

# **IHE Bachelor Performance Report**

## **UNC-Wilmington**

**2006 - 2007**

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### **Overview of the Institution**

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

### **Special Characteristics**

The Watson School of Education at the University of North Carolina Wilmington is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the Watson School has established Professional Development System collaborative agreements with 10 school systems and one charter school in the southeastern region of the state. Students are required to complete extensive and developmentally sequential field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management

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

## **Program Areas and Levels Offered**

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

science. An English as a Second Language add-on licensure at the undergraduate and graduate levels has been submitted for temporary authorization.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Brunswick County Schools (Belville, Bolivia, Jessie Mae Monroe, Lincoln Primary, Southport, Supply, Union, Virginia Williamson, Waccamaw Elementary Schools; Leland, Shallotte, South Brunswick Middle Schools; North Brunswick, South Brunswick, West Brunswick High Schools), Camp Lejeune Department of Defense Schools (Delalio Elementary, Tarawa Terrace II Elementary, Johnson Primary, Bitz Intermediate, Brewster Middle, Lejeune High), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady, Beaulaville, Chinquapin, Kenansville, North Duplin, Rose Hill-Magnolia, Wallace, Warsaw</p>	<p>Improved Collaborative identification of need and utilization of resources throughout SE North Carolina</p>	<p>Formal District Agreements and School Applications with assessment of needs and prioritized targeted goals for improvement resulting in data that has been analyzed and used to identify services needed.</p>	<p>This has resulted in a construction of a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts.</p>

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<p>Elementary Schools; Charity, EE Smith, Warsaw Middle Schools; East Duplin, James Kenan, North Duplin Jr/Sr, Wallace-Rose Hill High Schools), Jones County Schools (Jones Middle School), New Hanover County Schools (Child Development Center, JC Roe Pre-K Center, Howe Pre-K Center, UCP Developmental Preschool; Alderman, Anderson, Bellamy, Blair, Bradley Creek, Carolina Beach, Codington, College Park, Dorothy B. Johnson, Eaton, Gregory Math/Sci/Tech, Holly Tree, Lake Forest Academy, MC Williams, Murrayville, Ogden, Parsley, Pine Valley, Rachel Freeman, Snipes, Sunset Park, Winter Park Model, Wrightsboro, Wrightsville Beach Elementary Schools; DC Virgo, Murray, Myrtle Grove, Noble, Roland-Grise, Trask, Williston Middle Schools; Ashley, Hoggard, Laney, New Hanover High Schools), Onslow County Schools (Walter Thompson Elementary Pre-K</p>			

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<p>School; Blue Creek, Carolina Forest, Dixon, Jacksonville Commons, Morton, Parkwood, Queens Creek, Richlands Primary, Swansboro Elementary Schools; Dixon Middle School; Dixon High School), Pender County Schools (Burgaw, Cape Fear, Malpass Corner, North Topsail, Rocky Point Primary, South Topsail Elementary Schools; Burgaw, Topsail Middle Schools; Pender, Topsail, Trask High Schools), Sampson County Schools (Union Elementary, Union High School), Whiteville City Schools (Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School.</p>			
<p>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>Teacher Retention</p>	<p>WSE First Years of Teaching Support Program is in its third year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, an online book study hosted through WebCT, and an extensive resource-rich website.</p>	<p>Program served 398 teachers through the various components in 2006-2007. Twenty-nine new teacher participated in the online study group and there are an average of 212 hits on the website and requests for resources each month.</p>

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Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Teacher Retention	Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. An online mentor training is being developed for fall 2006 to expand the access to others across the region and state.	Twenty-eight training sessions and conferences were delivered to 1,306 school teachers and administrators. In addition, 13 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision (paid by district).
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Professional Development of Teachers and /or Administrators	Partnership sponsored Professional Development Activities include bi-annual conferences, orientation and extended training, and technology workshops and seminars.	In 2006-2007, 917 partnership teachers and administrators were engaged in professional development through participation in one or more of 37 professional development activities. Seven separate workshop sessions focused on technology were provided to 126 partnership teachers during 2006-2007.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Professional Development of Teachers and /or Administrators	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the	Thirty-five Center Activities served over 1,262 teachers and students in 2006-2007, a significant increase from the previous year (782 teachers and students in 27 activities). Teachers received over 8,492 contact hours of instruction (an increase of over 2100 hours

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		Summer Ventures Program.	from the previous year).
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Professional Development of Teachers and /or Administrators	Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues.	The Watson School of Education and its affiliated Science and Math Education Center received over \$1,309,654 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Professional Development of Teachers and /or Administrators	<i>Middle Grades Reading Institute: Advancing Reading Across Content Areas</i> will be offered to partners beginning in late summer 2007. During this year, 2006-2007, in direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development, faculty and public school partners have worked to design content-specific modules.	The summer institute has been designed and will consist of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute will use a collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules.
Brunswick, Clinton City, CFCI, Columbus, Duplin, Jones, New Hanover, Onslow, Pender, Sampson, Whiteville City, Lenoir, Carteret,	Support for Career Teachers Seeking National Board Certification	The Watson School of Education National Board Support Program for initial and retake candidates consists of “Sanity Saturday” sessions,	During 2006-2007, the Watson School of Education sponsored “Sanity Saturday” sessions for 104 Initial or First Time National Board

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Robeson, Johnston, Alamance-Burlington, Union		evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	Candidates from the partnership districts and 6 different school districts across North Carolina. The Watson School also provided support sessions specifically for Retake Candidates and during this year. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School's National Board Support Program to future candidates.
Brunswick, Duplin, New Hanover, Pender, Onslow, Columbus, Sampson, Burke, Macon, Elizabeth City-Pasquotank, Franklin, Jackson, Wake, NCAE, NCCAT, Wilson, Haywood, Edgecombe, Union, Richmond, Orange, Gaston, Wilkes, Dare, Winston-Salem-Forsyth, Iredell-Statesville, Wilson, Weldon City, Rutherford, Asheville City, Buncombe, Cleveland, Alexander, Nash-Rocky Mounty, Madison, Chapel-Hill/Carrboro, McDowell, Yancey, Edenton-Chowan, Wayne,	Assistance in Establishing National Board Support in School Districts	A formal partnership between the Watson School of Education and the NC Department of Public Instruction's Office of Recruitment and Retention. A collaborative professional development program was designed and delivered for National Board Facilitators in school districts across the state.	The National Board Facilitator training scheduled during the summer of 2006 has drawn the maximum number of participants in each of the regionally delivered sessions (30 facilitators in each). Ninety-six National Board Support Providers were trained in four sessions during this year.

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Person, Davie, Jackson, Moore, Johnston, Mitchell, Guilford			
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Collaboration on Student Issues and Needs	During 2006-2007, the Watson School of Education continued its partnership with the College of Arts and Sciences' Department of Social Work and three school districts (Pender, Brunswick, and New Hanover ) to respond to an increasingly challenging regional need. The Coalitions 4 Success grant-funded initiative focused on improving teachers' and administrators' attitudes, knowledge, skills and abilities to ensure successful high school education of Limited English Proficiency Hispanic and disenfranchised students.	Thirty educators from five regional high schools participated in the project during 2006-2007 which included an administrator on each team of cross-content teachers. Data indicated that this project directly improved educational outcomes and experiences for approximately 185 LEP students. Data indicated that teachers improved in their capacity to support teaching and learning of Hispanic and at-risk students. This program provided a critical support network of 272 beginning and career teachers through mentoring. Due to the focus on student learning for all students it has an indirect impact on 3,716 students.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape	Collaboration on Student Issues and Needs	The Bi-annual <i>Ideas, Insights, and Challenges Conference</i> provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and	Two hundred and nine partnership teachers, WSE faculty and supervisors attended this conference. Participants examined how to meet the needs of diverse learners and topics for focused

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Fear Center for Inquiry Charter School		goals. During 2006-2007, the fall and spring conferences focused on diverse learners and how to meet the needs of at-risk students through balanced literacy across the curriculum.	discussions were on how to motivate reluctant learners, design classroom instruction that works, and develop applications using Stiggins model to help students uncover big ideas.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Collaboration on Student Issues and Needs	Secondary Ideas, Insights, and Challenges Conference focused on high schools for the new era that create learning communities in high school settings. The focus is on improving the learning environment for students, helping teachers create common assessments, and focus on learning through understanding the new 21st Century Standards for learners (Howard Lee as a guest speaker)	Fifty-five high school partnership teachers attended the conference and had the opportunity to discuss issues, clarify policies with the State Board Chairman related to the 21st Century Standards. They also experienced in-depth descriptions and discussions from colleagues and administrators on student learning and the results of four non-traditional models from high school innovators.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Intern / Graduate Impact on P-12 Learning	The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-school partnership provides a structured environment for developing <i>higher order instructional dispositions</i> and assessment of the impact of teaching on student learning. Internship	Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories

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		<p>candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.</p>	<p>indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories. This WSE Learning-Centered Cognitive Coaching Model program has been selected for the 2006 AASCU Christa McAuliffe Award, one of two nationally.</p>
<p>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>Intern / Graduate Impact on P-12 Learning</p>	<p>A pilot research study was designed and implemented during 2006-2007 to a sample population of university partners in order to gather data regarding the preparedness of Watson School of Education interns to address the needs of diverse learner.</p>	<p>Data collected from forty secondary partnership teachers from nine PDS schools who were hosting interns this year indicated strong agreement on 8 INTASC indicators of interns' preparation to address needs of diverse learners.</p>

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

Regional engagement is one of the University of North Carolina Wilmington's strategic goals, and public service also is a primary component of the promotion, tenure and merit structure for faculty. Faculty members from the Watson School of Education and across campus partner with public schools and the region to provide service to schools, and to support professional development and economic growth. During the academic year 2006-2007, 57 faculty members in the Watson School of Education were engaged in service to schools with a total 319 significant activities. Activities were provided to 10 school districts in southeastern North Carolina and included consultations, workshops and seminars, and serving as judges for senior projects and science fairs. The average number of activities per faculty member has increased from 4.0 in 2006 to 5.5 in 2007. Faculty service reports indicate that Watson School of Education's outreach activities provided more than 50 workshops, presentations, and seminars to teachers, students, and administrators. Consulting activities were provided to more than 50 school districts, while 9 faculty members volunteered as judges for senior projects or science fairs. Watson School of Education faculty members are involved in daily operations and governance of local schools; 12 faculty members held memberships in district or school level committees and school boards. Seven faculty members provided tutoring services to school districts and individual students. The Watson School of Education Lab provided 2500 hours of tutoring in math, reading and special needs for 135 school children. Commitment to public service also is evident through research projects and grants. Twelve faculty members in the Watson School of Education worked with local school faculty to develop research projects and grant proposals. The Watson School of Education also has provided technological support to New Hanover County Schools by hosting a videoconference between high school faculty and students in New Hanover County and students and faculty in New Jersey as a start of an international education program videoconferencing student idea exchange with schools in Europe, Africa, and New Zealand. The Science and Mathematics Education Center benefited over 2,225 students through its technology support program. Preliminary data indicate that public service also is a priority for faculty across campus. Faculty in the Anthropology Department served as guest speakers and held hands-on learning sessions for Winter Park and Johnson Elementary Schools. A mini-workshop on ceramic technology was conducted for fifth graders at Winter Park Elementary. One faculty member from the Communication Studies Department performed stories each week for twenty-two third graders at Forest Hills Elementary. UNCW faculty also offered writing classes to students at Pender County High School, Blair Elementary School, and Noble Middle School.

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

The Watson School of Education continues to support beginning teachers during the early years of their careers through the First Years of Teaching Support Program (FYTSP). The program now includes online support resources for all teachers, though it is especially geared toward the issues faced by new teachers. In 2006, an INTASC-focused online

book study was added to the program. The e-mentoring component also continued to match experienced teachers with new teachers engaging in an electronic dialogue. Plans for 2007 include the development of a WSE New Teacher Leadership Academy for 20-30 of the partnership districts' new teachers. A Teachers of Students in Poverty book study has been developed and is currently being structured for hybrid online use. In addition, a monthly newsletter that includes unit-wide WSE information, teacher tips, professional development information, as well as highlights of new teacher initiatives in the classroom also is sent to participants in the program. A board game based workshop that prepares teachers for the rigors of the developmental phases they will experience during their early years of teaching was developed in 2006-2007. A mentoring plan also was developed and implemented to support those teachers exiting the NC Teach alternative licensure program. Multiple online book studies, hosted through WebCT, include an in-depth analysis of new teacher practices and reflections on those practices. During 2006-2007, 44 teachers participated in the online book studies, averaging 33 exchanges per discussion. Participants read an average of 111 articles and/or posting from colleagues during the course of the book study. Utilizing input from public school partners, the online poverty book study is being expanded to reflect the current needs of the partnership school districts. The First Years of Teaching program served 655 teachers through the various avenues of support offered in 2006-2007. The extensive First Years of Teaching website continues to include an electronic survey link where teachers can provide updated contact information allowing the Watson School to maintain information on graduates and local teachers interested in using the resources. The FYTSP information also is shared with each class of graduating teacher interns during their final WSE seminar, thereby establishing contact and offering immediate support to hundreds of new Watson School graduates each year.

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

The Watson School of Education maintains a position entitled Alternative Licensure Coordinator designed to address the needs of lateral entry teachers and licensure-only candidates. The Coordinator maintained active files of 26 identified lateral entry teachers and a total of 239 licensure-only students during 2006-2007. The Alternative Licensure Coordinator served lateral entry teachers through disseminating information on the lateral entry process and requirements, and by developing individual plans of study for prospective students in three of the four alternative licensure programs offered by the Watson School. (The fourth program is a graduate M.A.T. degree.) He met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules at both UNCW's main campus and the extension office in Onslow County (Coastal Carolina Community College – Jacksonville). Over the course of the academic year, these extended office hours, two days a week until 6:00 p.m., served the needs of over 244 students. In addition, the Alternative Licensure Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages provide extensive information on program options, thereby

giving lateral entry teachers continuous access. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers including offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal Community College. The College of Arts and Sciences also offered evening and online courses to provide access to lateral entry teachers needing content courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by letter from the principal for their internship requirement for licensure. Another attempt to remove a barrier for potential students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to the Watson School of Education to complete a licensure-only plan of study for lateral entry candidacy is a contract called "Fresh Start". To qualify for "Fresh Start", candidates must earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure and pass Praxis I. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The Watson School also ensures support for lateral entry teachers in the public schools by providing three years of mentoring support for individuals participating in the CT3 or NC Teach programs. Also, lateral entry teachers have access to online teaching materials and other resources provided through WSE's First Years of Teaching Support Program.

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

The 2006-2007 academic year was a productive one for the Watson School of Education for initiatives designed to meet the needs of career teachers in the region. WSE partnered with the Southeast Education Alliance to provide professional development for 299 educators from 12 school systems including Bladen, Brunswick, Columbus, Duplin, Whiteville City, Jones, Lenoir, New Hanover, Onslow, Camp Lejeune, Pamlico, and Pender in "Closing the Achievement Gap." Nine "Sanity Saturday" support sessions were held to assist National Board initial and retake candidates in the southeastern region. Three facilitators worked with candidates during sessions, and ten individuals served as readers for electronic submissions. These persons read over 100 portfolio entries for 82 candidates. The team worked with a total of 104 candidates (92 initial and 12 retake) seeking the National Board credential. The Science and Mathematics Education Center (SMEC) conducted thirty-five activities serving 1,262 teachers/students. Teachers received over 8,492 contact hours of instruction, and were awarded either licensure renewal or graduate credit hours. SMEC's Technology Loan Program supported teachers' use of technologies with their students. The Star Lab Portable Planetarium, Vernier Probeware, and laptop computers were examples of some of the technologies provided. Over 2,225 students benefited from the training of their teachers and the use of equipment loaned to their classrooms. WSE also assisted the new Isaac Bear Early College High School with mobile presentation equipment and laptops for teachers to use, as well as assisted in assessment training for teachers. A classroom set of thirty handhelds was loaned to a local teacher to enable her to have "real time" computer use in her

classroom. A new science initiative was developed with three science areas to improve content knowledge of science teachers. Professors in the areas of environmental science, chemistry, and biology teamed with public school master teachers to deliver coursework to middle grades and high school educators. A cohort of 18 teachers completed the M.Ed. in Elementary Education delivered onsite in Onslow County (Coastal Carolina Community College and Camp Lejeune Education Center locations). The program was designed to focus on teacher leadership and school reform. In Fall, 2007 WSE will begin a new cohort at the graduate level with courses delivered on-line and via video conferencing serving teachers at two sites. In another partnership endeavor with Sturgeon City and Onslow County Schools, the Watson School is offering teacher stipends supported by grant monies for educators to receive graduate credit while developing a Forensic Environmental Science Unit. Nine teachers are participating in this innovative program. WSE also partnered with Whiteville City Schools to deliver Literacy and Play training to 55 participants in the area of preschool education.

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

The Watson School of Education, through its Reading Recovery program, provided training, supervision, and leadership to 45 school systems helping struggling readers. A total of 613 teachers worked with 5,231 first grade students, and 74% of these students reached grade level by the end of the year. Three faculty members were external reviewers for the Department of Public Instruction 1-2-1 grants looking at enhancing education through technology. Grants in four elementary schools directly impacted 950 children. The Watson School of Education and the College of Arts and Sciences, partnering with public school systems, continued to assist middle school math and science teachers in increasing their knowledge in both content and instructional practice. They worked to increase the number of skilled mentor teachers to promote teacher development and retention. During 2006-2007, the Watson School of Education continued to partner with the College of Arts and Sciences' Department of Social Work and Centro Hispano and three PDS Partnership Districts (Brunswick, New Hanover and Pender) to respond to an increasingly challenging ESL/At-Risk student regional need by participating in the Coalitions 4 Success II grant. Thirty educators from five PDS regional high schools directly benefited from the professional development. The program directly improved educational outcomes and experiences for approximately 185 LEP students, as well as providing a critical support network for 272 beginning and career teachers. The Watson School of Education and the College of Arts and Sciences created a plan to offer graduate level science courses to educators in an effort to help them broaden and deepen their skills and knowledge, thereby increasing their ability to support the learning of all students. The Watson School of Education and the Department of Computer Science is collaborating on an NSF grant designed to utilize the Squeak media authoring tool to infuse instructional technology skills in the core curriculum grades 7-12 in schools in Brunswick, Pender, and New Hanover County Schools. The project is designed to work with underserved and underrepresented groups, including female and minority students, to increase achievement as well as encourage further studies in the instructional technology area. This project directly impacts 25 teachers and 50 students each year with

a potential of indirectly impacting over ten thousand students. Great Expectations is a program that identifies students who are typically underrepresented in institutions of higher education and provides a \$1,000 scholarship for students who complete the program preparing them for college if they are admitted to UNCW. Fifty-five students received this award in 2007. The Watson School of Education and the UNCW Office of Cultural Arts provided two concerts for elementary school children. One, a ballet “Cinderella”, was attended by over 2,000 second and third grade students. The other, a piano trio entitled “The Voice of the Whale” was attended by over 1,000 fifth grade students. Curricula were developed and presented to the students to enhance their learning experience.

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

The Watson School of Education is committed to support and fulfill the priorities established in 2007 by the North Carolina State Board of Education. This year, the SBE developed a 21st century mission statement and goals. These goals have influenced the development of new standards for teachers, teacher education programs, and school leadership/executive programs. Through ongoing involvement at the state level, faculty from the Watson School made recommendations for refinement to draft versions of the standards. Seven faculty members attended regional meetings regarding the new learner, teacher, and teacher education standards. The WSE leadership team responded to requests for feedback to each of the phases of implementation of the new priorities. This spring the PDS partnership hosted the Chairman of the State Board as a keynote speaker at a day-long meeting of 80 area teachers and administrators focused on the implications of the new standards for schools and schools of education. WSE and department faculty meetings this spring focused on the SBE priorities and the WSE response to them. Examples of initiatives focused upon the SBE goals include: Schools will produce globally competitive students—the university is in the process of reconsidering its basic studies curriculum for undergraduate students, WSE and UNCW are evolving assessment systems to authentically assess and document student learning, WSE continues to have state-of-the-art technology facilities in order to prepare the next generation of teachers and leaders. Schools will be led by 21st Century professionals—faculty revised the curriculum and delivery method for the MSA program, developed an innovative Ed.D. program to prepare school district leaders, revised the M.Ed. program in Special Education, developed new programs in ESL and AIG, focused program revisions around diversity, technology and globalization, WSE collaborated with the New Hanover County Schools on the establishment of the Isaac Bear Early College, assisted in the planning for the Pender Early College and the Brunswick Early College initiatives. School students will be healthy and responsible—expanded the First Years of Teaching support program, supported research into teacher/administrator retention, improved the dispositions process for guiding the interpersonal success of candidates. Leadership will guide innovation in schools—developed a Department of Educational Leadership which houses MSA, CIS, Ed.D., Teaching Fellows, and Leadership Studies programs, began planning a school leadership mentoring program to be implemented in 2007-2008, faculty across program areas explored integrated curriculum, the WSE established new international connections

(now with Japan, South Africa, England and Belize), strengthened relationships with area community colleges, expanded the presence of advisors to now include Cape Fear CC, Brunswick CC, Coastal Carolina CC, Southeastern CC and James Sprunt CC. Schools will be governed and supported by 21st Century systems—continued to support multiple workshops and training sessions through our school/university partnership on emerging technologies, modeled and demonstrated those technologies in presentations and classes.

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

UNCW was one of two public universities nationwide honored for leadership and innovation in teacher education with the 2006 Christa McAuliffe Award for Excellence in Teacher Education, presented by the American Association of State Colleges and Universities (AASCU). The award recognizes excellence in teacher education programs and advances teacher education by identifying promising practices and critical issues related to measuring the impact of programs on teacher candidate knowledge and the impact of these teachers on pupil learning. UNCW's Watson School of Education was honored for the Learning-Centered Cognitive Coaching Model partnership program that connects university faculty and P-12 educators in more than 110 partnership schools in 11 school districts. Teacher Education candidates work with students in their classrooms focusing on exploration, inquiry, and responsive adjustment of instruction based upon student outcomes to assure that gains were made in every diverse subgroup as defined in No Child Left Behind. It assists WSE faculty and programs in producing the strongest classroom teachers possible who are highly competent in assessing and planning for all students' learning. The Watson School also engaged in several international education initiatives. Three Watson School of Education faculty members are collaborating with two faculty members in a South African partnership university on developing and implementing a professional development program focused on integrating science and language arts for English language learners in South Africa. During 2006-2007, the program has been implemented with schools in Cape Town and Johannesburg, South Africa and has prepared trainers for disseminating the Scientific Literacy Program. Twelve trainers from Cape Town and fifteen trainers from Johannesburg, South Africa have been prepared to date. The Watson School of Education was designated as director of the American base of a consortium of universities in North Carolina and Japan designed to collaborate in supporting research, faculty exchanges, and student exchanges. The agreement was signed in a special ceremony in Chapel Hill at the Leadership Development Institute. The participating universities are Osaka Kyoiku University, Hiroshima University, Naruto University of Education, UNCW, East Carolina University, and Western Carolina University. As a part of student / faculty exchanges, two faculty members and 14 WSE students went to study in Japan this year for two weeks and are significantly engaged in schools with Japanese children and educators. As a reciprocal component of the partnership, the Watson School also has helped support Japanese students in their exchange experiences at UNCW. This year eight Japanese students were here for six weeks, and they were enrolled in an English Language course. Since the students who come are all education majors, Watson School faculty members help place them in schools in the area for one week. They were placed in 3 elementary

schools, 1 middle school, and 1 high school. They observed, taught, and discussed education with teachers and administrators, and interacted with approximately 250 students.

## **Supplemental Information (Optional)**

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

The Watson School continues to use several means to improve pre-service candidates' and regional beginning teachers' performance on the Praxis exams. Among those efforts are: providing workshops; making review and practice materials available for campus students and students attending area community colleges; and evaluating the Praxis test data by program and modifying program features where indicated. In May, five Praxis I workshops were held (1 for writing review, 2 reviews each for reading and math), with over 71 students participating. These Praxis I workshops were held at UNCW and at community colleges in Brunswick, Duplin, and Onslow counties. The Watson School of Education also continued providing sessions to help students be successful on Praxis II specialty exams. These sessions were attended by lateral entry teachers, students who have had difficulty passing Praxis II, and students who wanted assistance in their preparation for these tests. Mr. Rodney Estrada, a nationally known trainer for Praxis II preparation, provided resource materials, training, and individualized assistance to participants during the fall and spring semesters. A total of 106 participants from six school districts and UNCW attended the Praxis II workshops.

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

The Watson School of Education utilizes a variety of ongoing strategies to recruit students into professional education programs. At each of the area community colleges (Cape Fear, Coastal Carolina, Southeastern, and Brunswick), the Watson School employs an advisor whose responsibilities include recruitment and assisting students with preadmission processes. In addition, the Watson School sponsors special sections of courses for students who have expressed an intention to matriculate at UNCW in education, and the number of courses and program offerings at the extension program site in Jacksonville at Coastal Carolina Community College were increased during this academic year. Enrollments in the pre-education curriculum continue to grow in Duplin, Brunswick and Columbus counties. Evening course offerings have been expanded to meet the needs of non-traditional students. All courses for licensure continue to be offered at least once per year at night, online, during the summer or at extensions sites, in addition to regularly scheduled weekday courses and occasional weekend courses. The Watson School's alternative pathways options, CT3 and NCTeach, continue to be effective approaches to attracting students who want to make a career change to teaching. On campus, Watson School faculty and advisors recruit by participating in various events, such as the Majors Fair and the Involvement Carnival, UNCW Open House for high school juniors and seniors, and Academic Outreach events for middle grades

students. Next year, UNCW will offer three sections of the Freshman Seminar (UNI 101), a two-hour course that is designed for prospective education majors, and also will collaborate with the College of Arts and Sciences on advising “undeclared” majors to encourage them to consider a career in education. Watson School advisors also participated in “Campus Days” at community colleges. Other recruitment efforts include visiting local high schools, hosting Teacher Cadet programs, collaborating with the Regional Licensure Centers, and speaking at Job Fairs, retirement fairs and Veterans Affairs events.

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

Increasing recruitment of prospective teachers of color is a high priority both for UNCW and the Watson School of Education. The percentage of students of color at UNCW has continued to increase, and minority students currently comprise the following percentages of UNCW’s undergraduate enrollment: African American 7%, Hispanic 2%, Asian 1%, Other 2%. The percentage of undergraduate students of color in WSE is similar to that of the University at 13%. The creation of a new English as a Second Language program with undergraduate and graduate licensure tracks is an important initiative, especially given the large increase in the number of Hispanic students in southeastern North Carolina. Planning and development of this program involved significant outreach with the local Hispanic community and public school partners. The ESL program will assist in establishing a stronger Hispanic presence at UNCW and WSE. WSE has also applied for a U.S. Department of Education ESL professional development grant to provide training for K-12 teachers and WSE faculty. All WSE teacher licensure programs are being reviewed and changes proposed to ensure that candidates are prepared with the knowledge, skills and dispositions to enable them to successfully teach ESL students. The Watson School has been fortunate to have one of UNCW’s Assistant Directors of Admissions, who is Hispanic, teach part-time in the ESL program. Several other recruitment initiatives have been conducted by Watson School faculty and advisors including presentations to minority secondary students at three area schools about teaching as a profession, meetings with Teacher Cadet teachers at two high schools to discuss ways to increase interest of minority students in teaching, and a meeting with an area guidance counselor to follow up with Hispanic students who had recently visited UNCW. Over 80 Hispanic high school students, who are pupils of teachers enrolled in the WSE Coalitions for Success grant, visited UNCW to help the young people understand the possibilities of attaining a college education and to consider teaching as a career. The WSE has been successful in hiring three new female Assistant Professors of color, including two African Americans and one Indian who will begin this August. Scholarship funding was increased this year for minority candidates both at UNCW and in the WSE. The WSE sponsored Praxis I & II preparation workshops attended by many minority lateral entry candidates from surrounding school districts who are currently serving in teacher assistant or lateral entry teaching positions. The WSE Diversity Committee submitted twelve recommendations for increasing the importance of diversity initiatives in the WSE. These include: creating a full-time position with responsibility for recruitment and retention of minority students; requiring all faculty to

identify on their annual professional development plan their goals related to diversity; expanding the Teacher Cadet program throughout the school districts that are part of the Professional Development System; sponsoring a local “closing the achievement gap” conference; and forming professional action groups for intellectual discussion of diversity issues.

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

In collaboration with its regional school partners, the Watson School of Education received approval from the UNC Graduate Council and UNC Board of Governors to establish an Ed.D. program in Leadership and Administration. A comprehensive needs assessment was conducted to determine feasibility and important components of the program. School superintendents in southeastern North Carolina were instrumental in providing ideas for the program design. The doctoral program will begin in August, 2007 with a first class comprised of principals, assistant principals and teacher leaders. The mission of the Ed.D. program in Educational Leadership and Administration is to prepare superintendents and other educational leaders to be informed, proactive, and reflective change agents to improve public schools for the benefit of all students, particularly in southeastern North Carolina. Five preliminary information sessions were held during Spring, 2007 and seventy prospective candidates attended these sessions, resulting in 32 applications for admission, 23 of whom who were selected by the admissions committee for interviews. A total of 19 candidates were recommended for admission to the UNCW Graduate School as the first Ed.D. cohort. All courses for the program will be blended live and online and delivered one night per week. New professors have been hired to ensure the program has a strong, diverse and relevant faculty and curriculum. Program highlights include: Focused on meeting the needs of southeastern NC; Collaboratively planned/administered with area schools; Linked to state and national standards, SREB, and other major reports on school leadership; Flexible course design and delivery —one night per week and blended online classes; Three internships including one district-based, one business, and one international; Coursework delivered by the Cameron School of Business, as well as the Watson School of Education; and Students will study/research issues relevant for school districts and southeastern NC. Two other initiatives undertaken by the Watson School to address regional and state needs also involved collaboration with school partners: development of add-on licensure programs in English as a Second Language (ESL) and Academically and Intellectually Gifted (AIG). The courses for the ESL add-on have been approved, and temporary authorization has been requested from the Department of Public Instruction. The AIG courses are in the final approval processes and then will be submitted to DPI for temporary authorization. A final new initiative for 2006-2007 was designed to address the needs of military spouses enrolled in licensure and degree programs in the Watson School of Education. A revised “Out-of-Area Placement Process” was developed and approved to support military dependents whose families are transferred to other areas, and the students want to complete their internship at another university. The revised document describes eligibility criteria and the application process, and outlines the collaborative agreements made with host universities for students whose requests are approved.

## 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	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	21
	Hispanic	4	Hispanic	20
	White, Not Hispanic Origin	99	White, Not Hispanic Origin	629
	Other	0	Other	3
	<b>Total</b>	<b>108</b>	<b>Total</b>	<b>681</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	78
	Other	0	Other	2
	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>90</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	27
	Other	0	Other	0
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>31</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	85
	Other	0	Other	1
	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>95</b>

**B. Lateral Entry/Provisionally Licensed Teachers**  
**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	1	1
Elementary (K-6)	3	3
Middle Grades (6-9)	10	10
Secondary (9-12)	3	3
Special Subject Areas (k-12)	2	2
Exceptional Children (K-12)	7	7
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>26</b>	<b>26</b>
<b>Comment or Explanation</b>		
This table displays the number of lateral entry teachers (including NCTeach and CT3) enrolled at UNCW during the 2006-2007 academic year. A total of 239 licensure-only students were enrolled in courses to complete licensure requirements, and 26 stated that they were lateral entry teachers.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,172
MEAN SAT-Math	579
MEAN SAT-Verbal	574
MEAN ACT Composite	26
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	325
MEAN CBT-M	*
MEAN GPA	3.45
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	4		1
Elementary (K-6)	28	144	3	15
Middle Grades (6-9)	2	16	1	7
Secondary (9-12)	8	32	1	4
Special Subject Areas (K-12)		29		2
Exceptional Children (K-12)	1	12		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>40</b>	<b>237</b>	<b>5</b>	<b>29</b>
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	181	99
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	185	99
* 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	147	90	22	5	1	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	5	3	1		
U Licensure Only	10	2				
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	312	98	69
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**

<b>LEA</b>	<b>Number of Teachers</b>
New Hanover County Schools	725
Onslow County Schools	490
Brunswick County Schools	288
Pender County Schools	269
Wake County Schools	238
Duplin County Schools	208
Johnston County Schools	108
Columbus County Schools	102
Sampson County Schools	95
Charlotte-Mecklenburg Schools	94

**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.	3.48	3.43	3.50
preparation to effectively manage the classroom.	3.21	3.29	3.31
preparation to use technology to enhance learning.	3.51	3.29	3.48
preparation to address the needs of diverse learners.	3.28	3.17	3.31
preparation to deliver curriculum content through a variety of instructional approaches.	3.60	3.27	3.47
Number of Surveys Received	94	134	127
Number of Surveys Mailed	213	213	213

**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
53	9	66