

IHE Bachelor Performance Report

UNC-Charlotte

2007 - 2008

Overview of the Institution

As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte had approximately 22,500 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels in 2007-08. UNC Charlotte is a doctoral, research-intensive institution. Energetic, responsive, fast-growing, diverse, and effective, the University is dedicated to excellence in teaching, practical research, and expert public service. The primary commitment of UNC Charlotte is to extend educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through the Colleges of Architecture, Arts and Sciences, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, as well as through programs and services designed to support students' intellectual and personal development. In the SACS continuing accreditation visit in 2002, UNC Charlotte received a commendation in institutional effectiveness. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University is developing strong programs, including Freshman Learning Communities, to respond to this population. With the passage of the University bonds in 2002, UNC Charlotte, one of the fastest growing campuses in the UNC system, embarked on an ambitious building program to construct seven new academic buildings, including a new College of Education building which opened in December 2004. Construction is well underway for the new University Student Center near the College of Education and for a new building on the Research Campus.

Special Characteristics

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

population and more than 1000 international students enrolled in University programs. The College has a strong partnership with the 13 school districts which make up the Southwest Education Alliance (SWEA); the headquarters of the SWEA is located in the College of Education. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, the nation's 23rd largest school system with 167 schools and a highly diverse enrollment of more than 132,000 pupils, over 17,000 of whom are identified as LEP. UNC Charlotte's location is contiguous to Union County, identified as the fastest growing county in the state. Teacher shortages and teacher retention challenges are particular concerns in this region of the state, and the College provides a leadership role in teacher recruitment and retention initiatives. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves hundreds of teachers seeking licensure through the RALC. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in the assessment of all standards having been met with no weaknesses. NCDPI granted continuing approval to all programs reviewed. The faculty are especially sensitive to the teacher shortage crisis, having responded with the development of the graduate-level initial licensure programs within the Graduate Certificate in Teaching, the Master of Arts in Teaching (designed for initial and then advanced licenses), distance education programs, 2+2 initiatives with community colleges, partnerships with Teacher Cadet programs, significant restructuring and reduction of requirements for secondary education undergraduates, and collaboration with the Regional Alternative Licensure Center to enroll alternative-route students in courses for lateral entry teachers. A major outreach effort is the summer Lateral Entry Teacher Initiative, offered at low cost to teachers, and enrolling over 400 candidates each summer. The College engages in an on-going partnership with TeachforAmerica to prepare corps members for the teaching license. To help address the growing shortage of principals, the College has initiated an add-on licensure program for qualified candidates already holding a master's degree. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education. The addition of a teacher recruiter and a massive marketing campaign to attract career changers has resulted in an increased level of inquiry, applications, and enrollments. The link to the NC Teach website as a program affiliate has also increased inquiries and applications. The College of Education is committed to accepting and offering classes for all qualified applicants, as well as providing a GPA forgiveness route for adults who can re-establish academic credentials and work toward a teaching license.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); and Special Education (general or adapted curriculum). Additionally, students at UNC Charlotte may prepare for careers in secondary education fields by majoring in programs in the College of Arts and Sciences and completing the minor in Secondary Education in the College of Education. The

secondary education minor is attached to majors in English, History, Geography, Math, Biology, Chemistry, Earth Sciences, and Physics. Licensure is also available in Comprehensive Social Studies for history and geography majors and Comprehensive Science for all science majors mentioned above. Candidates in the K-12 programs of art education, dance education, music education, theatre arts education, and foreign language education (French, German, Spanish) major in the appropriate discipline in the College of Arts and Sciences and complete professional education requirements in their programs and in the College of Education. The Graduate Certificate in Teaching and Master of Arts in Teaching programs, designed as graduate-level routes to teacher licensure for second career professionals, offer teacher preparation in the following fields: child and family development (B-K licensure), elementary education, middle grades education (math, English/ language arts, science, or social studies), secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, history/comprehensive social studies), special education (general and adapted curriculum), art education, dance education, theatre education, second language education, and teaching English as a second language. Graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted or general curriculum, mental disabilities, behavioral-emotional disabilities, severe-profound disabilities, cross-categorical disabilities, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. The College offers four doctoral programs: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. There are add-on licensure programs in the areas of Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, and School Administration (principalship).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Dr. Algozzine with Charlotte-Mecklenburg Schools	Positive Behavior Support (PBS) Initiative	Ongoing support for PBS Charter including identification of linkages with OSEP Center on Positive Behavioral Interventions and Supports and NC Department of Public Instruction Positive Behavior Support Initiative 4/1/2007-3/31/2008	About 85% of the counties/local education agencies in the state have at least one school participating in the North Carolina Positive Behavior Support Initiative and number of schools in CMS increases each year. More elementary schools (77%) in NC evidenced implementation scores of 80% or higher than middle (44%) or high schools (25%). Higher levels were also evident in elementary schools for the SET Expectations Taught subscale and similar trends were evident in CMS. Office discipline referral data from schools implementing PBS in North Carolina and CMS compare favorably with national averages. There has been a consistent decrease in suspensions across schools implementing PBS

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			in NC over the past three years and data from comparable schools in CMS reflect similar trends. Levels of behavior risk evident in schools implementing PBS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS; similar trends were evident in some schools in CMS. While achievement differences were not statistically significant across schools with different levels of implementation of PBS, effect sizes reflecting practical differences were large (.55 for reading and .98 for mathematics).
ELED faculty with Shady Brook Elementary School, Kannapolis City Schools (PDS site)	PDS element for Learning Community: Work and Practice are Inquiry-Based and Focused on Learning. Specific priority: Develop and implement projects/action plans that were developed from	Teacher based study groups developed three projects for 2007-08: (1) Improve parent involvement through parent night activities; (2) Outdoor classroom planning to enhance integrated science curriculum and effective teaching practices, and (3) Offer English Language classes for parents and tutoring/childcare for children to address the	(1) Parent involvement went up from on average 30 parents attending PTO nights in the previous year to over 150 parents attending with the Parent night revisions created by the PDS study group for this year. (2) Outdoor classroom plans are almost

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	previous year's inquiry-based study groups	growing ELL's needs and to allow them to be an active part of the learning community at Shady Brook. The PDS faculty and student teachers were all part of these initiatives during the 2007-2008 year.	complete with funding secured from multiple donors (Epic Building Co, PTO, PDS, and school system). Development will continue through the summer and fall of 08. (3) 26 parents, 20 toddlers/infants, and 30 school-aged children were served by the EL classes and tutoring provided by the PDS faculty and student teachers. Participant survey data was collected and will be analyzed. Initial program evaluation data suggests that the program met a significant need in the school community and had positive impact on school-family literacy development. 100% of participants felt the program should be continued next year.
Dr. Lambert with the North Carolina Department of Public Instruction, Office of School Readiness,	The goal of this study is to train and group of mentors and evaluators from the entire State of North Carolina to use the PKK-TPAI measure as part of the	Spring, 2007 – present. We have conducted training sessions for mentors, administrators, and evaluators around the state. We are also developing web-based training materials.	We are collecting PKK-TPAI scores on all the teachers in the state who are participating in the program. We plan to examine the growth that teachers make as part of the mentoring process.

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Teacher Licensure Unit	teacher mentoring, evaluation, and licensure process. I also serve as an evaluator for teachers in this part of the state as assigned by DPI.		
Dr. Algozzine with Charlotte-Mecklenburg Schools	Early Childhood Educator Professional Development Project	Ongoing technical assistance and evaluation support for federally-funded early childhood program in 49 preschool centers and classrooms 4/1/2007-3/31/2008	Almost all (96%) teachers participated in professional development addressing effective early literacy instruction. Almost all (94%) teacher assistants participated in professional development addressing effective early literacy instruction. Almost all (90%) administrators participated in professional development addressing effective early literacy instruction. The percent of preschool-aged children participating in the project who achieved significant learning gains (defined as a standard score increase of 4 or more points between pre- and post-test on the PPVT-III) improved from 33 to 45%. The percent of preschool-

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			aged children participating in ECEPD projects who demonstrated age-appropriate oral language skills (defined as a standard score of 85 or higher, as measured by the PPVT-III) improved from 48 to 68%. The number of letters ECEPD children could identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask was consistently above criterion.
Dr. Wierzalis at David Cox Road Elementary School, Charlotte-Mecklenburg Schools (PDS)	To provide additional support through counseling services to the students. To deliver these services through a variety of services. To provide observational reports and outcome data to substantiate the impact of these services at the elementary level.	Collaborated with with the school psychologists and classroom teachers to (a) provide individual counseling to students identified with greatest need, (b) develop and facilitate groups focused on a needs assessment conducted by counseling interns, (c) utilize play therapy as needed, and develop classroom guidance units that support student development as reflected in the school mission	(a.) 21 students were seen for individual counseling. Each intern spent time weekly taking referrals from teachers and the school psychologist and this resulted in 7% fewer classroom teacher referrals and 9 of the 21 students improving their academic performance. (b.) 12 groups were developed to respond to the identified needs from a student assessment. Groups were formed on friendship skills, self-esteem, study skills, anger management,

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			<p>grief. Groups ran for 6 weeks and teachers reported positive changes in the participants. (c.) Play therapy was available as a result of one intern's training and she was able to provide this unique service to 5 students. (d.) 7 classroom guidance units were provide over the course of the semester. 3 were one time events addressing behavior and character. The remaining 4 were offered twice a month at the invite of the classroom teacher based on a specific learning unit the teacher was using. This collaborative effort proved most helpful to those teachers and demonstrated a marked improvement in the classroom atmosphere.</p>
<p>Dr. Heafner with Central Cabarrus High School, Cabarrus County Schools (PDS)</p>	<p>Technology integration project to accomplish four purposes: (1) Develop the Digital Literacy Tool (DLT). The creation of this multimedia tool offers</p>	<p>Two teachers participated in spring and two more in the fall of 2007 over two units of study where students were taught using Wikis and webpage design. Two teachers taught 2 sections of World History. One section was taught using traditional methods while the other was taught</p>	<p>Comparisons were made between the two classes. Student in the technology did not score significantly better than the students in the traditionally taught class on the unit tests; however,</p>

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	<p>several advantages, as it will: (a) expand student-centered technology use, (b) augment student ability to analyze primary source documents, resulting in a deeper historical understanding, and (c) provide curriculum resources for classroom teachers (2) Conduct research on the impact of the DLT on student learning through student construction of multimedia products using the DLT (3) Disseminate our research findings through professional conferences and refereed journals (4) Share resources with teachers as tools for improving student achievement and historical understanding</p>	<p>using technology. Students were taught webpage design using PDWiki.com. Students designed a webpage as a scrapbook recounting the stories of WWI and WWII. Approximately 95 students were involved in these projects.</p>	<p>other measures of student learning were impacted. Students increased their technology skills while improving their self-efficacy. Student motivation and attendance increased and overall performance on the Unit grades were 10 points higher than their peers in the non-technology class.</p>

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Dr. Jones with Concord Middle School, Cabarrus County Schools (PDS)	Increase each teacher's use of professional strategies and instructional activities (as part of the larger PDS plan)	Hosted guided book club discussions among the faculty and administration. Read Marzano's "Classroom Instruction That Works." (Books purchased for each staff member using PDS funds.)	Increased use of new strategies in the classroom as reported at the end of this school term, attendance at professional conferences, and participation in the reading groups
Dr. Green with Socrates Academy Charter School, Charlotte, NC	Implement CAMMP approach to teaching math in English and Greek. Achieve high math scores on state math EOGs	Teacher in-service program in CAMMP teaching strategies, ongoing assessment, technology use, Socratic teaching for meaning	2nd graders scored above national average on Iowa Test of Basic Skills. 2nd graders scored above 90th percentile for math problem solving
Dr. Browder with Exceptional Children's Services, Charlotte-Mecklenburg Schools	(1) Improve reading outcomes for students with moderate and severe disabilities. (2) Improving math and science outcomes linked to state standards for students with moderate and severe disabilities	(1) Implementation of Project RAISE including Early Literacy Skills Builder Curriculum. We developed the curriculum, trained and mentored the teachers; measured student outcomes. (2) Implementation of our project on Reading, Writing, Math, and Science. We wrote and implemented curriculum.	(1) 117 students have received the Project RAISE literacy interventions; students are showing progress in story-based lesson comprehension; 7 have mastered the intervention and are now in other reading curricula; project continues for 2 more years; see our website for full research data www.uncc.edu/access . (2) 35 students received special math and science interventions over the past two years; 3 additional students received writing; both single subject and group research designs indicate acquisition of new skills

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			in each area.
Dr. Traore at J. T. Williams Middle School, Charlotte-Mecklenburg Schools	Engage students in reading for cultural nourishment.	With the support of the principal, since August 2006, I have been working with one or two classes at J.T. Williams Middle School engaging students in reading for cultural nourishment. Every week I conduct activities using literature, film, and music to engage students in learning more about African American history and culture. Thanks to grant funding from FRG and the ALAN Foundation I have been able to provide 3 different classrooms with classroom libraries of books by African American authors.	Students who had not read a book in more than a year or more are reading. Students have presented book talks. Students are asking for books. Students have told their friends about books. The 3 teachers verify that they have observed students reading who had not been reading prior to being introduced to the books I provided to their classroom library and the activities I have conducted each week to engage them. Students are writing about what they are reading. I have parental permission to look at EOG scores. This work will continue into the next school year.
Dr. Heafner with Central Cabarrus High School (CCHS), Cabarrus County Schools	9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the End of Course Test. Purpose: to support student	Structure of Tutoring: Small group or individual tutoring led by UNC Charlotte candidates in social studies methods courses. UNC Charlotte candidates are advised by corresponding CCHS social studies teachers on the topic for the week. Candidates work with students on homework, readings, and preparation for tests. Candidates	37 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. 55 secondary students participated in the tutoring program. Of the students who attended consistently

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	<p>understanding of social studies by offering intervention strategies for improving student reading comprehension, test taking skills, and study habits. Additionally, this project will provide an opportunity for preservice teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address these needs. Targeted Participants: Tutoring is targeted for struggling students in 9th, 10th, and 11th grade social studies courses. However, all students enrolled in regular sections of World History, Civics and Economics, and U.S. History will be invited to participate. Letters will be</p>	<p>focus on reading strategies, study skills, and test taking skills. Candidates model comprehension strategies for students. Monitoring of Progress: Tutoring participants complete homework and study self-analysis logs to help students monitor their study habits. Logs are discussed weekly to provide feedback for students. The guide is used to help students monitor their academic progress. Students use this log to self-assess their study habits and strategies by evaluating how well they perform on assignments and tests in comparison to their predicted grade. Students document where and how they study or complete homework. Students predict what grade they make and with what level of certainty that they expect to make that grade. As a follow-up students then compare their actual grade with their predicted grade. If there is a significant difference in their predicted grade and actual grade then students are advised to evaluate their study environment and the strategies that they used. The purpose is to help students recognize what works and what doesn't. UNC Charlotte preservice teachers use these guides to introduce new strategies and to help students monitor the use of these</p>	<p>(approximately 80%), everyone made a C or better in their social studies course and passed the EOCs at a level 3 or higher.</p>

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	sent to all parents with special invitations made by teachers to parents of struggling students.	strategies. Candidates also review these weekly to see how students are progressing.	
Dr. Mraz with Charlotte Mecklenburg Schools – ECEPD Programs	Provide continuous training for literacy coaches on topics related to both literacy content and coaching skills.	Monthly meetings/workshops with literacy coaches. Periodic planning meetings (at least once per semester) and ongoing planning conversations with program administrators.	Data on the literacy coaching initiatives is currently being collected. Intended outcomes include to increase the knowledge-base of literacy coaches on topics related to early literacy instruction and to increase the coaches' abilities to implement effect coaching methods, including the delivery of relevant and ongoing literacy in-service programs for the teachers with whom they work.
Dr. Medina and Dr. Taylor with Crossroads Charter High School, Charlotte-Mecklenburg Schools	1. Provide staff development for content-area literacy 2. Collaborate and mentor a teacher of a new program that targets students with low reading EOG scores and/or high school competency test scores	1. Professional development on first Wednesday staff development days on the following topics: a) Improving Comprehension b) Active Vocabulary Learning c) Writing to Learn d) Discussion Strategies e) Technology f) Using Inviting Texts 2. Collaborative information- gathering to learn about the class and curriculum; developed a list of needs; met regularly to refine ideas plan, consult and collaborate; provided teacher with resources	1. Teachers indicated that they were implementing the strategies taught and they reported that their students were motivated by the activities and engaged in learning 2. Observed teacher utilizing resources and students benefiting from them. Teacher reported use of resources and that students were benefiting.

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		(human and materials)	
Dr. Bailey with Harris Road Middle School, Cabarrus County Schools	(1) Initiate ideas for increasing the variety of writing activities and publishing opportunities for student writing. (2) Support teacher development by providing writing resources and modeling methods for teaching writing	Met with grade level team to plan on an as-needed basis throughout the year. Established the regular use of student journals/daybooks. Explored opportunities for team publications using student writing (literary magazines/newsletters/newspapers); team newspaper published later in year. Explored evaluative writing and evaluating poetry. Initiated the use of revision circles/revision process. Requested and purchased professional reading materials to be housed in media center; these were studied as a grade level team. Helped to plan, demonstrated, observed, or coached lessons on revision circles, interpreting writing prompts, elaboration/developing details, use of oral history approach, and other preparation for writing exam. Assisted and supported teachers in defining/creating writing culture	(1) English teachers from ten teams (six 6th grade teams and four 7th grade teams) used a writing evaluation rubric and writing samples I introduced to help students learn to evaluate qualities of their own writing. Teachers also used a strategy I introduced to help students learn to interpret writing prompts. Teachers reported that students demonstrated beginning levels of proficiency in evaluating writing and were able to comment specifically about the qualities of their and others' writing. Students reported to teachers increased confidence in their ability to write and interpret writing prompts on state tests. Beyond this evidence on technical skill, students and parents responded to teachers from two teams (one sixth, one seventh) that they enjoyed the opportunity to publish and access student

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			<p>creative writing online from team websites that featured literary magazines. (2) Survey administered in late May to ascertain summative feedback from teachers; results not yet available. However, in my yearlong discussions with four seventh grade English teachers, they reported satisfaction with the quality and quantity of new resources they could use immediately as a result of my modeling. Teachers also initiated new ways to publish student writing throughout the year: literary magazines, walls of fame, bulletin board displays, etc. that were not being used prior to our work together. Teachers claimed to value the opportunity to share with one another in our discussions and appreciated learning how each teacher addressed writing standards. Three key features that made our work unique: consistent,</p>

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			ongoing, dialogue, support, and feedback. I believe our work will be incremental in terms of teacher development, yet teachers are positive about continued interaction next year. Teachers struggle with the resource of time, and although they desperately want to continue developing their instructional skills, they recognize work must be conducted in the broader school context.
Multiple faculty with David Cox Road Elementary School, a PDS in Charlotte-Mecklenburg	(1) The school has requested school system support to pilot the use of Investigations for the school system and to improve math instruction practices by training teachers in the use of the Investigations math program. (2) Improve fifth grade student achievement in science. (3) Provide tutoring for students who need remediation in reading	(1) Dr. Drew Polly is conducting staff training with teachers in second grade as a pilot to use of the program. (2) Dr. Sarah Ramsey conducted a series of science staff development activities designed to help fifth grade teachers improve their science instruction. The focus of that training is on helping students develop sound conceptual thinking in science. (3) Dr. Bruce Taylor arranged for five America Reads tutors to serve students at David Cox Road School.	(1) Anecdotal evidence from school staff based on short term use of the program indicates the program initially caused skepticism by teachers because it is a non-traditional instructional model. After more extended training in and use of the model, the teachers demonstrate greater acceptance and use of the Investigations process. Quantifiable evidence will require at least one testing cycle for the students involved in the program.

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			<p>Student test performance data will be analyzed in light of instructional changes made as the result of Investigations. (2) Test data from the North Carolina Science EOG Test will be used to analyze the impact of the training on student performance. (3) Student performance data indicates improvement by tutored students in reading process. However, isolating and quantifying the tutoring effect is extremely difficult because the students receive other reading support and interventions.</p>
<p>Dr. Taylor with Charlotte-Mecklenburg Schools: (a) First Ward Elementary School (b) Piedmont Open Middle IB School</p>	<p>(a) Promote active learning of intermediate grades students. Enhance student achievement of students through tutoring provided twice weekly. (b) Promote active learning of middle grades students. Enhance student achievement of students through tutoring</p>	<p>(a) UNCC pre-service teachers in READ 3226 course worked with and tutored students twice weekly using strategies and research based support. UNCC and FW students developed a “Zine” of student writing. (b) UNCC pre-service teachers in READ 3255 course worked with and tutored students in math, science, reading, social studies, and dance twice weekly using strategies and research based support.</p>	<p>(a and b) Pre- and post-program surveys by students and tutors indicated high-positive impact of program. School administration evaluated program as highly effective.</p>

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	provided twice weekly.		
Dr. Lim at J. N. Fries Middle School, Cabarrus County Schools	Increasing students' interest and competency in mathematics	In collaboration with Dr. Jeong-lim Chae in the Math/Statistics Department, I organized a math club for 6th grade students and ran creative problem solving sessions throughout Fall, 2007 and Spring 2008.	The number of students who voluntarily came to the math club increased over the time. Those who regularly attended the club showed a high level of persistence and reported their enjoyment in the creative problem solving activities.
ELED faculty with Shady Brook Elementary School, Kannapolis City Schools (PDS site)	PDS Element: Accountability and Quality Assurance. Specific priorities: Develop and implement research project around the Literacy for Democracy KidPower program for program evaluation and for research paper development for conferences and publication. Gather information from parents during each parent night that can be used to design and plan future parent night events	Submit research grant through the SCALE: LTLS research grant program. Identify national/international conference to present project.	Research project around the KidPower program was developed and data was gathered LTLS research grant for \$10,000 was awarded to support the project. Data is currently being analyzed and will be presented at the IRA World Congress Conference in Costa Rica in July, 2008. Program evaluation data was gathered from parents and was used to implement each subsequent parent night event. As a result of this data the entire Kindergarten registration process was changed.
Dr. Jones with Concord Middle	PDS standard: Collaboration. Selected	(1) Continued to involve parents and community in our work. Added the district	(1) Mr. Carroll and Dr. Jones hold seats on the newly formed

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School (PDS site)	elements and priorities: (1) Strengthen the link between the larger MDSK/UNCC faculty and Concord Middle School. (2) Design roles and structures to enhance collaboration and develop parity (equality).	office. Strengthened the bond between the MDLG preservice program and Concord faculty. Strengthened the bond between MDSK faculty, UNCC faculty, and Concord teachers. (2) Met regularly with faculty to update them on events and opportunities, and to seek their advice on policies and decisions. Information was shared through team meetings and the school newsletter. Focused on revising the school's discipline policy.	Cabarrus County Strategic Planning Committee. Dr. Propst, Assistant Superintendent, taught courses each semester for MDSK, including those in the M.Ed. cohort on Concord's campus. MDLG 3131 met on the CMS campus in Spring 2008. Mrs. Shankar-Brown was constant in her contacts. Mrs. Shankar-Brown and Dr. Jones supervised 7 student teachers at CMS this past year. As part of the M.Ed. cohort (which met at CMS), Dr. Jones interacted weekly with the teachers and closely supervised the research projects that closed the year. Five different MDSK faculty were on the research committees. In addition, Dr. Lil Brannon secured funding for the school via a NWP grant, which Dr. Jones will direct. (2) The school began a new discipline policy, which dramatically cut the number of office referrals.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Dr. Frazier and Dr. Polly with University Meadows Elementary School, Charlotte-Mecklenburg Schools (PDS site)</p>	<p>PDS Standard: Diversity and Equity. Elements and priorities: Ensure equitable learning opportunities through support for ESL students and beginning teachers.</p>	<p>Staff development through the use of eight in-service workshops provided information for using SIOP (Sheltered Instruction Observation Protocol) strategies. Reading materials were purchased to support ESL learners. International Night celebrated diversity in the school. Math instruction support for first year teachers was provided by Dr. Polly. University liaison continued tutoring efforts with an ESL learner from Mrs. Hager's 2nd grade diverse classroom.</p>	<p>After serving as a pilot program and gradually implementing SIOP strategies, the program was implemented school-wide. Data from an evaluation survey for the workshops will be available after June, 2008 from the CMS Professional Development Center. ESL Dibels scores: 1st grade – 87% - low risk, 3% - at some risk, 10% - at risk. 2nd grade – 76% - low risk, 12% - at some risk, 12% - at risk. ESL math EOG scores: 3rd grade – 50%, 4th grade – 66%, 5th grade – 49% at or above grade level International Night was listed as a strength by 3 responding groups in the Spring 2008 Self-Study. Administrators have actively recruited and increased the diversity of the staff population. Two of the three 2007-08 student teachers hired for 2008-2009 are from minority populations.</p>

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

All College of Education licensure-program faculty are expected to provide service to North Carolina public schools within their areas of expertise and interest. This summary gives examples of specific service activities with the particular intent of demonstrating the range of service through short and long-term activities. Many faculty provided professional development sessions for teachers, principals, school counselors, and LEA central office and NCDPI personnel in a wide variety of areas, such as behavioral intervention strategies, block scheduling, early literacy instruction, Praxis II preparation for lateral entry teachers, training in use of the new teacher evaluation instrument, technology integration, book club discussions, family literacy, content-area literacy, interpretation of standardized test scores, differentiation of instruction for gifted students, writing instruction and writing assessment, preparing for National Boards, using instructional strategies to increase student engagement and comprehension, use of instructional methodology for elementary mathematics and elementary science, effective instructional strategies for urban students, high school graduation planning, and collaborative co-teaching. Some of the direct service provided to K-12 students included the following: mentoring and tutoring, teaching students to monitor their own academic progress, presentations to classes and demonstration lessons, supervision on field trips, conducting review sessions for particular types of exams, providing instruction in comprehensive and vocabulary within the context of environmental projects, proctoring EOG and EOC tests, creating and supervising tutoring programs, hosting middle grades students for “College Day” at UNC Charlotte, serving as a liaison with Teacher Cadet programs, implementing a math club for 6th graders, cultural nourishment through engaging students in reading and giving book talks on multicultural literature, and providing additional counseling services through play therapy. Collaborations included co-planning instructional projects, jointly designing and conducting research, serving on various school committees, grant-writing, reviewing curriculum, and conference presentations. Consultations with teachers included work with assessments, curriculum changes, observing and monitoring targeted students, professional writing, technology projects, and how to differentiate instruction for students with significant cognitive disabilities. Consultations with administrators included meetings to focus on personnel and morale building, establish plans for a professional development school organized around the research on school effectiveness, collaborative research about school-based questions and issues, sharing and interpreting various kinds of assessment data with principals, and serving on School Leadership Teams.

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

A central focus of UNC Charlotte’s eight Professional Development Schools (PDS) is supporting beginning teachers through induction programs of regular meetings and activities such as demonstration lessons, conferences, collaborative planning of instructional units, review of assessment data, professional development group sessions, informal and formal classroom observations, technology integration, assistance with classroom management and lesson design, make-and-take sessions, stress management, questioning techniques, end-of-year testing, and book study groups (e.g., Marzano’s “Classroom Instruction That Works”). PDS induction programs also involved supporting the mentors in working with their mentees, thereby providing additional service to beginning teachers. In addition to PDS activities, UNC Charlotte faculty

regularly visit the classrooms of first-year teachers that they had supervised in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS schools, as well as when supervising student teachers and visiting beginning teachers elsewhere, faculty members take time to respond to their requests and offer suggestions to problems they are experiencing. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology, enhancing reading comprehension, the challenges of being a first year teacher, and best instructional practices in a wide variety of curricular areas. Faculty have intentionally placed groups of clinical students with beginning teachers, as at Randolph Middle School in CMS and Concord Middle School, to provide “extra hands” in the classroom. The College of Education has assisted more than 120 Teach for America 1st and 2nd year teachers with special sections of online and face-to-face coursework tailored for their particular needs and backgrounds. Through a generous gift from the George and Page Bradham Foundation, we awarded for the fifth time the UNC Charlotte Beginning Teacher Award (with a \$1000 honorarium). This year’s recipient was Crystal Watts, a teacher at Pumpkin Center Primary School in Lincoln County. In Fall and Spring semesters, recent graduates were invited to small dinner parties at faculty homes, with supportive conversation focused on their current experiences and challenges. A pilot study was conducted to assess effectiveness, reliability, and validity of a process of remote observation of graduate student teaching interns (both lateral entry teachers and pre-service career changers) enrolled in the online internship. If this process is deemed effective, it will provide additional support to new teachers without bringing them to campus for seminars.

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

UNC Charlotte provides a wide array of academic coursework leading to teacher licensure for three different groups of adults (1) lateral entry teachers in a variety of fields, (2) those who are seeking lateral entry positions, and (3) those who wish to complete a teacher preparation program before entering the classroom. We also serve lateral entry teachers following licensure plans issued by the Regional Alternative Licensing Center (RALC). The Office of Teacher Education Advising and Licensure (TEAL), the Teacher Recruiter, and the Associate Dean provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, students are advised within their respective departments by specially trained advisors and faculty. Advisors and faculty assist many students to obtain lateral entry positions when they reach the internship portion of their program. We offer graduate-level courses in an intensive program (the Graduate Certificate in Teaching) in the licensure areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, history, comprehensive social studies, biology, chemistry, earth science, physics and comprehensive science; and the K-12 fields of art, dance, music, theatre, French, German, and Spanish. The attractive Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I; candidates may apply to the MAT from the outset or may apply later and “rollover” their Graduate Certificate coursework to the MAT. After obtaining the Standard Professional I License at the end of either the Graduate Certificate in Teaching program or Phase I of the MAT and a full-time teaching position (if not already held), MAT candidates enter Phase II in order to pursue the advanced license. Graduate Certificate and MAT courses are offered on campus in the evenings and weekends, with admitted students able to start their programs in fall, spring, or summer, rather than having to wait for a once-a-year start-time. In order to better serve

the adult population, critical programs are offering online courses throughout the year and off-site face-to-face courses in summer institutes, all with reduced tuition costs through the Distance Education Office. In the Summer 2007 Lateral Entry Teacher Institute (LETI) held for special education and middle/ secondary teachers, nearly 350 lateral entry teachers and career-changers seeking lateral entry positions pursued coursework toward licensure in 17 courses. Through these multiple venues in 2007-08, UNC Charlotte served more than 1000 adults who have been admitted to one of our programs or who were seeking licensure through a RALC plan of study. The Center for Math, Science and Technology Education provides on-campus summer institutes for lateral entry teachers of mathematics in Charlotte-Mecklenburg Schools to improve algebra, geometry, and pedagogy skills. We have offered Praxis II Preparation Workshops for lateral entry teachers and for those seeking lateral entry positions (e.g., Special Education). We are providing specially tailored coursework to more than 120 Teach for America teachers who have taken lateral entry positions in Charlotte-Mecklenburg Schools. In addition, PDS induction programs include support for lateral entry teachers.

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

UNC Charlotte serves career teachers through campus-based and distance education graduate programs and coursework, institutes, Professional Development Schools (PDS), and conferences. We offer Master's and Doctoral programs addressing over 20 different advanced licensure or leadership areas. The Master of Arts in Teaching allows teachers who have cleared their lateral entry licenses to build upon their previous degrees and earlier graduate coursework to obtain advanced licensure. An array of distance education programs, either online or face-to-face, make graduate education and add-on or advanced licensure more easily available to career teachers. Distance education programs during 2007-08 included Academically/Intellectually Gifted add-on licensure (online and face-to-face in Gaston County and Charlotte-Mecklenburg); M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Lincoln County), M.Ed. in Elementary Education (Kannapolis City Schools), M.Ed. in Teaching English as a Second Language (Charlotte-Mecklenburg), and the Master of School Administration (Gaston County, and Rowan/Stanly County). The Center for Math, Science, and Technology Education (CMSTE) has provided services to career teachers through a wealth of activities such as AP Institutes in many targeted areas of science, English, social studies, and mathematics. Coursework for graduate and/or renewal credit was offered through CMSTE in many areas of math and science. Faculty in the College of Education and colleagues in the English Department offer the UNC Charlotte Writing Project Institute each summer, followed by seminars and conferences during the academic year. PDS teachers were involved in professional development through collaborative planning sessions, research projects, integration of technology, data collection, book study groups, presentations and individual mentoring on improving instructional practices in various areas such as science, math, early and adolescent literacy, and writing as well as broader areas such as intervening successfully before students' behavior problems worsened and increasing student engagement. Faculty made classroom visits to observe and give one-on-one advice or feedback; others provided demonstration lessons or taught collaboratively in specific areas. Faculty participated in organizing and presenting at locally-held professional conferences for teachers, such as the Child and Family Development Conference, the Building Bridges Conference, and the Pursuing the Dream Conference. One faculty member arranged for 18

teachers to make presentations at the North Carolina state conference of the International Reading Association. Many faculty worked with the Teacher Cadet program – assisting the teachers with activities, recruitment ideas, and celebrations. The College of Arts and Sciences has been instrumental in designing the Charlotte Teachers Institute to provide content rich seminars to Charlotte-Mecklenburg (CMS) teachers as part of their professional development. The Institute will be a partnership among UNC Charlotte, Davidson College, and Charlotte-Mecklenburg Schools and will be a formal partner with the Yale Teaching Initiative.

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

The College of Education serves low performing schools through several systematic, on-going partnerships as well as through a variety of individual faculty efforts. Some of the schools are designated “low-performing” according to state standards, while others are identified through the Southwest Education Alliance (SWEA) as “priority” schools, that is, schools at high risk for low performance and related problems. For this report, activities at both kinds of schools will be described. The RAISE project, described in the SEC template, focused on developing literacy skill instructional methods for students with significant intellectual disabilities; the project developed literacy curriculum, trained teachers to implement it, monitored implementation, and presented data analyses of results. The BRIC project (Behavior and Reading Improvement Center) completed its final year of funding and was described in the 2005-06 SEC template; however faculty associated with the grant continued to collect assessment data twice a year from the BRIC schools in CMS and to provide BRIC-related consultation service. Several of the Teacher Cadet programs, all of which have UNCC faculty liaisons, are located in low-performing or priority schools, such as Garinger and West Mecklenburg. One faculty members worked with inner city middle school students on a weekly basis to introduce reading for cultural nourishment, resulting in students engaging in more reading and more writing about reading. In addition, she secured grant money to provide three classroom libraries of books by African American authors. One faculty member worked to provide continuous training for literacy coaches in order that they could provide more effective literacy in-service programs for the teachers with whom they work. In addition to these examples of on-going service, faculty have reported activities such as meetings with various principals, the regional superintendent of the CMS “Achievement Zone” (the ten most struggling schools), and with the co-founder of the Urban Coalition Team. These meetings responded to administrators’ requests for consultation, advice, and data. Faculty have served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited and observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted in evaluating and improving Personal Education Plans. Distance education programs offered at the request of school systems offer on-site courses that address the instructional needs of low-performing students (e.g., M.Ed. in Elementary Education, M.Ed. in Reading Education, M.Ed. in Middle Grades Education, and M.Ed. in Teaching English as a Second Language). Participation with the NCDPI Positive Behavior Support Initiative offered support to teacher struggling with discipline and achievement problems. The Child and Family Development faculty continued to provide off-campus B-K coursework to CMS Bright Beginnings and More-at-Four teachers as a means of supporting these teachers to help students toward greater school success.

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

(1) NC public schools will produce globally competitive students: As noted in the North Carolina in the World Report, globally competitive students must have teachers with knowledge and skills about the world. The College of Education continues its aggressive efforts to internationalize teacher education. In Fall 2007 a cohort of 16 elementary education majors studied at a teachers' college in Germany, along with two UNC Charlotte professors. A focus of this study abroad initiative was the educational needs of migrant students. Other College-sponsored international study included a summer seminar in Mexico for candidates in the Teaching English as a Second Language program and a comparative education course "The Schools and Cultures of Europe" in The Netherlands. The College's Internationalization Committee is examining curriculum reform to increase global awareness in the standard curriculum. International travel grants, awarded on a competitive basis, went to ten faculty members who were required to demonstrate how the international experience impacted the curriculum. UNC Charlotte hosted the Ninth International Conference of Mathematics Education in a Global Community in Fall 2007. (2) NC schools will be led by 21st Century professionals: The College of Education has taken major steps to increase access to the academic preparation of teachers and leaders who demonstrate 21st Century skills. New graduate-level add-on licensure programs in School Counseling (enrollment of 18 in 07-08) and School Administration (enrollment of 50 in 07-08) welcome practitioners to new fields of endeavor. 500 lateral entry teachers were enrolled in the 2007 Lateral Entry Teacher Institute to earn credits toward the teaching license. (3) Assisting Low-Performing Schools: UNC Charlotte has teacher education partnerships with a number of public schools at risk for low performing designation, including Thomasboro Elementary, E.E. Waddell High School and Philip O. Berry Technology Academy. Initiatives include curriculum reform and teacher/ leader mentoring and support. A faculty member teaches on-site college classes in "the secondary school experience" at E.E. Waddell and supervises teacher education students in school-based service-learning projects. UNC Charlotte delivers Master's degree programs to cohort groups of teachers in Charlotte-Mecklenburg's Focus (high need) schools. In addition, UNC Charlotte offers graduate-level licensure coursework, through a contract with Charlotte-Mecklenburg to Teach for America corps members who are teaching in Focus schools.

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

"NC public schools will be led by 21st Century professionals" was the State Board of Education priority that continues to receive special emphasis at UNC Charlotte. This goal relates to that of the UNC General Administration to "produce more and better teachers" and more and better school leaders and school counselors. This year's accomplishments focus on efforts to increase access to professional education programs and to recruit broadly (including non-traditionally) for education professions. Using a special appropriation from the NC General Assembly, the College is engaged in a strategic marketing initiative (Pathway To Teaching) to attract career-changers to the Graduate Certificate/ Master of Arts in Teaching programs at UNC Charlotte. The campaign has included newspaper ads, billboards, radio spots, and events for the business community. Online versions of the Master of Arts in Teaching in the teaching fields of highest need (mathematics, science, special education, and middle grades) were developed by teams of faculty in 2007-2008 and will be launched in Fall 2008. This work was also supported by the

appropriation from the NC General Assembly. Add-on licensure programs in School Administration and School Counseling are attracting good numbers of candidates who already hold the master's degree. Other distance education efforts include a new off-campus cohort program for the Masters in School Administration in Union County, M.Ed. in Reading in Rowan County, online program development for the add-on license in School Counseling, and online program development for the M.Ed. in Instructional Systems Technology. The Department of Reading and Elementary Education has begun the 2+2 baccalaureate completion program in Elementary Education for a second cohort at Stanly Community College. Under a contract with Charlotte-Mecklenburg Schools, the College of Education offers licensure coursework (which can count toward the Master of Arts in Teaching) for the Teacher for America corps members who teach in CMS. The number of corps members will increase to 150 in the 2008-2009 year. UNC Charlotte continues to offer master's degree programs to cohorts of teachers in Charlotte-Mecklenburg's Focus (high need) schools. The College's Candidate Assessment System continues to be refined to focus on such key issues as impact on student learning, teamwork, and capacity to respond effectively to diverse learner needs, underscoring our commitment to prepare 21st Century professionals.

Supplemental Information (Optional)

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

In 2007-2008, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis II and Praxis I examinations. To assist with the Praxis II examinations, incoming faculty at UNC Charlotte in both the College of Education and the College of Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. A second initiative involved faculty members planning and conducting Praxis II examination preparation workshops for pre- and in-service teachers. A total of 262 students participated in 13 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Participants by content area were as follows: elementary education (151); special education (41); social studies (14); middle grades mathematics (19); secondary mathematics (7). To assist with the Praxis I examinations, 8 workshops were conducted for 146 students seeking admission to a teacher education program. Participants registered for content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 54 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 62% showed improvement. There were 92 participants in the reading/writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 54% showed improvement.

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts by the Teacher Recruiter, the Director of Teaching Fellows, the university's Admissions Office, and by the College of Education's Office of Teacher Education, Advising and Licensure (TEAL). The College launched a major marketing campaign in the Spring of 2008, "Pathway to Teaching," that is designed to attract career-changers to the Graduate Certificate in Teaching and Master of Arts in Teaching programs. The teacher recruiter is the point person in this campaign, who responds to inquiries, manages the website, meets with prospects, and participates in various recruiting events hosted by the Undergraduate and Graduate Admissions Offices as well as the College of Education. The Undergraduate Admissions Office has included the teacher recruiter in all of visits to the surrounding community colleges so that she may meet directly with transfer students interested in teaching. Admissions personnel have consistently distributed College of Education materials to all of our top feeder community colleges, along with the teacher recruiter's contact information. The Director of Teaching Fellows and the Fellows themselves made site visits to high schools to share information about careers in teaching and scholars, specifically targeting Teacher Cadet Programs. In addition to the four days of "Explore UNC Charlotte," Teaching Fellows hosted a Recruitment Day. Students invited to attend included those who selected UNC Charlotte as one of their top five choices as well as all males and minorities who were regional finalists for the Teaching Fellows scholarship. The Admissions Office hosted an Honors Reception for prospective juniors and seniors in high school, and the Teaching Fellows Director served on one of the main panels in order to provide prospective students with an overview of the NC Teaching Fellows Program, as well as the College of Education. The College hosted the fifth annual Future Teachers Conference in Fall 2007 for high school students. The Teacher Education Learning Community continues to attract new freshman, who live in a high-tech residence hall, take many courses together, and have special seminars designed to support their commitment to entering teacher education programs. The partnerships with Teach for America and IBM's Transition to Teaching programs are bringing more college graduates from other fields into the teaching profession. Special courses that recognize and expand upon work in the prior institute have been designed to help Teach for America teachers to complete licensure requirements more rapidly. The streamlined minor in Secondary Education has proved to be an excellent recruiting tool used by advisors across campus. The Dean's TeamTeach is comprised of students who are helping in the recruitment process, through Praxis I tutoring and participation with open houses, direct-contact recruiting, and other events. Throughout the year, the Office of Admissions provided TeamTeach with files of all admitted students that listed education as their major. TeamTeach used this list to contact all students via phone or email to welcome them to UNC Charlotte and share information about the College of Education.

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

Our minority faculty and professional advisors' presence in the initial licensure teacher education programs exceeds 20%, thus providing more role models for underrepresented groups. The teacher recruiter and the new marketing campaign for career changers have actively designed

recruiting materials that feature minority teachers and students, providing a visual representation of the population of schools. TeamTeach members include minority students who participate in recruitment activities. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The Center for Mathematics, Science and Technology Education (CMSTE) houses the NC-MSEN Pre-College Program that focuses on minority students in middle and high schools. Through the CMSTE's program, we are recruiting more minority students to the university and hopefully, into science and math majors and teacher education. The UNC Charlotte NC Teaching Fellows continue to implement a five-year recruitment plan that involves, among other activities, the specific identification and recruitment of male and minority high school seniors who identify UNC Charlotte as one of their top five choices on the Teaching Fellows application. The College's efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the Greater Charlotte Alliance of Black School Educators. The workshops for Praxis I in reading, writing and math are open to all students, but were established with a particular focus on assisting minority students in clearing the Praxis I barrier. The Future Teachers Conference has had such a strong interest from Latino participants that UNC Charlotte has formed a task force for recruiting Latino professionals into teacher education as part of the overall Latino initiative. The 2+2 agreements with community colleges, the Graduate Certificate in Teaching program, the Bright Beginnings/More at Four distance education program, and the Lateral Entry Teacher Institute all attract more minority students by facilitating entrance into and progress through teacher education programs. The visits to community colleges by the Teacher Recruiter and staff from our Office of Teacher Education Advising and Licensure (TEAL) are particularly rich opportunities for recruiting minority students into teacher education, given that audiences for information sessions are sometimes more than 90% African-American. The College sponsored the powerful "Pursuing the Dream" conference, which brought together a cross-section of the education community, from undergraduates considering a teaching career to retired superintendents, in order to study the history and future of education for African-Americans in the public schools. Increased collaboration with the Undergraduate Office of Admissions has increased their focus on potential teacher education students. Specific efforts in minority recruitment consist of telecounseling and diversity newsletters that are mailed to admitted students. These outreach efforts include a variety of information about the services and programs available to minority students.

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

(1) To increase access to teacher education opportunities for working professionals, the faculty in the College of Education have developed 100% online versions of the Master of Arts in Teaching degree in teaching fields of highest need: middle grades, secondary (including mathematics and science) and special education. The online versions of the Master of Arts in Teaching will be launched in Fall 2008. (2) Additional online program development includes the M.Ed. in Instructional Systems Technology and the add-on Graduate Certificate in School Counseling. (3) To attract more second-career professionals into teaching, the College launched a major marketing effort called Pathway To Teaching, with print ads, billboards, radio spots,

campus events, and a website (pathwaytoteaching.com). The focus of the campaign to acknowledge the gifts of professionals with life experiences and to underscore the social value of the teaching profession. (4) The faculty of the Child and Family Development major have spent the academic year on a revisioning process which will combine the best of the licensure and non-licensure tracks of the CHFD major to create a single unified Birth-Kindergarten licensure program. (5) The College of Education has completed the initial implemental of the TK20 data management system to strengthen the unit's assessment plan. A major revision of the assessment plan has moved from a required instructional unit project in student teaching to an Impact on Student Learning project.

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	1	Asian/Pacific Islander	13
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	62
	Hispanic	1	Hispanic	14
	White, Not Hispanic Origin	94	White, Not Hispanic Origin	647
	Other	2	Other	29
	Total	107	Total	767
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	37
	Other	0	Other	1
	Total	12	Total	46
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	94
	Other	0	Other	4
	Total	24	Total	112
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	3
	Asian/Pacific Islander	3	Asian/Pacific Islander	9
	Black, Not Hispanic Origin	27	Black, Not Hispanic Origin	159
	Hispanic	3	Hispanic	17
	White, Not Hispanic Origin	144	White, Not Hispanic Origin	536
	Other	10	Other	49
	Total	189	Total	773

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	43	72
Elementary (K-6)	137	197
Middle Grades (6-9)	85	137
Secondary (9-12)	113	174
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	55	106
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	152
Total	0	0

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

	Baccalaureate
MEAN SAT Total	1193
MEAN SAT-Math	575
MEAN SAT-Verbal	567
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
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)	3	8	16	9
Elementary (K-6)	149	59	53	19
Middle Grades (6-9)	21	9	21	11
Secondary (9-12)	18	14	26	10
Special Subject Areas (K-12)	5	14	12	6
Exceptional Children (K-12)	16	9	94	15
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	212	113	222	70
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	244	97
Spec Ed: Adapted Curriculum	12	100
Spec Ed: Cross Categorical	2	*
Spec Ed: General Curriculum	39	100
Institution Summary	297	97
* 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	40	109	121	27	1	2
U Licensure Only	2	0	1	0	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	5	5	3	3	2
U Licensure Only	83	46	37	33	6	13
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	471	97	73
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

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	1868
Cabarrus County Schools	724
Gaston County Schools	480
Union County Public Schools	474
Rowan-Salisbury Schools	351
Cleveland County Schools	252
Iredell-Statesville Schools	243
Stanly County Schools	220
Lincoln County Schools	205
Kannapolis City Schools	128

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.	3.37	3.39	3.44
preparation to effectively manage the classroom.	3.27	3.17	3.32
preparation to use technology to enhance learning.	3.21	3.30	3.44
preparation to address the needs of diverse learners.	3.28	3.23	3.26
preparation to deliver curriculum content through a variety of instructional approaches.	3.39	3.29	3.49
Number of Surveys Received	135	115	133
Number of Surveys Mailed	350	350	350

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
109	14	74