

# IHE Bachelor Performance Report

## UNC-Charlotte

### 2008 - 2009

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#### Overview of the Institution

As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte had more than 23,000 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels in 2008-09. 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 Arts and Architecture, Liberal 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. 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. According to Owen Furuseth as quoted in the Charlotte Observer on May 13, 2009, the Carnegie Foundation named UNC Charlotte a community engagement campus in December of 2008. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. 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. The new University Student Center near the College of Education is scheduled to open in August 2009, and construction is nearing completion for a new building on the Research Campus. Construction has recently begun on the new Uptown Campus in Center City Charlotte.

#### 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 region, with minority students comprising about 28% of the student population. Nearly 1100 international students are 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, a school system with 172 schools and a highly diverse enrollment of more than 134,000 pupils who are 33.7% white, 41.8% black, 15.5% Hispanic, 4.7% Asian, and 4.3% American Indian or multiracial. There are more than 12,000 students learning English as a Second Language and nearly half the students qualify for free or reduced lunch. UNC Charlotte's location is contiguous to Union County, a rapidly growing area with 50 schools housing nearly 39,000 students. Teacher shortages and teacher retention challenges have been particular concerns in this region of the state, and the College continues to provide a leadership role in teacher recruitment and retention initiatives even during the current economic downturn. 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 approximately 70 lateral entry teachers following an alternative licensure pathway 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 Institute, offered off-campus at a lower cost to teachers, and typically enrolling over 400 candidates each summer. 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. The College engages in an on-going partnership with TeachforAmerica to prepare corps members for the teaching license. To help address the growing shortage of principals, the College has initiated an add-on licensure program for qualified candidates already holding a master's degree. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education.

### **Program Areas and Levels Offered**

Undergraduate majors in the College of Education include Child and Family Development (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. A new degree program in comprehensive science is well-along in the curriculum review process. 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 (MAT) 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. Successful MAT students receive a recommendation for the Standard Professional I license about half-way through the degree program and a recommendation for the master's license upon graduation. 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 curriculum, general curriculum, 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 (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>
Dr. Algozzine with Charlotte Mecklenburg Schools	Positive Behavior Support (PBS) Initiative	Ongoing support for CMS 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 as well as ongoing evaluation support April 16, 2008 – April 15, 2009	„X 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. „X 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. „X Office discipline referral data from schools implementing PBS in North Carolina and CMS compare favorably with national averages. „X There has been a consistent decrease in suspensions across schools implementing PBS in NC over the past three years and data from comparable schools in CMS reflect similar trends. „X 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. „X 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).

<p>Dr. Algozzine and others with Charlotte Mecklenburg Schools</p>	<p>Early Childhood Educator Professional Development Project</p>	<p>Ongoing technical assistance and evaluation support for federally-funded early childhood program in 49 preschool centers and classrooms April 16, 2008 – April 15, 2009</p>	<p>„X Almost all (96%) teachers participated in professional development addressing effective early literacy instruction. „X Almost all (94%) teacher assistants participated in professional development addressing effective early literacy instruction „X Almost all (90%) administrators participated in professional development addressing effective early literacy instruction. „X 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%. „X The percent of preschool-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%. „X The number of letters ECEPD children could identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask was consistently above criterion.</p>
<p>Dr. Lim with J. N. Fries Middle School, Cabarrus County Schools</p>	<p>Facilitating pre-algebraic thinking and problem-solving skills among 6th graders</p>	<p>Provided two series of math problem-solving lessons (each series consisting of 10 lessons, the first series offered in Fall, 2008, the second in Spring, 2009) designed for two different ability group students. Throughout the lesson, intensive video and student work data were collected in order to identify common misconceptions and possible teaching strategies for teaching algebra to 6th grade students.</p>	<p>Almost all student participants learned how to use different visual tools and strategies to understand the relationship asked in a given math problem. Students also increased their level of motivation while participating in the program.</p>
<p>Drs. Heafner and Fitchett with Central Cabarrus High School, Cabarrus County Schools</p>	<p>9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the End of Course Test. Tutoring will offer intervention strategies for improving student reading comprehension, test taking skills, and study habits. Tutoring</p>	<p>Structure of Tutoring: Small group or individual tutoring led by UNC Charlotte social studies methods preservice teachers. UNC Charlotte preservice teachers 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 focus on reading strategies, study skills, and test taking skills. Candidates model</p>	<p>In one semester, 12 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. 40 secondary students participated in the tutoring program. Of the students who attended consistently (approximately 70%), everyone made a C or better in their social studies course and passed the EOCs at a level 3 or higher. In another semester, 39 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. Approximately 57 Central Cabarrus students participated in the tutoring process. Teachers and students commented in questionnaires and</p>

	<p>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 sent to all parents with special invitations made by teachers to parents of struggling students.</p>	<p>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 to be 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 strategies. Candidates also review these weekly to see how students are progressing.</p>	<p>through informal discussion that the tutoring program benefited their academic progress and improved general self-esteem.</p>
<p>Dr. Browder and others with Charlotte Mecklenburg Schools; Exceptional Children's Services. Replicated in 08-09 in Kannapolis City Schools</p>	<p>Improve reading outcomes for students with moderate and severe disabilities</p>	<p>Implementation of Project RAISE including Early Literacy Skills Builder Curriculum. We developed the curriculum, trained and mentored the teachers; measured student outcomes.</p>	<p>117 students have received the Project RAISE literacy interventions; 100% in experimental condition showed gains; experimental vs. control show effectiveness of intervention; see our website for full research data at <a href="http://www.uncc.edu/access">www.uncc.edu/access</a>.</p>

Dr. Browder and others with Charlotte Mecklenburg Schools: Exceptional Children's Services, Union County Schools, Rowan-Salisbury Schools	Improving math and science outcomes linked to state standards for students with moderate and severe disabilities	Pilot project on professional development in math, science, and language arts	18 teachers received training; they focused on about 30 students; data obtained from teachers for about 10 students to show gains; other gains reported anecdotally
Dr. Patti Wilkins with Jerret Smith, student at Mount Pleasant High School, Cabarrus County Schools	1. Meet with student on regular basis to check on progress. 2. Serve as sounding board with regard to paper and fieldwork. 3. Serve as a source for student's research paper. 4. Suggest sources that the student can seek out to research. 5. Read preliminary draft of the research paper and offer constructive criticism with regard to the content. 6. Meet with student to allow him to share his reflections on creation of the product. 7. Discuss how the product will be shared during the oral presentation. (Allow student practice time & provide feedback for improvement.)	Meeting 1: 2/17/09 (Qualification forms) Meeting 2- 2/24/09 (Comparing of operating systems) Meeting 3- 3/2/09 (Interview & comparison of Mac to PC) Meeting 4- 3/11/09 (Editing of paper for grammar & planning of product) Meeting 5 – 4/5/09 (Editing of paper for content & discussion of product) *Additional meetings planned through April and May 2009.	The student will pass his Senior Project requirement for graduation from high school.
Dr. Gloria Campbell-Whatley with Charlotte Mecklenburg Schools	Single subject research to determine the effects of cultural pedagogy on evidence based practices	I am supervising five graduate students who are all on a one-year timeline to conduct and complete the research.	The graduate students will produce data-based single subject research that adds to the research regarding evidence based practices and culturally responsive pedagogy.
Dr. Mary Ann 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. John Gretes with all 3 High Schools - Caldwell County Schools	External Evaluation of Teaching US History Grant	Instrument development and validation, data collection and analysis	Student increased performance in several EOC areas during 2005-2006, 2006-2007, and 2007-2008

<p>Dr. Ya-Yu Lo with Ashley Park Elementary School, Charlotte-Mecklenburg Schools</p>	<p>Goal I: High academic achievement. Goal II: Effective educators. Goal III: Freedom and flexibility with accountability. Goal IV: Safe and orderly school climate.</p>	<p>Goal I: Deliver systematic social skill instruction and reinforce students' demonstration of important task-related (e.g., following teacher's directions, completing school work on time) and interpersonal social skills (e.g., accepting criticism, controlling temper) as a way to support students' time on task and academic learning (January-June, 2009). Goal II: Conduct a research study using single-subject quantitative methodology to demonstrate the effectiveness of the social skill training program and to guide decision making on intervention revisions for the participating students (January-June, 2009). Communicate with classroom teachers on the students' progress and prompt teachers to provide students with reinforcement when learned skills are observed (January-June, 2009) Goal III: Use repeated measures and ongoing progress monitoring of students' social behaviors to determine students' progress (January-June, 2009). Use a data-driven decision making process to increase teaching accountability (January-June, 2009) Goal IV: Deliver peer-mediated, multimedia-integrated social skill instruction to students with social skill deficit or at risk for developing challenging behaviors (January-June, 2009). Encourage and prompt participating students to perform learned social skills (classroom-related and aggression resolution skills) outside the training settings through use of verbal praise and "caught being good" reward by teachers (January-June, 2009)</p>	<p>Goal I: Direct observation data showed that students increased appropriate task-related skills in the classrooms. Teachers confirmed that the targeted students showed more on-task behaviors, allowing them to focus on academic learning. Goal II: Revisions on the training program were made based on students' performance. Teachers were observed to provide verbal and visual prompts to the targeted students in performing the taught skills. Teachers were observed to provide verbal praise to students on their demonstration of appropriate social skills. Goal III: Students' social behavior data are collected three times weekly and monitored daily. Students' performance data are used to target specific lessons for instruction Goal IV: Data on students' direct learning of the targeted social skills showed that students mastered the skills after the instruction. Data from direct observations in the classrooms showed slight reductions of inappropriate classroom-related behaviors and aggression. Classroom teachers reported that students who received intervention made improvements in social behaviors in the classrooms.</p>
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<p>Dr. Allen Queen in collaboration with the NC Juvenile Justice Board and State Superintendent of Juvenile Schools and the North Carolina State Board of Education, in addition to principal and teacher representatives.</p>	<p>Focus on moving all schools to the block scheduling model.</p>	<p>Conducted a complete conversion of the 14 schools from traditional scheduling and direct instruction to block scheduling with student centered instruction. Five training sessions were held with principals (14) and all teachers in the state district (120) and State Superintendent and three Associate Superintendents. Focus was placed on three major areas: (1) curriculum alignment, (2) instructional pacing, and (3) instructional strategies with appropriately related authentic assessments, always using the North Carolina Standard Course of Study. After each 7-hour session, teachers had to submit directly to me various plans of implementation that had been viewed by the principals.</p>	<p>With these educators facing tremendous odds of success with their student populations, I found the groups positive and excited about any new idea. I found some of the teaching plans and analysis of teaching surpassed and exceeded a large percentage of educators I have worked with over the years. Perhaps, it would be good for educators thinking they have tough situations to go visit one of these schools. By the end of the training that ended the first week of April this year after beginning in August of 2008, the students had become more involved in the instructional and learning process. Hopefully, this will not only help these students academically, it might, in some small way, shorten their incarceration and reduce recidivism.</p>
<p>Dr. Bruce Taylor with The International Studies School at Garinger High School in Charlotte Mecklenburg Schools</p>	<p>Provide faculty with high quality staff development to improve student achievement over time (focus on content area literacy). Provide assistance to administration in planning staff development. Develop a Professional Learning Community for interested faculty to study, discuss and address key challenges to student achievement.</p>	<p>Participated in intensive planning sessions with school leadership to develop needs-based staff development (Fall 2008). Worked with a history teacher to implement a digital video project with her students (Fall 2008). Developed and conducted monthly workshops for faculty (2008-2009). Facilitated the creation of a Professional Learning Community (Spring 2009).</p>	<p>This work is ongoing, and student achievement data is not yet available. However, teachers have reported using strategies modeled in workshops. Student engagement in the digital video project was tremendous. Student evaluation of this project was very positive. The PLC has had its first meeting with six in attendance and eight wanting to participate.</p>
<p>Dr. Michael Green with Socrates Academy Charter School, Charlotte, NC</p>	<p>Implement CAMMP approach to teaching math in English and Greek in order to achieve high math scores on state math EOGs</p>	<p>On-going teacher inservice sessions in CAMMP teaching strategies, ongoing assessment, technology use, Socratic teaching for meaning</p>	<p>2nd graders score above national average on Iowa Test of Basic Skills. 2nd graders score above 90th percentile for math problem solving. 100% of third graders on grade level for mat.h 4th graders range between grade equivalents of 4.6 to 9.2 for math.</p>

<p>Dr. Drew Polly and Dr. Leigh Ausband with Kannapolis City Schools: IMPACT Technology Project</p>	<p>Support technology integration for all teachers Grades 6-12.</p>	<p>Summer, 2008: Helped facilitate 40 hours of professional development for 200 teachers in Kannapolis City. Follow-up sessions throughout the year.</p>	<p>(Participants planned learner-centered technology-rich lessons during the professional development session in the summer. Survey data indicates that teachers are using technology daily for instructional purposes. Survey data indicates that teachers are more curious and seeking more technology resources on their own. No data on student learning outcomes at time of this report (Expected in May/June, 2009).</p>
<p>Multiple faculty from UNCC's College of Liberal Arts and Sciences and College of Education with Charlotte-Mecklenburg Schools and Davidson College</p>	<p>Improve teaching and learning in CMS schools by building teachers' knowledge, cultivating their enthusiasm for teaching, and empowering them as leaders</p>	<p>Launched Charlotte Teachers Institute (CTI) as a part of the Yale Initiative. CMS teachers selected seminar topics that align with district standards and recruited fellow CMS teacher participants; 15 Teacher Leaders met monthly with CTI director to guide the progress of the Institute</p>	<p>First year's planning and recruitment efforts resulted in 52 teachers enrolling in 4 CTI seminars to meet weekly in Fall 2009 and to be led by faculty from UNC Charlotte and Davidson College</p>
<p>Drs. Hartshorne and Heafner with 1 middle school in Iredell County Schools; 1 high school and 2 middle schools in Salisbury/Rowan County Schools; and 1 middle school in Cabarrus County Schools</p>	<p>At the request of the school systems, we designed a pilot project for lateral entry and other pre-service teachers who already held an undergraduate degree to determine candidate effectiveness and quality of preparation through remote observations. Additional collaborative priorities included assessing the effectiveness of remote observation system; identifying site-level and university barriers to the effective implementation of the remote observation of graduate interns, and assessing the validity and reliability of the remote observation process.</p>	<p>Co-developed online version of the graduate student teaching internship to support candidates (either lateral entry teachers or pre-service interns) and to assess their effectiveness and preparedness using remote observation technology. Purchased technology equipment for school and university use in the remote observation of graduate interns. Conducted observations and designed validity study (examining remote observation process). Conducted candidate survey of course satisfaction and satisfaction with the remote observation process.</p>	<p>Pilot data are still being collected, but initial results indicate that remote observations are not equivalent but are comparable to face to face observations and are cost-effective tools in determining the effectiveness of graduate interns. Full implementation is planned for Fall 2009. Validity study data to be analyzed during 2009. Candidate survey data to be analyzed during the summer and fall of 2009.</p>

<p>Dr. Jones with Concord Middle School in Cabarrus County Schools (PDS)</p>	<p>Improvement of writing instruction and students' writing achievement</p>	<p>Obtained funding via the National Writing Project for on-going writing improvement among the school's teachers (via instruction) and students. This work began with a summer institute in 2008 and continued with weekly work through the 2008-09 school year. We added a Camp Write for the students for summer 2009, when the second year of the grant begins.</p>	<p>Students' test scores are not available as of this report; however, there has been a great deal of professional development for teachers, direct instruction for students, and a summer Young Writers Camp for the students.</p>
<p>Dr. Polly with University Meadows Elementary School, Charlotte-Mecklenburg Schools (PDS)</p>	<p>Support mathematics instruction through mentoring teachers, facilitating grade level discussions and consulting with the Principal and the mathematics facilitator</p>	<p>All activities are on going. 2007-2009: Individual support of selected teachers through co-planning, co-teaching, observing lessons and providing feedback 2008-2009: Facilitated grade level discussions about mathematics instruction. 2008-2009: Supported initiatives around assessments through consulting with the Principal and mathematics facilitator.</p>	<p>1) Teachers that are individually mentored are progressing towards more standards-based approaches to teaching mathematics, especially in regards to the types of mathematical tasks that they pose and asking higher-level questions. 2) Grade level discussions have resulted in lessons that involve more exploration of mathematical concepts and increased student engagement. 3) Assessments, when collaboration takes place, include more higher-level questions and items that result in more rich data for analysis of student learning. 4) Teachers that are individually mentored are becoming more independent at designing standards-based mathematics lessons. 5) Preliminary analyses indicate those teachers enacting lessons that were co-planned have larger increases in scores than those who did not enact those lessons.</p>
<p>Dr. Polly with David Cox Road Elementary School, Charlotte-Mecklenburg Schools and Shady Brook, Fred L. Wilson, and Forest Park Elementary Schools in Kannapolis City Schools</p>	<p>Provide ongoing professional development to support standards-based mathematics instruction</p>	<p>All activities are ongoing. David Cox: Support 2nd grade level in the discussion of mathematical concepts and the design of assessments for each of the units. Shady Brook ES: Provide consultation to teachers through co-planning, discussing the mathematics standards and providing feedback on instruction. Fred L Wilson ES: Support teachers through teaching and discussing model lessons, co-planning instruction and analyzing the standard course of study. Forest Park ES: Support teachers through teaching and discussing model lessons, co-planning instruction and analyzing the standard course of study.</p>	<p>David Cox Rd. Elementary School: (1) Teachers who have been involved in individual support are progressing towards higher fidelity of implementation with the curricula and are asking more higher-level questions. (2) The assessments designed include higher-level items that align to both the standards and the curriculum. (3) Teachers have become independently able to plan and design high-level assessments. Shady Brook Elementary School: The entire 2nd, 3rd and 4th grade teams started using a standards-based mathematics curricula in January and have used it for the remainder of the school year. Two Kindergarten teachers have also started to use that curriculum. Fred L Wilson and Forest Park Elementary Schools: All teachers attempted to teach at least one lesson using a standards-based approach. Over half of the staff at both schools report still teaching mathematics in a standards-based approach.</p>

<p>Dr. Taylor with Odell Elementary School in Cabarrus County, N.C.</p>	<p>Provide high-quality enrichment for fifth grade students through a Junior Great Books type of curriculum. Increase student engagement in this program.</p>	<p>Led weekly book and story discussions with 25 fifth grade students. Revised the Junior Great Books curriculum. I now select YA literature that is more engaging and of greater interest to students. Created a Blog for students.</p>	<p>Student motivation and engagement are high.</p>
<p>Dr. Ramsey with David Cox Rd. Elementary School in CMS (PDS)</p>	<p>Improve fifth grade student achievement in science</p>	<p>Dr. Ramsey served as a science consultant to the school. She engaged in collaboration with the Math/Science facilitator and has been led staff development activities (primarily with 5th grade teachers) all year. In addition, she periodically volunteers her time to demonstrate science instructional methods in classrooms.</p>	<p>Test data from the North Carolina Science EOG Test will be used to analyze the impact of the training on student performance; those results are not available at the time of this reporting.</p>
<p>Dr. Kelly Anderson with Stanly County Schools (July 2008) Approx. 55-65 participants, then with North Stanly HS (September 2008) Approx. 50-55 Participants.</p>	<p>(1) Increase the knowledge and awareness of principals with regard to inclusion and collaborative co-teaching. (2) Train all co-teaching teams in best co-teaching practices and research, as well as differentiated instruction.</p>	<p>July 2008 – Provided inservice training to principals and Central Office administration. September 2008 – Conducted training on collaborative co-teaching practices with all co-teaching pairs and administrators. February 2009 – Conducted training on examining the co-teaching data gathered from year 1 schools with all co-teaching pairs and administrators.</p>	<p>Principals &amp; Central Office Administrators are now supportive of implementing co-teaching within schools. Training evaluations have been secured after the training sessions. Data analysis planned for Summer 09.</p>
<p>Dr. Audette with Cabarrus County Schools: Central Office and Pitts School Rd., R.Brown McAllister, Furr, and A.T. Allen Elementary Schools</p>	<p>Sustain and expand implementation of RTI (Response to Intervention) at Pitts School Rd. and provide support for three schools adding RTI. Develop a district response to the significant unmet needs of students in the impoverished Logan Community of Concord.</p>	<p>Pitts School Rd. ES: consultation, training, and support in expansion to include math across all grade levels for 2008-2009 academic year. R. Brown McAllister, Furr, A.T. Allen ES: consultation, training, and support in initial implementation of RTI in reading across all grade levels for 2008-2009 academic year. Cabarrus Schools/Logan Community: Consultation, planning, and support in developing a strategy and writing grants to implement the initiative</p>	<p>Pitts School Rd. is now fully implementing RTI reading and math in all classrooms. Pitts School reading scores in quarterly benchmark testing have risen by more than 15% from the pilot year (2007-2008). Pitts School referrals to special education are down by 31%. R. Brown McAllister, Furr, and A.T. Allen are fully implementing RTI in reading at all grade levels. A draft of the Cabarrus Logan Initiative planning document will be submitted to the School Board in September 2009.</p>

Dr. Taylor with David Cox Rd. Elementary School in CMS (PDS site)	Provide tutoring for students who need remediation in reading	Dr. Taylor arranged for America Reads tutors to serve students at David Cox Road School.	Student performance data indicates improvement in reading process for tutored students. However, isolating and quantifying the tutoring effect is extremely difficult because the students receive other reading support and interventions. To help with the assessment of this program Dr. Taylor has developed an End-of-Program Learner survey, a Learner Progress Report and a Teacher Survey, all of which will be used to attempt to quantify the program effect.
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**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 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 supporting parents and school counselors of critically ill children; Science Olympiad, urban education, drop-out prevention; working with diverse populations; use of GIS applications in social studies classrooms; literacy coaching skills; authentic assessment practices; grant-writing; use of technology; use of Math CAMMP curriculum to improve elementary students' achievement in mathematics; Writer's Workshop; effective implementation of RTI; content area literacy; inquiry-based science; and critical literacy in early childhood. Many faculty also worked to help teachers develop and lead professional development sessions (as well as presented their own sessions) at conferences on campus, in the community, and in the state, including the Building Bridges Conference, the Child and Family Development Conference, the NC-MSEN Statewide Institute for Teaching Excellence, the CMS Writing Institute, the national PDS conference, and the North Carolina Reading Association's Annual Conference. Some of the direct service provided to K-12 students included the following: mentoring; tutoring; hosting student groups on campus for activities such as Middle Grades University, campus tours and presentations, Career Day; as well as various summer camps; assisting with senior exit projects; reading to children; classroom presentations and demonstration lessons; judging contests (e.g., science, mathematics, writing); and diagnostic evaluations. Examples of collaborations and consultations with teachers include serving as Teacher Cadet and PDS liaisons; developing and submitting grant proposals, serving on curriculum committees; book studies; research projects; teaching, math, science, and language arts to students with severe disabilities; participating in the Community Touchpoints Project; serving on the Metro School's Human Rights Committee, the CMS More-at-Four Board, the Horizons Program, the Exceptional Children's Assistance Center Board, and the Community Pathways Program; conferencing about strategies for decreasing disruptive classroom behaviors; designing and implementing service learning projects involving teachers and UNCC teacher education candidates; and maintaining involvement in the Writing Project community. Consultations with administrators included meetings, consultations, and workshops focused on topics such as how to help teachers work with diverse populations in urban schools; interpreting various kinds of assessment data; assessment of special projects; implementation of RTI; legal advice; the IMPACT Childhood Obesity project; conducting research on effective practice; recruitment, development, appraisal, and retention of teachers and other staff as 21st Century Professionals; and professional learning communities.

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

The College of Education has assisted 125 new Teach for America teachers with special sections of online and face-to-face coursework tailored for their particular needs and backgrounds. There were 60 new TFA teachers enrolled in middle and secondary education courses, 49 in elementary education, and 16 in special education. A central focus of UNC Charlotte's seven Professional Development Schools (PDS), along with projects at other schools, is supporting beginning teachers through induction programs of regular meetings and activities such as demonstration lessons, conferences, collaborative planning, using the NCSCOS, designing and implementing assessments of student learning, review of assessment data, professional development group sessions, informal

and formal classroom observations, technology integration, assistance with classroom management and lesson design. PDS induction programs also involved supporting the mentors in working with their mentees, thereby providing additional service to beginning teachers. Grant-funded activities included a focus on assisting teachers to provide effective instruction in mathematics, science, and language arts to students with and without disabilities. Several faculty assisted a number of schools to implement RTI (Response to Intervention). UNC Charlotte faculty often 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 and grant-affiliated 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, implementing writer's workshop, 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 to provide "extra hands and eyes" in their classrooms. Through a generous gift from the George and Page Bradham Foundation, we awarded for the sixth time the UNC Charlotte Beginning Teacher Award (with a \$1000 honorarium). This year's recipient was Ginger Burris, a teacher at Central Elementary School in Stanly County. Ginger was a graduate of the first cohort in the 2+2 BA completion program offered in collaboration with Stanly Community College. The Center for Math, Science, and Technology Education offered workshops and institutes for hundreds of teachers and students during 2008-09. Particularly targeting new teachers were professional development sessions on K-2, 3-5, and 6-8 science; and secondary biology, chemistry, algebra, geometry, and advanced functions and modeling.

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

UNC Charlotte provides programs 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 to become fully licensed before entering the classroom. During 2008-09, we also served more than 140 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 Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I of this two-part masters program. Candidates may apply to the MAT from the outset or may apply later and "rollover" their Graduate Certificate coursework to the MAT. (Phase II of the MAT leads to the M 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. 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 2008 Lateral Entry Teacher Institute (LETI) held for special education and middle/ secondary teachers, 288 lateral entry teachers and career-changers pursued coursework toward licensure in 17 courses. Through these multiple venues in 2008-09, UNC Charlotte served more than 1000 adults. The Center for Math, Science and Technology Education provided on-campus summer institutes for lateral entry teachers of mathematics in Charlotte-Mecklenburg Schools to improve their instruction in K-8 science, secondary biology and chemistry, as well as algebra, geometry, and advanced functions and modeling. We have offered Praxis II Preparation Workshops for lateral entry teachers and for those seeking lateral entry positions (e.g., Special Education). The partnership with Teach for America continues to bring more college graduates from other fields into the teaching profession. We provided specially tailored coursework to 125 new Teach for America teachers who have taken lateral entry positions in Charlotte-Mecklenburg Schools for the 2008-09 school year. 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, Professional Development Schools (PDS), institutes, 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 (DE) programs, either online or face-to-face, make add-on or advanced licensure more easily available to career teachers. The statewide DE Academically/Intellectually Gifted add-on licensure program enrolled more than 150 students and resulted in 61 recommendations for licensure. Other DE programs included the M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Rowan County), and the Master of School Administration (Gaston County and Union County). In addition the new Graduate Certificate program in add-on 077 licensure offered online courses. 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. Add-on advanced licensure programs in Educational Administration (012) and Supervision (113) enrolled 35 and 20 students respectively. Coursework for graduate and/or renewal credit was offered through CMSTE in many areas of math and science, such as environmental education and AP institutes. 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 and other teachers were involved in professional development through collaboration in areas such as grant-writing, research projects, project evaluation, development of Professional Learning Communities, and conference presentations. Faculty provided workshops and/or mentoring on topics such as integration of technology, student assessment, improving relationships with families and agencies, co-teaching and inclusion, RTI, classroom management and behavioral support, and improving instructional practices in various areas such as science, math, early and adolescent literacy, and writing. Faculty served on school boards, boards of directors, and school leadership teams. Faculty participated in organizing and presenting at locally-held professional conferences for teachers, such the Child and Family Development Conference and the Building Bridges Conference. 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 is based on a partnership among UNC Charlotte, Davidson College, and Charlotte-Mecklenburg Schools and is 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. Three of the seven PDS sites focus on low performing or priority schools: Shady Brook Elementary in Kannapolis, Kannapolis Intermediate School, and University Meadows Elementary in Charlotte-Mecklenburg (CMS). Projects in those sites addressed, for example, the improvement of assessment and instruction in math, language arts, and science, as well as greater use of technology. In addition, various projects in other schools focus on students at risk for low achievement and/or dropping out of school. To support the diverse learners, their teachers, and their families in the urban centers of Charlotte-Mecklenburg Schools, several faculty members have worked with administrators and agencies, such as Superintendent Gorman and his associate, Dr. Ruth Perez, the Workforce Development Committee, the Dropout Prevention Committee, the Mecklenburg Child Development Services Agency, the Mecklenburg Local Interagency Coordinating Council and its Child Find subcommittee, the Greater Enrichment Program in west Charlotte, and the Latin American Coalition. One faculty member worked closely in program evaluation for the International High School, a school within a school at Garinger High School in CMS. The RAISE project (Dr. Browder's grant) 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. Her project expanded to include instruction in math and science as well. Several of the Teacher Cadet programs, all of which have UNCC faculty liaisons, are located in low-performing or priority schools in CMS, such as Garinger and West Mecklenburg. Several faculty 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. 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 with teachers regarding strategies for assessing and managing difficult behavior. One faculty member focused on a project with the principal, social worker and six teachers at Ashley Park Elementary in CMS to provide systematic social skill instruction to students exhibiting social skill deficit or who were at risk for developing challenging behaviors. 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., the M.Ed. in Elementary Education at Shady Brook Elementary in Kannapolis). 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. The College sponsored education abroad experiences for education candidates in Mexico, Germany, and China this year and awarded on a competitive basis \$1000 international travel stipends to encourage students to participate in these opportunities. . International travel grants, also awarded on a competitive basis, went to ten faculty members who were required to demonstrate how the international teaching or research experience impacted the curriculum. The College was awarded a grant (Revisioning the Teacher Education Curriculum for the Global Age) from the Longview Foundation to internationalize the undergraduate teacher education curriculum by creating modules that emphasize global perspectives in three required teacher education courses. (2) NC schools will be led by 21st Century professionals: Twenty-two faculty teams have worked this year to revision teacher education and school leadership programs to respond to the 21st century standards established by the Board of Education. The revisioning work has included the development of electronic evidences for each licensure program that reflect our candidates' capacity to have a positive impact on student learning. The revisioning process has led to two major innovations which cross licensure boundaries: a new major in Comprehensive Science (designed to prepare more highly qualified science teachers who are eligible for the comprehensive science license) has been approved by the campus curriculum committee; a new grant from the US Department of Education will lead to a blended elementary education/ special education teacher education program. UNC Charlotte is a participant and a member of the leadership team of the National Association of State Universities and Land Grant College's Science and Mathematics Teacher Imperative, designed to identify and create innovative ways to recruit and prepare excellent teachers of mathematics and science. (3) Assisting Low-Performing Schools: 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. In common with our sister institutions in North Carolina, the special emphasis this year has been on revisioning all of the initial licensure teacher education programs and the Master of School Administration program to address the 21st Century Standards established by the State Board of Education and the new teacher education program approval processes established by the Department of Public Instruction. Twenty-two faculty teams have prepared program reports which will be submitted to the State Board of Education in June. One senior administrator in the College has been on full-time assignment to coordinate the work of the teams and facilitate cross-team discussion and problem-solving. Strategic partners from P12 schools, the College of Liberal Arts & Sciences and the College of Arts & Architecture have been engaged in this endeavor. Public school partners have been actively engaged in the revisioning process through focus groups, focused study at Professional Development School sites, and through back-to-campus discussion events for first year teachers. 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. The College is implementing the TK-20 assessment management system to facilitate this process. Several “big ideas” that cross programmatic boundaries have emerged from the revisioning work: the creation of a new major, Comprehensive Science, to prepare more teacher candidates for the comprehensive science

license; US Department of Education grant funding to create a blended special education/ elementary education program which will lead to two licenses; and a grant from the Longview Foundation to internationalize the undergraduate teacher education curriculum.

### **Supplemental Information (Optional)**

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

In 2008-2009, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis I examinations, 8 workshops were conducted for 107 students seeking admission to a teacher education program. Participants registered for Praxis I overview workshops and/or 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 41 students in the Praxis I overview workshops. There were 29 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 53% showed improvement. There were 23 participants in the reading workshops. There were 14 participants in the writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 58% showed improvement. To assist with the Praxis II examinations, 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. Faculty members were also invited to plan and conduct Praxis II examination preparation workshops for pre- and in-service teachers. A total of 240 students participated in 14 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 (147); special education (28); history/social studies (25); middle grades mathematics (13); and secondary mathematics (27).

#### **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 (TF), the Undergraduate and Graduate Admissions Offices, and by the College of Education's Office of Teacher Education, Advising, and Licensure (TEAL). The College's marketing campaign, "Pathway to Teaching," is designed to attract career-changers to the Graduate Certificate in Teaching and Master of Arts in Teaching programs. As the point person in this campaign, the Teacher-Recruiter responds to inquiries, manages the website ([www.pathwaytoteaching.com](http://www.pathwaytoteaching.com)), meets with prospects, and participates in various recruiting events. The Undergraduate Admissions Office has included the teacher recruiter in visits to all the surrounding community colleges to meet directly with transfer students interested in teaching. Admissions personnel distribute College of Education materials to all of our top feeder community colleges. The Director of TF and the TF's 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," TF's 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 Office of Educational Outreach, the T-R, and the Director of the TF Program partnered together to host the first annual Celebration of Teaching Conference - a day-long event targeting high school Teacher Cadet students. The Conference consisted of two keynote addresses (NC Principal of the Year and NC Teacher of the Year), breakout sessions, lunch, recognition ceremony, and campus tours. The event was attended also by TF's and the Teacher Education Learning Community Students. The streamlined minor in Secondary Education has proved to be an excellent recruiting tool used by advisors across campus. The success and clarity of this minor has stimulated the development and approval of equally recognizable minors in Art Education for art majors and in Foreign Language Education for French, German, and Spanish majors. The proposal for a new major in Comprehensive Science has been approved through the College of Liberal Arts and Sciences' curriculum process and will move through additional approval processes in the near future. It should prove to be invaluable in recruiting future secondary science teachers. 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. The Honors Reception hosted by Undergraduate Admissions invites prospective students (high school juniors and seniors) who demonstrate academic merit. The Director of the TF program participated in the Resource Fair for this reception with a table displaying COED and TF materials. For the first time ever, we had representation at the Teacher Cadet State Conference held in Raleigh in March. UNC Charlotte hosted a luncheon table for Teacher Cadet and FTA students to meet the Teacher-Recruiter.

**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 racial, gender, and age-related minority teachers and a wide variety of majority and minority 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 College's Office of Educational Outreach. 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. 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 licensure opportunities for working professionals, the faculty in the College of Education launched 100% online versions of the Master of Arts in Teaching degree in Fall 2008 for the teaching fields of highest need: middle grades, secondary (including mathematics and science) and special education. (2) Grant funding has been received for three projects whose design work has begun: the creation of a dual undergraduate licensure program in ELED and SPED, a TESL minor and licensure program for undergraduate teacher education students, and fully online coursework for the B-K license. (3) The Child and Family Development program has achieved approval to offer a 2+2 baccalaureate completion program for the B-K license, in collaboration with Stanly Community College. (4) Following the successful creations of minors in secondary education and art education, the campus has approved a minor in foreign language education for students majoring in French, German, or Spanish. This curriculum change represents an upgrade from the previous collection of teacher education courses and adds to the clarity of language about curriculum and teacher licensure options on campus. (5) In 2008-09, the University of North Carolina at Charlotte established a

formal partnership with Davidson College and Charlotte-Mecklenburg Schools (CMS) through the creation of the Charlotte Teachers Institute (CTI). CTI cultivates content-knowledge, creativity, leadership skills, and collaboration within and among Charlotte's public school teachers. Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, CMS teachers learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. UNC Charlotte and Davidson College faculty members serve as Seminar Leaders and 10-12 CMS teachers (referred to as Fellows) participate in each seminar. Seminars reflect the Leaders' fields of expertise, address the content demands of participating Fellows, and create a collegial environment dedicated to group discussion and exchange. Each seminar meets approximately once a week for two hours over the course of a semester. (6) We have moved significantly forward with the development of a new degree program: A B.A. in Comprehensive Science. Five departments and two colleges have collaborated on this program which is intended to attract more majors into secondary teaching of the sciences. The proposal has been approved through the College of Education and the College of Liberal Arts and Sciences and will continue the process of review during Fall 2009.

## 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	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	9
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	12
	White, Not Hispanic Origin	74	White, Not Hispanic Origin	542
	Other	2	Other	29
	<b>Total</b>	<b>82</b>	<b>Total</b>	<b>637</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	3	Black, Not Hispanic Origin	8
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	11
	Other	0	Other	1
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>20</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	23
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	45	White, Not Hispanic Origin	194
	Other	0	Other	9
	<b>Total</b>	<b>53</b>	<b>Total</b>	<b>235</b>

Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	5
	Asian/Pacific Islander	5	Asian/Pacific Islander	14
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	164
	Hispanic	6	Hispanic	25
	White, Not Hispanic Origin	173	White, Not Hispanic Origin	730
	Other	4	Other	6
	<b>Total</b>	<b>214</b>	<b>Total</b>	<b>944</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)	24	75
Elementary (K-6)	159	252
Middle Grades (6-9)	150	229
Secondary (9-12)	128	228
Special Subject Areas (K-12)	72	134
Exceptional Children (K-12)	81	151
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	144
<b>Total</b>	<b>614</b>	<b>1213</b>
<b>Comment or Explanation</b>		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions other than to add the RALC students to the total enrollment. We do not maintain records of RALC students' licensure fields; therefore, they are all accounted for on line 9 as "Other."		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1190
MEAN SAT-Math	576
MEAN SAT-Verbal	566
MEAN ACT Composite	26
MEAN ACT-Math	24
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	180
MEAN PPST-M	177
MEAN CBT-R	533
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.27
Comment or Explanation	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	17	1	24
Elementary (K-6)	114	104	48	21
Middle Grades (6-9)	7	13	10	16
Secondary (9-12)	16	32	20	24
Special Subject Areas (K-12)	2	16	4	14
Exceptional Children (K-12)	3	21	34	34
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>142</b>	<b>203</b>	<b>117</b>	<b>133</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
	.	N/A
Art	.	N/A
Biology (9-12)	.	N/A
Chemistry (9-12)	.	N/A
ESL	.	N/A
Earth Science	.	N/A
Elementary Education	263	99
English	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Spanish	.	N/A
Spec Ed: Adapted Curriculum	14	100
Spec Ed: BED	1	*
Spec Ed: General Curriculum	42	100
Institution Summary	320	99
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	28	94	91	30	9	9
U Licensure Only	2	2	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	17	30	18	12	2	5
U Licensure Only	109	72	7	3	1	5
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	503	97	71
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 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	1944
Cabarrus County Schools	785
Union County Public Schools	501
Gaston County Schools	489
Rowan-Salisbury Schools	366
Cleveland County Schools	248
Iredell-Statesville Schools	227
Lincoln County Schools	227
Stanly County Schools	222
Kannapolis City Schools	133

**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>
136	12	93