

IHE Bachelor Performance Report

UNC-Charlotte

2006 - 2007

Overview of the Institution

As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte has approximately 21,500 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral, research-intensive institution. Energetic, responsive, fast-growing, diverse, and effective, the University is dedicated to excellence in teaching, practical research, and expert public service. The primary commitment of UNC Charlotte is to extend educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through the Colleges of Architecture, Arts and Sciences, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, as well as through programs and services designed to support students' intellectual and personal development. In the SACS continuing accreditation visit in 2002, UNC Charlotte received a commendation in institutional effectiveness. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University is developing strong programs, including Freshman Learning Communities, to respond to this population. With the passage of the University bonds in 2002, UNC Charlotte, one of the fastest growing campuses in the UNC system, embarked on an ambitious building program to construct seven new academic buildings, including a new College of Education building which opened in December 2004. Construction has just begun for the new University Student Center near the College of Education.

Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the regions, with American minority students comprising about 22% of the student

population and nearly more than 900 international students enrolled in University programs. The College has a strong partnership with the 13 school districts which make up the Southwest Education Alliance (SWEA); the headquarters of the SWEA is located in the College of Education. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, the nation's 23rd largest school system with 161 schools and a highly diverse enrollment of more than 129,000 pupils, nearly 11,000 of whom are enrolled in ESL programs. UNC Charlotte's location is contiguous to Union County, identified as the fastest growing county in the state. Teacher shortages and teacher retention challenges are particular concerns in this region of the state, and the College provides a leadership role in teacher recruitment and retention initiatives. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves hundreds of teachers seeking licensure through the RALC. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in the assessment of all standards having been met with no weaknesses. NCDPI granted continuing approval to all programs reviewed. The faculty are especially sensitive to the teacher shortage crisis, having responded with the development of fast-track initial licensure programs, the Master of Arts in Teaching (designed for the "A" and then the "M" licenses), distance education programs, 2+2 initiatives with community colleges, partnerships with Teacher Cadet programs, significant restructuring and reduction of requirements for secondary education undergraduates, and collaboration with the Regional Alternative Licensure Center to enroll alternative-route students in courses for lateral entry teachers. A major outreach effort is the summer Lateral Entry Teacher Initiative, offered at low cost to teachers, and enrolling over 400 candidates each summer. The College engages in an on-going partnership with TeachforAmerica to prepare corps members for the teaching license. To help address the growing shortage of principals, the College has initiated an add-on licensure program for qualified candidates already holding a master's degree. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (including a track for Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in language arts/communication skills, mathematics, science, social studies); and Special Education (general or adapted curriculum). Additionally, students at UNC Charlotte may prepare for careers in secondary and K-12 education fields by majoring in programs in the College of Arts and Sciences and completing professional education requirements in the College of Education. Secondary education programs include English, History, Comprehensive Social Studies, Math, Biology, Chemistry, Earth Sciences, Physics, and Comprehensive Science. Candidates in the K-12 programs of art education, dance education, music education, theatre arts education, and foreign language education (French, German, Spanish) major in the appropriate discipline in the College of Arts and Sciences and complete professional education requirements in their programs and in the College of Education. Graduate

programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted or general curriculum, mental disabilities, behavioral-emotional disabilities, severe-profound disabilities, cross-categorical disabilities, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. The fast-track licensure program and the Master of Arts in Teaching, designed as graduate-level routes to teacher licensure for second career professionals, offer teacher preparation in the following fields: elementary education, middle grades education (math, English/ language arts, science, or social studies), secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, History/comprehensive social studies), special education (general and adapted curriculum), art education, and teaching English as a second language. Fast-track licensure programs are also offered in Second Language Education (French, German, Spanish), as well as dance, music, and theatre education, with the M.A.T. in these fields either under review or nearing completion for review. The College offers four doctoral programs: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. There are add-on licensure programs in the areas of Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, and School Administration (principalship).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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>The Reading Accommodations and Interventions for Students with Emergent Literacy (RAISE) project was implemented in partnership with the Charlotte-Mecklenburg Schools for the second year. Website: http://education.uncc.edu/access/RAISEProject.htm</p>	<p>All aspects of the RAISE project focus on students with severe disabilities who were never expected to learn how to read. The priorities of this collaboration are listed below as project goals: Goal 1: Improve literacy skills by implementing a reading curriculum created for students with significant disabilities in selected SAC, LifeSpan, and Autism classrooms. Goal 2: Increase time spent in literacy instruction in these classrooms. Goal 3: Support inclusive practices to increase amount of time spent in general education</p>	<p>Activities that were implemented in relationship to each goal are as follows: Goal 1: The Early Literacy Skills Builder (ELSB) was written and implemented in 18 classrooms, sponsored by the RAISE grant from IES. Classroom training was provided to all participating teachers. On-going monitoring of implementation fidelity of the curriculum was provided every two weeks. Five workshops on UNCC campus for the 18 teachers and six paraeducators provided additional direction and</p>	<p>Outcomes of the project are shown by goal: Goal 1: This is the second year of a five year pre-test/post-test random assignment group study. Students who received instruction using the ELSB significantly improved their literacy skills over the course of the year as compared to the comparison students. Goal 2: All students received an average of 60 minutes per day of literacy instruction. Goal 3: Inclusion activities</p>

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
	classrooms by students in the project.	support of curriculum implementation. Four students were ready to begin the CMS adopted Reading Mastery curriculum by Spring. UNCC COE held Reading Mastery training for RAISE teachers and two non-RAISE CMS teachers. Goal 2: A story-based lesson (SBL) component augmented the ELSB curriculum and provided a template for teachers to increase interaction with grade-level literature. Additional training and monitoring of the SBL was conducted every two weeks. Goal 3: Participating special education teachers were paired with a volunteer general education teacher	proved more difficult to implement. All students participated in some type of inclusive activity, but the kind of activity varied between schools and type of special education classroom. One student attended a general education classroom for reading while others participated through peer reading or attended media center activities with a general education classroom.

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
		and both attended a training session on inclusive practices. Teacher pairs developed a plan to provide inclusive experiences for the students. A monthly calendar of inclusive practices was maintained by the teachers.	
<p>Teaching to the standards in secondary math and science is a study sponsored by the OSEP model demonstration grant, Reading, Writing, Math and Science for Students with Significant Disabilities (RWMS). Six schools in Charlotte-Mecklenburg: Ardrey Kell HS, East Mecklenburg HS, Independence HS, Mint Hill MS, Ranson MS and EE Waddell HS Website: http://education.uncc.edu/access/RWMS.html</p>	<p>All aspects of the RWMS project focus on students with severe disabilities who traditionally have not participated in standards-based secondary math and science instruction The priorities of this collaboration are listed below as project goals: Goal 1: Increase student participation in standards-based secondary math and science lessons for students with significant cognitive disabilities in</p>	<p>Activities that were implemented in relationship to each goal are as follows: Goal 1: Math teachers were trained to implement instruction based on math standards for algebra, geometry, and data analysis. Science teachers were trained to implement instruction based on standards for eighth grade that also aligned with standards in high school chemistry,</p>	<p>Examples of outcomes related to each goal follow: Goal 1. Using a pretest , post-test random assignment to group design with a single subject multiple probe across behaviors embedded in one science and one math class, two changes in behavior were observed: Teachers- increased steps followed on</p>

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>selected middle and high school classes for students with significant disabilities (SAC, Autistic classes)</p> <p>Goal 2: Increase collaborative practices between secondary special education and general education math and science teachers to support inclusive practices.</p>	<p>earth and environmental science, and biology. Teachers were provided with instructional units, adapted materials, and task-analytic lesson plans that provided prompts for student engagement in the lessons. Goal 2: All teachers received training in collaborative planning and provided with unit organizers and materials to develop inclusive activities with general education partners.</p>	<p>lesson plan task analyses, with a corresponding increase in student responses during lessons. In addition, students in the math classes increased scores on a test of math skills based on alternate achievement standards in secondary algebra, geometry, and data analysis. Similarly, students in the science classes increased scores on science vocabulary derived from lessons aligned with secondary science standards in chemistry, earth and environmental science, and biology.</p>

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>Goal 2. All but one lesson was observed in a self-contained setting. Four teachers collaborated with general education partners to have peer assistants work 1:1 with students, or to attend inclusive science classes in a general education setting. In one class, peers implemented vocabulary practice sessions in science. Math teachers had peer tutors work 1:1 as they implemented the math unit lessons. At each workshop, feedback from the teachers indicated that lack of collaborative planning time was a</p>

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
			barrier to implementing more inclusive activities.
David Cox Road Elementary School, Charlotte-Mecklenburg	Collaborative pilot research about the development of reading fluency and comprehension through the use of poetry in phonics instruction. Specific focus on examination of the effectiveness of instructional techniques to improve oral reading fluency for second grade students.	UNCC faculty member, Dee Nichols, provided monthly in-service sessions on fluency to the second grade team. David Cox teacher (Diane Falls) provided two training sessions for UNCC students on conducting running records. Dr. Nichols provided on-going data findings to the teacher and principal twice during the year. Teachers collected, wrote, and used poems to teach phonics, fluency, and a love of language in a variety of ways, including use of word families, rhyming poetry,	Findings thus far show consistent improvement with DIBELS test data, but not with the quarterly comprehension assessments and the Johns Running Records. Strong evidence emerged to support the need for fluency development. Children who reached 75WCPM on the DIBELS scored significantly higher on all comprehension measures than students below that DIBELS score. The literacy coordinator

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
		and supporting students to write their own rhyming poems. UNCC students collected the running records data for the collaborative study and the classroom teachers along with Diane Falls collected DIBELS data and Quarterly Comprehension data.	and principal have noted that children are really excited about the poetry readers' theatre performances and that students are really appreciating poems and poets. Study to be continued next year.
PDS Partnership with University Meadows Elementary School (U.M.) in Charlotte-Mecklenburg. All information reported is taken from U.M.'s Annual Assessment Report for 2006-07.	Highlights are presented from the school's report for four selected priorities, based on the NCATE Standards for Professional Development Schools. Standard I: Learning Community Standard II: Accountability and Quality Assurance Standard III: Collaboration Standard IV: Diversity and Equity	Highlights of activities are summarized for each priority, indicated as standards. Standard 1: Learning Community. Placement of year-long interns and student teachers, as requested by the school. Collaborative ventures in teaching, including on-site university courses; undergraduate reading tutors; undergraduates	Standard 1. Learning Community. Hired 6 ST's who student taught at U.M. Interactions between candidates and U.M. faculty and students support all learners involved in the PDS. The PDS will continue to develop positive relationships within the community. Standard

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>implementing lesson plans; teachers and students serving on panel discussions in university courses; and piloting the Sheltered Instruction Observation Protocol (SIOP). Extensions of the learning community to include families, community resources, and Principal Fellows in activities such as fundraisers, family attendance at the Storytelling Festival at U.M., and U.M. Family Day at UNC Charlotte. Standard II: Accountability and Quality Assurance. Collaborative use of assessment data to make improvements (ST's, teachers, and university faculty) Standard III: Collaboration.</p>	<p>II. Accountability and Quality Assurance. Development and use of assessments allows for continuous monitoring of data to guide instruction and to determine effective instructional practices. Standard III. Collaboration. Collaborative presentations at professional conferences. Determination to make the district and state policy makers recognize and reward PDS efforts. Standard IV: Diversity and Equity. Increased exploration and use of best practices to meet the needs of diverse learners led to</p>

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
		Recognition of partnership contributions through conferences, celebrations, and other events. Standard IV: Diversity and Equity. Collaborations such as examination of NCLB test data, special emphasis on Kdg. ESL students in the phonemic awareness mini-grant; purchase of materials, UNCC student tutors with ESL students; classroom teachers and UNCC student observations in ESL classrooms; piloting of SIOP program; and study-travel to Mexico	goal of increasing SIOP training for all U.M. teachers. Staff diversity has increased.
PDS partnership with Central Cabarrus High School, Cabarrus County	Highlights are presented from the school's report for four selected priorities, based on the NCATE Standards for Professional	Highlights of activities are summarized for each priority, indicated as standards. Standard 1: Learning Community.	Standard 1: Learning Community Teachers have applied professional development to their

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>Development Schools. Standard I: Learning Community Standard II: Accountability and Quality Assurance Standard IV: Diversity and Equity Standard V: Structures, Resources, and Roles</p>	<p>SIOP training for all staff. Professional development for teachers; clinicals and ST for UNCC students; teachers presenting in UNCC on-site classes; meetings of advisory board; communication through website. Inquiry-based technology integration research project in social studies. Standard II: Accountability and Quality Assurance. Data collected on teacher retention, graduation rates, drop-out rates. Survey data collected from UNCC student teachers. Additional desired data identified. Standard IV: Diversity and Equity. Participation of UNCC and CCHS</p>	<p>classrooms; UNCC will help teachers develop a study on inquiry-based learning in science; teachers developing and using SIOP objectives; increased communication among all participants in the learning community. Standard II: Accountability and Quality Assurance. Teacher retention is high. Efforts have been made to address drop-out rates. Must pursue access to disaggregated data needed. Standard IV: Diversity and Equity. Exchange successful, but more is wanted, particularly about</p>

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
		diverse faculty in intellectual exchange. Standard V: Structures, Resources, and Roles. Social studies tutoring program, PEDS newsletters, CCHS and UNCC PDS website links; regular meetings of advisory board	differentiating instruction. Continue recruitment of diverse preservice teachers and faculty to participate in intellectual exchange. Standard V: New plans to integrate PDS mission with other departments beyond social studies. Social studies tutoring program is integrated within the fabric of the mission of the social studies department.
PDS partnership with David Cox Road Elementary, Charlotte-Mecklenburg	Highlights are presented from the school's report for five selected priorities, based on the NCATE Standards for Professional Development Schools. Standard I: Learning Community Standard II:	Highlights of activities are summarized for each priority, indicated as standards. Standard 1: Learning Community. Student teachers and candidates in early clinicals are present in	Standard I: There is evidence of inquiry-based learning and the use of student data to guide instructional planning. Some research is beginning

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>Accountability and Quality Assurance Standard III: Collaboration Standard IV: Diversity and Equity Standard V: Structures, Resources, and Roles</p>	<p>the school. Courses are taught and professional development activities are offered in the school. On-going collaborative research and tutoring projects engage teachers and university faculty, as well as university students and children. UNCC students gather data, design instruction, and collaborate with teachers to use quarterly math and reading assessment data to develop class and individual student profiles to guide instruction. Standard II: Accountability and Quality Assurance. School leadership team, PTA, and UNCC students and faculty participate in data</p>	<p>to show improved achievement in certain subgroups. Standard II: Accountability and Quality Assurance. UNCC students have become more involved in data analysis and recommending instruction based on the findings. A future focus will be the creation of PDS assessment strategies that will lead to measurable results. Standard III: Collaboration. The fluid partnership has enhanced both organizations through meaningful collaboration-based trust and shared</p>

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>disaggregation and school improvement planning. Standard III: Collaboration. Regular meetings to outline PDS and school plan goals, enhanced collaboration through research and analysis of data, celebration of partnership activities. Standard IV: Diversity and Equity. ESL tutoring program for parents, use of assessment data to ensure equitable opportunities to learn, examination of achievement disparities, assessment of the impact of the increasing poverty status of David Cox students, family projects, before-and after-school tutoring. Standard V: Structures, Resources, and Roles. David Cox is</p>	<p>knowledge. Standard IV: Diversity and Equity. Provision of additional opportunities for ESL classes for parents; greater use of assessment data to differentiate instruction; revision of tutoring efforts to provide more opportunities for students; more open conversations among teachers sharing their achievement scores to improve collaboration regarding specific instructional strategies. Standard V: Continued support for Dr. Boyer's research and Basic School vision;</p>

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
		the only joint Boyer's Basic School and PDS site in the U.S.; PDS funding supports school initiatives to improve achievement in math and literacy; expanded roles beyond the College of Education have emerged, including the involvement of the Office and programs of the Dean of Students through Crossroads Charlotte project.	valuable support for professional development, teacher planning, and staff training when other funding was not available; increase in university student awareness of the role of cultural diversity and connections across genders, ethnicity, and economic status beyond the PDS expectation; increase in the seamless movement from candidate to student teacher to beginning teacher.
Charlotte-Mecklenburg Schools. 54 elementary schools, 4th grade classes. Evaluation of the ArtStart program of ArtsTeach, an organization that works in partnership with the Charlotte-Mecklenburg Schools and the Arts & Science Council to maximize academic learning through	Evaluation of the ArtStart program developed by ArtsTeach in response to CMS's request for arts infusion in the curriculum.	Methodology: Forty-five teachers and 25 teaching artists were surveyed. Fifty-five observations of classroom activities were	The evaluation report has been provided to Interim Director of ArtsTeach, Kathleen Smith, and to the

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>infusion of, practice in and exposure to the arts. ArtsTeach funded programs are currently offered to 100% of Charlotte-Mecklenburg elementary, middle and high schools.</p>	<p>Goals of the project, partially funded by a U.S. DOE grant, were as follows for year one: (1) increase academic achievement, (2) provide accessibility and equity for arts education, (3) foster arts in education collaborations, and (4) provide quality professional development. The priorities of the project evaluation were to determine the extent to which ArtStart's 2006-07 goals were accomplished; therefore, the description of activities and outcomes will focus on the evaluation project and its findings.</p>	<p>made by eight evaluators. The evaluators also reviewed students' work or tools used by classroom teachers and talked with teachers and students. Findings: Evaluation findings resulted from the use of quantitative and qualitative data and are based on the combined feedback from the classroom teachers, teaching artists, and UNC Charlotte evaluators. Findings were organized according to each goal of the ArtStart project.</p>	<p>ArtsTeach Program and Grants Manager, Janet Krogman, in order to support program and school personnel in making improvements for subsequent years. Conclusions from the findings are as follows: (1) Goal to increase academic achievement is tentatively met, pending forthcoming results of the 4th grade North Carolina Writing Test scores. Mean survey scores of the teachers, teaching artists, and observers indicated that they believed the program had increased students' academic</p>

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>achievement in the arts and in narrative writing. (2) Goal to provide accessibility and equity for arts education was met, with stronger ratings given by teachers and observers than by the teaching artists. Positive comments focused on the choice of many different artists for each school and the cultural relevance of the program for the diverse student bodies. (3) Goal to foster arts in education collaborations was met, with primarily positive comments and observations of the collaborations.</p>

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>However, there were also comments and observations of teachers not being engaged while the teaching artist was in their classrooms. (4) The goal to provide quality professional development was met, although there was clearly a range of participation and of ratings about that participation. The outcomes for classroom teachers' behaviors were classified into three roles during the teaching artist's residency: (1) active engagement and support during lessons and extension of lessons into other</p>

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
			classes during the day; (b) assisting with classroom management during lessons, but no participation in the teaching; and (c) no engagement in the lessons.
Stanly County Schools and Stanly Community College (SCC)	At the request of Stanly County Schools and Stanly Community College, we were asked to create a locally-offered teacher preparation program to help address the teacher shortage in Stanly County Schools and the economic depression caused by the closing of mills in the county. The school system needed an accessible pathway to licensure for teacher assistants so that they would not have to give up their jobs while	A face-to-face distance education program in Elementary Education was offered by UNC Charlotte faculty on the Crutchfield Center campus of Stanly Community College. Stanly County Schools and SCC assisted with recruitment of students. Courses were offered on days and times that worked for all participants as well as the school system and SCC. Most participants were	Fourteen of the sixteen cohort members have successfully completed the BA in Elementary Education and have been hired as teachers. Two graduated early by taking extra courses at UNCC; 11 graduated in December 06, and one graduated in May 07. The majority have been hired in

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>student teaching and so that they would be more likely to stay and teach in Stanly County.</p>	<p>teacher assistants with an AAS in Early Childhood Education; others held the AA; while others simply completed 64 credit hours at SCC or other community colleges and completed additional general education or concentration requirements at UNCC if necessary. The school system collaborated with released time and/or placements for clinicals and supported teacher assistants in keeping their jobs while student teaching. SCC collaborated by creating sections of general education courses needed for degree completion and offering them at times students could take</p>	<p>Stanly County; two have taken positions in neighboring Cabarrus County and three are teaching in Anson County.</p>

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
		them. They also assisted greatly in Praxis I preparation so that students could successfully enter the program.	
<p>ReadWriteServe: Partnership for Literacy Action Initiatives with Charlotte-Mecklenburg and Cabarrus County Schools and community agencies such as Seigle Avenue Partners and the Charlotte Mecklenburg Public Library. Lead faculty member: Bruce Taylor</p>	<p>ReadWriteServe-- Partnership for Literacy Action Initiatives brings together UNC Charlotte and community-based resources to address increasingly complex literacy needs of students and their families in the Southeastern U.S. through service, research and community-based programs that are culturally relevant and focused on community needs. The primary goals of ReadWriteServe are to:</p> <ol style="list-style-type: none"> 1. Work with community partners (schools and agencies) to advance the 	<p>There are two major categories of activities:</p> <p>(1) UNC Charlotte Student-to-Student Programs partner college students who tutor K-12 learners in three kinds of activities: (a) America Reads at UNC Charlotte is a program in which college students earn work-study financial aid tutoring struggling elementary students. (b) Literacy PALS is a volunteer program in which university student groups adopt a school or after-school program and provide homework help</p>	<p>Outcomes are shown for each goal: Goal 1: Advancement of literacy skills. (a) Twenty America Reads tutors worked with over 50 struggling elementary readers in several schools and other sites. Several teachers reported that the students' reading measurably improved and that the students enjoyed their time with the America Reads tutors. Many tutors reported that with each session, the</p>

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>literacy skills of K-12 students. 2. Involve families in students' literacy development. 3. Promote community involvement, civic engagement, and service learning among RWS stakeholders (students, families, schools, university, & communities).</p>	<p>and tutoring on a regular basis. (c) Literacy for Democracy works in economically disadvantaged and transitional communities to improve children's and adolescents' literacy and academic achievement through service learning engagement with university teacher education students. (2) Community Resource Programs are under development and will include two major kinds of activities: (a) FamiliesRead/FamiliesWrite is a family literacy support program that with the goal to provide families with materials such as books and activities to foster literacy within the home</p>	<p>students showed increased confidence in their reading and consistently applied new skills they had learned in their tutoring sessions to read more challenging books. (b) Fourteen Literacy PALS (college voluntary tutors) worked with elementary aged students at David Cox Road Elementary in the Spring 2007 in the after-school program. Tutors reported that learners were eager to work with them. The after-school program director provided positive feedback about the impact on</p>

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>and to provide program support for school and community based efforts to promote family literacy. (b) Community Volunteer Tutor Training brings expertise developed at UNC Charlotte in its work with literacy tutoring programs and seeks to share that with existing volunteer program that work with K-12 students. Under development, CVTT will provide tutor training to schools, community and faith-based organizations that have existing groups of volunteers.</p>	<p>the learners. (c) 20 tutors working with 45 elementary school students. Tutor and learner pre- and post-survey data shows that tutoring and service learning had a positive impact on learner engagement and self-efficacy and benefits to learners' literacy skills. Tutoring was valued by college students as an authentic teacher-student experience. Goal 2: Family involvement. The Community Resource Programs are in the early phases with planning in 2006-2007 and implementation to begin in 2007-2008.</p>

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
			Goal 3. Community involvement, civic engagement, and service learning. Fifty four college student-tutors became involved in service projects focused on literacy. As noted in the assessment of Goal 1, tutoring was valued by college students as an authentic teacher-student experience. With this positive experience, the program is poised for expansion into more Community Resource Programs.
The Summer Workshop in Mathematics (SWIM) was implemented in partnership with the Charlotte-Mecklenburg Schools and funded by a NC MSP grant.	All aspects of the SWIM program are intended to bring middle grades mathematics teachers in CMS to highly qualified	UNC Charlotte developed 6 courses in the mathematics content area which were offered to SWIM participants	Outcomes of the project are monitored by CMS and are not available for AY 2006-2007. However,

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>status within three years. The primary goal of this project is to provide a professional development continuum that will support quality mathematics teachers in every middle grades classroom, regardless of experience or entry level knowledge and increase participation in professional development activities. The specific goals for this project are to: 1. increase student achievement in mathematics for all middle school students, through improved teacher content knowledge and pedagogy, 2. retain a higher percentage of highly qualified mathematics teachers in CMS, 3. establish the leadership</p>	<p>annually. Course 1: Reasoning with Number and Algebra (modified from NC Middle Math Project) Course 2: Geometry and Measurement (modified from NC Middle Math Project) Course 3: Using Data and Probability in the Middle Grades classroom(modified from NC Middle Math Project) Course 4: Calculus for Middle Grades Teachers Course 5: Discrete Mathematics Course 6: Real World Mathematics All of these courses were designed to help teachers meet licensure requirements for obtaining their initial license.</p>	<p>we can report that: Teachers involved in the SWIM program remain in CMS at a higher rate than those seeking licensure who are not involved in SWIM courses. CMS is using some of the SWIM participants as mentors to new teachers in their respective schools. This project allows UNC Charlotte and the CMSTE to offer those courses which the teachers require to complete licensure and become highly qualified. The number of teachers participating in SWIM activities has tripled over the</p>

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>infrastructure to support the implementation of challenging curriculum in mathematics, 4. align UNC Charlotte teacher preparation programs to match CMS instructional goals, and 5. increase the number of middle school mathematics teachers in CMS who participate in content-based professional development activities.</p>		<p>course of the program, as evidenced by the enrollment in the SWIM courses.</p>
<p>The GK-12 Fellowship program was funded by the National Science Foundation and was a partnership with the Phillip O. Berry Academy of Technology in Charlotte- Mecklenburg Schools. This is the 4th and final year of the project.</p>	<p>The primary goal of this project is to improve scientific technological literacy of high school students who will be entering the workforce and universities of North Carolina. To meet this goal, the project trains a diverse group of STEM graduate students (GK-12 Fellows) to serve as instructional resources to</p>	<p>The graduate students, who serve this project as science specialists at Berry Academy, are involved in weekly activities at Berry Academy, either teaching a lesson, helping with a laboratory assignment or designing a lab or presentation to extend the scientific content of the students in the classes in</p>	<p>Outcomes of the project are monitored by CMS and are not yet available for AY 2006-2007. However, we can report that: The principal at Berry Academy contributes their moving up from the “low performing school” and having the state DPI</p>

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>teachers and students at Berry Academy of Technology. The major objectives for reaching this goal are: 1. to prepare a select group of graduate students in the latest techniques and strategies of teaching science and mathematics through summer workshops, weekly meetings with university faculty and interaction with education specialists; 2. to team GK-12 Fellows with teachers from Berry Academy of Technology and assist in introducing technology-based hands-on projects to the students; 3. to prepare teachers for teaching science as inquiry or the latest curricula in mathematics; 4. to provide students with positive role</p>	<p>which they are assisting. This year the GK-12 Fellows are assisting in Biology classes.</p>	<p>assistance team leave to the involvement of the UNC Charlotte GK-12 Fellows and their work at Berry Academy. The graduate fellows report that there are a number of minority girls who stay after school to talk to them about going to college and majoring in science.</p>

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
	models. 5. to enhance the communications skills and teaching abilities of GK-12 Fellows so that they will be more effective as graduate teaching assistants or teaching faculty if they pursue university employment. 6. to provide GK-12 Fellows with the skills and desire to serve as community volunteers in the schools once they enter the workforce.		
Saturday Academy in collaboration with six school systems: Cabarrus County, Anson County, Union County, Charlotte Mecklenburg Schools, Lincoln County and Kannapolis City.	The goal of the CMSTE Pre-College Program is to broaden the pool of students pursuing mathematics- and science-based majors and careers	The Pre-College Program actively recruits and prepares students of average to above average ability in grades 6-12 from six school systems in the UNC Charlotte area. The Saturday Academy Program consists of twelve days during the academic year.	We have participation in excess of 200 students in grades 6-12. We had 18 seniors graduate from the program last year and attend college in the state, including UNC Chapel Hill, NC State, NC A&T,

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>During each of the Saturday Academy sessions the students engage in various hands-on activities in math, science, communications, and career awareness. Students also participate on field trips and in a host of educational opportunities off and on the campus of UNC Charlotte. Parental commitment is a vital component to the success of students involved in the CMSTE Pre-College Program. The Parents Involved for Excellence (PIE) Club meets periodically at UNC Charlotte during Saturday Academy Activities. Attendance at these meetings affords parents opportunities to</p>	<p>and NCCU.</p>

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
		stay abreast of upcoming Program events and participate in student activities. The PIE Club plays a vital role in raising funds to support graduating Pre-College Program	
Research Experience Program for 11th and 12th Grade Students – Charlotte-Mecklenburg Schools and Cabarrus County Schools	The program is designed to accomplish the following goals: (1) To engage participants in rigorous, inquiry-based instruction and research experiences. (2) To develop a greater understanding of the research process and to acquire the fundamental skills used in all research. (3) To increase students' ability to utilize technology. (4) To forge partnerships between student participants and practicing researchers. (5)	As part of the RES program, students participate in a number of opportunities to address audiences about their work. Annually, these include science fairs, state mathematics and science meetings, and the OPT-ED Alliance meeting.	RES students have placed in the top three in each of the last three years in the Mecklenburg Science Fair, NC State Science Fair, and NC Junior Science and Humanities Symposium. Jasmine Gregory was highlighted at the 2006 Intel International Science & Engineering Fair by the Discovery Channel, which followed and filmed

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
	To engage students and researchers in designing, executing, analyzing, and presenting original research. (6) To encourage students to evaluate the ethical implications of recent scientific and technological advances. (7) To expose participants to current information on science/mathematics/technology-related fields, baccalaureate programs, careers, and additional research opportunities.		her competition. This was shown on the Discovery Channel. Other graduates have gone to several different universities in the state where they are currently majoring in science and engineering.
PDS partnership with Concord Middle School, Cabarrus County Schools	Highlights are presented from the school's report for three selected priorities, based on the NCATE Standards for Professional Development Schools. Standard I: Learning Community Standard II: Accountability and	Highlights of activities are summarized for each priority, indicated as standards. Standard 1: Learning Community. Clinical experiences, yearlong internships, student teaching, on-site bachelors coursework and M.Ed. program are	Standard I: Learning Community. Teacher retention rates was 96% for 2006-07. Middle grade student comments indicate enjoyment of undergraduates' participation in their school. Faculty and

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
	Quality Assurance Standard IV: Diversity and Equity	interrelated activities, with undergraduates engaged in activities such as tutoring, teaching lessons, case studies, providing resources, and teachers engaged in leading clinical assignments and sharing results of research projects to improve school wide instruction. Standard II: Accountability and Quality Assurance. The second cohort of M.Ed. students have developed research proposals based on initial data collection. Research proposals and projects are shared with the UNCC undergraduates to encourage their involvement in the research process.	staff treat the UNCC candidates as members of the school, and they have collaboratively created a climate of collaboration, care, and trust. Standard II: Accountability and Quality Assurance. Accountability measures used at the school are purposeful and equitable. The school regularly gathers and shares data to drive its improvement practices. Standard IV: Diversity and Equity. New questions have been raised about the fairness and accuracy of student assessments, and

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
		Standard IV: Diversity and Equity. With a focus on narrowing the achievement gap, teachers and UNCC faculty have attended the Closing the Gap conference together, designed M.Ed. research projects, and focused on best practices through school wide research.	more examination has begun to ensure that UNCC candidates as well as the middle grades students are exposed to strategies and research-based practices related to successfully teaching diverse learners.

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

To date, more than 70 faculty and staff members have provided documentation of service to North Carolina public schools. This summary gives examples of specific service activities with the particular intent of demonstrating the range of service. Faculty participated in school board meetings and served on the boards of charter schools such as the Socrates Academy and the Metrolina Scholars Academy. Many faculty provided professional development sessions in a wide variety of areas, such as Praxis II preparation for lateral entry teachers, integration of technology into the teaching and learning environment, the AP Statistics Exam, interpretation of standardized test scores, differentiation of instruction for gifted students, writing instruction and writing assessment, preparing for National Boards, using instructional strategies to increase student engagement and comprehension, liability law, use of the BRIC reading model in instruction, instructional methodology for elementary mathematics, effective instructional strategies for urban students, and collaborative co-teaching. Some of the direct service provided to K-12 students included the following: mentoring and tutoring, presentations to classes and demonstration lessons, supervision on field trips, conducting review sessions for particular types of exams, proctoring EOG and EOC tests, creating and supervising tutoring programs, hosting middle grades students for “College Day” at UNC Charlotte, serving as a liaison with Teacher Cadet programs, and judging Senior Exit Projects. Collaborations included co-planning for instructional units, jointly designing and conducting research, serving on various school committees, grant-writing, book study, reviewing curriculum, and conference presentations. Consultations with teachers included work with assessments, curriculum changes, observing and monitoring targeted students, how to involve LEP parents in tutoring programs, classroom observations of former students, professional writing, technology projects, and how to differentiate instruction for students with significant cognitive disabilities. Consultations with administrators included meetings to focus on personnel and morale building, meeting with a regional superintendent to discuss the “achievement zone” with the Urban Coalition team, conducting a cultural audit of the school and debriefing with the principal, sharing and interpreting various kinds of assessment data with principals, and serving on School Leadership Teams.

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

A central focus of UNC Charlotte’s eight Professional Development Schools (PDS) is supporting beginning teachers through induction programs of regular meetings and activities such as demonstration lessons, conferences, collaborative planning of instructional units, review of assessment data, professional development group sessions, informal and formal classroom observations, technology integration, assistance with classroom management and lesson design, make-and-take sessions, stress management, questioning techniques, end-of-year testing, and book study groups. Two examples of book studies include Lynn Howard’s “Ready for Anything: Supporting New Teachers for Success,” that is related to the INTASC standards, and Ruby Payne’s “A Framework for Understanding Poverty.” PDS induction programs also involved supporting the mentors in working with their mentees, thereby providing additional service to beginning teachers. In addition to PDS activities, UNC Charlotte faculty regularly visit the classrooms of first-year teachers that they had supervised

in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS schools, as well as when supervising student teachers and visiting beginning teachers elsewhere, faculty members take time to respond to their requests; for example, one faculty member reported working with two first-year social studies teachers on a weekly basis to help with instructional ideas and ways to address individual student needs. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology in the foreign language classroom, enhancing reading comprehension of second language students, the challenges of being a first year social studies teacher, the basics of liability law and self-protection for teachers, and best practices in elementary classroom mathematical tasks. Faculty have worked with beginning teachers in various projects, with implementation ranging from multiple schools (e.g., ArtsTeach in all CMS elementary schools) to single classrooms. One interesting classroom project involved a PDS Teach For America English teacher who was named first-year teacher of the year in 2005-06. In 2006-07, a faculty member assisted her and her students in a major technology integration project involving Movie Maker. Faculty have intentionally placed groups of clinical students with beginning teachers, as at Randolph Middle School in CMS and Concord Middle School, to provide “extra hands” in the classroom. The College of Education has assisted approximately 75 Teach for America new teachers this year with special sections of online and face-to-face coursework tailored for their particular needs and backgrounds. Through a generous gift from the George and Page Bradham Foundation, we awarded for the four time the UNC Charlotte Beginning Teacher Award (with a \$1000 honorarium). This year’s recipient was Ashley Roach, a teacher at Shady Brook Elementary in Kannapolis. In Spring 2007, December graduates were invited to small dinner parties at faculty homes and were interviewed about their preparation and supported in relationship to any concerns at this time.

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

UNC Charlotte provides a wide array of academic coursework leading to teacher licensure for three different groups of adults (1) lateral entry teachers in a variety of fields, (2) those who are seeking lateral entry positions, and (3) those who wish to complete a teacher preparation program before entering the classroom. The Office of Teacher Education Advising and Licensure (TEAL) and the Associate Dean provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, students are advised within their respective departments by specially trained advisors and faculty. Advisors and faculty assist many students to obtain lateral entry positions when they reach the internship portion of their program. We offer graduate-level courses in a fast-track intensive program in the licensure areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, history, social studies, biology, chemistry, earth science, physics and comprehensive science; and the K-12 fields of art, dance, music, theatre, French, German, and Spanish. The fast-track program has just been shifted to a UNC Charlotte Graduate Certificate program to streamline the application process, make graduate levels of financial aid available, and simplify the rollover of Graduate Certificate coursework to the Master of Arts in Teaching (MAT). The attractive MAT program mirrors the fast-track (Graduate Certificate) coursework in Phase I; then after obtaining the Standard Professional I License at the end of Phase I and a full-time teaching position (if not already held),

candidates enter Phase II in order to pursue the advanced license. Graduate Certificate and MAT courses are offered in the evenings, weekends, as well as online and off-site in summer institutes with reduced costs through distance education. In 2006-07, 26 online courses were offered to 480 lateral entry teachers working toward licensure in B-K, special education, middle grades, and secondary fields of education. In the 2006 off-campus Lateral Entry Teacher Summer Institute held for special education and middle/ secondary teachers, more than 400 teachers pursued coursework toward licensure in 22 courses. Through these multiple venues in 2006-07, UNC Charlotte served approximately 1500 adults who have been admitted to one of our programs or are seeking licensure through a RALC plan of study. The Center for Math, Science and Technology Education provides on-campus summer institutes for lateral entry teachers of mathematics in Charlotte-Mecklenburg Schools to improve algebra, geometry, and pedagogy skills. We have offered Praxis II Preparation Workshops for lateral entry teachers and for those seeking lateral entry positions (e.g., Special Education). We are providing specially tailored coursework to more than 75 Teach for America teachers who have taken lateral entry positions in Charlotte-Mecklenburg Schools. PDS induction programs include support for lateral entry teachers.

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

We offer Master's and Doctoral programs addressing over 20 different advanced licensure or leadership areas. The Master of Arts in Teaching allows teachers who have cleared their lateral entry licenses to build upon their previous degrees and earlier graduate coursework to obtain advanced licensure. An array of distance education programs, either online or face-to-face, make graduate education and add-on or advanced licensure more easily available to career teachers. Current programs include Academically/Intellectually Gifted add-on licensure program (online and face-to-face in Gaston County and Charlotte-Mecklenburg); M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Lincoln County), and the M.Ed. in Elementary Education (Kannapolis City Schools). The Center for Math, Science, and Technology Education (CMSTE) has provided services to career teachers at Philip O. Berry Academy through an NSF grant; led AP institutes as well as AP Alliances meetings for AP math, statistics, and science teachers; led continuing education institutes for teachers in the SWEA service area in Advanced Functions in Modeling (AFM) and science; led quarterly meetings with CMS elementary teachers focused on implementing a new mathematics curriculum; organized and hosted AP Review Day with co-presentations by master teachers and UNCC faculty; collaborated with teachers in activities for students such as the MSEN Day competition for 700 students, the Mecklenburg Science Fair, and the Science Olympiad. The College, in partnership with the Southwest Education Alliance, provided National Board preparation sessions, individual coaching, and feedback on teachers' written drafts. PDS teachers were involved in collaborative projects, such as research into reading fluency, integration of technology, data collection, improving instructional practices for ESL students, and book study groups. Professional development sessions and individual mentoring included topics such as "Tort Law," differentiating math instruction, teaching writing, teaching AP Statistics, teaching urban students, unit development, and instructional strategies to increase student engagement. Faculty made classroom visits to observe and give one-on-one advice or feedback; others provided

demonstration lessons or taught collaboratively in specific areas. Faculty participated in organizing and presenting at locally-held professional conferences for teachers, such as the National Association for Gifted Children's conference in the fall, and the Child and Family Development Conference in the spring. One faculty member arranged for 16 teachers to make presentations at the North Carolina state conference of the International Reading Association. Many faculty worked with the Teacher Cadet program – assisting the teachers with activities, recruitment ideas, and celebrations. Others provided direct assistance with students, such as mentoring, proctoring EOG exams, conducting test preparation sessions (e.g., AP statistics exam), chaperoning field trips, judging competitions such as the Lincoln County Schools Knowledge Bowl Tournament, teaching lessons, and tutoring or supervising tutoring by UNC Charlotte students.

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

The College of Education serves low performing schools through several systematic, on-going partnerships as well as through a variety of individual faculty efforts. Some of the schools are designated “low-performing” according to state standards, while others are identified through the Southwest Education Alliance (SWEA) as “priority” schools, that is, schools at high risk for low performance and related problems. For this report, activities at both kinds of schools will be described. The RAISE project, described in the SEC template, focused on developing literacy skill instructional methods for students with significant intellectual disabilities; the project developed literacy curriculum trained teachers to implement it, monitored implementation, and presented data analyses of results. The BRIC project (Behavior and Reading Improvement Center) completed its final year of funding and was described in the 2005-06 SEC template; however faculty associated with the grant continued to collect assessment data twice a year from the BRIC schools in CMS, and at least one faculty member provided BRIC-related consultation service. The NSF project being implemented at Philip O. Berry High School in CMS supports, enhances, and enriches the teaching of science, mathematics, computer technology, and engineering in high school courses by pairing masters and doctoral students in these disciplines with high school teachers in these areas. Two of the eight PDS schools are SWEA “priority” schools: E.E. Waddell High School and Thomasboro Elementary School. Several of the Teacher Cadet programs, all of which have UNCC faculty liaisons, are low-performing or priority schools, such as Garinger and West Mecklenburg. A faculty member serves as President of “A Child's Place,” a not-for-profit organization that works in partnership with CMS to help serve homeless children; currently A Child's Place provides a social worker and liaison for each of six schools, including Billingsville Elementary. In addition to these examples of on-going service, faculty have reported activities such as meetings with various principals, the regional superintendent of the CMS “Achievement Zone,” the ten most struggling schools in the system, and with the co-founder of the Urban Coalition Team. These meetings responded to administrators' requests for consultation, advice, and data. Faculty have served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited and observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted in evaluating and improving Personal Education Plans.

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

(1) NC public schools will produce globally competitive students: UNC Charlotte played leadership roles in the Preservice Teacher Education Task Force of the North Carolina in the World initiative. This work was based on the premise that in order for students to have knowledge and skills about the world, teachers must have knowledge and skills about the world. The Task Force established the statewide goal that by 2015, teachers will have knowledge of the interconnectedness of the world through systematic experience, study, and assessment. In response to the Task Force recommendations, the College of Education developed a strategic plan for globalization of teacher education at UNC Charlotte. Specific actions include the support of four education-focused study-abroad opportunities, including a semester experience for elementary education majors in Germany and a Mexico experience for graduate students in counseling. A standing committee has been charged with examining curriculum and faculty development to promote globalization in teacher education. (2) NC schools will be led by 21st Century professionals: New graduate-level add-on licensure programs were launched in School Counseling and School Administration. 500 lateral entry teachers were enrolled in the 2006 Lateral Entry Teacher Institute to earn credits toward the teaching license. (3) Closing the Achievement Gap: A faculty member serves on North Carolina's Raising Achievement and Closing Gaps Commission. A faculty member is serving on a taskforce to reduce the achievement gap in math and science for African American high school students. (4) Assisting Low-Performing Schools: UNC Charlotte has teacher education partnerships with a number of public schools at risk for low performing designation, including Thomasboro Elementary, E.E. Waddell High School and Philip O. Berry Technology Academy. Initiatives include curriculum reform and teacher/ leader mentoring and support. A professor served as Faculty-in-Residence at Thomasboro Elementary in Fall 2006 to provide systematic professional development in mathematics, resulting in significant increases in math test scores. A faculty member teaches on-site college classes in "the secondary school experience" at E.E. Waddell and supervises teacher education students in school-based service-learning projects. UNC Charlotte places 10 graduate students in science, mathematics, engineering, and technology in high school classes at CMS's Philip O. Berry Academy of Technology to strengthen content knowledge for high school students in science and math, with funding from the National Science Foundation. Higher EOC scores are associated with this enrichment. UNC Charlotte delivers Master's degree programs to cohort groups of teachers in Charlotte-Mecklenburg's Focus (high need) schools.

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

NC public schools will be led by 21st Century professionals was the State Board of Education priority that continues to receive special emphasis at UNC Charlotte. This year's accomplishments center on revisions to our professional education curriculum that streamline our programs and increase access while retaining rigor, relevance and adherence to the highest state and national program approval/ accreditation standards. At UNC Charlotte, undergraduate students seeking a high school teaching license (9-12) in a core content area (e.g., English, mathematics) complete the major in the subject area and in addition complete

a significant sequence of professional education coursework (e.g., instructional planning, methods, diverse learners, teaching reading in the content area, student teaching, etc.). This year, we streamlined that professional education sequence, moving from 44-semester hours to 33 semester hours, thus maximizing the opportunity for candidates to complete their program of study and qualify for the NC teaching license in the standard eight semesters for a baccalaureate degree. In addition, this revised professional education program of study has been officially approved as a “Minor in Secondary Teaching.” This academic recognition will appear on candidates’ transcript and will provide an easier mechanism for advising and tracking student progress. It is our expectation that this change in the professional education sequence will improve program retention/ program completion numbers, including the high need areas of high school math and science. Similarly, the Masters in School Administration has been streamlined from 48 semester hours to 39 semester hours, with course revisions that reflect emerging issues of importance such as recruitment, support, and retention of teachers. A third curriculum revision focuses on alternative pathways to the teaching license. UNC Charlotte has had graduate-level “fast track” programs for initial teaching licensure since 2002; these programs are designed to prepare college graduates from diverse fields for second careers as teachers. This year, these “fast track” programs have been officially approved by the UNC Charlotte Graduate School as “Graduate Certificate” programs, thus assuring access to federal financial aid. A new Graduate Certificate in Instructional Systems Technology was approved, with a focus on preparing building-level technology specialists. Recruitment efforts to bring more students to these streamlined teacher education programs include the hiring of the first full-time Teacher Recruiter at UNC Charlotte, the creation of “TeamTeach,” a student leadership organization with responsibility for undergraduate recruitment, and the development of the UNC Charlotte Teacher Recruitment Plan.

Supplemental Information (Optional)

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

In 2006-2007, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis II and Praxis I examinations. To assist with the Praxis II examinations, incoming faculty at UNC Charlotte in both the College of Education and the College of Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. A second initiative involved faculty members planning and conducting Praxis II examination preparation workshops for pre- and in-service teachers. A total of 285 students participated in 20 workshops designed to prepare students for their respective Praxis II tests. Students’ evaluations of the workshops suggested that the workshops improved significantly the students’ ability and confidence to take and pass the examinations. Participants by content area were as follows: elementary education (150); English (26); special education (41); social studies (27); mathematics (41). To assist with the Praxis I examinations, 6 workshops were conducted for 123 students seeking admission to a teacher education program. Participants registered for content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously

failed the Praxis I examination and to first time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 39 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 65% showed improvement. There were 84 participants in the reading/writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 52% showed improvement.

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts by the new Teacher Recruiter and by the Office of Teacher Education, Advising and Licensure (TEAL). The Teacher Recruiter has made advising visits to all academic campuses of Central Piedmont Community College, to Rowan-Cabarrus Community College (North and South campuses), and Gaston College. She has made regular visits to Stanly Community College and corresponds with all potential students as we launch another 2+2 initiative with that school. She has spoken with students, principals, and faculty of middle schools and high schools in a number of venues. UNC Charlotte Teaching Fellows made site visits to high schools to share information about careers in teaching and scholars. College of Education faculty members have volunteered with high school Teacher Cadet programs. The College hosted the fourth annual Future Teachers Conference in Fall 2006 for more than 200 high school students. We continue to expand the 2+2 agreements to assist students coming into Child and Family Development, Elementary Education, Middle Grades, and Special Education to transfer into programs more seamlessly with minimal waste of community college credits. The Teacher Education Learning Community continues to attract new freshman, who live in a high-tech residence hall, take many courses together, and have special seminars designed to support their commitment to entering teacher education programs. The partnerships with Teach for America and IBM's Transition to Teaching programs are bringing more college graduates from other fields into the teaching profession. The secondary education faculty have revised and reduced requirements for undergraduate Arts and Sciences majors who add secondary education licensure to their major. The former fast-track licensure program for post-baccalaureate students has been converted to a UNCC Graduate Certificate program to simplify admission processes and allow access to graduate levels of financial aid. The Lateral Entry Teacher Institute is offered off campus in the summer to support lateral entry teachers and other post-baccalaureate or graduate students in accessing coursework more conveniently and affordably. Special courses, recognizing prior institute work, have been designed to help Teach for America teachers to complete licensure requirements more rapidly. Campus-based activities include conducting recruiting and advising sessions at weekly Open Houses, quarterly Explore UNC Charlotte sessions, and summer SOAR sessions. The new Teacher Recruiter has designed a recruitment website with a webserver function for ease of inquiry and response. This response includes an email and a personalized letter with a packet of information. In conjunction with Undergraduate Admissions, the Teacher Recruiter has developed a new recruiting brochure. The Dean's TeamTeach has been established, comprised of students who are helping in the recruitment process, through Praxis I tutoring and participation with open houses, Explore, and other events.

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

The College has established a Diversity Committee that has completed and continues to monitor faculty and student recruitment plans, along with stimulating and supporting curricular attention to diverse learners. With the addition of our new Teacher Recruiter/Advisor, who is African-American, our minority faculty and advisor presence in the initial licensure teacher education programs has increased to 20%, thus providing more role models for underrepresented groups. The Recruiter has actively designed recruiting materials that feature minority teachers and students, providing a visual representation of the population of schools. The Dean's new TeamTeach members include minority students who will be participating in recruitment activities. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The College has continued to provide campus leadership through university-wide faculty seminars and institutes on improving curriculum diversity. The Center for Mathematics, Science and Technology Education (CMSTE) houses the NC-MSEN Pre-College Program that focuses on minority students in middle and high schools. Through the CMSTE's program, we are recruiting more minority students to the university and hopefully, into science and math majors and teacher education. The UNC Charlotte NC Teaching Fellows continue to implement a five-year recruitment plan that tracks a number of target high school students who express interest in teaching. A number of male and minority high school seniors who identify UNC Charlotte as one of their top five choices on the Teaching Fellows application are specifically identified and recruited to our University. The College's efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the Greater Charlotte Alliance of Black School Educators. The workshops for Praxis I in reading, writing and math are open to all students, but were established with a particular focus on assisting minority students in clearing the Praxis I barrier. The Future Teachers Conference has had such a strong interest from Latino participants that UNC Charlotte has formed a task force for recruiting Latino professionals into teacher education as part of the overall Latino initiative. The 2+2 agreements with community colleges, the fast-track licensure program, and the Lateral Entry Teacher Institute all attract more minority students by facilitating entrance into and progress through teacher education programs. The changeover from the fast-track licensure program to the Graduate Certificate program will provide all students the additional financial incentives in federal aid, but it is often minority students who need the extra assistance the most.

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

(1) The undergraduate sequence leading to licensure in secondary education fields for Arts and Science majors has been reduced from 44 to 33 hours, with the opportunity for completion in 2-3 semesters rather than the previously typical four semesters. This change will improve time-to-degree and will lead to improved rates of licensure completion, since students in all majors seeking secondary education licensure can now complete their degree

in 120 hours, including student teaching. In addition, the secondary licensure program has been approved as a minor. This change will improve visibility and the perception of legitimacy among Arts and Sciences advisors and students. The heightened visibility should help with recruiting while the reduction in hours will help with retention. (2) The fast-track post-baccalaureate licensure program has been converted to a UNC Charlotte Graduate Certificate Program, with several benefits to students: more streamlined admission process, opportunity for graduate levels of federal financial aid, opportunity for graduate assistantships, and greater ease of course rollover into the Master of Arts in Teaching. (3) The new add-on licensure program in School Administration began this year, and reduction in hours in a redesigned Master of School Administration was approved during the year. Both changes are designed to help with the growing shortage of principals by streamlining the pathway to licensure. (4) Erskine Bowles' attention to recruiting new candidates into teacher education, along with the new position of Teacher Recruiter at UNC Charlotte, has resulted in a number of new activities designed for recruiting. One example is the creation of the Dean's TeamTeach, a group of diverse undergraduate and graduate students in initial licensure programs who will assist in the recruitment efforts.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	52
	Hispanic	3	Hispanic	9
	White, Not Hispanic Origin	87	White, Not Hispanic Origin	556
	Other	2	Other	24
	Total	97	Total	652
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	45
	Other	1	Other	2
	Total	17	Total	57

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	22
	Hispanic	0	Hispanic	4
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	208
	Other	1	Other	10
	Total	36	Total	246
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	12
	Black, Not Hispanic Origin	23	Black, Not Hispanic Origin	144
	Hispanic	2	Hispanic	13
	White, Not Hispanic Origin	109	White, Not Hispanic Origin	384
	Other	8	Other	48
	Total	143	Total	606

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)	44	71
Elementary (K-6)	75	173
Middle Grades (6-9)	49	135
Secondary (9-12)	75	221
Special Subject Areas (k-12)	34	83
Exceptional Children (K-12)	37	213
Vocational Education (7-12)		13
Special Service Personnel (K-12)		
Other		127
Total	314	1036
Comment or Explanation		
UNC Charlotte does not make a distinction between enrolled students who are already lateral entry teachers, those intending to seek a lateral entry position in the near future, or those who plan to complete their licensure preparation before seeking employment. Therefore, these numbers represent all post-baccalaureate students who are seeking licensure through a UNCC licensure plan, through a RALC plan, or those who are enrolled in an introductory course while completing an application.		

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

	Baccalaureate
MEAN SAT Total	1,191
MEAN SAT-Math	568
MEAN SAT-Verbal	570
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.21
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		4	10
Elementary (K-6)	170	5	61	19
Middle Grades (6-9)	26		27	12
Secondary (9-12)	27	2	30	10
Special Subject Areas (K-12)	17		13	5
Exceptional Children (K-12)	16	1	24	16
Vocational Education (7-12)				
Special Service Personnel				
Total	264	8	159	72
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	215	98
Spec Ed: Adapted Curriculum	13	100
Spec Ed: BED	4	*
Spec Ed: General Curriculum	52	100
Spec Ed: LD	1	*
Institution Summary	285	98
* 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	23	70	114	36		
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	11	5	9	2	1	2
U Licensure Only	83	59	45	26	6	10
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	471	97	77
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
Charlotte-Mecklenburg Schools	1,909
Cabarrus County Schools	682
Gaston County Schools	462
Union County Public Schools	448
Rowan-Salisbury Schools	340
Iredell-Statesville Schools	258
Cleveland County Schools	249
Stanly County Schools	218
Lincoln County Schools	209
Kannapolis City Schools	125

**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.	3.40	3.51	3.55
preparation to effectively manage the classroom.	3.27	3.46	3.39
preparation to use technology to enhance learning.	3.20	3.33	3.48
preparation to address the needs of diverse learners.	3.33	3.39	3.39
preparation to deliver curriculum content through a variety of instructional approaches.	3.46	3.44	3.57
Number of Surveys Received	147	148	174
Number of Surveys Mailed	360	360	360

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
129	9	74