

# **IHE Bachelor Performance Report**

## **UNC-Wilmington**

**2005 - 2006**

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### **Overview of the Institution**

The University of North Carolina Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship, artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's level and a doctoral program in marine biology complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located. The University of North Carolina Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education, and all programs are approved by the State Board of Education.

### **Special Characteristics**

The Watson School of Education at the University of North Carolina Wilmington is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the Watson School has established Professional Development System collaborative agreements with 10 school systems and one charter school in the southeastern region of the state. Students are required to complete extensive and developmentally sequential field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for preservice and in-service teachers and administrators. Partnership teachers receive orientation, training and on-going

support for their roles in mentoring future educators. Students in the Watson School of Education have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, North Carolina Standard Course of Study, and educational software. State-of-the-art computer facilities located in the Education Building (occupied in September, 2004) provide hardware, software, and wireless web access to students. All of the programs in the Watson School have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies, and a number of courses are web-enhanced or online. The advising program in the Watson School is very strong, and all education and pre-education majors are advised by academic advisors and full-time faculty members. Four advisors are now located on community college campuses to assist students in transferring to UNCW. An extension program is located at Coastal Carolina Community College in Jacksonville. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to career placement services and education job fairs while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates have been recognized as quality educators; many have achieved National Board Certification status, and several have received Teacher of the Year, Teacher Assistant of the Year, Principal of the Year, and other recognitions and awards.

## **Program Areas and Levels Offered**

The Watson School of Education at UNCW offers the following programs at the undergraduate level: Education of Young Children (birth – kindergarten), Elementary Education (grades K – 6), Middle Grades Education (grades 6 – 9), and Special Education (grades K – 12 in the following areas: general curriculum and adapted curriculum). Licensure for grades 9 – 12 is offered in the following areas: Biology, Chemistry, English, Geology, History, Mathematics, Physics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education, French, Music, and Spanish. (Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed above.) At the graduate level, the following M.Ed. degree programs are offered: Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education, Middle Grades Education, and Secondary Education. (The Special Education program is currently under revision.) In addition, Master of School Administration and Master of Science in Instructional Technology programs are offered. A Master of Arts in Teaching program for secondary licensure areas is offered in English, history, mathematics, and science.

## **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.)**

The efforts of the Watson School of Education in the area of regional public service are designed to create and foster educational excellence in the region and beyond. Major outreach alliances

provide services through ongoing organizational initiatives and grant-funded professional development services. Planned, meaningful, and sustained collaborative interactions among university faculty from the Watson School and across the broader university community, school educators, business partners and other citizens in the region result in an interdependent commitment to the support and improvement of education at all levels. The formal university/school partnership, the Professional Development System (PDS), has served as a vehicle to solidify the relationships and given a framework and process to make these efforts more systemic. Formal agreements with ten school districts (Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, New Hanover, Onslow, Pender, Sampson and Whiteville City) have been in place for 16 years with the renegotiations with school superintendents and board chairs for the next three-year cycle completed in late spring 2005. Formal public signings with the Chancellor, Dean, and Superintendents were held on July 14, 2005. Currently, the PDS partnership is comprised of more than 1,500 teachers and administrators in 104 schools and agencies including a new partnership with a charter school, Cape Fear Center for Inquiry. In 2005-2006 university-school partnership activities substantially increased. In 2005-2006, 3,362 partnership teachers, principals, university faculty and interns participated in 28 professional development conferences, seminars, and/or training; 1005 interns each received 5 hours of PDS training and professional development for a total of 5025 contact hours; 328 interns were provided sessions on assessment, instructional planning and data-driven decision making; 593 partnership teachers were trained in supervision; 383 interns were collaboratively placed on-site in 104 schools; 45 MSA Interns were placed in partnership schools; 31 Watson School faculty and public school partners met monthly to oversee the implementation of the partnership; technology-focused seminars and outreach services were provided for 566 teachers and their interns; and a total of 729 seminars were provided at school sites on topics related to improving teaching and student performance. In addition, the Watson School worked with personnel administrators, community leaders, and other educators in the southeast region to address issues of teacher recruitment, retention, and recognition. The Watson School of Education works closely with the Greater Wilmington Chamber of Commerce Foundation's Education Council and in response to the critical teacher shortage established a 3 R's (teacher recruitment, retention and recognition) campaign. The Watson School took the lead on hosting an Education Fair in August, 2004 for current New Hanover and Pender County school district employees (administrators, principals, educators, custodians, maintenance personnel) and birth to kindergarten educators (in child-care businesses). Exhibitors and representatives were recruited from regional associations; Cape Fear Community College; Watson School of Education's Alternative Pathways Programs and degree programs at the graduate and undergraduate levels; support program initiatives (e.g., National Board Certification); and UNCW financial aid and admissions offices. Over 150 educators or potential educators attended the event and evaluation data confirmed the advisability of conducting this Fair on an annual basis

<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>
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts. In addition, 13 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision (tuition paid by district).
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Brunswick County had 116 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 6 professional development conferences, seminars and

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			trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Brunswick County had 10 teachers participate in these programs. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
BRUNSWICK COUNTY SCHOOLS	Professional Development of	The Science and Math Education Center carried out its mission of serving as a conduit for the	Twenty-seven Center activities served over 782* teachers and students from partnership

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(Undergraduate, Graduate, and MSA)	Teachers and Administrators	university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	districts. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office	Those attending the Brunswick Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on April 6, 2005 were, the Superintendent, Human Resource Director/PDS Key Contact, Elementary/Staff Development Director, and Assistant Superintendent for Curriculum.

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		Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across disciplines, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.

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BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	During 2005-2006, the Watson School of Education partnered with the College of Arts and Sciences' Department of Social Work and three school districts to respond to an increasingly challenging regional need. The Coalitions 4 Success grant-funded initiative focused on improving teachers' and administrators' attitudes, knowledge, skills and abilities to ensure successful high school education of Limited English Proficiency Hispanic and disenfranchised students.	Twenty-four educators from five regional high schools participated in the first phase of the project. Each of the high school teams had teachers from different disciplines and administrators. This project is continuing through summer and next year and is projected to benefit all high school students (3,716) at these schools and 272 teachers. Included in the numbers are both West Brunswick High School and North Brunswick High School with 10 educators participating.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk factors and understand their implications for the

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		year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.
BRUNSWICK COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to

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		the planning of a fall 2006 SUMMIT.	retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Camp Lejeune had 55 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 7 professional development conferences, seminars and trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support

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			program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
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CAMP LEJEUNE SCHOOLS	Professional Development of	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to	The summer institute has been designed and will consist of job-embedded professional

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CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Camp Lejeune Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 12, 2005 were the Superintendent, and Human Resource Director/PDS Key Contact. Identification of goals for the next three years included support for teachers' professional development to support reading across all disciplines and grade levels, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
CAMP LEJEUNE SCHOOLS	Assessment of Partnerships	An important activity that supports the assessment of partnership practices and	An online survey was developed for partnership teachers to respond to 88 data points assessing

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(Undergraduate, Graduate, and MSA)	Practices and Outcomes	outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
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CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk

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		focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	factors and understand their implications for the classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.
CAMP LEJEUNE SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
CLINTON CITY SCHOOLS (Undergraduate,	Teacher and Administrator Recruitment and	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview

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Graduate, and MSA)	Retention	and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
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CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Clinton City had 1 internship placement. This teacher attended the bi-annual conference and the Extended Training workshop. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
CLINTON CITY SCHOOLS	Professional Development of	The Watson School of Education National Board Support Program for initial and retake	During 2005-2006 the Watson School of Education sponsored "Sanity Saturday"

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(Undergraduate, Graduate, and MSA)	Teachers and Administrators	candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university’s outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
CLINTON CITY SCHOOLS (Undergraduate,	Professional Development of Teachers and	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding

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Graduate, and MSA)	Administrators	shared needs and issues.	during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Clinton City Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on June 7, 2005 were the Superintendent and Human Resource Director/PDS Key Contact. Identification of goals for the next three years included adding a middle and high school to the partnership, professional development to support reading across disciplines, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with

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			district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project,	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.

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		NC PIMS.	
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	There were no secondary interns placed in Clinton City thus no one attended this conference. Interns substitute for partnership teachers so they can attend with no cost to the district.
CLINTON CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.

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		an area using the NCLB subgroups to plot performance.	
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
COLUMBUS COUNTY SCHOOLS (Undergraduate,	Professional Development of Teachers and	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training,	In 2005-2006, Columbus County had 1 internship placement. This teacher attended the bi-annual conference and the Extended Training

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Graduate, and MSA)	Administrators	and technology workshops and seminars.	workshop. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university’s outreach to K-12 teachers and students by providing high quality science,	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate

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		math, and technology professional development, and hosting the Summer Ventures Program.	credit hours.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the	Those attending the Columbus County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 26, 2005 were the Superintendent and Assistant Superintendent for Curriculum. Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across disciplines, recruitment

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		partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	No interns were placed in elementary or middle schools in Columbus County so no teachers attended this conference.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added

<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>
		regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	a professional development component during this year in which 18 school principals from three counties participated.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	There were no secondary interns placed in Columbus County thus no one attended this conference. Interns substitute for partnership teachers so they can attend with no cost to the district.
COLUMBUS COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered

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		The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS 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>
		developed for fall 2006 to expand the access to others across the region and state.	
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Duplin County had 28 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 6 professional development conferences, seminars and trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.
DUPLIN COUNTY SCHOOLS (Undergraduate,	Professional Development of Teachers and	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in

<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>
Graduate, and MSA)	Administrators	Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	each of the regionally delivered sessions (30 facilitators in each).
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.

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DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Duplin County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 25, 2005 were, the Superintendent and Associate Superintendent/PDS Key Contact. Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across disciplines, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the

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		Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk factors and understand their implications for the classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.

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DUPLIN COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.
NEW HANOVER COUNTY SCHOOLS (Undergraduate,	Teacher and Administrator Recruitment and	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-	Program served new teachers through the various components and was made available across all districts. There are an average of 212

<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>
Graduate, and MSA)	Retention	mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, New Hanover County had 477 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 10 professional development conferences, seminars and trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support

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			program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
NEW HANOVER COUNTY SCHOOLS	Professional Development of	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to	The summer institute has been designed and will consist of job-embedded professional

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(Undergraduate, Graduate, and MSA)	Teachers and Administrators	partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the new Hanover County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 19, 2005 were, the Superintendent and Professional Development Coordinator/PDS Key Contact. Identification of goals for the next three years included support for professional development to support reading across disciplines, mentoring support and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
NEW HANOVER COUNTY SCHOOLS	Assessment of Partnerships	An important activity that supports the assessment of partnership practices and	An online survey was developed for partnership teachers to respond to 88 data points assessing

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(Undergraduate, Graduate, and MSA)	Practices and Outcomes	outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	During 2005-2006, the Watson School of Education partnered with the College of Arts and Sciences' Department of Social Work and three school districts to respond to an	Twenty-four educators from five regional high schools participated in the first phase of the project. Each of the high school teams had teachers from different disciplines and

<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>
		increasingly challenging regional need. The Coalitions 4 Success grant-funded initiative focused on improving teachers' and administrators' attitudes, knowledge, skills and abilities to ensure successful high school education of Limited English Proficiency Hispanic and disenfranchised students.	administrators. This project is continuing through summer and next year and is projected to benefit all high school students (3,716) at these schools and 272 teachers. Included in the numbers New Hanover High School with 5 educators participating.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk factors and understand their implications for the classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	Collaboration to establish an Early College High School was an important effort for school district and university representatives during this year.	The UNCW/New Hanover County School's Early College High School is scheduled to open in August 2006.
NEW HANOVER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance

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		<p>order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.</p>	<p>Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.</p>
<p>ONSLOW COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)</p>	<p>Teacher and Administrator Recruitment and Retention</p>	<p>Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.</p>	<p>Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.</p>
<p>ONSLOW COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)</p>	<p>Teacher and Administrator Recruitment and Retention</p>	<p>WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.</p>	<p>Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.</p>

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ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Onslow County had 111 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 9 professional development conferences, seminars and trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.

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ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions

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		school partners have worked to design content-specific modules.	and four 2 ½ hour online modules.
ONSLow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Onslow County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 16, 2005 were, the Superintendent and Staff Development Director/PDS Key Contact. Identification of goals for the next three years included support for professional development in reading across disciplines, mentoring and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
ONSLow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on:	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data

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		Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk factors and understand their implications for the classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.

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		approaches to work with young adolescents who are at risk.	
ONslow COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.

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PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Pender County had 114 partnership teachers, teachers serving as site coordinators, principals, and central office administrators participate in 9 professional development conferences, seminars and trainings. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for

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		systematically draws participants from eastern North Carolina and bordering South Carolina.	Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

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PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Pender County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 13, 2005 were the Superintendent and Assistant Superintendent for Human Resources/PDS Key Contact. Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across disciplines, support and retention of teachers and especially administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.

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PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
PENDER COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
PENDER COUNTY SCHOOLS	Collaboration on Student Issues	During 2005-2006, the Watson School of Education partnered with the College of Arts	Twenty-four educators from five regional high schools participated in the first phase of the

<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>
(Undergraduate, Graduate, and MSA)	and Needs	and Sciences' Department of Social Work and three school districts to respond to an increasingly challenging regional need. The Coalitions 4 Success grant-funded initiative focused on improving teachers' and administrators' attitudes, knowledge, skills and abilities to ensure successful high school education of Limited English Proficiency Hispanic and disenfranchised students.	project. Each of the high school teams had teachers from different disciplines and administrators. This project is continuing through summer and next year and is projected to benefit all high school students (3,716) at these schools and 272 teachers. Included in the numbers are both Pender High School and Heidi Trask High School with 10 educators participating.
<b>PENDER COUNTY SCHOOLS</b> (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	On March 13, 2006, fifty-nine* secondary partnership teachers, WSE faculty and supervisors attended this conference. Participants discussed how to identify at-risk factors and understand their implications for the classroom, how to manage high risk behaviors, and how to build resiliency for young adolescents who are at risk.
<b>PENDER COUNTY SCHOOLS</b> (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12

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		<p>Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.</p>	<p>teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.</p>
<p>SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)</p>	<p>Teacher and Administrator Recruitment and Retention</p>	<p>Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.</p>	<p>Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.</p>
<p>SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)</p>	<p>Teacher and Administrator Recruitment and Retention</p>	<p>WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.</p>	<p>Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.</p>
<p>SAMPSON COUNTY SCHOOLS</p>	<p>Teacher and Administrator</p>	<p>Mentor Training, both ongoing through the partnership trainings and in graduate level</p>	<p>Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and</p>

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(Undergraduate, Graduate, and MSA)	Recruitment and Retention	courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	administrators across all PDS districts.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Sampson County had 1 internship placement. This teacher attended the bi-annual conference and the Extended Training workshop. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and Retention. A collaborative professional	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30

<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>
		development program has been designed for National Board Facilitators in school districts across the state and based at universities.	facilitators in each).
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.

<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>
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Sampson County Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on June 7, 2005 were the Superintendent, Assistant Superintendent for Personnel /PDS Key Contact. Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across all disciplines, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE

<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>
		impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and	There were no secondary interns placed in Sampson County thus no one attended this conference. Interns substitute for partnership teachers so they can attend with no cost to the district.

<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>
		approaches to work with young adolescents who are at risk.	
SAMPSON COUNTY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Monthly PDS Implementation Team (31 P-12 educators, university faculty and administrators) focused on critical issues related to the support and retention of P-12 educators and resulted in the planning of a fall 2006 SUMMIT.	Data gathered from each partner related to educator support and retention including areas of need, projected growth, exit interview information and proposed district efforts to retain teachers / administrators; planning committee established for fall SUMMIT. All ten partner district personnel directors were invited and attended a planning meeting.

<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>
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.	Program served new teachers through the various components and was made available across all districts. There are an average of 212 hits on the website and requests for resources each month. A total of 398* teachers across all districts participated in one or more of the components.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Teacher and Administrator Recruitment and Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306* school teachers and administrators across all PDS districts.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2005-2006, Whiteville City had 1 internship placement. This teacher attended the bi-annual conference and the Extended Training workshop. Technology-focused seminars, workshops and outreach services were provided to 178* public school partners.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	During 2005-2006 the Watson School of Education sponsored “Sanity Saturday” sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated.

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			Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program has been designed for National Board Facilitators in school districts across the state and based at universities.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each).
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program.	Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Collaborative university-school partnership grants are frequently designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

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WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Professional Development of Teachers and Administrators	Middle Grades Reading Institute: Advancing Reading Across Content Areas will be offered to partners beginning in late summer 2006. During this year, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	Formal Agreement Renegotiations occur every three years. During the late spring and summer of 2005, the Associate Dean for Outreach Alliances and the Director of the Professional Development System University-School Partnership traveled to each district and met with School Superintendents and Central Office Key Contacts. These meetings included definitive topics including assessment of the partnership, the formal acknowledgement of outcomes, the reaffirmation and refining of the partnership agreements, and the formal identification of goals for the next three years.	Those attending the Whiteville City Formal Agreement Renegotiation meeting with WSE Associate Dean and PDS Director on May 26, 2005 were the Superintendent and Assistant Superintendent for Human Resources/PDS Key Contact. Identification of goals for the next three years included support for teachers of the growing ESL population, professional development to support reading across disciplines, recruitment and retention of teachers and administrators and continued use of the WSE as a valuable resource through grants and other initiatives. An event for the formal signing of PDS Agreements was held on July 14, 2005 with district superintendents, directors, UNCW Chancellor and Watson School of Education Dean and representative university faculty.

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WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Assessment of Partnerships Practices and Outcomes	An important activity that supports the assessment of partnership practices and outcomes was gathered at the bi-annual Ideas, Insights and Challenges Conference. Partnership teachers hosting interns from all 10 partner districts and 1 charter school come back to campus for a day-long conference to dialogue and give feedback to identify specific areas of impact the partnership practices have on: Improved Student Learning, Working with Diverse Learners, Better Preparation of Prospective Educators, Intern Inquiry and Assessment Practices, Improved Professional Development.	An online survey was developed for partnership teachers to respond to 88 data points assessing partnership practices and outcomes. On March 10, 2006, over 100* teachers were surveyed and demographic data was also collected. The data are used to help provide a research base to support the Learning-Centered Cognitive Coaching Model utilized by the WSE University-School Partnership. The data gathered continue to positively support the collaborative structures, reflective frameworks, and clinical practices inherent in this model and inform areas that might need to be enhanced.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Collaboration on Student Issues and Needs	The UNCW Science and Math Education Center (SMEC) reports to the Dean of the Watson School of Education and has as its mission to provide high quality science, math, and technology professional development to the regions K-12 teachers and students. In this context, SMEC has partnered with the NC Mathematics and Science Education Network and the Office of the President to deliver an NSF/DOE Math/Science Partnership project, NC PIMS.	The NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated.
WHITEVILLE CITY SCHOOLS	Collaboration on Student Issues	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each	There were no secondary interns placed in Whiteville City thus no one attended this

<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>
(Undergraduate, Graduate, and MSA)	and Needs	semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During this year, the secondary conference focused on classroom practice and the challenges to improve student achievement. A nationally known educator, Horacio Sanchez, shared his expertise in the field of brain-based learning and approaches to work with young adolescents who are at risk.	conference. Interns substitute for partnership teachers so they can attend with no cost to the district.
WHITEVILLE CITY SCHOOLS (Undergraduate, Graduate, and MSA)	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected as one of six finalists for the 2006 AASCU Christa McAuliffe Award with a final decision due to be announced fall 2006.

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

The University of North Carolina Wilmington has as a primary mission service to the region. Service is a primary factor in decisions of merit, promotion, and tenure. In addition to organizationally supported professional development, workshops, and grant initiatives, individual faculty members in the Watson School and across campus respond to requests and offer assistance in their areas of expertise and interests. During 2005-2006, eighty faculty members in the Watson School were engaged in individual service to schools and districts with over 326 significant activities chronicled in their annual reports. Data on service to public schools show that the Watson School's outreach and its faculty have provided direct service to over 44 school districts across the state of North Carolina. During this year, 43 workshops and seminars were designed and delivered by faculty; in addition, 74 consultations by faculty were provided to districts and/or schools. Fifteen faculty members volunteered as judges for Senior Projects or science fairs. Twenty-seven children were tested by individual faculty, while 35 faculty members served as tutors or mentors for students. Fourteen faculty members volunteered on a regular basis in one or more schools. Twelve faculty members served on district or school committees. Nine faculty members either worked with school districts to develop or to evaluate grants. Fourteen faculty members provided consultation to parents or individual teachers. Four faculty members were formally engaged in programs such as Teacher Cadet or Future Teachers of America to help recruit young people into education. Faculty from across the university also are committed to service to public schools. Direct service to P-12 students continued as a critical focus for this year. For instance, the College Opportunity Program, coordinated by the Associate Vice-Chancellor's office provided a Teen Leadership Experience for 84 7th grade students, who spent the weekend on campus for a conference on college careers and leadership skills. Fall and spring conferences for parents and guardians as well as these students provided follow-up informational sessions. The Athletics Department provided camps for over 1600 students in all areas of sports. Marine Quest sponsored by the Center for Marine Sciences continued to be offered to K-12 and home schooled students. Eight hundred and sixty-five students attended this year. Twenty-three high school students participated in a summer writers' camp provided by the Creative Writing Department. The Music Department provided three weeks of intensive study and interactive workshops for 102 student musicians from grades 9-12. Faculty from across the university joined their Watson School faculty colleagues in providing services as classroom tutors, judges for competitions, senior project mentors, school volunteers, guest speakers and workshop leaders for students, parents, educators, guidance counselors and school social workers.

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

The Watson School of Education continues to address the issue of retention of highly qualified teachers during their first years of teaching through a support program which has grown exponentially during 2005-2006 to include several new and widely accessible components. Combined with the concern for high attrition rates for beginning teachers and the Watson School of Education's commitment to graduate support, the First Years of Teaching Support Program has been a major initiative. The program served 398 teachers through the various avenues of support offered in 2005-2006. Components in the program include a new professional

development opportunity through an INTASC-focused online book study (involving 29 new teachers on WebCT), e-mentoring where experienced teachers are matched with new teachers, and an extensive website with online support resources focused on the issues of new teachers. Data on requests or hits on the website over the past two and a half years indicates dramatic increases in average monthly usage from 20 in 2004, 177 in 2005 and for just the spring of 2006 over 212 for each of the 6 months. Another component in the program was an online book study involving 29 new teachers. This was hosted through WebCT, and included an in-depth analysis of new teacher practices and reflection on those practices. From January through May 2006 the average number of exchanges per discussion was 34 for each of the 11 weekly discussions held. An average of 111 articles and/or posts was read by each member of the study group. As a result of the input from our public school partners, the online book study is being expanded to include more partnership school districts for the upcoming school year. The First Years of Teaching Support Program information is shared with each set of graduating student interns during their final seminar day, subsequently offering support to hundreds of new Watson School graduates each year. As the program has been adopted as a major support initiative for new teachers in several school districts, graduates from other campuses and programs are welcomed participants. Many faculty in their individual professional development reports also documented their mentoring and coaching of recent graduates and public school colleagues in their respective disciplines. These commitments are typical each year and demonstrate a strong and ongoing partnership relationship.

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

The Watson School of Education maintains a position entitled Alternative Licensure Coordinator designed to address the needs of lateral entry teachers. This office maintains the active files of 27 lateral entry teachers and 255 licensure-only students. The Alternative Licensure Coordinator served lateral entry teachers through disseminating information on the lateral entry process and requirements, and by developing individual plans of study for three of the four alternative licensure programs offered by the Watson School. (The fourth program is a graduate M.A.T. degree.) He met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules at both UNCW's main campus and extension office in Onslow County (Coastal Carolina Community College - Jacksonville). Over the course of the academic year, these extended office hours, two days a week until 6:00 p.m., served the needs of over 250 students. In addition, the Alternative Licensure Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages have been revised to provide extensive information on program options, thereby giving lateral entry teachers continuous access. UNCW applications for admission, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online classes, and an extension program at Carolina Coastal Community College. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. These accommodations provided accessible content area coursework to lateral entry teachers. In addition, lateral entry teachers can substitute one year of successful

teaching in a public school setting as documented by letter from the principal for their internship requirement for licensure. Another attempt to remove a barrier for potential students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to the Watson School of Education to complete a licensure-only plan of study for lateral entry candidacy, is a program called "Fresh Start." To qualify for "Fresh Start," candidates must earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor.

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

During 2005-2006 the Watson School of Education sponsored "Sanity Saturday" sessions for 76 Initial or First Time National Board Candidates from 9 different school districts in North Carolina. These teachers participated in the 9 National Board Support Sessions for initial candidates and in individualized support consisting of well over 55 hours of professional development. Fourteen facilitators (including practicing NBCT and WSE faculty) reviewed 175 portfolio entries for 97 initial and retake candidates. The Watson School also provided support sessions specifically for Retake Candidates and during this year 33 candidates from 7 school systems participated. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates. Even though there were 602 fewer NC National Board Candidates in 2005-2006 than in 2004-2005, the Watson School's participation has stayed consistent with 97-108 participants during the past three years. The Watson School of Education is the Eastern Regional Center for Science Notebooks for the North Carolina Infrastructure for Science Education (NC-ISE). The primary focus is on "Science Concepts Assessed through Notebooks – SCAN." A series of three regional workshops designed for North Carolina K-8 teachers were delivered to 29 elementary and middle school teachers on the effective use of science notebooks during the spring of 2006. The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program. Twenty-seven Center activities served over 782 teachers and students. Teachers received over 6,345 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. Outreach to teachers and students included the Center's collaborating with the NC Science Teachers Association to organize, sponsor, and host the Southeast Regional Science Fair for 182 students from 14 school districts and private schools. Working with the NC Mathematics and Science Education Network and UNC Office of the President, the NC-PIMS project continued through the year with 85 K-12 teachers from 4 school districts participating in the project to improve mathematics achievement in rural districts for more than 200,000 students. The project added a professional development component during this year in which 18 school principals from three counties participated. The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

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

The Watson School of Education and UNCW's Marine Science Center partnering with public school systems completed a project to assist middle school math and science teachers in increasing their knowledge in both content and instructional practice, and by increasing the number of skilled mentor teachers to promote teacher development and retention. Three cohorts (totaling 44 teachers from four school districts) participated in the NC QUEST-supported initiative and received a specially designed curriculum, content specific instruction, and support from an instructional team including university faculty and public school exemplary teachers, undergraduate or graduate credit, tuition assistance for coursework specified in their individual plan of study developed by UNCW faculty, free teaching/mentoring resources, books and classroom materials, a \$600 stipend for teachers and mentors, and involvement in special professional development activities and conferences paid for by the grant. During 2005-2006, the Watson School of Education partnered with the College of Arts and Sciences' Department of Social Work to respond to an increasingly challenging regional need. Three PDS Partnership school districts: Brunswick, New Hanover and Pender designated five high schools in these districts to be participants in the Coalitions 4 Success project (also funded by NC QUEST) that provided professional development and support to 24 high school administrators and teachers on how to work with increasing ESL populations and disenfranchised students. As this project moves into full implementation the support network will affect approximately 272 teachers and 3,716 high school students. The Watson School of Education has been awarded three specific grants to assist the state and its districts in evaluation of programs. In 2005-2006, 36 schools in 19 school districts and 6 charter schools were provided service through the Comprehensive School Reform Evaluation project faculty. Over 172 schools were provided technical assistance in project design and implementation, as well as an external evaluation by project staff. The Rated-Licensure Assessment Project focuses on assessing quality child care environments and this year provided 11 in-service sessions for 340 early childhood professionals from 20 counties as well as assessments of child care centers, homes, and after school care programs. Three other faculty are involved in the external review of the North Carolina 1-2-1 grants for the NC Department of Public Instruction. In this capacity the team evaluated grants in four elementary schools which were directly impacting 542 children.

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

Strategic Priority 1: High School Performance – All students in WSE teacher preparation programs develop electronic portfolios on TaskStream to document their learning in courses and demonstrate the impact of their instruction in P-12 classrooms. Incorporated into several assignments are data on achievement of pupils using the NCLB categories to show the learning gains of all students. Strategic Priority 2: Healthy Students in Safe, Orderly, and Caring Schools – The Watson School of Education has a partnership with New Hanover County Schools to provide a classroom in the Education Building and support for young adults with disabilities ages 19-22. These individuals are better served in an age-appropriate adult environment on a university campus instead of a high school setting. The university gives students the opportunity to explore many different facets of the community and possible places of employment in an accessible setting with sufficient supervision. The transition program classroom also presents

learning opportunities for UNCW students who are planning to become special education teachers. Strategic Priority 3: Quality Teachers, Administrators and Staff - The Watson School has continued its focus upon minority recruitment. Along with ongoing efforts in the African-American community, WSE has hired a Spanish-speaking academic advisor/recruiter and has web pages in Spanish to make the information accessible to Hispanic students. In addition, WSE faculty partnered in a 21st Century grant to assist in ESL training for Spanish-speaking students and parents. The positive results of the NCATE accreditation and DPI program approval visit in March, 2006 verified the quality of the programs and faculty. Strategic Priority 4: Strong Family, Community, and Business Support – The Watson School has four advisors at community colleges to strengthen the relationships with the region, increase the support by businesses for encouraging individuals to become educators, and returning to their communities to teach. In addition, WSE works with multiple businesses, organizations such as PTAs and educational sororities, and community agencies on initiatives designed to improve education. WSE also works with the Camp Lejeune Marine Corps base to recruit military and military dependents into education. Strategic Priority 5: Effective and Efficient Operation - The Watson School continued its implementation of a systemic assessment plan to evaluate programs to ensure alignment with state and national standards, and to incorporate feedback from program completers and partnership teachers.

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

The special emphasis for the Watson School of Education during 2005-2006 was the process of preparing for, hosting and reflecting upon the joint accreditation/program approval visit by teams from NCATE and NCDPI. The accreditation process began with faculty and partner conversations about the WSE Conceptual Framework. After multiple meetings and interactions, the faculty voted to support a revision of the past framework and approved: The WSE develops highly competent professionals to serve in educational leadership roles. Core descriptors of the revised framework include characteristics we ensure about our candidates such as informed data-driven decision making; reflective practice; commitment to ethical and professional standards; knowledgeable in academic content and pedagogy; technologically competent; ability to meet needs of diverse learners; and knowledge and use of appropriate communication strategies. The development of this conceptual framework emanated from two beliefs: that an educator preparation program should be a coherent system of experiences which develop relevant decision-making skills in a variety of contexts, and that reflective practice fosters the kind of continuous growth and learning that is critical to the success of the organization and educator preparation. Research from the past three decades has shown that inquiry, reflection, and continual professional growth are central to effective teaching and informed practice, and provided a knowledge base that supports the Watson School's framework. As the Watson School prepared for the March, 2006 visit, teams of program faculty, College of Arts and Sciences colleagues, public school partners, and staff analyzed data, wrote reports, organized evidences, and prepared the documents room and an online accreditation web site. Eighteen DPI, seven NCATE representatives, and two guests were part of the five-day visit. The highlight of the visit was a showcase of programs and outreach initiatives that occurred on Sunday evening. All WSE faculty and staff, as well as students and school partners participated in a celebration of the programs and accomplishments of the Watson School and described for team members our work

to prepare classroom and other school leaders to serve in North Carolina's public schools. The results of the visit were very positive and constructive, and Watson School faculty will continue to evolve the assessment system and focus upon the areas of quality curriculum, increasing diversity, and supporting the effective use of emerging technologies.

## **Supplemental Information (Optional)**

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

The Watson School continued the established comprehensive program to improve pre-service candidates and regional beginning teachers' performance on the Praxis exams. These efforts include providing direct assistance through a workshop; establishing a bank of resources that are made available across campus, as well as to community colleges and school systems in the region; engaging in a comprehensive evaluation of testing data, conducting an annual program-by-program analysis of outcomes; and developing programmatic responses to improve student performances. The Praxis I support initiative has continued with a workshop delivered in the spring of 2006 made available to school systems in our region. The "PPST/CBT Overview and Breakout Sessions for Math, Reading and Writing" workshops were attended by 60 participants from four school districts. Workshops for Praxis I provided an overview of the test along with some test taking strategies. Breakout sessions were provided for both math and reading/writing and a short, diagnostic practice test was administered to help participants identify areas in which they need to focus for review. The Praxis II Support Sessions for lateral entry teachers and others having difficulty preparing for and passing the Praxis II specialty exam were continued during 2005-2006. Mr. Rodney Estrada, a nationally known trainer for Praxis II preparation, provided resource materials, training and individualized assistance to participants during the spring. Sixty-one participants from eight school districts attended the Praxis II workshop.

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

UNCW is currently the third largest producer of undergraduate teachers in the state. During the past ten years, undergraduate enrollment in the Watson School has increased 46%, graduate enrollment 119%, and the number of licensure-only students has increased 633%. During the past five years, undergraduate enrollment has grown 23% and graduate enrollment 45%. This year the Watson School received a grant from UNC General Administration to collaborate with UNC Pembroke and Fayetteville State University to recruit throughout the southeastern region in order to increase the number of teacher education candidates who will likely "stay home" to teach. All courses required for licensure continue to be offered at least once per year at night, online, during the summer, or at extension sites, in addition to classes scheduled on weekdays and selected courses on weekends. Four academic advisors focusing on recruitment and pre-admission processes are based at Cape Fear Community College, Coastal Carolina Community College, Southeastern Community College, and Brunswick Community College. The Watson School sponsored special sections of courses for students in the pipeline at these community colleges. The extension site in Jacksonville has increased in the number of course and program offerings, and enrollments from Duplin, Brunswick and Columbus counties have grown.

Administrators and faculty met with community college leaders to support articulation agreements with community colleges to permit a seamless transfer of credits for those who earned Associate's Degrees and to enable easy transfer of appropriate course work for students planning to transfer to UNCW. With grant support, the WSE continued to implement CT3 and NCTeach programs to recruit qualified career changers, particularly those with military backgrounds. The Watson School has a very successful Teaching Fellows program with 140 candidates enrolled in Fall, 2005. Other recruitment efforts include collaborating with the Chamber of Commerce to host an education career fair, modifying web pages and recruitment materials, visiting local high schools, hosting Teacher Cadet programs, posting newspaper ads about certification options, speaking at retirement fairs and Veterans Affairs events, collaborating with the Regional Licensure Centers, and recruiting overseas candidates to consider southeastern North Carolina as a place to teach. Mailings were sent to all area schools about WSE program offerings, and letters were sent to all secondary students majoring in the College of Arts & Sciences and who are interested in teaching, sharing information about WSE faculty serving in a support advisory role with Arts & Sciences faculty. Meetings were held with high-need content area faculty and administrators to collaborate on recruitment efforts. Evening courses were expanded in chemistry, mathematics, history, and English to support non-traditional students. The WSE received a major grant and private donations to increase scholarship monies for teacher education candidates. Career Services hosted the fall and spring Education Job Fair for this region with 37 school districts participating in the fall and 73 in the spring.

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

Both the university and WSE continue to emphasize the critical importance of recruiting and retaining diverse candidates. UNCW expanded its outreach to the Hispanic community by opening a special recruitment and outreach office and hiring a Spanish-speaking recruiter. The Watson School of Education has an academic advisor who is a native Spanish speaker to assist with recruiting Hispanic students. In addition, the Watson School continued employing a retired middle grades teacher to serve as a Minority Recruitment Liaison. Her activities include: expanded a student support group for minority students (CEDE-Council for Excellence in Diversity Education)--this group became a formalized student organization this year; served as a support for new minority faculty by meeting with them on a regular basis and helping them connect with other minority faculty campus-wide; mentored Teacher Assistants who wished to pursue teacher certification by offering assistance with admissions procedures and Praxis One testing; met monthly with the Wilmington Housing Authority's Education Coordination Committee; again held an Education Fair in conjunction with the Wilmington Housing Authority for more than 100 students; implemented a Summer Math/Science Institute with two minority faculty members; 35 area middle school students attended; organized a "Meet the Author" event featuring author Michelle Bowen discussing her book, Church Folk and Second Sunday—target audience was mothers who reside in public housing. The goal was to acquaint them with UNCW's campus and to promote literacy for the mothers and their children (sponsors were Campus Diversity, Campus Bookstore and WSE) and WSE provided read aloud books for all the children; participated in an initiative that resulted in a scholarship for descendents of Williston High School, Wilmington's historically Black high school; addressed approximately 100

students at the Minority Day event put on by UNCW Office of Admissions; met with AVID students at Roland Grise Middle school to promote college; met once a week with 15 students from the Richard Allen Academy of Family Excellence; brought the group to UNCW campus last summer for a visit and will do the same again this summer. Scholarship funding was increased this year for minority candidates both at UNCW and in the WSE. The WSE hosted the Teacher Cadet classes from Laney High School and New Hanover High School for campus visits. The WSE sponsored Praxis I and II preparation workshops attended by many minority candidates from surrounding school districts who are currently serving in teacher assistant or lateral entry teaching positions. The Diversity Committee also sponsored informational sessions for all student athletes interested in education since this population represents the largest number of minority students on campus. The committee also targeted the UNCW track and field team for a special intervention regarding retention issues for those going into education (100 students attended). In addition, the WSE distributed a brochure designed for high school students with an emphasis on diversity.

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

This year, WSE faculty proposed a major reorganization of the School of Education. After a deliberative process, the faculty voted to approve the move to four academic departments as of July 1, 2006. The UNCW Faculty Senate approved the changes this spring. The new departments are: The Department of Early Childhood and Special Education; the Department of Elementary, Middle Level and Literacy Education; the Department of Instructional Technology, Foundations and Secondary Education; and the Department of Educational Leadership. The new departments more clearly identify and articulate the program areas to constituents; reduce the faculty size for planning processes and meetings; and enable the work of Chairs to focus more on faculty and program development. As part of the reorganization, two new positions were created to support the work of program areas. A new position was created to direct the assessment component of the unit. This person will be the facilitator of DPI/NCATE assessment standards and reports and oversee the implementation of the Watson School's assessment plan. The director will work with program coordinators, the WSE Administrative Team, and campus-wide assessment colleagues to ensure that the Watson School is building its capacity to collect, analyze, and use data to make informed decisions about all aspects of the preparation programs at the undergraduate and graduate levels. Another position was created to support the field experience and internship components of the programs. The new Director of Professional Experiences will work with program coordinators, faculty, and the Administrative Team to ensure the quality and diversity of placements, facilitate communication with public school partners, and serve as the lead "crisis manager" for field placement and internship issues.

## 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	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	12
	Hispanic	2	Hispanic	9
	White, Not Hispanic Origin	75	White, Not Hispanic Origin	521
	Other	1	Other	8
	<b>Total</b>	<b>83</b>	<b>Total</b>	<b>554</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	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	70
	Other	0	Other	1
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>75</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	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	18
	Other	0	Other	0
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>24</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	5
	Hispanic	3	Hispanic	0
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	107
	Other	0	Other	1
	<b>Total</b>	<b>41</b>	<b>Total</b>	<b>114</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)		
Elementary (K-6)	4	4
Middle Grades (6-9)	9	9
Secondary (9-12)	6	6
Special Subject Areas (k-12)		
Exceptional Children (K-12)	8	8
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	27	27
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	330
MEAN CBT-W	323
MEAN CBT-M	327
MEAN GPA	3.44
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)	2	2	2	2
Elementary (K-6)	152	124	33	29
Middle Grades (6-9)	16	16	23	23
Secondary (9-12)	21	15	18	18
Special Subject Areas (K-12)	25	23	7	7
Exceptional Children (K-12)	9	8	9	9
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>225</b>	<b>188</b>	<b>92</b>	<b>88</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	180	98
Spec Ed: BED	4	100
Spec Ed: General Curriculum	1	*
Spec Ed: LD	8	100
Spec Ed: Mentally Disabled	6	100
Institution Summary	199	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.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	113	60	28	11	2	1
U Licensure Only	37	5		1	1	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	1	3			
U Licensure Only	25	6	8	6	2	2
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	327	93	61
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>
New Hanover County Schools	738
Onslow County Schools	460
Brunswick County Schools	274
Pender County Schools	253
Wake County Schools	219
Duplin County Schools	194
Johnston County Schools	106
Columbus County Schools	95
Sampson County Schools	92
Charlotte-Mecklenburg Schools	86

**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.	3.50	3.50	3.62
preparation to effectively manage the classroom.	3.23	3.26	3.45
preparation to use technology to enhance learning.	3.38	3.26	3.65
preparation to address the needs of diverse learners.	3.38	3.29	3.42
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.37	3.54
Number of Surveys Received	124	137	156
Number of Surveys Mailed	204	204	204

**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>
52	10	44