

IHE Bachelor Performance Report

UNC-Chapel Hill

2006 - 2007

Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, now enrolling 27,717 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the sixth consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News & World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim nearly 20,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking for the past several years as reported in U.S. News & World Report: our overall ranking of #22 this year places us among the top 10 percent of the 243 schools of education ranked. With 59 full-time faculty members and an enrollment this spring of 821 graduate, undergraduate and licensure only students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research

intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina. One of our salient efforts is a Master's in Education Program for experienced teachers, offering them an opportunity to pursue graduate study on a part-time basis that fits with their ongoing careers. Area teachers are eager to enroll in this program, and we are adding new cohorts each year. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators. We also are expanding our support for lateral entry teachers by enlarging our NC TEACH program, firmly establishing and expanding the Carolina Online Lateral Entry (COLE) program, and continuing our licensure only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. In August 2006, we began an Add-on MSA licensure program. An important new avenue of collaborative program development is taking place between the School of Education and science departments in the College of Arts and Sciences, focusing on expanding the pipeline of science teachers by developing innovative programming aimed at science majors. In addition to working with undergraduate and graduate students, we serve teachers and schools throughout the state through research and evaluation on school reform, projection of curriculum materials to every school district in the state through LEARN North Carolina, and development of funded English as a Second Language training for practicing teachers. Our Early Childhood Program is distinguished by its close ties to the Frank Porter Graham Child Development Institute. Our Research Triangle Schools Partnership (RTSP) agenda involves schools in neighboring school districts. Our Internet network for teachers, LEARN NC, collaborates with teachers and local LEARN coordinators in each of NC's 115 school districts. LEARN NC staff made presentations at virtually every major statewide conference this year attended by over 1200 educators from across the state as well as Webinars, regional presentations, and on-site hands-on workshops reaching many more teachers and administrators. Each day more than 20,000 educators visited LEARN NC's Web site to access a variety of resources. LEARN has also strengthened its partnership programs with the North Carolina Department of Public Instruction, the State Library of North Carolina, North Carolina in the World, WorldView, the Morehead Planetarium and Science Center, the General Administration of North Carolina Community Colleges and the General Administration of the University of North Carolina to provide online courses,

Program Areas and Levels Offered

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

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>DURHAM MATH-SCIENCE PARTNERSHIP: Durham County Public Schools</p>	<p>(1)Preparing 21st Century professionals by providing support for professional licensure in math and science. (2)Producing globally competitive students by improving middle school math and science instruction.</p>	<p>Our CENTER FOR MATH. AND SCIENCE ED received a 3-year, \$308,000 grant in 2004 from the State Board of Education to form a partnership with Durham Public Schools to assure that Durham’s middle school math and science teachers will be “highly qualified” as required by NCLB. Durham Public School administrators identified two major needs: (a) to increase the number of teachers of middle school mathematics and science judged "highly qualified" under the NCLB legislation, and (b) to assist lateral entry teachers who need additional mathematics or science course work to receive their professional licenses. (a) A plan was collaboratively produced under which, from 2004-07, SOE is offering three 4-hour graduate-credit courses</p>	<p>The project has an outside evaluator, whose second-year report showed significant gains in teacher content knowledge and modest gains in pedagogical knowledge as a result of the project.</p>

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		for science teachers and four 3-hour graduate-credit courses for mathematics teachers. A grant was obtained from DPI that provides for course development and for tuition support for teachers. (b) During 2006-07, an algebra course was offered for mathematics teachers and a new physical science course was developed and offered for science teachers. A total of 35 teachers participated in the project.	
CENTER FOR MATH AND SCIENCE EDUCATION: Chapel Hill-Carrboro; Chatham County; Durham Public; Guilford County; Orange County; Vance County; Wake County	(1)Preparing 21st Century professionals by providing support and education for career advancement to mathematics teachers in middle schools.	With \$2 million from NSF, our Center for Math and Science Ed completed the North Carolina Middle Mathematics Project. The project developed 3 new courses and assisted 150 middle school teachers in preparing for National Board Certification and masters' degrees. In addition, with the co-sponsorship of the NC Department of Public Instruction, two-day workshops are being offered in June 2007 in Guilford and Orange	In 2006-07, more than half of these teachers completed their degrees and more than half had attained National Board Certification.

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		Counties, with an anticipated enrollment of about 80 teachers.	
<p>CENTER FOR MATH AND SCIENCE EDUCATION: Chapel Hill-Carrboro; Chatham County; Durham Public; Guilford County; Orange County; Vance County; Wake County</p>	<p>(1) Preparing 21st Century professionals by providing professional development for math and science teachers teaching all levels. (2) Producing globally competitive students by improving K-12 math and science instruction.</p>	<p>Our Center for Math and Science Ed., working with other centers of the NC Mathematics and Science Education Network, launched a new professional development program called Statewide Institutes for Teaching Excellence (SITE) during 2005-06. The project addresses the need for improved math and science instruction in high schools as well as improved science instruction in grades K-8 to prepare students for new testing in science required by NCLB. The program will include 9-day courses, one each for grades K-2, 3-5, and 6-8 science as well as courses for Biology and Geometry. The grades 3-5 course was developed during 2005-06 and was offered for the first time in June 2006 at sites across North Carolina. In the same professional development program, the Center for Math</p>	<p>11 teachers enrolled in the pilot offering of 3-5 Science in summer and fall 2006. Responses were very positive, but they also made suggestions which are being incorporated in the final version of the course.</p>

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		and Science Ed. developed a new 9-day course in Content Area Reading in Science and Mathematics (CARSAM). This course will be offered for the first time in late June 2007 along with the new Biology and Geometry courses. As of May 31, 8 teachers were enrolled for CARSAM, 10 for Biology, and 24 for Geometry.	
<p>IMPLEMENTING MATHEMATICS CURRICULUM: Durham Public; Moore County; Goldsboro; Chapel Hill-Carrboro</p>	<p>(1)Preparing 21st Century professionals by providing professional development in math instruction for elementary teachers.(2)Producing globally competitive students by improving elementary math instruction. (3)Closing the achievement gap to improve mathematics performance of elementary children.</p>	<p>(a) Math ed faculty continue to study the mathematical cognition of grade 2 students. This work involves the integration of the Math Recovery Learning Number Framework assessments, and teaching strategies with the Investigations in Number, Data, and Space curriculum. Math Recovery provides an intervention framework for teachers working with elementary students to help in the construction of numeracy skills, through assessment, which incorporates a strong analysis component and</p>	<p>(a) Math Recovery provides an intervention framework for teachers working with elementary students to help in the construction of numeracy skills through assessments which incorporate a strong analysis component and individualized teaching. While successful, teachers and SOE faculty are continuing to explore the integration of this framework, assessments and teaching strategies within curricula.(b) Teacher feedback for the</p>

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		<p>individualized teaching. Math Recovery strategies can be applied as an individual intervention or used within the context of the whole class.(b) A three-day Math Recovery workshop was offered August 7-9, 2006 that involved the use of Math Recovery strategies integrated with Cognitively Guided Instruction, which focuses on using story problems to motivate mathematics learning. It can be integrated and/or adapted for use in any curriculum context. In addition to the 12 public school participants, three DPI Elementary Consultants for Math/ECE attended as well as one UNC faculty and two UNC graduate students.</p>	<p>August 2006 workshop was very positive and indicates a continued need for and use of these strategies and materials by teachers. Example comments are as follows: “Our K-2 teachers were eager to get their hands on the Math Recovery book and our principal is ordering it for each class.” And another: “We just had a training for our K-2 teachers and realized that they are weak [in certain math skills]. Therefore, I have decided to talk with some of the teachers from our district who attended your training [and ask them] to offer some staff development opportunities in using these strategies.”</p>
<p>PROFESSIONAL DEVELOPMENT IN MATHEMATICS: Orange County</p>	<p>(1)Preparing 21st Century professionals by providing professional development in math instruction for K-8 teachers.(2)Producing globally</p>	<p>Math ed faculty have been working with the Math and Science Coordinator in Orange County to develop plans for professional development in</p>	<p>An interview assessment of 40 2nd grade students at Cameron Park and Pathways Elementary Schools has been</p>

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	<p>competitive students by improving elementary math instruction.</p> <p>(3) Innovation in NC public schools through a community-campus initiative with Orange County.</p> <p>(4) Closing the achievement gap to improve mathematics performance of elementary and middle school children.</p>	<p>mathematics K-8. A one-hour overview session into inquiry learning in mathematics was presented to middle and secondary mathematics teachers August 2006. Faculty have also been working with some teachers/principal at Efland Cheeks Elementary School with selected third and fourth grade teachers about their needs in teaching mathematics.</p>	<p>conducted to determine knowledge and understanding of foundational concepts related to tens and ones. Further meetings with the Mathematics Coordinator to plan other possible work with elementary and/or middle grades in the district are scheduled. This work is now being connected to the SOE community-campus initiative to develop a partnership with Orange County.</p>
<p>LEARNING TEACH, LEARNING TO SERVE: DURHAM PUBLIC SCHOOLS: Club Blvd Elementary</p>	<p>(1) Innovation in NC public schools through a community oriented approach to pre-service education and service to the community.</p>	<p>(a) We have added a service-learning course to the pre-service elementary education program, EDUC 403: Working with Socioculturally Diverse Families of Young Children. The service-learning component required students to participate in a family mentorship experience with a family from a diverse background and provide support to the family to enhance</p>	<p>(a) 36 pre-service elementary education students participated in the course. All students spent approximately 25 hours in service. (b) 50 K- 5 students were tutored. (c) Multiple Club Boulevard families and students were served through the Family Mentorship and the Family Fun Night.</p>

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		students' knowledge and skills relative to forming effective partnerships with families. (b) Students also tutored students at Club Boulevard Elementary School, Durham, NC, for their EOG exams and were involved in gathering materials for a Family Fun Night at the school where parents would be introduced to summer activities (either free or low cost) that would help them support their children's academic and social development	
MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS; CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill	(1)Preparing 21st Century professionals by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas. (2)Teacher Retention through support, instruction and pay increases associated with obtaining an M.Ed. (3)Governance by 21st century systems with the authorization of a Technology M.Ed. cohort. (4)Closing the Achievement Gap via professional development in advanced curricular	In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in	In 2006-07 we had 114 students in 6 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 231 career educators from 2003 through May 2007. In August 2006, a special 6-8 Middle Grades Math cohort of 19 teachers graduated. This Middle Math Cohort was made up

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<p>HS; CHATHAM: Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City Elem, Silk Hope Elem, Chatham Middle, Horton Middle, Northwood HS; DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearsonstown Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle, Chewning Middle, Durham School of the Arts, Githens Middle, Rogers-Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD: Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Grady Brown Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar Ridge HS; VANCE:</p>	<p>and instructional materials associated with graduate education.</p>	<p>Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.</p>	<p>of teachers from several counties in NC that were participants in an NSF-Funded Middle Math Project, of which the Center for Mathematics and Science Education was a subcontract. As part of their involvement with the grant, they were required to submit for their National Boards, so many of that cohort graduated with an M.Ed. in Middle Grades Math and their National Boards. We admitted two new cohorts Summer 2006: a K-12 Literacy Cohort with 30 teachers and a K-8 Science Cohort currently with 12 teachers. We also have a continuing K-8 Mathematics Cohort with 26 teachers. The latter cohort will graduate Summer 2007. Finally, we admitted three new cohorts Summer 2007: a</p>

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<p>Henderson Middle; WAKE: Wilburn Elem, Turner Creek Elem, Forest Pines Drive Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Middle, Centennial Campus Middle, Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest-Rolesville Middle, Western Middle, Broughton HS, Green Hope HS; WAYNE: Greenwood Middle, Norwayne Middle.</p>			<p>6-12 Social Studies Cohort, a K-12 Technology Cohort and a K-12 Mathematics cohort, for a total of 55 teachers. Again, teachers were from several of the surrounding communities. Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006. This documentation supports the impact of the program in terms of extending</p>

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			knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.
REVISION OF READING INSTRUCTION: Lee County schools	(1) Preparing 21st Century professionals by consultation on K-12 reading instruction especially in relation to increased ELL population. (2) Closing the Achievement Gap via consultation aimed at strengthening and/or restructuring reading instruction for K-12 students.	Literacy faculty met with central office personnel twice for 3 hours each then with central office and all principals for 3 hours to consult in regard to strengthening of K-12 reading instruction in general and reading assistance for increasing ELL population in particular.	As result of requested consultation, Associate Superintendent indicates possible revamping of structure of reading instruction in 4th/5th grade, the addition of developmental reading in the middle grades, and adding or strengthening reading specialist instruction for struggling readers in the middle and high schools.
PROJECT ENGAGE!/: DURHAM PUBLIC SCHOOLS: E. K. Powe Elementary	(1) Innovation in NC public schools through community involvement in school planning and governance.(2)Preparing 21st	In 2002, representatives of three culturally diverse Durham elementary schools – Club Boulevard, E.K. Powe and	In the current year, Project Engage developed a theater script out of data collected since 2002, and

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	<p>century professionals by creating opportunities for improved communication and understanding between teachers and non-native English speakers. This should also have a position impact on teacher recruitment and retention.</p> <p>(3)Closing the Achievement Gap/Addressing the Drop Out rate by increasing engagement and sense of belonging between students and schools as well as between parents and schools.</p>	<p>Forest View – wanted to involve their diverse families and increase belongingness among parents and students at each school. In the past two years, Engage has undertaken a more intensive effort at E.K. Powe Elementary School. Engage workshops have become part of an ongoing process. Parents attend large school-wide functions that include special separate activities for kids. The parents participate in Engage workshops to identify issues and create ideas for positive solutions. It is estimated that these workshops impacted about 200 parents in 2006 – 07 and benefited 370 children. These ideas are then brought to Site Base management for consideration in school governing decisions. The decisions are then reported back to parents at future Engage sessions, and the process continues. In this way, a large and diverse representation of</p>	<p>performed the play for parents, community, teacher education students and teachers and school staff at E.K. Powe. A videotape of the performance will be made to create an interactive media product for use in future workshops. The goal is to use this media to expand the scope and reach of the project throughout Durham and the state and to reduce labor intensive needs of the current design in order to promote sustainability.</p>

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		parents is involved in school planning. In addition, parents learn more about classroom practices, school policies and constructive ways of dealing with conflicts.	
<p>TUTORING PROGRAMS: AT-RISK TUTORING— CHAPEL HILL-CARRBORO CITY SCHOOLS: McDougle Elem, Sewell Elem, McDougle Middle; AMERICA READS— CHATHAM: Perry Harrison Elem; ORANGE: Central Elem; CHAPEL HILL-CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; TEACHING FELLOWS TUTORING— DURHAM: Eastway Elem, Fayetteville St Elem, RN Harris Middle. Jordan High; CHAPEL HILL-CARRBORO: Culbreth Middle; DOC STUDENTS— DURHAM: Githens Middle.</p>	<p>(1)Preparing 21st century professionals through engagement with identified low-performing students. (2)Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School of Education of these needs. Through our At-risk Tutoring Program, the School provides hundreds of undergraduate students each year to serve as tutors for the identified school children. Our American Reads Program and Teaching Fellows Program also provide tutors for children at area schools. America Reads</p>	<p>Tutoring programs served almost 700 students, providing over 350 tutors, who worked more than 9,500 hours in 14 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>

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		<p>gave a book to each child we tutored during spring semester. We hosted an Authors' Tea where we celebrated the children's writings. We "published" their stories in books; had public readings to which parents, teachers, and school staff were invited; and celebrated with juice and cookies afterwards. Each child and tutor was given a copy of the book.</p>	

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

Faculty documented nearly 100 initiatives of public school service. Many taught classes in schools, provided professional development, collaborated on grants, served on program, school governance and teacher award committees. Diverse faculty from within the SOE have worked toward planning and evaluation of the First School effort. Ed Leadership faculty spoke to teams from all priority schools about reducing the achievement gap. Our Sr. Assoc. Dean served on the DPI committee reformulating the Teacher Ed Standards. Our math ed. faculty serve on the K-5 writing team to draft revisions to the N.C. Mathematics Curriculum. Our foreign language ed and ESL faculty are participating in the redesign of Spanish Language Advanced Placement courses and exams according to best practices. Our literacy faculty assisted Head Start teachers with emergent literacy strategies. Our CCC faculty provided assistance to teachers of linguistically and culturally diverse students. Our ed. psych. faculty serves on an advisory committee on EOG/EOC testing and the state accountability system at DPI, and brought evaluation services to schools, including a number of priority schools. Our faculty oversaw tutoring programs which provided 9500+ tutoring hours to almost 700 students. Faculty from Arts and Sciences Depts. And Professional Schools collaborate with our faculty, including the School of Info. and Library Sci on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Devt Inst and the Ctr for Devtl Sci on school-based research; and the depts of Mathematics, Biology, Chemistry and Physics through our Ctr for Math and Science Educ. The Chancellor's Task Force on Engagement, a UNC-CH initiative, enhances our efforts to strengthen services to NC communities. The Educ Focus Group of the Task Force, led by Dean James, created a campus-wide communication on services to K-12 education which led to three new initiatives in the service of public education within the SOE. A large and increasing number of university-school relationships is underway to support teachers and school leaders. Coordination and planning focuses these services to have the most positive and lasting impact on the lives of North Carolinians. Faculty across the University served schools through many initiatives. Biology Dept faculty visited schools with a Science and Technology Mobile Lab.; the Schls. of Dentistry, Medicine, and Nursing screened thousands of students; the Sch. of Journalism and Mass Comm. trained hundreds of teachers and students in scholastic media; the Dept. of Athletics hosted the Kids and College Program for underrepresented middle school students; the NC Botanical Garden hosted approximately 2,500 school children and partnered with schools; the Campus Y provided mentoring and Big Buddy programs, and the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Dept. hosted thousands of public school children on campus. Dean Tom James has chaired the Board of Advisors for the Carolina Center for Public Service which tracks UNC-CH local services on a county-by county basis and shows direct service to schools in virtually all counties of NC.

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

Carolina Teachers Connection is a new initiative of the Office of External Relations and the Alumni Council which will be available for 2007 graduates. Newly hired teachers, who are graduates of the School of Education, will be matched with experienced teacher alumni for the purpose of providing guidance, support and encouragement to novice teachers. Through the

support of these relationships we hope to sustain new teachers and assist them in having a positive experience of teaching. Our newly formed Campus Community Partnership is working with local school personnel to identify ways to support beginning (and career) teachers about school identified needs of cultural competency in the classroom. The UNC Teaching Fellows program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. The Research Triangle School Partnership (RTSP) assists with Teaching Fellows' professional development by providing resources and school commitments that enable the students to work in schools prior to their education coursework. Newly admitted students in the UNC program in Middle Grades Education volunteer in Partnership schools through a service learning course that is a companion to one of their first courses in the program. Students work with a classroom teacher for one class period a week during the first academic semester. In this way, students gain valuable field experiences prior to their student teaching placements. LEARN NC continues to provide successful and innovative resources, ideas and practices to beginning teachers across NC. The series of essays written by a graduate student from the School of Education, *The First Year and the New Teacher Support Guide*, were republished to allow for print dissemination; these publications are used by ILT coordinators, mentor teachers and administrators to address topics such as classroom management, classroom design, preparing lesson plans, parent-teacher communication and building support networks. More than 20,000 teachers, students and administrators visited LEARN's Web site each day during 2006-07, accessing the North Carolina Standard Course of Study and related, aligned instructional materials. In addition, LEARN staff made presentations at multiple conferences around the state on topics to benefit beginning teachers, and developed an online professional development course entitled *Beginning Teacher Success* for teachers struggling with classroom management. The course is focused on better management through improved instruction and student engagement. Through our NC TEACH and COLE programs, we worked with beginning lateral entry teachers, providing ongoing course work and maintaining contact with teachers by phone, email, and on-site or on-line methods. Nine NC TEACH students were licensed this year. Four COLE students completed the pilot program, which will ultimately lead to 4 newly licensed mathematics teachers.

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

During 2006-07, our efforts to recruit and support lateral entry teachers continued with a variety of programs emphasizing areas of critical teacher shortage: math, science, and Spanish. Our programs offer students courses online, face-to-face or blended, compressed into a year's time or distributed in a one-course per semester format. We have written more than 80 programs of study for lateral entry teachers this year. The Carolina Online Lateral Entry (COLE) program recruits newly hired middle and high school mathematics and science lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure within 18 months of beginning the program. COLE is a fully online licensure program and implements two unique innovations: First, instruction primarily using Adobe Connect which supports synchronous on-line instruction in conjunction with asynchronous components and, second, Constructive Coaching. The Constructive Coaching provides ongoing support, mentoring, and instructional advisement. Four students completed the COLE pilot program in December 2006. The first full cohort of 16 students began in January 2007. In this second year of Carolina Online Lateral Entry (COLE), the online element has attracted distant participants from

Pamlico, Lenoir, Onslow and Guilford counties. NCTEACH continues to serve math, science, and Spanish lateral entry teachers working in Durham, Vance, Alamance-Burlington, and Wake school systems. The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. We continued our collaboration with our colleagues in the School of Social Work and the School of Information and Library Science to provide support for provisionally licensed school social workers and school media specialists from across the state. Our licensure-only programs in birth-kindergarten education and in middle grades education are attracting increasing numbers of mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. With support from UNC General Administration and NC TEACH, LEARN NC continued to support the growth of the online lateral entry teacher preparation program by working with faculty to develop critically needed math and science content courses for the online 2+2 Program. LEARN prepared faculty to teach online through a 9-week course, Develop and Teach Online Courses, as well as through a custom-designed face-to-face workshop. Technical support, instructional design and hosting are some of the services provided to the development faculty at the 16 campuses during the 2006-07 academic year. LEARN continued development of the Education Reference to assist those new to the classroom (and new to North Carolina) as they try to understand education terms used daily at school sites. From alternative assessment to rubric and scaffolding, anyone who has not had formal coursework in education can use this Education Reference to learn what these terms mean in context.

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

We continue to expand our efforts in supporting career teachers. The Carolina Center for Education Excellence (CCEE) is systematically increasing outreach and coordination with adjacent school districts, tailoring professional development to the needs of those districts. A number of opportunities in science, math, differentiated learning, literacy, special education and global education are planned beginning July 2007. LEARN NC has developed a web-based publication tool, learnpress to enable the authoring and dissemination of web-based, print-publishable "editions" incorporating text, images and other media. Designed to reinforce connections between related content pieces through the use of cataloging, metadata and tagging, this tool facilitates the creation of content or professional publications like slideshows, articles, student content and teachers' guides. Using learnpress LEARN has published a variety of educational resources. Our DISTANCE ED offers opportunities for career teachers and aspiring administrators through 2 off-campus programs: M.Ed. for Experienced Teachers and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working. As of the Summer of 2007, we have 114 M.EdX students currently enrolled in 6 cohorts; 68 graduated between August '06 and May '07. In the Off-Campus MSA, we had 63 students in 3 cohorts; 25 graduated in May 07. The Center for Math and Science Education, through the Durham Math-Science Partnership Project with the SOE, is offering courses to increase the number of teachers of middle school mathematics and science judged "highly qualified" under the NCLB legislation. Our Documenting the American South Project, in year 6, conducted a 2-day institute for teachers and developed 15+ lesson plans. Work focused on curricular materials development to accompany digitized oral histories. Lessons and materials are posted on the Doc South and LEARN NC websites. Our Research Triangle Schools

Partnership (RTSP) involves teachers and students in the Chatham, Durham, Orange and Chapel Hill-Carrboro districts. Teachers and administrators from our partnership districts provide direction. Three projects span 8 schools and involve 500 teachers, 2,000 public school students, 6 principals, 12 University faculty, 5 graduate students, and 120 undergraduate students. We continued serving career teachers through add-on licensure in Literacy, ESL, C&I, B-K and Pre-K Education. By hosting lectures and conferences, we continued our interaction with area educators, serving more than 1,000 educators at campus events. Our Graduate Student Association hosted the annual Southeastern Association of Educational Studies Conference, our Teaching Fellows hosted a Workshop Conference, and we hosted lectures by Lynn Okagaki on research funding, Michael Hunt on global education, William Pinar on curriculum studies, Michael Olivas on access to higher education, Robert Rueda on English Language Learners, Sherick Hughes on autoethnography in teacher education, Luis Urrieta on activist educators, Karolyn Tyson on desegregation, Gilberto Conchas on urban youth and David Moore on adolescent literacy, among others.

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

In October of 2006, UNC-Chapel Hill was approved as an NC TEACH II host site serving lateral entry teachers licensed in critical shortage areas in high needs school districts with instructional and financial support. Qualifying participants sign a statement of intent to remain a teacher in a high needs school district for three years in order to receive the incentive. The MSA internship listing is replete with school sites that have been identified as low-performing or under-performing. Further, the MSA Flex Program had eleven full-time administrative interns assigned to various schools in Durham, Winston-Salem/Forsyth, Wake, Pamlico, and Nash-Rocky Mount public schools. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically. In Columbus, Forsyth, Gaston, Harnett AND Hoke Counties, the EvAP unit within the SOE is participating as part of a 16-campus partnership in a \$19.3 million federal GEAR UP grant aimed at significantly increasing the number of low-income NC students who pursue and complete a college education. The project targets school districts with high poverty and low college attendance rates. (Note: Total number of school districts served is 46). Additionally, EvAP is working with two Garner middle schools and Garner High School through a federal grant to promote learning among low income students that will lead to college access. In Durham County, the Community Engagement Coordinator of our Research Triangle Schools Partnership worked with the Durham Parent Advisory Council to continue promotion of a parent theatre outreach group, Project ENGAGE! This project provides “theater-for-change” workshops in schools and community centers to create a comfortable environment for dialogue and problem-solving around school and parent issues along with bringing more parents of diverse cultural groups into schools and school decisions. Our UPWARD Bound Program and the Pre-college Program of our Center for Math and Science Ed. provide support and enrichment to low income and minority students. In partnership with DPI, LEARN NC continues to provide recovery, honors and AP level courses to low-wealth and rural districts through the K-12 online courses program. With support from the State Board of Education, LEARN NC offered free online professional development in the content areas as well as pedagogical and skill-building

courses to all public schools, including priority schools, on a first-come, first-serve basis. Finally, in response to the needs of priority schools, LEARN is developing and piloting a course-specific mentor program to support new (and new to the course) high school teachers in required EOC courses through their time teaching the course. Participants in this program will find guidance and support, building a state-wide, course-specific online Professional Learning Community. The first of these courses will be piloted in Fall of 2007.

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

GLOBALLY COMPETITIVE STUDENTS: Through our Internationalizing the SOE Curriculum, CCC faculty and grad students were engaged in numerous activities, including elaborating 3 curricular units as a resource for teachers of students of Mexican origin. School Psy faculty are key participants in a TransAtlantic Consortium on Early Childhood Intervention. Over 5 years, an international curriculum was developed through intensive institutes and the exchange of 100+ grad students among cooperating international universities. An SOE professor of foreign language ed will serve as leader of the Teaching of World Languages Delegation to the People's Republic of China. Through the UNC Center for Global Initiatives, UNC-CH students share their international experiences with area students as part of the K-12 International Outreach Program. In response to the initiative that schools will be LED BY 21ST CENTURY PROFESSIONALS, LEARN NC and the Center for Math and Science Education continue to offer cutting-edge opportunities for NC teachers on critical, timely topics from computer and information literacy to classroom instruction for ESL students that is literacy-focused and cultural competency-themed. The Distance Ed project of the NRCRES will investigate the preparation of local facilitators to work with rural high school students in distance learning courses. See NRCRES projects below. **STUDENTS WILL BE HEALTHY AND RESPONSIBLE:** School counseling faculty assess wellness policy implications for NC middle schools and provide innovative interventions that seek to influence attitudes and behaviors and promote the optimal health of adolescents. Two projects of the Rural Early Adolescent Learning initiative of NRCRES address this priority: (1) Competence Enhance Behavior Management focuses on establishing a whole-grade system of behavior management; and (2) Social Dynamics Training promotes teachers' awareness of peer impact on motivation and achievement. **INNOVATION IN NC PUBLIC SCHOOLS:** Researchers led by Dr. Gary T. Henry and funded by DPI, have examined high schools in all 115 NC school districts. Dr. Henry has identified high schools that succeed with struggling students and the conditions that might facilitate future success. Our Research Triangle School Partnership is redesigning school/community partnerships through a variety of initiatives. One new concept, the Campus Community Partnership between the SOE and Orange County Schools, includes active involvement with community partners and focuses on a sustainable project built upon community and SOE resources. With funding from DPI, faculty are undertaking an Instructional Consultation Team (ICT) Training and Evaluation which assists teachers and school personnel in developing communication skills, collaborative problem-solving, behavioral and curricular assessment, especially for students at risk. **GOVERNANCE AND SUPPORT BY 21ST CENTURY SYSTEMS:** Carolina Seminar on School Improvement, a collaborative effort between the SOE and the UNC Program on Southern Politics, Media and Public Life and the Office of the Governor, continued. The most recent seminar included 10 teachers and 20 policymakers,

education leaders and UNC faculty members. The topic centered on needed policy changes. (See above paragraphs as well).

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 Chancellor's Task Force on Engagement is an initiative on the UNC-CH campus to strengthen services to NC communities. Dean Thomas James led the Education Focus Group within the Task Force and created a campus-wide communication over the 2005-06 academic year on services to K-12 education. From the work of this Task Force, three new initiatives have emerged that will enable the SOE to forge pathways in school improvement and educational policy reform in NC. First, we will establish an education policy analysis and development entity. The second initiative is the improvement of statewide outreach efforts. The third initiative is to identify areas of high-priority need with NC's public education system. One such need is addressing the shortage of math and science teachers. The SOE, in partnership with the College of Arts and Sciences, has developed an innovative program aimed at science majors. In support of this effort, the Provost's office has provided for a lecturer position in both Biology and Physics to enable increased avenues to teacher licensure for science majors while still in an undergraduate degree program. An additional teacher-in-residence will be provided with monies from a PhysTec grant. National Research Center on Rural Education Support (NRCRES), funded for \$10 million in Fall 2004 for 5 years, continues initiatives and research to help rural schools in NC and nationwide meet the diverse educational needs of their students. Recently, the NRCRES' Distance Education project received \$1.6 million for a two-year project to investigate the preparation of local facilitators to work with rural high school students who are completing distance learning courses. We continue to Support Undergraduate and Graduate Study Minority Students via the Research Education Support Program, a multi-faceted initiative funded by NSF. Faculty have been involved in the development of a new comprehensive initiative tentatively called the Campus Community Partnership. The SOE and Orange County Schools will work together to integrate professional development and research initiatives in selected schools in the district. This effort will include active involvement with community partners and focus on a sustainable project that builds on community and School of Education resources. Funded through DPI, the Instructional Consultation Team (ICT) Training and Evaluation Initiative will provide training to teachers and administrators in rural areas and/or schools that have large populations of low-achieving minority students. Teachers will learn to use a rigorous process to collect data and implement interventions with the goal of improving academic achievement and behavior among students. The Student Coalition for Action in Literacy Education (SCALE) received a \$1.2 million, three-year award to design service-learning teacher education courses, integrating community service with classroom learning for pre-service teachers. This project will produce over 1,000 tutors to provide academic support for K-12 students as well as help students organize service-learning projects to give back to their community.

Supplemental Information (Optional)

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

Our students have consistently performed well on the NTE/Praxis examinations. We have taken the following steps to improve the NTE/Praxis performance of our students. Most recently, UNC-Chapel Hill has become a partner with the North Carolina Model Teacher Education Consortium which offers workshops and support for students needing additional assistance with the Praxis examinations. In a Middle Grades course on “The Teaching Profession,” students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members offer extensive feedback, provide remedial help and send students who have particular difficulty on the papers to the UNC-Chapel Hill Writing Center with a copy of the Praxis rubrics. The School of Education director of licensure meets with all students to ensure that they understand North Carolina State Board of Education policy regarding testing requirements and licensure advancement. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty require MSA students to review the exam format, complete sample exercises, and attend a review session conducted by DPI. In curriculum meetings, faculty examine the NTE/Praxis test booklets and organize themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing and teaching licensure.

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

In 2007, the School of Education completed a comprehensive recruitment plan identifying goals, key strategies, and action plans for increasing enrollment in teacher education programs. The ten key strategies include: create a database of prospects who are targets for recruitment into teacher education; design special recruitment efforts targeted towards currently enrolled UNC students with a focus on first and second year students; emphasize electronic communication strategies in prospective teacher recruitment; use event marketing to give visibility to teacher education programs across market segments; implement special efforts to recruit minorities into the teaching profession; target alumni to foster recruitment and retention of teachers; enhance cross-campus collaboration and joint responsibility for teacher recruitment objectives; bring representatives of community colleges and UNC-Chapel Hill together to discuss collaboration; develop fast-track options with Arts and Sciences; and ensure that course offerings meet the needs of working adults. In the Undergraduate/Mat Strand, our recruitment efforts resulted in an enrollment of 264 this year. We actively recruited students for the Teaching Fellows program this year, admitting 58 students, including 13 minority students (22%). An education course offered in General College to more than 200 students provided tutoring opportunities in local schools, bringing students into the education major. At the graduate level our enrollment in

professional education programs leading to licensure (excluding the MAT program which is counted above but including doctoral programs in C& I, Ed Leadership and School Psychology) has increased steadily from 330 in the fall of 2002 to 402 enrolled during the spring of 2007. These increases have been largely due to increases in our M.Ed. Program for Experienced Teachers and our MSA Program. As of Summer '07, 114 teachers were enrolled in six cohorts of our M.Ed. Program for Experienced Teachers. In February, we received temporary authorization to add Instructional Technology Specialist: Computers licensure at the master's level. The first MEdX cohort with emphasis on Technology began Summer 2007. Our MSA Program enrolled 63 students last year in the off-campus cohorts and 25 students in our on-campus program. The MSA add-on licensure, approved last year, began with a pilot group of 5 students in 2006-'07 and has admitted 12 additional students for Fall '07. We also licensed 9 teachers from our NC TEACH program this year. Our faculty has successfully recruited add-on licensure students this year in Literacy, B-K, Pre-K and ESL. The Literacy add-on licensure program is offered to students on campus or online.

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

The SOE is deeply committed to increasing minority representation among NC educators. We continue to pursue funding for minority scholarships. Our recruitment materials represent various minority populations in images and quotations and our advisory boards include minority representation. Students in majors featuring multi-cultural perspectives are specifically invited to School of Education recruitment sessions, presentations are made to campus minority organizations, and speakers of varied ethnicities are brought to campus to speak on education issues. As part of our Recruitment Day, our Teaching Fellows Program invites minority regional finalists and their parents for a campus visit to learn more about the program and hear minority upperclassmen describe the experience of being a minority student at UNC-CH. The entering Teaching Fellows class this year was 22% minority. Another means of recruiting minority students for our undergraduate programs is through licensure-only and lateral entry efforts, scheduling classes in late afternoons and online to provide flexibility for diverse candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and Student Services from the SOE have ongoing dialogue to ensure a smooth transition for Community College students who wish to become education majors. The SOE annually awards the Willie Hall Kennedy \$5,000 Scholarship to a rising junior in education, with preference given to African-American students. Each year 3-5 Smallwood Fellowships are given to 1st yr women doctoral students in educational leadership. Other initiatives targeted toward recruiting and supporting minority students include the Pre-College Program of our Center for Math and Science Ed which supports underrepresented students in grades 6-12 and encourages them to consider math and science careers, including teaching. Our Upward Bound Program recruits and serves students who are 9th or 10th graders and are low-income and potential first generation college students, including 30% higher risk youth, from target high schools. Our director of student services meets with minority student groups each year to encourage minority students to consider teacher ed. We recruit minority undergraduate

students as America Reads tutors, which frequently leads tutors to become interested in teaching. Our faculty direct and participate as mentors in the Research Education Support (RES) Program for minority students and its summer program, the Summer PreGraduate Research Experience (SPRGE). The SOE participates in University efforts to attract a high quality and diverse undergraduate student body. These include participating with the UNC-CH Office for Minority Recruitment in annual events for high school students, including Project Uplift for rising minority high school seniors, High School Honors Days for students and parents, and Decision Days for admitted students, who visit classes in their proposed major.

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	21
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	177
	Other	1	Other	7
	Total	17	Total	214
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	77
	Other	0	Other	1
	Total	20	Total	91

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	17	6
Secondary (9-12)	23	18
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	40	24
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,250
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.17
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	8	2	2	2
Elementary (K-6)	17	58		
Middle Grades (6-9)	3	14		11
Secondary (9-12)				4
Special Subject Areas (K-12)			10	6
Exceptional Children (K-12)				6
Vocational Education (7-12)				
Special Service Personnel				
Total	28	74	12	29
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	64	100
Institution Summary	64	100
* To protect confidentiality of student records, pass rates based on fewer than five 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		101				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	26	19	3	1		
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	96	95	66
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Wake County Schools	876
Durham Public Schools	496
Charlotte-Mecklenburg Schools	405
Chapel Hill-Carrboro Schools	319
Guilford County Schools	280
Forsyth County Schools	270
Alamance-Burlington Schools	165
Orange County Schools	156
Cumberland County Schools	133
Chatham County Schools	129

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.56	3.67	3.70
preparation to effectively manage the classroom.	3.27	3.39	3.26
preparation to use technology to enhance learning.	3.05	3.59	3.54
preparation to address the needs of diverse learners.	3.56	3.57	3.52
preparation to deliver curriculum content through a variety of instructional approaches.	3.63	3.67	3.61
Number of Surveys Received	41	46	46
Number of Surveys Mailed	112	112	112

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
59	5	20