

# IHE Bachelor Performance Report

## UNC-Chapel Hill

### 2008 - 2009

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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 N.C. General Assembly on December 11, 1789, now enrolling 28,567 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the seventh 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 18,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

#### Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking for the past several years as reported in U.S. News & World Report: our overall ranking of #22 this year places us among the top 10 percent of the schools of education ranked. With 52 full-time faculty members and an enrollment this spring of more than 750 students, including graduate students, undergraduates 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 often studying together. As of Summer '09, a total of 130 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 program aimed at science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. We have applied for DPI approval for three additional strands of UNC BEST—chemistry, mathematics and geology. We are currently admitting students into the second UNC BEST cohort for 2009-2010. Our Early Childhood Program and Special Ed programs are distinguished by 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 School of Education who are interested in partnerships with local school districts and communities designed to enhance student learning and family support, pre-service teacher education, in-service teacher professional development and doctoral training. Our current efforts are primarily focusing on developing a stronger partnership with Orange County Schools (OCS). LEARN NC

provides free access to quality instructional resources and online professional development for NC teachers. The LEARN NC website ([www.learnnc.org](http://www.learnnc.org)) covers all areas of the K-12 curriculum. LEARN NC delivers services directly to schools in each of North Carolina's 115 school systems.

**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, M,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 (SCDE) INITIATIVES**

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
PERSON COUNTY 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 and high school mathematics instruction.	Our CENTER FOR MATH. AND SCIENCE ED has partnered with Person County Schools, which received an 18-month grant in 2007 from the State Board of Education for the improvement of middle and high school mathematics instruction. During 2008-09 this grant was extended through the 2009-10 school year. Developed in cooperation with the school system, the project includes monthly in-service programs, support for professional learning communities, and summer workshops. Instruction will include teaching strategies, use of technology, and reading in mathematics.	The project has an outside evaluator, whose reports are documenting gains in teacher content knowledge and pedagogical knowledge as a result of the project. Interim results have been used to modify and improve the project's extension for 2009-10.

<p>CENTER FOR MATH AND SCIENCE EDUCATION: Chapel Hill-Carrboro; Chatham County; Durham Public; Guilford County; Orange County; Vance County; Wake County</p>	<p>(1) Preparing 21st Century professionals by providing professional development for math and science teachers teaching all levels. (2) Producing globally competitive students by improving K-12 math and science instruction.</p>	<p>Our Center for Math and Science Ed., working with other centers of the NC Mathematics and Science Education Network, is continuing professional development program called Statewide Institutes for Teaching Excellence (SITE). The SITE project addresses the need for improved math and science instruction in high schools as well as improved science instruction in grades K-8 to prepare students for new testing in science required by NCLB. The program 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 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 were offered in summer 2008 and additional offerings are scheduled for summer 2009.</p>	<p>Teacher responses to these workshops have been very positive. The NC Mathematics and Science Education Network has instituted an ongoing program of evaluation that is leading to improvements in the curricula in several of the institutes as well as the development of new institutes; a SITE Algebra institute is being piloted in Summer 2009.</p>
<p>MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS; CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill HS; CHATHAM:</p>	<p>(1) Preparing 21st Century professionals by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas. (2) Teacher Retention through support, instruction and pay increases associated with obtaining an M.Ed. (3) Governance by 21st century systems with the authorization of a Technology M.Ed. cohort (4) Closing the Achievement Gap via professional development in advanced curricular and instructional materials associated with graduate education</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 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</p>	<p>In 2008-2009, we had 130 students in 7 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 269 career educators from 2003 through May 2009. We admitted two new cohorts Summer 2009: a K-12 Literacy Cohort and a K-12 Math Cohort, totaling 66 career teachers. We also have three continuing cohorts: Science K-8, Literacy K-12, and Special Ed GC K-12 with a total of 60 teachers enrolled. Again, teachers were from several of the surrounding communities. Teachers have stated that their M.Ed. study</p>

<p>Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City Elem, Silk Hope Elem, Chatham Middle, Horton Middle, Northwood HS; DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearsonstown Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle, Chewning Middle, Durham School of the Arts, Githens Middle, Rogers-Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD: Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Grady Brown Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar Ridge HS; VANCE: 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,</p>		<p>expressed needs from nearby school districts.</p>	<p>helped them understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006 (and continues to the present). 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>
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<p>Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest-Rolesville Middle, Western Middle, Broughton HS, Green Hope HS; WAYNE: Greenwood Middle, Norwayne Middle.</p>			
<p>TUTORING PROGRAMS: AT-RISK TUTORING—CHAPEL HILL-CARRBORO CITY SCHOOLS: McDougle Elem, Sewell Elem, McDougle Middle; TEACHING FELLOWS TUTORING—DURHAM: Jordan High; CHAPEL HILL-CARRBORO: Scroggs Elementary, Carrboro Elementary, Seawell Elementary, McDougal elementary, Frank Porter Graham, Estes Hill, Grey Culbreth Middle School, McDougal Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School, East Chapel Hill High , Glenwood Elementary; ORANGE: Cameron Park Elementary, A.L. Stanback Middle School. AMERICA READS/COUNTS—ORANGE: New Hope Elem; CHAPEL HILL-CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; Scroggs Elem; McDougle Middle; Holmes Day Care. NC LITERACYCORPS ENGAGE - ALAMANCE, DURHAM,</p>	<p>(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School of Education of these needs. Through our At-risk Tutoring Program, the School of Education provides hundreds of undergraduate students each year to serve as tutors for the identified school children. Teaching Fellows Program provides also 112 undergraduate students who serve as tutors as well as in other capacities in area schools. In addition to providing tutors, America Reads/Counts 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/Counts placed 43 tutors with 279 children for 5812 hours of tutoring. NC LiteracyCorps/ ENGAGE is a statewide AmeriCorps project focused on literacy/ELL tutoring for NC children and adults.</p>	<p>Tutoring arising out of SOE teacher education programs served almost 700 students, providing over 350 tutors, who worked more than 9,000 hours in almost 20 area schools in eight (8) LEAs. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students. 25 LiteracyCorps members served a total of 19,191 hours, recruited 1,986 volunteers who served a total of 6,629 hours. LiteracyCorps members reported working with a total of 6,467 learners.</p>

<p>GUILFORD,  FORSYTH,  MECKLENBURG,  ORANGE, PITT,  ROBESON, AND  WAKE COUNTIES.</p>			
<p>RESEARCH  TRIANGLE  SCHOOLS  PARTNERSHIP  (RTSP): Exploring K-3  Mathematics Efland  Cheeks; Central  Elementary</p>	<p>(1) Preparing 21st Century professionals by providing professional development for elementary math teachers (2) Producing globally competitive students by improving elementary math instruction.</p>	<p>The first phase in the process involved 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 supported the teachers throughout the year as they explored the implementation of these practices, i.e., built 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. This year a doctoral candidate in the School of Education, studied the importance of linking formative assessment with instructional practice in mathematics education at the elementary level. She worked with teachers and students in five third grade classrooms Orange County to determine how classroom teachers might be able to use formative assessments, strategically implemented throughout the school year, to assess student learning and to use this information to develop and implement instructional steps to move students forward in their mathematical knowledge. The study was comprised of two components: First, the project focused on making assessments available and useful for teachers within their classroom contexts. This included training the five target teachers in the use of these</p>	<p>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 first undertaken in 2007-2008 under the auspices of RTSP. Initial informal and formal assessment of teacher knowledge and student understanding indicates positive results. However, formal quantitative and qualitative assessment data is not yet available. The doctoral student mentioned herein will be using this data as part of her dissertation and, therefore, results are pending.</p>

		assessments and then facilitating discussions about next steps for their students. In addition, low-achieving students were interviewed using these assessment protocols and working with teachers to determine and address specific needs. This was done through participating in study groups and focus groups, as well as grade level PLCs at each school.	
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Threads: Threading experiences in the arts directly into the school curriculum Central Elementary; Orange County Schools	(1) Innovation in Public Schools Led By 21ST Century Professionals through the integration of arts experiences into elementary curricula.	A professor of education and former dean and professor of communication studies is working with the administration and faculty of Central Elementary School (Orange County Schools) to augment the Arts in Education project that the Carrboro Arts Center is bringing to the school. This project funded by the Arts Center, is bringing drama productions and teaching artist residencies tailored specifically for each grade to classrooms throughout the school. Professor Grumet has been asked by the Carrboro Arts Center to provide four faculty workshops throughout the year to support the teachers' work, connecting these arts experiences to the ongoing work of their classrooms. The RTSP grant offers Central Elementary School the opportunity to deeply investigate and implement an integrated arts curriculum that extends the art experiences offered by the Carrboro Art Center and the North Carolina Symphony.	The current year has been primarily focused on the planning and preparation of the faculty workshops to involve the Carrboro Art Center and the NC Symphony. Therefore, no formal evaluation has taken place to date.
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.	In 2007-08 Faculty in literacy education conducted a study group with teachers at New Hope Elementary. The purpose of this project was 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	During the current year, faculty headed a project involving the principal, assistant principal, and teachers as leaders of a school wide study group professional development about teaching literacy to English language learners. The leaders were members of a study group from 2007-2008 (described above). The purpose of the 2008-2009

		<p>Elementary engaged 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 participated in the study groups and provided internal support. During the 2008-2009 year, the project is focusing on the process of using past participants of a study group as literacy coaches in a school-wide study group professional development. Teachers at New Hope Elementary (Orange County Schools) are facilitating school-wide study groups focusing on the literacy teaching of English language learners and the literacy participation of ELL students.</p>	<p>project was to study the impact of leading study groups on teachers' knowledge, skills, and dispositions of teacher leadership and coaching. Another purpose is to study the impact on the teacher participants' practice in teaching literacy to English language learners. Qualitative analysis of data indicated two major findings in teachers' literacy practice with English language learners which emerged as a result of this project. First, teachers reported increased literacy engagements of their ELLs in small group and whole class instruction. Secondly, teachers were more aware of how to thoughtfully adapt their teaching to meet the literacy needs of their ELL students.</p>
<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Exploring Practices to Promote Inquiry Learning in Middle Grades Mathematics Stanback Middle School; Stanford Middle School; Gravelly Hill Middle School</p>	<p>(1) Preparing 21st Century professionals by providing professional development for middle school math teachers (2) Producing globally competitive students by improving middle school math instruction.</p>	<p>A professor of mathematics education is working with middle school mathematics teachers to support their growth in understanding and implementing classroom mathematics instruction focused on inquiry and problem solving with an emphasis on algebraic reasoning. This project complements priorities that Orange County Schools has established for helping teachers develop their practice in anticipation of adopting new mathematics curricula. This initiative will provide middle grades mathematics teachers an opportunity to explore teaching and learning mathematics in ways that support student inquiry and problem solving. A study group for 20 middle grades mathematics teachers met 5 times during 2008-09 in four 3-hour sessions (after school) and one 5-hour session (Saturday) throughout the year. Emphasis for the study group will be divided into 2 parts: The first</p>	<p>Initial informal and formal assessment of teacher knowledge and student understanding indicates positive results. However, no statistically significant formal assessment data is available to date for the pilot year of this project</p>

		<p>part of the study group will involve reading, discussing, and trying out ideas put forth in a set of four case studies that address issues of practice to be considered when engaging in inquiry learning in mathematics with students. These issues include building on student ideas, understanding and using mathematical representations, and exploring the notion of proof. The second part of the study group will focus more narrowly on teachers' exploring their practice and students' thinking in the context of designing and using high cognitive demand mathematics tasks that focus on the development of algebraic reasoning via consideration of a Framework for Analyzing Geometric Pattern Tasks.</p>	
<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP): Promoting School Readiness in Literacy New Hope; Pathways; Central Elementary; and Efland-Cheeks Elementary.</p>	<p>(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</p>	<p>Faculty in special education, school counseling and early childhood education are working with parents and teachers in Head Start programs to improve literacy instruction for children. 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 Efland-Cheeks—(Story Time Only group) receive materials for the classroom. Teachers at these schools take place in a Story Time intervention, without the family component at this time, to serve as a control. This project began in the Spring 2008 and was carried over for completion in the Fall 2008.</p>	<p>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 employs both quantitative and qualitative methodology and data analysis. Both analyses will be used to determine program effectiveness and outcomes. Analysis of quantitative assessment data is not complete for this project at this time, therefore, no formally collected data from the Family Education component is available. However, systematic qualitative data analysis supports that the StoryTime activity served to (1) increase child engagement with literacy materials, (2) enhance teacher practices and strategies in regard to</p>

			literacy, and (3) promote positive behavioral outcomes in the children involved. All these findings support previous research suggesting that individual story reading facilitates children's positive relationship with their teachers, which, in turn, would be expected to provide the emotional security from which children can explore literacy.
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, Hillside High, Southern Lee High School, and Southern High School.	(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.	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.	92.3% (or 36 of 39) of the 10th graders participating in the UNC-Chapel Hill Upward Bound Program in 2005-06 graduated in Spring 2008, 96.4 % (or 27 of 28) of the Seniors (12th Graders) participating in the 2007-2008 program/academic year graduated from High School in the Spring 2008, and 89.2% (or 25 of 28) of the Seniors participating the Upward Bound Program enrolled in a College or University in the Fall 2008. For the past forty-two years the program has assisted in preparing and serving over thirty-five hundred students many of which have gone on to careers in law, medicine, education as well as public service and community outreach.
CAREER START (with School of Social Work): Winston-Salem Forsyth County Schools; Guilford County; David County; Thomasville City; Asheboro City; Stokes County; Surry County; Randolph County.	(1) Preparing 21st Century professionals by providing professional development for middle school teachers in regard to relevance of instruction (2) Producing globally competitive students by connecting curriculum of middle school students to career and job skills	Begun in 2007, CAREER START is a middle school teaching strategy to increase the relevance of core curriculum courses in middle school. Teachers augment their instruction by giving examples of how what they are teaching is related to the careers and job skills of people in their communities. Example lessons are available on-line through LEARN NC; teachers invent their own lessons as well. Promoting the relevance of instruction enhances student attention to the content of what is	CAREER START lessons are being used in six school districts with 500 teachers and 15,000 students. A longitudinal evaluation is being conducted with 7,000 students in the Winston-Salem/Forsyth county middle schools. The initial findings provide data on students at the end of 8th grade taking into account their exposure to career relevant instruction in their core courses in 7th and 8th grades. The findings thus far are as follows: Students with

		<p>being taught in the core middle school courses. Career Start aims to promote better transitions into high school as well as improving labor force capacity since middle school attachment is key to later success and graduation from high school.</p>	<p>most of the teachers providing career illustrated lessons are significantly more likely to (1) remain highly engaged in schools, (2) report that they highly value their education, (3) have fewer unexcused absences, (4) stay out of trouble and/or get suspended, and (5) perform better on their end-of-grade math and reading tests. All of these findings are more significant for lower-income students and students of color. Findings remain significant after introducing statistical controls for demographic characteristics of students and their families.</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. Diverse faculty from within the SOE have worked toward planning and evaluation of the First School effort. Ed Leadership faculty spoke to teams from all priority schools about reducing the achievement gap. Our Sr. Assoc. Dean and numerous program faculty served on DPI committees reformulating the Teacher Ed Standards and assessment instruments. Our math ed. faculty serve on the K-5 writing team to draft revisions to the N.C. Mathematics Curriculum. Our literacy faculty assisted Head Start teachers with emergent literacy strategies. Our CCC faculty provided assistance to teachers of linguistically and culturally diverse students. School Counseling faculty train leaders to assist with the transition from elementary to middle school as well as providing training to school counselors preparing for National Counselors' Examination for licensure. Our Ed Psych faculty serves on an advisory committee on EOG/EOC testing and the state accountability system at DPI, and brought evaluation services to schools, including a number of priority schools. School Psych faculty provide consultation, assessment and intervention guidance at multiple K-12 sites. Ed Leadership faculty serve on the Minority Achievement Network for CHCCS as well as a member of the Board of Directors for the Social Justice Academy of East Chapel Hill High School. Middle school faculty provide professional development for career and beginning teachers on adolescent development and support for middle school students. Our faculty oversaw tutoring programs which provided 9500+ tutoring hours to almost 700 students and, themselves, volunteered as tutors with at-risk children. FACULTY FROM ARTS AND SCIENCES DEPTS. AND PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY, including the School of Info. and Library Sci on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Devt Inst and the Ctr for Devtl Sci on school-based research; and the depts of Mathematics, Biology, Chemistry and Physics through our Ctr for Math and Science Educ. 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 Sch. of Journalism and Mass Comm. trained hundreds of teachers and students in scholastic media; the Dept. of Athletics hosted the Kids and College Program for underrepresented middle school students; the NC Botanical Garden hosted approximately 2,500 school children and partnered with schools; the Campus Y provided mentoring and Big Buddy programs, and the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Dept. hosted thousands of public school children on campus.

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

Through our NC TEACH and COLE programs, we work with beginning lateral entry teachers, providing ongoing course work and maintaining contact with teachers by phone, email, and on-site or on-line methods. Six NC TEACH students were licensed this year as were six COLE students. CAROLINA TEACHERS' CONNECTION, beginning its third year, matches newly hired teachers, who are graduates of the School of Education, with experienced teacher alumni for the purpose of providing guidance, support and encouragement to these 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 2008-2009, additional 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. In response to needs expressed by the participating teachers, the Carolina Teachers' Connection project is organizing and hosting a workshop to equip teachers to help ESL students succeed in N.C. schools. The workshop will be held in August 2009. LEARN NC is committed to improving teacher retention in North Carolina by facilitating a culture of professionalism in the educational community, advocating for teachers, and by building, promoting, and celebrating teaching. Through web content, professional development courses and community outreach, LEARN NC continues to provide successful and innovative resources, ideas and practices to beginning teachers across the state. 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. LEARN NC also developed and piloted a course-specific Virtual Mentoring program which is now shared through the free learning management system course bank. LEARN NC provides at no charge both the content and the support for local school systems to improve their mentoring for teachers of English I, United States history, civics & economics, biology, and e-commerce I and II. Finally, LEARN NC, in collaboration with UNC General Administration, continues to host an online portal to connect prospective teachers with higher education opportunities. The portal provides program information and clarifies higher education policies for both prospective teachers and career-changers. The UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. A similar grant from Burroughs-Wellcome provides scholarships and teaching supplements to qualified new science graduates from the UNC BEST program. LC-MaST has 12 National Board certified mathematics and science teachers coaching approximately 110 novice teachers.

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

During 2008-09, our efforts to recruit and support lateral entry teachers continued with a variety of programs emphasizing areas of critical teacher shortage: math and science. Our programs offer students courses online, face-to-face or blended, compressed into a year's time or distributed in a one-course per semester format. We have written more than 80 programs of study for lateral entry teachers this year. The CAROLINA ONLINE LATERAL ENTRY (COLE) program recruits newly hired middle and high school mathematics and science lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure within 12 months of beginning the program. During the current year of Carolina Online Lateral Entry (COLE), the online element has attracted distant participants from Pamlico, Lenoir, Onslow and Guilford counties. Ten students completed the COLE program in May 2008 and six in May 2009. NC TEACH continues to serve math and science lateral entry teachers working in Durham, Vance, Alamance-Burlington, and Wake school systems. Seventeen students completed the NCTEACH program in May 2008 in science, mathematics, and foreign language teaching and six in May 2009. Students have applied for the next cohorts of NCTEACH and COLE beginning June 2009. 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 completed its first cohort of students, in Spring 2009, with two program completers. The current cohort of five will begin their second year along with a cohort of an additional five new Special Education LE/Add-On students who will begin the program in Fall of 2009. After faculty were awarded an Online Lateral Entry Course Development grant in Fall 2008, two of the Special Education Lateral Entry courses were developed into hybrid online/face-to-face courses. Student feedback was recorded for the online format of these courses, and course development will be ongoing to meet students' needs. Spring 2009, faculty were awarded an Online Summer Course Development grant to develop a fully online summer course that will be offered across programs, and through LEARN NC's Carolina Online Teaching (COLT) course offerings. (See last section regarding LEARN for other LE efforts).

The Foundations of Special Education will be available for students across programs within the School of Education, and to any student outside the School of Education during the Summer I or Summer II Session 2010. 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.

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

Our DISTANCE ED offers opportunities for career teachers and aspiring administrators through two off-campus programs: M.Ed. for Experienced Teachers (M.Ed.X) and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working. As of the Summer of 2009, we have 130 M.EdX students currently enrolled; 44 experienced teachers graduated between August '08 and May '09. In the Off-Campus MSA, we currently have 60 administrators enrolled with an additional 20 students in the School Administration Add-on program. LEARN NC publishes peer-reviewed articles and lesson plans aligned to the North Carolina Standard Course of Study. Research-based instructional approaches, and best practice lessons are the focus of LEARN NC's collaborations and resulting resource development. LEARN NC also supports teachers who work with students in online courses, teach professional development workshops online, or bring online coursework into their face-to-face classroom. LEARN NC's Carolina On-Line Teacher (COLT) program prepares teachers to adapt their skills to the virtual classroom. The CCEE hosted diverse professional development events for teachers, counselors and school administrators totaling 492 hours for CHCCS, 117 hours for OCS, 135 hours for the North Carolina Virtual Public School (NCVPS) and 78 hours of seminars open to all NC teachers. The center hosted meetings for teachers, counselors and school administrators totaling 533 hours for CHCCS and 48 hours for OCS. We have continued to work with Documenting the American South to develop and disseminate curriculum materials to teachers throughout North Carolina. Summer 2008, we taught a graduate course for 14 teachers that included history instruction and pedagogical instruction. Through RTSP, several faculty have been involved with professional development in schools in Orange County dealing with early math and literacy, behavioral issues and parent education, arts integration and ELL (See SEC chart for more detail). Our CENTER FOR MATH AND SCIENCE ED has partnered with Person County Schools for the improvement of middle and high school mathematics instruction. We continued serving career teachers through ADD-ON LICENSURE in Literacy, ESL, B-K and Pre-K Education, and School Administration. By hosting SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving hundreds of educators at campus events. We hosted lectures, workshops, seminars, discussions and presentations this year by North Carolina's Teacher of the Year Cindi Rigsbee speaking about her experiences and goals as an educator; William Leuchtenburg on teaching American Presidential politics; James Leloudis on the built environment as a source in teaching history; Doctressa Susanna Mantovani from Italy on cross-cultural perspectives on multicultural education; Akram Khater and Sarah Shields on teaching about the modern Middle East; Cheryl Bolton on heuristics in educational decision making; Kathleen McCartney on the future of early childhood research and policy; and Cynthia Radding on bringing the natural environment into teaching history.

**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. The MSA Off-Campus and School Administration Add-on programs had 48 administrative interns assigned to various schools in ALAMANCE-BURLINGTON, BRUNSWICK, DURHAM, FORT BRAGG, FRANKLIN, GUILFORD, LEE, ORANGE, 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. A number of faculty working through RTSP provided assistance to low-performing schools in Orange County through efforts in early math and literacy, behavioral issues and parent education, arts integration and ELL (See SEC chart for more detail). Through a partnership with CareerStart, a program of UNC's School of Education and School of Social Work, LEARN NC is disseminating statewide a set of instructional plans that integrate career study into middle-grades curriculum

areas. Research has proven these career-relevant instructional approaches raise student achievement and increase students' interest in and commitment to their education. LEARN NC and CareerStart are exploring avenues for sustainable statewide roll-out of this research-based program. The National Research Center for Rural Education Support (NRCRES) is working in Title I elementary schools in Warren County providing family and literacy intervention. 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 School of Education 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, from the target high schools, who remain enrolled in the program throughout high school and immediately after high school graduation. We were awarded a five year federal Teachers for a Competitive Tomorrow grant in support of our UNC BEST program. Part of this grant entails recruiting prospective teachers from four low performing North Carolina districts (i.e., Guilford, Hertford, Vance and Warren) in addition to placing UNC BEST students in those districts for their student internships where hopefully many will remain to teach, especially those who were recruited from these counties.

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

**GLOBALLY COMPETITIVE STUDENTS:** School Psych 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 continues its' school/community partnerships through a variety of initiatives with Orange county teachers and communities. These include: K-3 math training in two elementary schools; integration of arts into school curricula; 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 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 other sections of this report 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).**

Through a new collaborative program between the College of Arts and Sciences and the School of Education, the UNC Baccalaureate Education in Science and Teaching (UNC-BEST) graduated the first eight students to earn a degree in science (biology or physics) while simultaneously completing requirements for high-school teaching licensure. 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 and dean participated as founding members on the CAMPUS COMMUNITY PARTNERSHIP steering committee—a signature UNC-CH response to the needs expressed in the UNC-Tomorrow activities initiated and executed by President Bowles. The steering

committee is working toward identification of Tier-One sites with whom we will collaborate. Meeting P-12 needs in the identified areas will be one of the Partnership priorities. 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. Our 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. (Continued funding is pending). Our TEACHING AND LEARNING faculty have begun the task of program revisionment with special strategic focus upon consideration of public school needs in relation to our current and future programs. The JAMES B. HUNT, JR. INSTITUTE FOR EDUCATIONAL POLICY AND LEADERSHIP moved to the UNC-Chapel Hill campus, and the School of Education is strengthening ties with the Institute. Among other activities, Dean Bill McDiarmid spoke at the Hunt Institute governors' symposium in January. Dean McDiarmid engaged legislators in considering what teachers need to know that is beyond subject-matter knowledge. This engagement illustrates the essential role that The Hunt Institute plays in enabling conversations between researchers and policy makers.

### **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 the UNDERGRADUATE/MAT STRAND, our recruitment efforts resulted in an enrollment of 270 this year. We actively recruited students for the Teaching Fellows program this year, admitting 47 students, including 9 minority students (19%). 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 AND POST-BACC LEVELS, 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) was 443 during 2008-2009. Much of our graduate level success, has been largely due to increases in our M.Ed. Program for Experienced Teachers (MEdX) and our MSA Programs. As of Summer '09, 130 teachers were enrolled in seven cohorts of our M.Ed. Program for Experienced Teachers. The first MEdX cohort with emphasis on Special Education began Summer 2008. Our MSA Program enrolled 60 students last year in the off-campus cohorts and 20 students in our on-campus program. The School Administration add-on licensure, approved August '06, currently has 20 enrolled students. Our Lateral Entry Programs (NCTEACH, COLE, Middle Grades, Special Education) enrolled 23, our Licensure Only (BK, Middle Grades) enrolled 17 and our Add-on (BK, ESL, Literacy, School Admin, Special Ed) had 31 enrolled. The Literacy add-on licensure program is offered to students on campus or online. (Note: All enrollment figures include Fall 2008 through SSI 2009). In 2008-2009, the School of Education has continued to work aggressively on 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. We have improved the efficiency of our internal prospect database so that it is more user-friendly and captures more information on our prospects. This, in turn, has helped us to better identify program interests. We are still preparing to utilize WebFocus as our primary database for prospect recruitment efforts and e-marketing. To increase visibility of our teacher education programs, the SOE held eight information sessions targeting undergraduate students, and prospects interested in graduate programs or alternative licensure. We also participated in all on-campus freshman and new student admissions events (CTOPS, Academic Days, Explore Carolina, Project Uplift, etc.). In our effort to extend ourselves to the community and enhance cross-campus collaboration, the SOE worked with the new teacher education group, SNCAE and the non-profit organization, Crayons2Calculators, to develop an annual service-learning project targeting diverse high-needs schools in local area school districts. We continually work with NC TEACH to coordinate recruitment efforts. Finally, the SOE's fast-track program, UNC BEST, serving the purpose to increase the number of North Carolina math and science teachers, has added math and geology to its offerings for 2009-2010.

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

In our efforts to increase minority recruitment and retention rates at UNC, the SOE has focused on the following areas: building stronger relationships with campus organizations and community to recruit minority students, program accessibility, funding for minority students, and outreach opportunities. The SOE's goal is to increase minority representation in the field of education. As part of our Recruitment Day, our Teaching Fellows program invites minority regional finalists and their parents for a campus visit every year to learn more about the program and hear minority upperclassmen describe the experience of being a minority student at UNC-CH. The entering Teaching Fellows class for 2008-2009 was 19% minority. Another means of recruiting minority students is through Licensure Only and Lateral Entry efforts. These programs offer late afternoon and online classes which provide flexibility for diverse non-traditional candidates. Our collaborative efforts with the NC Community College System and the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and Student Services from the SOE have ongoing dialogue to ensure a smooth transition for community college students who wish to become education majors. In regards to student outreach, the SOE will be meeting with National College Advising Board counselors each semester to present SOE info to designated high schools with large minority populations (underserved student recruitment) beginning Fall 2009. The SOE continues to work directly with organizations such as NC TEACH and NCMTEC to identify financial assistance, discounted tuition, student teaching stipends, and other funding opportunities for nontraditional and minority students. SOE External Affairs is working to identify funds and grants for underrepresented students. The SOE annually awards the Willie Hall Kennedy \$6,000 Scholarship to a rising junior in education, with preference given to minority or underrepresented students. 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. We currently have 800 students enrolled in this Pre-College program. 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 through events for high school students as well as admitted students who visit classes in their proposed major. We are also working with the Diversity and Multicultural Affairs Office to identify new prospects and address student-related issues.

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

The UNC BEST program, which establishes a fast track for the preparation of secondary science teachers, graduated its first cohort of eight (8) undergraduate biology and physics majors who will become licensed as secondary science teachers. Dean McDiarmid participates on the UNC-CH Community Campus Partnership for Tomorrow Committee--the campus response to the UNC-Tomorrow report. The Committee is considering a cross-university partnership with two or more high-need NC counties. The School of Education will be actively engaged in establishing the partnership(s) and offering services. Finally, LC-MaST has 12 National Board certified mathematics and science teachers coaching approximately 110 novice teachers. Additionally, 7 partial (Take One!) and 9 full National Board candidates in three high-need districts have been identified and invited to participate by the Comprehensive Support program in the North Carolina Department of Public Instruction (Columbus County Schools, Halifax County Schools, and Lexington City Schools). The novice teachers include about 20 Teach for America and other lateral entry teachers. In addition to the NBCT virtual coaches, two or three experienced teachers identified by each LEA also serve as coaches. Mentoring and other services are delivered over a multi-modal web-based platform that supports one-on-one exchanges via the platform or off-line via email, chat rooms and threaded discussion areas, “wiki” pages, moderated synchronous and asynchronous conversations, moderated live web conferences (“webinars”) via Elluminate Live!™, and links to open access curriculum materials and other web-based curricula. (See other narrative item responses in other sections for descriptions of other initiatives).

**II. CHARACTERISTICS OF STUDENTS**

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	200
	Other	0	Other	0
	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>235</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>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0

	Asian/Pacific Islander	0	Asian/Pacific Islander	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	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	28
	Other	0	Other	2
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>36</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)	4	3
Secondary (9-12)	6	2
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	8	1
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>18</b>	<b>6</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	27
MEAN ACT-Math	28
MEAN ACT-English	28
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.17
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	7	0	1
Elementary (K-6)	14	75	0	0
Middle Grades (6-9)	7	15	0	12
Secondary (9-12)	0	4	0	4
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>22</b>	<b>101</b>	<b>0</b>	<b>17</b>
Comment or Explanation				

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

<b>2007 - 2008 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
	.	N/A
Biology (9-12)	.	N/A
ESL	.	N/A
Elementary Education	59	100
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Spanish	.	N/A
Institution Summary	59	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	1	109	21	2	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	9	8	3	1	0	0
Comment or Explanation						

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

<b>2007-2008</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Institution	94	88	63
State	4186	93	62

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	929
Durham Public Schools	485
Charlotte-Mecklenburg Schools	375
Chapel Hill-Carrboro Schools	353
Guilford County Schools	290
Forsyth County Schools	281
Alamance-Burlington Schools	179
Orange County Schools	148
Chatham County Schools	137
Cumberland County Schools	131

**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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

**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>
49	8	14