department of Public Instruction. Additionally, credit hour requirements of the programs were compared to comparable academic programs. Special distance education and other outreach initiatives within each program were delineated. Following these analyses, the Deans identified potential efficiencies. Faculty task forces are redesigning curriculum in middle/ secondary education and educational leadership to reduce course credit hour requirements in programs that exceed national/ state modes and to update course content to address pressing issues in education. Such redesign will improve time-to-degree and will lead to improved rates of licensure completion. (2) Campus-wide planning, under the leadership of the Provost and the direction of the Deans of Arts & Sciences and Education, is underway to increase dramatically the numbers of teacher candidates in science and mathematics. (3) UNC Charlotte, under the leadership of Professor David Test, was named as the national Secondary Transition Technical Assistance Center by the US Department of Education. The purpose of the Center is to help states build capacity to improve outcomes for youth with disabilities.

## 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	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	58
	Hispanic	2	Hispanic	9
	White, Not Hispanic Origin	94	White, Not Hispanic Origin	644
	Other	2	Other	15
	<b>Total</b>	<b>104</b>	<b>Total</b>	<b>738</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	18
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	58
	Other	2	Other	7
	<b>Total</b>	<b>33</b>	<b>Total</b>	<b>86</b>
Part 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	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	100
	Other	1	Other	5
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>115</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	2	Asian/Pacific Islander	13
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	182
	Hispanic	6	Hispanic	10
	White, Not Hispanic Origin	136	White, Not Hispanic Origin	563
	Other	18	Other	52
	<b>Total</b>	<b>189</b>	<b>Total</b>	<b>824</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)	100	97
Elementary (K-6)	117	166
Middle Grades (6-9)	116	159
Secondary (9-12)	140	172
Special Subject Areas (k-12)	41	46
Exceptional Children (K-12)	93	277
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>607</b>	<b>917</b>
<b>Comment or Explanation</b>		
<p>The first column of this table includes numbers of post-baccalaureate students requesting and receiving plans of study from UNC Charlotte, regardless of whether they were currently lateral entry teachers, intending to become lateral entry teachers, or intending to complete teacher education coursework before applying for a teaching position with a clear Standard Professional I license. The numbers in the second column represent post-baccalaureate students who have been admitted to a teacher education program, were enrolled in appropriate coursework, and who were following a UNC Charlotte plan of study. They do not include the 200+ additional lateral entry teachers following a RALC plan of study.</p>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,185
MEAN SAT-Math	573
MEAN SAT-Verbal	568
MEAN ACT Composite	28
MEAN ACT-Math	25
MEAN ACT-English	26
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.2
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)	16	7	15	11
Elementary (K-6)	150	96	74	43
Middle Grades (6-9)	22	16	45	27
Secondary (9-12)	35	22	47	28
Special Subject Areas (K-12)	9	6	15	11
Exceptional Children (K-12)	20	13	63	38
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>252</b>	<b>160</b>	<b>259</b>	<b>158</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	170	98
Spec Ed: Adapted Curriculum	7	100
Spec Ed: General Curriculum	12	100
Spec Ed: Mentally Disabled	1	*
Institution Summary	190	98
* 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	65	121	49	6	1	
U Licensure Only	1					
<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		6	2	1		
U Licensure Only	113	76	32	22	8	8
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	303	97	72
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>
Charlotte-Mecklenburg Schools	1,871
Cabarrus County Schools	629
Gaston County Schools	449
Union County Public Schools	414
Rowan-Salisbury Schools	330
Iredell-Statesville Schools	264
Cleveland County Schools	248
Stanly County Schools	214
Lincoln County Schools	200
Catawba County Schools	115

**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.	3.41	3.49	3.57
preparation to effectively manage the classroom.	3.23	3.29	3.33
preparation to use technology to enhance learning.	3.23	3.32	3.60
preparation to address the needs of diverse learners.	3.32	3.30	3.38
preparation to deliver curriculum content through a variety of instructional approaches.	3.59	3.41	3.57
Number of Surveys Received	109	138	144
Number of Surveys Mailed	215	215	215

**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>
99	8	97