

# IHE Bachelor Performance Report

## UNC-Chapel Hill

2007 - 2008

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### Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, now enrolling 28,136 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the sixth consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News & World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim nearly 20,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

### Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking for the past several years as reported in U.S. News & World Report: our overall ranking of #22 this year places us among the top 10 % of the 242 schools of education ranked. With 56 full-time faculty members and an enrollment this spring of 832 graduate, undergraduate and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research intensive

university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina. Our PROGRAM FOR EXPERIENCED TEACHERS (MEdX) is a 31-33hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 15 to 20 students each, with teachers who work together studying together. As of Summer '08, a total of 173 practicing teachers were currently enrolled in our M.Ed,X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators , in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through NC TEACH, Carolina Online Lateral Entry (COLE), and our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. An important new avenue of collaborative program development between the SOE and Arts and Sciences has culminated in the approval of UNC-BEST focusing on expanding the pipeline of science teachers through an innovative programming aimed at science majors. We have admitted our first students to UNC BEST as of May 1, 2008. With nearly 4,000 websites linking LEARN NC and visitors from 145 countries, we serve 30,000 teachers, K-12 students, school administrators, and lifelong learners seeking resources and information via LEARN NC's websites every day. These resources — more than 14,000 pages — cover all areas of the curriculum and all grade levels K–12. In addition to maintaining a formal agreement with leadership, LEARN NC personnel have personally visited and offered hands-on assistance to school personnel in 86 of the state's 100 counties. LEARN NC connects the citizens of North Carolina— especially its school leaders, teachers, and K-12 students — with the expertise and resources of UNC-CH and beyond. Our Early Childhood Program is distinguished by its close ties to the Frank Porter Graham Child Development Institute (FPG). The Research Triangle Schools Partnership (RTSP) is a collaborative effort bringing together interdisciplinary faculty in the SOE who are interested in partnerships with local school districts and communities . This year our Center for Mathematics and Science Education provided professional development for 250 North Carolina teachers as well as providing year-round, intensive enrichment for 650 students in grades 6-12 through its Pre-College Program.

## **Program Areas and Levels Offered**

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

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

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the 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
PERSON MATH-SCIENCE PARTNERSHIP: Person County Public Schools	(1) Preparing 21st Century professionals by providing support for professional licensure in math and science (2) Producing globally competitive students by improving middle school math and science instruction.	Our CENTER FOR MATH. AND SCIENCE ED has partnered with Person County Schools, which received an 18-month, \$215,000 grant in 2007 from the State Board of Education for the improvement of middle and high school mathematics instruction. Developed in cooperation with the school system, the plan calls for monthly in-service programs, support for professional learning communities, and a summer workshop in June 2008. Instruction will include teaching strategies, use of technology, and reading in mathematics.	The project has an outside evaluator, whose second-year report showed significant gains in teacher content knowledge and modest gains in pedagogical knowledge as a result of the project.
CENTER FOR MATH AND SCIENCE EDUCATION: Chapel Hill-Carrboro; Chatham County; Durham Public; Guilford County; Orange County; Vance County; Wake County	(1) Preparing 21st Century professionals by providing professional development for math and science teachers teaching all levels. (2) Producing globally competitive students by improving K-12 math and science instruction.	Our Center for Math and Science Ed., working with other centers of the NC Mathematics and Science Education Network, launched a new professional development program called Statewide Institutes for Teaching Excellence (SITE) during 2005-06. The project addresses the need for improved math and science instruction in high schools as well as improved science instruction	Eight teachers were enrolled in CARSAM, 10 in the biology course and 24 in the Geometry course offered in June 2007. Like the pilot offerings of 2006, responses were very positive. Suggestions from summer 2007 have been incorporated to further refine the final versions of these courses, all of which

		<p>in grades K-8 to prepare students for new testing in science required by NCLB. The program includes 9-day courses, one each for grades K-2, 3-5, and 6-8 science as well as courses for Biology and Geometry. In the same professional development program, the Center for Math and Science Ed. developed a new 9-day course in Content Area Reading in Science and Mathematics (CARSAM). This course was offered for the first time in late June 2007 along with the new Biology and Geometry courses; all three courses will again be offered during June 2008.</p>	<p>will be offered in late June 2008 again.</p>
<p>UPWARD BOUND AT UNC-CH (UB-UNC): Chatham Central High School, Jordan Matthews High School, Lee County Senior High School, Northwood High School, Orange High School, and Southern High School.</p>	<p>(1) Promoting academic success opportunities for low-income, potential high-risk 9th and 10th grade youth to assist them in building skills and motivation for success in high school and beyond.</p>	<p>The Program has three major components - Academic Year, Summer Residential, and Bridge. The Academic Year Component is comprised of Saturday Enrichment Academy and After School Institute, designed to assist students in improving basic skills in reading, writing, language, technology, verbal communication skills, mathematics, science, and critical thinking. Likewise, participants engage in a peer mentoring program with current UNC-Chapel Hill students and continue to expand their understanding of the college experience.</p>	<p>78.3% (or 18 of 23) of the 10th graders participating in the UNC-Chapel Hill Upward Bound Program in 2004-05 graduated in Spring 2007, 90.9 % (or 20 of 22) of the Seniors (12th Graders) participating in the 2006-2007 program/academic year graduated from High School in the Spring 2007, and 81.8% (or 18 of 22) of the Seniors participating the Upward Bound Program enrolled in a College or University in the Fall 2007. For the past forty-two years the program has assisted in preparing and serving over</p>

			thirty-five hundred students many of which have gone on to careers in law, medicine, education as well as public service and community outreach.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Exploring K-3 Mathematics Efland Cheeks; Central Elementary	(1) Preparing 21st Century professionals by providing professional development for elementary math teachers (2) Producing globally competitive students by improving elementary math instruction.	The first phase in the process involves introducing teachers to the use of the Cognitively Guided Instruction (CGI) instructional framework and working with them to explore the concurrent use of assessment and intervention strategies that address key developmental understandings. Math education faculty introduced this framework and related assessment and instructional practices to K-3 teachers. They support the teachers throughout the year as they explore the implementation of these practices, i.e., build their range of experiences in working with children who are attempting to make sense of mathematics rather than learn mathematics in disconnected and procedural ways.	During 2006-2007, math education faculty met with the mathematics coordinator of Orange County schools to assess mathematics understanding and needs of elementary and middle school teachers in Orange county. This initial assessment has led to the current project undertaken in 2007-2008 under the auspices of RTSP. Initial informal and formal assessment of teacher knowledge and student understanding indicates positive results. However, no formal assessment data is available to date for the pilot year of this project.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Science Notebook: Learning Scientific and Literate Knowledge Orange County Schools	(1) Preparing 21st Century professionals by providing professional development for K-8 science teachers. (2) Producing globally competitive students by	Science education faculty worked collaboratively with Orange County Schools and Bruce Middleton, mathematics/science coordinator for the district, to pilot the implementation of writing in the science curriculum, specifically the use of Science	Science education faculty has met with and interviewed a subset of teachers to ascertain needs and direction for subsequent work. The district has been provided with some resources. The next step

	improving K-8 science and literacy instruction.	Notebooks. The goal is to develop mutually beneficial strategies to meet the district learning goals for science and literacy. The project is designed to explore the on-going efforts that Orange County School teachers are making with regards to students' writing in science learning. Through teacher interviews and documentation of knowledge-sharing discussions, the project aims to produce approaches to evaluation and assessment useful to teachers and also document relationships between teacher actions and students' writing and/or construction of knowledge. In addition, the project intends to juxtapose grounded, classroom-based experience with research-based findings in order to develop strategic plans for district implementation.	involves working with teachers to develop a set of individualized resources that they can use in their classrooms. This process will begin in Fall 2008.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): School-Family-Community Partnership for Academic Success Gravelly Hill Middle School	(1) Promoting academic success in math and science for middle school students through parental empowerment	Faculty in school counseling are working with families of students at Gravelly Hill Middle to generate data about truancy, behavioral problems, and the lack of academic success in math and English for students as seen through the eyes of parents. The data generated will inform a parental education plan that will empower the parents to become more actively involved in their children's education. The theoretical foundation utilized will be Structural Family Therapy, which purports that	Faculty have worked closely with district and school level personnel in designing this intervention in response to school level concerns and needs. However, due to IRB backlogs at UNC-CH, except for establishing the partnership and parameters, the project was not implemented during 2007-2008. It is anticipated that all approvals will be in place to begin implementation early in

		change should occur through parents. Faculty will actively seek out the expertise of parents through conducting focus groups and survey research. This information will be used to generate data regarding the needs, wants, and the barriers that the parents perceive to being more involved in their children's educational development and to assist their children in developing school success behavior in one of these areas.	Fall 2008.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Teaching Literacy to English Language Learners New Hope Elementary	(1) Preparing 21st Century professionals by providing professional development for elementary teachers of ELL students (2) Producing globally competitive students by improving elementary literacy instruction for ELL students.	Faculty in literacy education are conducting a study group with teachers at New Hope Elementary. The purpose of this project is to provide teachers and administrators professional development embedded within the context of their school and classrooms on teaching literacy to English Language Learners (ELLs) and to positively impact ELL students' literacy learning. Teachers at New Hope Elementary are engaging in study groups focusing on their literacy teaching of English Language Learners and the literacy learning of ELL students. The principal and assistant principal also participate in the study groups and provide internal support.	Literacy Education faculty facilitated a study group with twelve New Hope Elementary School teachers, the principal, and the assistant principal. This professional development was based on the premise that building relationships is important in building partnerships. A relationship began in the 2007 fall semester as (1) New Hope Elementary provided cooperating teachers and field experiences for the Elementary Education's senior literacy course, EDUC 513, and (2) the university faculty member provided instructional support in the New Hope classrooms. These same cooperating teachers and the principal expressed a desire to

			<p>learn more about teaching literacy to ELL students given the rapid growth in enrollment of ELL students at the school. Faculty suggested offering study group professional development using the book that served as one of the textbooks for the literacy course. The goal was to continue this partnership with New Hope Elementary and the University in working together to increase student learning for all of our students. The principal and teachers expressed an interest in forming a study group to learn about teaching literacy to ELL students. The study group professional development consisted of six scheduled sessions beginning January 29, 2008 and ending April 29, 2008, meeting from 2:45 p.m. - 3:45 p.m. The study group process included reading and discussing the book, <i>Balancing Reading &amp; Language Learning: A Resource for Teaching English Language Learners, K-5</i>, by Mary Cappellini, using a study group cycle of Results, Content,</p>
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			<p>Action (Collins, 2002, Lloyd, 2005). The first study group began with the Content by collectively reading a specified section of the book, and then coming together as a whole group to discuss the readings. For the Action part of the cycle, the study group broke into grade level groups during each meeting, if time allowed, and after the study group sessions at grade level meetings to determine what each grade level would like to try out in their own classroom contexts. In the intervals between meetings teachers were encouraged to try out instructional practices suggested in the readings and talk about them with grade level team members. At the next study group meeting participants shared with the whole group what was learned and how the instruction impacted the students' literacy engagements, which is the Results part of the cycle. The Results, Content, Action provided the framework for the study group's inquiry before, during, and after each meeting.</p>
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			Initial informal and formal assessment of teacher knowledge and student understanding indicates positive results. However, no formal assessment data is available to date for the pilot year of this project.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Promoting School Readiness in Literacy and Mathematics New Hope Elementary, Pathways Elementary, Central Elementary and Efland-Cheeks Elementary	(1) Preparing 21st Century professionals by providing support and professional development for parents and teachers of children in HeadStart programs. (2) Producing globally competitive students by improving school readiness in literacy and mathematics	Faculty in special education, school counseling and early childhood education are working with parents and teachers in Head Start programs to improve literacy and math instruction for children. Project ABC123 will examine the impact of increased early access to books and math manipulatives on the reading and math achievement of young children from low-income families, coupled with professional development support for teachers. The project provides a plentiful supply of books and other literacy-related materials, as well as math manipulatives to children enrolled in Head Start programs at four Orange County System elementary schools, New Hope, Pathways, Central and Efland-Cheeks. The intervention at New Hope and Pathways (Family Education/Story Time Group) includes professional development in StoryTime and 3 family education sessions. Students at the other two elementary schools—Central and	Actual project implementation will begin in Fall 2008. During Spring 2008, faculty met with HeadStart teaching teams to ascertain perceived needs, discuss ideas of how the project might work, and answer questions. All materials have been ordered for early implementation in the fall. Teaching teams expressed enthusiasm for the project after these initial meetings. Children’s assessment data from existing pre-school assessments will be analyzed to determine if changes are observed in early reading and math scores between the two groups. Teachers in both classrooms will be interviewed and observed related to the StoryTime intervention. This study will employ methodology in that both quantitative and

		Efland-Cheeks—(Story Time Only group) receive materials for the classroom and teachers take place in a Story Time intervention, without the family component at this time, to serve as a control.	qualitative data analysis will be used to determine program effectiveness and outcomes.
LEARNING TEACH, LEARNING TO SERVE: DURHAM SCHOOLS: Durham Freedom School ORANGE COUNTY SCHOOLS: Central Elementary School, Gravelly Hill Middle School	1) Innovation in NC public schools through a community oriented approach to pre-service education and service to the community	We have continued our service-learning course in the pre-service elementary education program, EDUC 403: Working with Socioculturally Diverse Families of Young Children. The service-learning component required students to participate in a family mentorship experience with a family from a diverse background and provide support to the family to enhance students' knowledge and skills relative to forming effective partnerships with families. (b) Students were involved in gathering materials for a Family Fun Night at Central Elementary where parents would be introduced to summer activities (either free or low cost) that would help them support their children's academic and social development. (c) This spring, EDUC 469: Teaching Skills Laboratory for Middle School became another Service Learning course. Students in the course tutored middle school students at Gravelly Hill Middle School in Orange County via the AVID program at the school, thus meeting specific school needs. In addition, the	(a) 36 pre-service elementary education students participated in the course. All students spent approximately 25 hours in service. (b) Multiple families and students were served through the Family Mentorship and the Family Fun Night. (c) The Middle Grades courses involved 30 college students completing approximately 30 hours of tutoring with approximately 50 K-12 students. (d) The MAT summer course involved 15 college students and approximately 55 K-12 students.

		<p>pre-service teachers worked with the middle school students on the creation of a service project that focused on sustainable living. The middle school students along with their pre-service tutors created posters and brochures which were placed in the main hallway of the school to educate visitors, faculty/staff, students and families. In addition, the middle school students planted trees on school grounds to help reforest the trees that had been taken down to build the school, as well help oxygenate and clean the air. (d) M.A.T. students who were taking their initial courses in the MAT program were involved in service work at the Durham Freedom School at NCCU. The pre-service teachers provided reading assistance during the morning core reading session, tutored students during the individual reading portion, supported the afternoon hip-hop activities by teaching mini-lessons, and helped plan the finale performance. All of these areas of support were identified by the Freedom School faculty.</p>	
<p>MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS; CHAPEL</p>	<p>(1) Preparing 21st Century professionals by providing support and education for career advancement to teachers at all levels and in a</p>	<p>In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for</p>	<p>As of Summer 2008, we had 173 students in 8 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 263 career</p>

<p>HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill HS; CHATHAM: Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City Elem, Silk Hope Elem, Chatham Middle, Horton Middle, Northwood HS; DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearsonstown Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle, Chewning Middle, Durham School of the Arts, Githens Middle, Rogers-Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD:</p>	<p>variety of discipline areas. (2) Teacher Retention through support, instruction and pay increases associated with obtaining an M.Ed. (3) Governance by 21st century systems with the authorization of a Technology M.Ed. cohort (4) Closing the Achievement Gap via professional development in advanced curricular and instructional materials associated with graduate education</p>	<p>their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts. Classes meet at times and locations convenient for the practicing teachers. Students complete their 31-33 hours of course work over three summers and two academic years. Graduates are eligible for a 10% increase in base salary.</p>	<p>educators from 2003 through May 2008. Beginning Summer 2008 we have three new cohorts: K-12 Literacy; Special Education; and K-8 Science. We have five continuing cohorts which will graduate during Summer 2009. These are: K-12 Literacy; K-8 Science; K-12 Math; K-12 Technology; 6-12 Social Studies. Recent results from three teachers in the current K-12 math cohort report the following high growth in their classrooms: 90%, 83% and 73% respectively. Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the subjects they are teaching. For example, from one of the current math cohort said: "This graduate course stuff is really helping me be a better teacher. My understanding of math and students is helping in my classroom. This year our school did really well. We may get high growth in math this year." Similarly, praise for the impact of the program on teachers' disposition and practice related</p>
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<p>Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Grady Brown Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar Ridge HS; VANCE: Henderson Middle; WAKE: Wilburn Elem, Turner Creek Elem, Forest Pines Drive Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Middle, Centennial Campus Middle, Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest-Rolesville Middle, Western Middle, Broughton HS, Green Hope HS.</p>			<p>to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006 and continues. This documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.</p>
<p>TUTORING PROGRAMS: AT-RISK TUTORING—CHAPEL HILL-CARRBORO CITY SCHOOLS: McDougle Elem, Sewell Elem, McDougle Middle; AMERICA READS—CHATHAM: Perry Harrison Elem; ORANGE: Central Elem; CHAPEL HILL-</p>	<p>(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading,</p>	<p>Tutoring programs served almost 600 K-12 public school students, providing over 250 tutors, who worked more than 12,000 hours in 18 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with</p>

<p>CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; Scroggs Elem; Holmes Day Care. TEACHING FELLOWS TUTORING— CHAPEL HILL-CARRBORO: Mary E. Scroggs Elementary, Carrboro Elementary, Seawell Elementary, McDougle Elementary, Frank Porter Graham, Grey Culbreth Middle School, McDougle Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School, and East Chapel Hill High. DURHAM COUNTY: Fayetteville Street Elementary School, Immaculata Middle School, Jordan High School, and Lowe’s Groove Middle School. OTHER AREA SCHOOLS: Panther Creek High School and Siler City schools.</p>	<p>performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>and they inform the School of Education of these needs. Through our At-risk Tutoring Program, the School provides hundreds of undergraduate students each year to serve as tutors for the identified school children. Our American Reads Program and Teaching Fellows Program also provide tutors for children at area schools. America Reads gave a book to each child we tutored during spring semester. We hosted an Authors' Tea where we celebrated the children's writings. We "published" their stories in books; had public readings to which parents, teachers, and school staff were invited; and celebrated with juice and cookies afterwards. Each child and tutor was given a copy of the book. America Reads placed 42 tutors with 276 children for 5465 hours of tutoring. Teaching Fellows program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. Through RTSP efforts, 60 of these Teaching Fellows were placed in schools in Chapel Hill-Carrboro City Schools for required in-school service.</p>	<p>schools to provide this much-needed service to area students.</p>
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## **B. Brief Summary of faculty service to the public schools.**

FACULTY DOCUMENTED NEARLY 100 INITIATIVES of public school service. Many taught classes in schools, provided professional development, collaborated on grants, served on program, school governance and teacher award committees. Ed Leadership faculty spoke on school reform to administrators of low-performing high schools. Foreign language ed and ESL faculty supported an elementary dual language program. Literacy faculty implemented a new tutoring program for at-risk 4th graders. Teacher ed faculty coordinated seed projects in high-need elementary and high schools, implemented service-learning for elementary students, assisted with Student U serving at-risk middle and high school students, and assisted Head Start teachers at 10 sites. Ed Psych faculty served on a DPI committee on assessment and accountability, and spoke to high school students about cheating. School Counseling faculty developed an intervention to assist parents in helping adolescents overcome barriers to academic success. School Psych faculty implemented instructional consultation teams in 10 districts. Special Ed faculty worked with coordinators and administrators on implementing “response to intervention” in their schools. Our faculty oversaw tutoring programs involving over 250 UNC students who provided over 12,000 tutoring hours to almost 600 K-12 students. FACULTY FROM ARTS AND SCIENCES DEPTS. AND PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY. A key effort during the 2007-08 year was the collaboration of faculty from Physics, Biology and the SOE, culminating in UNC-BEST which qualifies students for 9-12 science teaching licensure while earning bachelor’s degrees in science. Also, our interim dean led the campus-wide “blue-ribbon” Public Education Committee charged with developing UNC-CH’s response to the UNC Tomorrow report. With participation of faculty campus-wide, the Public Education Committee has worked diligently to deliberate how our campus will respond to the recommendations. Other programs include the School of Info. and Library Science on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Development Institute and the Center for Developmental Science on school-based research; and the departments of Mathematics, Biology, Chemistry and Physics through our Center for Math and Science Education. FACULTY ACROSS THE UNIV SERVED SCHOOLS THROUGH MANY INITIATIVES. Biology Dept faculty visited schools with a Science and Technology Mobile Lab.; the Schls. of Dentistry, Medicine, and Nursing screened thousands of students; the Dept. of Athletics hosted the Kids and College Program for underrepresented middle school students; the Campus Y provided mentoring and Big Buddy programs, and the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Dept. hosted the visits of thousands of K-12 school children to campus.

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

CAROLINA TEACHERS’ CONNECTION is a new initiative of the Office of External Relations and the Alumni Council which became available for 2007 graduates. Newly hired teachers, who are graduates of the School of Education, are matched with experienced teacher alumni for the purpose of providing guidance, support and encouragement to novice teachers. Through the support of these relationships we hope to sustain new teachers and assist them in having a positive experience of teaching. During the 2007-08 academic year, a coordinator was

hired for this project and the first matches were made and implemented. The project also established a page on Facebook.com as a way for additional alumni teachers to connect and interact with one another. Through the RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP), several courses in the elementary education and middle grades programs were taught at schools in Orange County. Approximately 100 students participated in these classes. One elementary education class worked with families of students at two Orange County elementary schools. During Summer 2008, the MAT program participated in a service learning course at the Freedom School in Durham. Newly admitted students in the UNC program in Middle Grades Education volunteered in Partnership schools through a service learning course that is a companion to one of their first courses. Students work with a classroom teacher for one class period a week during the fall. As a continuation of their experience in the fall, students are placed in another school in the spring to continue working with a classroom teacher and students. The UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. Through RTSP efforts, 60 of these Teaching Fellows were placed in schools in Chapel Hill-Carrboro City and Durham County Schools for required in-school service. LEARN NC continues to provide successful and innovative resources, ideas and practices to beginning teachers across NC. New Teacher Support publications are used by ILT coordinators, mentor teachers and administrators to address topics such as classroom management, classroom design, preparing lesson plans, parent-teacher communication and building support networks. In addition, the online professional development course Beginning Teacher Success, focused on better management through improved instruction and student engagement, was revised and made available to ILT support personnel. LEARN NC also furthered the course-specific Virtual Mentoring program by offering new courses (civics & economics and biology) and promoting the program widely at statewide conferences. Through our NC TEACH and COLE programs, we worked with beginning lateral entry teachers, providing ongoing course work and maintaining contact with teachers by phone, email, and on-site or on-line methods.

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

During 2007-08, our efforts to recruit and support lateral entry teachers continued with a variety of programs emphasizing areas of critical teacher shortage: math, science, and special ed. Our programs offer students courses online, face-to-face or blended, compressed into a year's time or distributed in a one-course per semester format. We have written more than 40 programs of study for lateral entry teachers this year. The CAROLINA ONLINE LATERAL ENTRY (COLE) program recruits newly hired middle and high school mathematics and science lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure within 18 months of beginning the program. COLE is a fully online licensure program and implements two unique innovations: First, instruction primarily uses Adobe Connect and, second, Constructive Coaching which provides ongoing support, mentoring, and instructional advisement. Four students completed the COLE pilot program in December 2006. The first full cohort of 16 students began in January 2007. In this second year of COLE, the online element has attracted distant participants from Pamlico, Lenoir, Onslow and Guilford counties. Ten students completed the program in May 2008. Additional students have been admitted to the program to begin in June 2008. NCTEACH continues to serve math, science, and Spanish lateral entry teachers working in Durham, Vance, Alamance-Burlington,

and Wake school systems. In May '08, 17 students completed the NCTeach program in science, mathematics, and foreign language teaching. Students have applied for the next cohort of NCTeach beginning June 2008. The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. The Special Education Lateral Entry/Add-On Licensure program was reinstated this year with 8 students enrolling in courses seeking licensure within the Special Education General Curriculum Licensure area. The first cohort will graduate in Spring '09. We have accepted a new cohort of nine Special Education LE students for the Fall of 2008. We were recently awarded an Online Lateral Entry Course Development grant that will enable us to use technology resources within the SOE to convert two of the Special Ed Lateral Entry courses into fully online courses. We continued our collaboration with our colleagues in the School of Social Work and the School of Information and Library Science to provide support for provisionally licensed school social workers and school media specialists from across the state. Our licensure-only programs in B-K and middle grades education attract mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. In addition, LEARN NC managed the development of NC TEACH Online, a program of courses for lateral entry teachers that has been implemented at four universities and as a part of the Joint 2+2 Initiative. This project also helps to articulate the relationship between the UNC system and the North Carolina Community Colleges.

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

The CAROLINA CENTER FOR EDUCATION EXCELLENCE (CCEE) offered two workshops on Effective Language Learning and two seminar series on Technology Tools for Global Education to NC teachers from 13 school districts as well as hosted 800 hrs of professional development events for teachers, counselors and school administrators from CHCCS or Orange County schools. Using Learnpress, LEARN published a variety of educational resources including a digital textbook for 8th-grade NC history, currently in development, which will teach history through primary sources and student inquiry. LEARN's Carolina On-Line Teacher (COLT) program prepares teachers for the virtual classroom and NCLearningOnline, a professional learning community, brings educators together around issues of best practice in online instruction. Collaborations in global education provide professional development opportunities to prepare global educators and the adolescent literacy projects develop local capacity in online instruction. Our DISTANCE ED offers opportunities for career teachers and aspiring administrators through 2 off-campus programs: M.Ed. for Experienced Teachers (M.Ed.X) and Off-Campus MSA discussed in other sections of this report. Our CENTER FOR MATH AND SCIENCE ED has partnered with Person County Schools for the improvement of middle and high school mathematics instruction. Our DOCUMENTING THE AMERICAN SOUTH continued to develop and disseminate curriculum materials to teachers throughout NC. In Summer '07, a workshop with 20 teachers was conducted that included historical and pedagogical instruction. This series continues in Summer '08. Through our Research Triangle Schools Partnership (RTSP), several faculty have been involved with professional development in schools in Orange County. Math faculty have worked with K-2 teachers at 2 elementary schools. Science faculty has been working with 14 science teachers across the school district. Special ed faculty worked with Head Start programs. Literacy faculty

led a study group at an elementary school for 12 teachers and 2 administrators on working more effectively with English Language Learners. We continued serving career teachers through ADD-ON LICENSURE in Literacy, ESL, C&I, B-K and Pre-K Education, and School Administration. By hosting SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving more than 1,000 educators at campus events. We hosted lectures, workshops, seminars, discussions and presentations this year: Some include James Johnson on demographics and education, Sharon Powell on school-based health promotion programs, Lawrence Aber on poverty and education, Laurie Maffly-Kipp on teaching religion in the history classrooms, Jane Callahan on service-learning as pedagogy, Carolyn Foxx on service-learning in K-1 settings, Roger Lotchin on using sports to teach about American history, Eloise Metcalfe on collaborative research, Jack Stenner on measurement, and Kristen Huff on AP Programs.

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

UNC-Chapel Hill continues as an NC TEACH II host site serving lateral entry teachers licensed in critical shortage areas in high needs school districts with instructional and financial support. Qualifying participants sign a statement of intent to remain a teacher in a high needs school district for three years in order to receive the incentive. Additionally, students in the programs working in partnering schools qualify for benefits from the North Carolina Model Teacher Education Consortium. The MSA internship listing is replete with school sites that have been identified as low-performing or under-performing. The MSA Off-Campus Program had 48 administrative interns assigned to various schools in ALAMANCE-BURLINGTON, CHATHAM, DURHAM, GRANVILLE, GUILFORD, ORANGE, PERSON and WAKE public schools. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically. In ORANGE COUNTY, math faculty are working with teachers in two high needs schools in the district, both of which are Title I schools. RTSP faculty co-wrote a grant to Z Smith Reynolds for funds for a summer program at Central Elementary, a Title I school in Orange County. Also, through the efforts of RTSP, a course entitled “Culture, Society and Teaching” (EDUC 415) was taught at Central Elementary to provide the school with more tutoring support. The Upward Bound (TRiO) Program at The University of North Carolina at Chapel Hill (UB-UNC) is designed to provide services to 90 eligible high school youth to assist them in building skills and motivation that will ensure success in education beyond high school. The program is a part of the SOE and integrated into the campus community-at-large. UB-UNC recruits and serves students who are 9th or 10th graders and are low-income and potential first generation college students, including 30% higher risk youth, from the target high schools. Students remain enrolled in the program throughout high school and immediately after high school graduation. Through a partnership with CareerStart, a program of UNC’s School of Education and School of Social Work, LEARN NC is disseminating a set of instructional plans statewide that integrate career study into middle-grades curriculum areas. These approaches are proven to raise student achievement and increase students’ interest in and commitment to their education. In response to the needs of priority schools, LEARN is developing a course-specific mentor program to support new (and new to the course) high school teachers in required high school courses through their time teaching the course. LEARN NC hosts, supports, and monitors

the Department of Public Instruction's Limited English Proficiency survey, which informs decisions on serving minority populations in schools.

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

**GLOBALLY COMPETITIVE STUDENTS:** School Psy faculty are key participants in a TransAtlantic Consortium on Early Childhood Intervention. Over 5 years, an international curriculum was developed through intensive institutes and the exchange of 100+ grad students among cooperating international universities. LEARN NC has developed an online course in Mandarin Chinese Language that will be available to all NC public schools so that students can begin to learn this increasingly important language. North Carolina's State Board of Education provided funding to LEARN NC to develop an online globalization course to enhance the training of the state's public school administrators to deal with a changing world. Students also have opportunities through the UNC Center for Global Initiatives to participate in projects supporting the Center's goals of cultivating ideas that have the potential to reshape intellectual communities; bridging disciplinary boundaries to generate diverse perspectives; and engaging external audiences in the university's global activities.

**INNOVATION IN NC PUBLIC SCHOOLS LED BY 21ST CENTURY PROFESSIONALS:** Our Research Triangle School Partnership has redesigned its' school/community partnerships through a variety of initiatives with teachers and communities. These include: K-3 math training in two elementary schools; use of science curriculum to enhance science and literacy; literacy for English Language Learners; school readiness in literacy and math with Headstart; and school-family partnerships to influence truancy, behavioral problems and lack of academic success among adolescents. LEARN NC and the Center for Math and Science Ed continue to offer cutting-edge opportunities for NC teachers on critical, timely topics from computer and information literacy to classroom instruction for ESL students that is literacy-focused and cultural competency-themed.

**STUDENTS WILL BE HEALTHY AND RESPONSIBLE:** Two projects of the Rural Early Adolescent Learning initiative of the National Research Center for Rural Education Support (NRCRES) address this priority: (1) Competence Enhanced Behavior Management focuses on establishing a whole-grade system of behavior management; and (2) Social Dynamics Training promotes teachers' awareness of peer impact on motivation and achievement. (Also see RTSP above).

**GOVERNANCE AND SUPPORT BY 21ST CENTURY SYSTEMS:** Efforts through the UNC Tomorrow initiative (forthcoming) include: the need for a comprehensive and systemic effort rather than isolated, fragmented ones; cross-institutional collaboration; a "community of practice" model based on local needs; and the importance of evaluating any pilot collaborative enterprise. (See above paragraphs as well).

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

In cooperation with the Department of Biology and the Department of Physics and Astronomy, the UNC Baccalaureate Education in Science and Teaching (UNC-BEST), will increase the number of science teachers produced at UNC-CH by offering biology and physics majors a way of earning North Carolina 9-12 teaching licensure while simultaneously completing their undergraduate science degrees. UNC-BEST is a model program that will help North Carolina schools address the critical need for qualified science teachers. This year, our interim dean has

led the campus-wide “blue-ribbon” Public Education Committee charged with developing UNC-Chapel Hill’s responses to the UNC Tomorrow report. With the participation of faculty from our School and across campus, representatives from the James B. Hunt Jr. Institute for Educational Leadership and Policy, and a representative from Piedmont Health Services Inc., the Public Education Committee has worked diligently this year to deliberate how our campus will respond to the recommendations. Themes have been identified, including: the need for a comprehensive and systemic effort rather than isolated, fragmented ones; the importance of cross-institutional collaboration; the value of a “community of practice” model based on local needs; and the importance of evaluating a pilot collaborative enterprise in a high-need region of the state as a beginning point. Another special emphasis this year was the development of the Leadership Center for Mathematics and Science Teachers (LC-MaST). LC-MaST has been developed in collaboration with the Center for Teaching Quality to build abilities and leadership among mathematics and science teachers in under-resourced communities and assist them in achieving National Board Certification while tapping the strengths of North Carolina’s National Board Certified Teachers (NBCTs). LC-MaST enables NBCTs in North Carolina to impact many facets of mathematics and science education, including pre-service teachers, lateral entry teachers, new teachers in high-need schools and qualified teachers who want to become leaders. RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP) is focusing on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. RTSP is at the forefront of redefining the role of education within the new economy of NC. NATIONAL RESEARCH CENTER ON RURAL EDUCATION SUPPORT (NRCRES), funded for \$10 million in Fall 2004 for 5 years, is sponsoring initiatives and conducting research to help rural schools meet the diverse educational needs of their students. Three initiatives—Early School Transition Collaboration, Rural Early Adolescent Learning Program and Distance Education—are ongoing rural education research initiatives designed to address the needs of rural schools in NC and nationwide. Our TEACHING AND LEARNING faculty have begun focusing on the task of program revisionment with special strategic focus upon consideration of public school needs in relation to our current and future programs.

## **Supplemental Information (Optional)**

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

Our students have consistently performed well on the NTE/Praxis examinations. We continue to make efforts to support our students’ preparation for the Praxis examinations in their areas. For example, UNC-Chapel Hill has become a partner with the North Carolina Model Teacher Education Consortium which offers workshops and support for students needing additional assistance with the Praxis examinations. In a Middle Grades course on “The Teaching Profession,” students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members offer extensive feedback, provide remedial help and send students who have particular difficulty on the papers to the UNC-Chapel Hill Writing Center with a copy of the Praxis rubrics. The School of Education licensure officer meets with all students to ensure that they understand North Carolina State Board of Education policy regarding testing requirements

and licensure advancement. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty require MSA students to review the exam format, complete sample exercises, and attend a review session conducted by DPI. In curriculum meetings, faculty examine the NTE/Praxis test booklets and organize themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing and teaching or administrative licensure.

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

In 2008, the School of Education continued to implement its comprehensive recruitment plan. This plan was designed to identify goals, key strategies, and action plans to help increase student enrollment in teacher education programs. During this period we took steps to create an internal database for recruitment using WebFocus and started collecting prospect names from recruitment events, email inquiries and conferences (over 250 names collected so far). We also revised sections of the SOE website for better student access. In terms of marketing, we will be holding a minimum of two recruitment events per semester beginning Fall 2008 (October and mid-January) to promote SOE and give visibility to teacher education programs across market segment. In our effort to extend ourselves to the community and enhance cross-campus collaboration, beginning in Fall 2008, the SOE is putting together “meet and eat” events with our newly established Alumni Events Committee every September (welcoming incoming SOE students) and every May (congratulations party for graduating students). We have also met with the following agencies to begin establishing relationships and coordinate recruitment efforts: NC Teach, RENCI and NCMTEC. Finally, the SOE has developed a fast-track program called UNC BEST that will bring together Arts and Sciences and SOE as well as increase the number of North Carolina science teachers. In the UNDERGRADUATE/MAT STRAND, our recruitment efforts resulted in an enrollment of 257 this year. We actively recruited students for the Teaching Fellows program this year, admitting 40 students, including 6 minority students (15%). An education course offered in General College to more than 250 students provided tutoring opportunities in local schools, bringing students into the education major. At the GRADUATE LEVEL, our enrollment in professional education programs leading to licensure (excluding the MAT program which is counted above but including doctoral programs in C& I, Ed Leadership and School Psychology) is 407 enrolled during 2007-2008. Much of our graduate level success, has been largely due to increases in our M.Ed. Program for Experienced Teachers (MEdX) and our MSA Program. As of Summer '08, 173 teachers were enrolled in eight cohorts of our M.Ed. Program for Experienced Teachers. In February '07, we received authorization to add Special Education at the master's level. The first MEdX cohort with emphasis on Special Education began Summer 2008. Our MSA Program enrolled 63 students last year in the off-campus cohorts and 23 students in our on-campus program. The School Administration add-on licensure, approved August '06, began with a pilot group of 6 students in 2006-'07 and has admitted 14 additional students. Our Lateral Entry Programs (NCTEACH, COLE, Middle Grades, Special Education) enrolled 42, our Licensure Only (BK, Middle Grades) enrolled 24 and our Add-on

(ESL, Literacy, School Admin, C&I) enrolled 39. The Literacy add-on licensure program is offered to students on campus or online. (Note: All enrollment figures include Fall 2007 through SSI 2208).

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

The SOE continues to work to increase minority recruitment and retention rates at UNC as well as in the field of education. Efforts have focused on the following areas: funding for minority students, mentoring/outreach opportunities, increasing faculty/staff minority representation, building stronger relationships with campus organizations and community to recruit minority students, and program accessibility. The SOE continues to identify funding opportunities for minority students. By working directly with such organizations as NC TEACH and NCMTEC, we have been able to direct minority students to agencies that can provide financial assistance in various forms. As part of our Recruitment Day, our Teaching Fellows program invites minority regional finalists and their parents for a campus visit every year. Licensure Only and Lateral Entry efforts help with minority undergraduate recruitment by scheduling classes in late afternoons and online to provide flexibility for diverse candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. In regards to mentoring and student outreach, the SOE will be working with National College Advising Board counselors to present SOE info to designated high schools with large minority populations beginning Fall 2008. We plan to work with the Diversity and Multicultural Affairs Office to identify new prospects and address student-related issues. SOE External Affairs is working to identify funds and grants for underrepresented students. The SOE annually awards the Willie Hall Kennedy \$5,000 Scholarship to a rising junior in education, with preference given to African-American students. We have been successful in nominating recipients for two university-wide graduate student awards for minorities: the Minority Presence Grant and the Native American Incentive Grant. These non-service awards provide a competitive stipend plus tuition and student health insurance, as funds available from the state of North Carolina allow. OTHER INITIATIVES targeted toward recruiting and supporting minority students include the Pre-College Program of our Center for Math and Science Ed which supports underrepresented students in grades 6-12 and encourages them to consider math and science careers, including teaching. Our Upward Bound Program recruits and serves students who are 9th or 10th graders and are low-income and potential first generation college students, including 30% higher risk youth, from target high schools. We recruit minority undergraduate students as America Reads tutors, which frequently leads tutors to become interested in teaching. The SOE participates in UNIVERSITY-WIDE EFFORTS to attract a high quality and diverse undergraduate student body by participating with the Office for Minority Recruitment in annual events for high school students as well as admitted students who visit classes in their proposed major.

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

See other narrative item responses for descriptions of this year's initiatives, in particular, UNC-BEST, LC-MaST, RTSP and UNC Tomorrow.

## 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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	7
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	187
	Other	1	Other	1
	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>218</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	36
	Other	0	Other	1
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>42</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	16	23
Secondary (9-12)	9	14
Special Subject Areas (K-12)	1	1
Exceptional Children (K-12)	18	21
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	26	26
Other	0	0
<b>Total</b>	<b>70</b>	<b>85</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1267
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	182
MEAN PPST-W	179
MEAN PPST-M	184
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.21
Comment or Explanation	

**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)	0	8	0	0
Elementary (K-6)	0	61	0	0
Middle Grades (6-9)	0	8	0	1
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	77	0	2
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	70	100
Spec Ed: General Curriculum	3	*
Spec Ed: LD	1	*
Institution Summary	74	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	72	5	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	2	0	0	0	0	0
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	105	96	72
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	913
Durham Public Schools	485
Charlotte-Mecklenburg Schools	382
Chapel Hill-Carrboro Schools	316
Guilford County Schools	290
Forsyth County Schools	281
Alamance-Burlington Schools	175
Orange County Schools	159
Chatham County Schools	134
Cumberland County Schools	129

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.61	3.58	3.39
preparation to effectively manage the classroom.	3.25	3.21	3.27
preparation to use technology to enhance learning.	3.32	3.32	3.33
preparation to address the needs of diverse learners.	3.32	3.37	3.21
preparation to deliver curriculum content through a variety of instructional approaches.	3.54	3.53	3.30
Number of Surveys Received	28	19	33
Number of Surveys Mailed	76	76	76

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
58	6	19