

IHE Bachelor Performance Report UNC-Wilmington 2008 - 2009

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship, artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located. The University of North Carolina Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education, and all programs are approved by the State Board of Education. The efforts of the Watson School of Education in the area of regional public service are designed to create and foster educational excellence in the region and beyond. Major outreach alliances provide services through ongoing organizational initiatives and grant-funded professional development services. Planned, meaningful, and sustained collaborative interactions among university faculty from the Watson School and across the broader university community, school educators, business partners and other citizens in the region result in an interdependent commitment to the support and improvement of education at all levels. The formal university/school partnership, the Professional Development System (PDS), has served as a vehicle to solidify the relationships and given a framework and process to make these efforts more systemic. Formal agreements with eleven school districts (Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, Jones, New Hanover, Onslow, Pender, Sampson and Whiteville City) have been in place for 18 years with the renegotiations with school superintendents and board chairs occurring on a three-year cycle. A charter school, Cape Fear Center for Inquiry, joined the partnership in 2006. Jones County Schools and Isaac Bear Early College joined the partnership in 2007 with Carteret County joining in 2008, bringing the total number of districts partners to thirteen. Currently the partnership is comprised of more than 2,500 teachers and administrators in 117 schools and agencies, including two early colleges. The Watson School of Education and its affiliated Science and Math Education Center received \$1,128,000 in external funding during this year, and all of the initiatives involved P-12 educators in either partnering on grants and/or receiving the direct benefit through professional development.

Special Characteristics

The Watson School of Education at UNCW is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WSE has established Professional Development System collaborative agreements with twelve school systems, one charter school, and one early college high school in southeastern NC. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WSE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC SCOS, and educational software. State-of-the-art

computer facilities located in the Education Building provide hardware, software, and wireless web access to students. All of the programs in the WSE have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies, a number of courses are web-enhanced or online, and students develop electronic portfolios. The advising program in the WSE is strong, and all education and pre-education majors are advised by academic advisors and full-time faculty members. Watson School of Education advisors are now located on six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. Extension programs are located at Coastal Carolina, Brunswick and James Sprunt Community Colleges. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to career placement services and education job fairs while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates continue to be recognized as quality educators; many have achieved National Board Certification status, and several received Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year. .

Program Areas and Levels Offered

The Watson School of Education at UNCW offers the following programs at the undergraduate level: Education of Young Children (birth – kindergarten), Elementary Education (grades K – 6), Middle Grades Education (grades 6 – 9), and Special Education (grades K – 12 in general curriculum and adapted curriculum). Licensure for grades 9 – 12 is offered in the following areas: Biology, Chemistry, English, Geology, Mathematics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education, French, Music, and Spanish. (Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed above.) At the graduate level, the following M.Ed. degree programs are offered: Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education, Middle Grades Education, Secondary Education, and Special Education. In addition, Master of School Administration and Master of Science in Instructional Technology programs are offered. A Master of Arts in Teaching program for secondary licensure areas is offered in English, history, mathematics, science, and Spanish. An additional Master of Arts in Teaching is offered in Middle Grades Education for the licensure areas of language arts, mathematics, social studies, and science. An English as a Second Language and an Academically and Intellectually Gifted add-on licensure at the undergraduate and graduate levels are currently under temporary authorization. An Ed.D. program is offered in Educational Leadership and Administration.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Brunswick County Schools (Belville Elementary, Bolivia Elementary, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Union Elementary, Virginia Williamson, Waccamaw	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina	The Watson School of Education’s Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and a NC Charter School. The PDS Partnership has been established for 19 years with Formal District Agreements renegotiated and renewed every three years and School	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in a construction of a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and

<p>Elementary, West Brunswick High), Camp Lejeune Department of Defense Schools (Bitz Intermediate, Brewster Middle, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-Rosehill High, Warsaw Elementary, Warsaw Middle), Jones County Schools (Jones Middle), New Hanover County Schools (Alderman Elementary, Anderson Elementary, Ashley High, Bellamy Elementary, Blair Elementary, Bradley Creek Elementary, Carolina Beach Elementary, Child Development Center, Codington Elementary, College Park Elementary, D.C. Virgo Middle, Dorothy B. Johnson Elementary, Eaton Elementary, Gregory Math/Sci/Tech Elementary, Hoggard High, Holly Tree Elementary, Howe Pre-K, Isaac Bear Early College High, JC Roe Pre-K Center, Lake Forest Academy, Laney High, Mary C. Williams Elementary,</p>		<p>Applications and Annual Updates gathered from the 117 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2009, Watson School of Education Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement. In 2008-2009, 2,387 partnership teachers, principals, university faculty and interns participated in 3 professional development conferences, 796 seminars, and 23 partnership orientations and extended professional development for a total of 822 sessions with 10,632 contact hours.</p>	<p>districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the upcoming years were identified and agreed upon for future planning and allocation of resources. New Partnership Agreements for 2009-2012 were vetted and signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. A formal public signing ceremony was held on June 4, 2009. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. Continued offerings were requested into upcoming year and joint planning on alternative delivery based on budget restrictions are underway.</p>
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<p>Murray Middle, Murrayville Elementary, Myrtle Grove Middle, New Hanover High, NHCS Pre-K Center, Noble Middle, Ogden Elementary, Parsley Elementary, Pine Valley Elementary, Rachel Freeman Elementary, Roland-Grise Middle, Snipes Academy of Arts & Design, Sunset Park Elementary, Trask Middle, UCP Developmental Preschool, Williston Middle, Winter Park Model Elementary, Wrightsboro Elementary, Wrightsville Beach Elementary), Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary, Jacksonville Commons Elementary, Morton Elementary, Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Thompson Early Childhood Center), Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail High, Topsail Middle, Trask High), Sampson County Schools (Union Elementary, Union High), Whiteville City Schools (Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School.</p>			
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<p>Bladen, Brunswick, Buncome, Burke, Caldwell, Camden, Carteret, Columbus, Craven, Cumberland, Currituck, Davie, Duplin, Durham, Edgecombe, Forsyth, Gaston, Greene, Guilford, Henderson, Hoke, Iredell, Johnston, Jones, Lee, Lenoir, Mecklenburg, Moore, Nash, New Hanover, Onslow, Orange, Pender, Pitt, Rowan, Sampson, Scotland, Stanly, Wake, Wayne, Whiteville City.</p>	<p>Support and Development for Math and Science Teachers</p>	<p>The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program. The Center administered 21 professional development programs and outreach activities and served 1,068 teachers and students from 41 school districts in 2008-2009.</p>	<p>Teachers received over 2680 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs was 108. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated the database to reflect a total of 3,205 participants with serviceable addresses.</p>
<p>Alamance-Burlington, Asheboro, Avery, Brunswick, Cabarrus, Charlotte-Mecklenburg, Chowan, Dare, Edgecombe, Elizabeth City-Pasquotank, Franklin, Gates, Granville, Greene, Harnett, Haywood, Hyde, Johnston, Jones, Lee, Lenoir, Montgomery, Moore, Nash-Rocky Mount, New Hanover, Onslow, Randolph, Richmond, Robeson, Roger Bacon Academy, Stanly, Union, Wake, Watauga, Wilson School Districts</p>	<p>Dissemination of Successful Mentoring and Retention Strategies</p>	<p>Two-day conference was based on Mentoring 21st Century Educators and implemented the new NC Professional Teaching Standards into mentoring models. Strands included best practices for mentoring 21st Century educators, innovative applications in mentoring, development of 21st Century mentor programs, 21st Century mentoring at IHEs, and retention strategies.</p>	<p>Over 150 public school and university participants from North and South Carolina represented 35 school districts and 4 IHEs. Survey data indicated all participants would attend another WSE event and that presentations and general sessions covered all strands of the conference. Five general sessions and 22 concurrent sessions were held during the two days.</p>
<p>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>Teacher Retention</p>	<p>WSE First Years of Teaching Support Program is in its fifth year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, online book studies hosted through Blackboard, system requested professional development, a board game based workshop on the new teacher emotional phases, beginning teacher mini-retreats, mentor training/support, strategic induction and retention planning, and an extensive resource-rich website. In response to districts needs,</p>	<p>Program served 609 teachers through the various components in 2008-2009. Eighty-two new teachers participated in multiple online study groups and there are an average of over 200 hits on the website and requests for resources each month. The face-to-face events hosted by this program had over 165 teachers participate in the support sessions. Ten monthly newsletters were electronically disseminated to 5418 teachers. The special support program for exceptional children's teachers served 47 EC teachers. An onsite Mentor</p>

		<p>three book study programs, a special support program for special education teachers, and a mentor exchange program were added. Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. Mentor training was held for a district's 12 system-wide mentors this fall.</p>	<p>retreat had 62 system mentors involved in self-selected professional development in 21st century mentoring strategies. Twenty-eight training sessions and conferences were delivered to 1,306 school teachers and administrators. In addition, 16 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision (paid by district).</p>
<p>Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School.</p>	<p>Professional Development of Teachers and /or Administrators</p>	<p>University-School (PDS) Partnership sponsored professional development activities including bi-annual conferences, orientation and extended training, workshops, institutes, cultural arts events and seminars. Specific Professional Development Initiatives were on Integrating 21st Century Skills and Literacy in the Curriculum, various collaborative meetings and forums with NC DPI, and a Forum for interactive games for mathematics. Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. Innovative partnerships evolved during 2008-2009 with a corporation and several non-profit organizations to address regional needs and to improve access to resources.</p>	<p>In 2008-2009, 1200 partnership teachers and administrators were engaged in professional development through participation in 29 professional development activities. Four cultural arts events hosted for teachers and students in the region involved a total of 3,600 participants. 46 teachers and administrators participated in the various forums and professional development sessions. The Watson School of Education and its affiliated Science and Math Education Center received \$1,128,000 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.</p>
<p>Alexander, Bladen, Brunswick, Caldwell, Carteret, Catawba, Clinton City, CFCI Charter School, Columbus, Craven, Duplin, Hyde, Johnston, Lenoir, Lincoln, Nash-Rocky Mount, New Hanover, Onslow, Orange, Pender,</p>	<p>Support for Career Teachers Seeking National Board Certification</p>	<p>The Watson School of Education National Board Support Program for initial, retake, and renewal candidates consists of "Sanity Saturday" sessions, evening sessions and individualized support throughout the candidacy</p>	<p>The Center administered 27 professional development programs and outreach activities and served 1,023 teachers and students from 33 school districts. Teachers received over 5300 contact hours of instruction and were awarded either</p>

<p>Person, Rockingham, and Wayne County School Districts.</p>		<p>cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina. During 2008-2009, the Watson School of Education served 155 teachers in various program. The NB support program sponsored “Sanity Saturday” sessions for 78 Initial or first-time National Board Candidates from 24 school districts across North Carolina. The Watson School also provided support sessions for 14 Retake and Renewal Candidates during this year. Pre-Candidacy in the 21st Century hosted 63 teachers just beginning certificate from 16 school districts.</p>	<p>licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs increased from 109 last year to 157 this year. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated the database to reflect a total of 3,021 participants with serviceable addresses.</p>
<p>Bladen, Brunswick, Carteret, Columbus, Clinton City, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts</p>	<p>Provide specifically Designed Professional Development for School Administrators</p>	<p>The Southeast Education Alliance and the Watson School of Education partnered during 2008-2009 to host a Professional Learning Community Series with Dr. Anthony Muhammad, founder and President of New Frontier 21. The series consisted of the following session: 1) Principals as School Leader (July '08), Creating Professional Learning Communities (Sept. '08), Utilizing Data to Improve Student Learning (Nov. '08), Pedagogy (Jan. '09), and Student Affect and Community Connection (Feb. '09).</p>	<p>The average attendance at each day-long session was 100 school administrators from the Alliance partnership. Many districts and schools have adopted the PLC guidelines advocated in this series as a structure to reform and improve their schools. Follow-up and additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School Dean is a member.</p>

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

The Watson School of Education continues to support the University’s regional engagement and outreach goals. In 2008-2009, activities and service to public schools by individual faculty members again showed a significant increase with 96 faculty members engaged in 526 service-related activities. For the 2007-2008 academic year, 65 faculty members of the Watson School of Education were involved in 468 activities as opposed to 57 faculty members for 319 activities for the previous year. Watson School of Education faculty members undertook a wide array of activities in the public schools. Service to public schools included senior project judges, training to public school faculty and staff, collaboration and partnership projects and research grants. Thirteen Watson

school of Education faculty members volunteered for senior or science project judges. Watson School of Education faculty members provided numerous professional development opportunities to public schools. In their commitment to regional engagement, Watson School of Education faculty members worked with public school staff on grants focusing on areas such as the introduction of technology in classroom instruction, beginning teacher support and instructional technology innovation. Watson School of Education faculty members were also involved in public school operations through their memberships on committees including, School Improvement Teams, Strategic School Planning Committees and School Quality Councils as well as the provision of tutoring support for students. The Watson School of Education Ed Lab significantly increased the number of tutoring hours from 5657 for 372 children in 2007-2008 to 6544 for 478 children in 2008-2009. Service to community or professional societies was also an important aspect of the Watson School of Education faculty members' regional engagement and outreach. Ninety-eight faculty members (as compared to 63 in 2007-2008) were engaged in service to community and professional societies for the academic year 2008-2009. Service to community and professional societies included membership to professional organizations boards, serving as journal or conference reviewers or editorial board membership. In addition, faculty held 40 leadership positions in state, national, and international professional organizations.

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

The Watson School of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are a staple of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas. A regular newsletter includes WSE information, teacher tips, professional development information and highlights of new teacher classroom initiatives. A board-game-based workshop, "Will It Phase You?", prepares teachers for the rigors of the developmental phases they will experience in early years of teaching. The workshop has been distributed to 10 states and over 300 copies are currently in public schools. A mentoring plan supported over 36 teachers exiting our alternative licensure program. A two-day, annual mentoring conference was held in March for 130 public school and university participants from 39 school districts and IHEs. The First Years of Teaching website includes resources and survey links where teachers update contact information and receive resources. Online support includes analysis and reflection on new teacher practices and includes the new NC Professional Teaching Standards and 21st Century Skills. This year 82 teachers participated in year-long online support, including 47 special education teachers. 165 beginning teachers were supported in face to face workshops in their school districts. We have plans for 2009 to support more technology applications as funding restrictions are supporting less travel and face to face opportunities. We also plan to extend our mentor conference opportunity to provide districts more time to collaborate with one another through a pre-conference offerings. Plans include continuing support, through professional development of mentors, in the 21st Century Skills. FYTSP will also provided leadership opportunities and professional development open to area beginning teachers that is facilitated by beginning teachers. FYTSP will continue to support administrators by implementing the newly developed School Leaders in the 21st Century model of shared leadership. The FYTSP served 609 beginning teachers through the various avenues of support and shared information with over 200 graduates establishing contact and offering immediate support.

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

The Watson School of Education (WSE) Alternative Licensure Coordinator office addressed the needs of 31 lateral entry teachers and 300 licensure-only students. The Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for three of the four alternative licensure programs offered by the WSE. (The fourth program is a graduate M.A.T. degree.) The Coordinator met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules at both UNCW's main campus and extension sites. Over the course of the academic year, these extended office hours two days per week until 6:00 p.m., served the needs of over 300 students. In addition, the Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages provide extensive information on program options, thereby giving lateral entry

teachers continuous access. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by a letter from the principal for their internship requirement for licensure. The Watson School also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. Another attempt to remove a barrier for potential students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to WSE to complete a licensure-only plan of study for lateral entry candidacy is a contract called "Fresh Start". To qualify for "Fresh Start", candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The WSE also provides support for lateral entry teachers in the public schools. Lateral entry teachers participating in the NC Teach or NC Teach II programs are provided extensive mentoring by UNCW faculty. Lateral entry teachers have access to online teaching materials provided through the WSE First Years of Teaching Support Program and PD 360 online professional development services. This program served 28 lateral entry teachers during the academic year.

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

The Watson School of Education supported career teachers through ongoing professional development and partnership activities. Activities included: faculty providing weekly on-site support for career teachers in the areas of ESL, writing workshop and best practices in teaching reading; sponsorship of a guided reading workshop; and work with the UNCW Arts Council to host 2,000 elementary students for a concert at UNCW with the provision of related curriculum materials for teachers. Faculty also participated in weekly trips to a community center working with low-income and disenfranchised non or low-level readers. This work was documented through a Master's Thesis and reported in several venues from which classroom teachers were able to extract data for their own classrooms. In an effort to make graduate courses more available for career teachers, the Curriculum, Instruction and Supervision and Master's of School Administration Program developed add-on licensure programs and made coursework fully on-line to enhance accessibility. WSE faculty participated in the Mentoring Conference held for career teachers, and shared research, classroom practices, mentoring skills and program design practices to increase classroom effectiveness and enhance teacher retention efforts. Faculty also worked with novice administrators in partner districts to increase the effectiveness of the school operation and instructional practices within the schools. Both on site orientation and extended preparation in working with UNCW Interns are facilitated by the Professional Development System Director. In preparation for the Fall 2008 and Spring 2009 semester, 346 school administrators/teachers and WSE faculty received training for a total of 692 contact hours. In April 2009, "A PDS Professional Learning Day" was offered to partnership teachers and delivered by WSE faculty. Workshops included, "A Practical Guide to Differentiation" and a hands-on technology workshop on "Infusing Globally Responsive Learning Techniques". An overwhelming majority of participants attested to learning new ways to utilize currently available technology to engage their students. To support career teachers in seeking National Board Certification, nine "Sanity Saturday" sessions were held for initial candidates along with two evening work sessions. 76 first-time candidates from 18 school districts participated in the initial candidate support program. Collaboration with current NBC teacher leaders continues to be integral to the support model. Three facilitators worked on site with candidates during monthly sessions while 13 people worked as readers. All facilitators were trained in ethical facilitation, recent National Board information, and purposeful models of support. They collectively read over 136 portfolio entries for 76 first-time candidates, 3 retake candidates, and 11 renewal candidates. The team also provided one-on-one support in specific content areas. The WSE also provided support for 3 retake candidates in their 2nd or 3rd year of certificate pursuit. For the 4th year in a row, the end of year survey indicated that 100% of all initial support candidates stated they would recommend the WSE National Board Support Program.

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

The Watson School of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 45 school systems helping struggling readers. 619 teachers served 5,461 1st grade students. Five new teacher leaders were trained. WSE faculty are required to spend the equivalent of one course-load working in schools to help them improve. Faculty worked in low-performing, at-risk, and priority schools in Brunswick, New Hanover, and Pender Counties, helping faculty learn and implement best practices. Faculty often assigned service learning requirements at these same schools so their students could participate. For example, one faculty member spent one morning each week for the year observing teachers, demonstrating best practices in literacy and science, and supporting teachers as they implemented the changes in their classrooms. Another spent one full day every other week in an elementary school discussing issues of reading with teachers and actually teaching a graduate class on reading best practices to the faculty. Another spent time each week in a school helping educators learn best practices in dealing with second language learners. The WSE hired an ESL parallel instructor to enhance the preparation of middle school teacher candidates. A day-long conference was held at which 46 educators from Brunswick, New Hanover, and Pender County learned cutting edge practices on meeting the needs of AIG students. Another day-long conference assisted educators from 10 school systems in the state to review their drop-out prevention plans and increase their effectiveness by incorporating concepts gained from recent research. Twenty-two educators from New Hanover and Onslow County attended a four-day workshop focused to integrating 21st Century Skills into their curriculum. The WSE collaborated with the Hill Center to begin a program in which children living in a large housing development in New Hanover County receive additional tutoring in reading. UNCW has created a community center at this housing development with access to computers for all residents. The WSE and the Department of Computer Science continued collaborating on an NSF grant utilizing the Squeak media authoring tool to infuse instructional technology skills in the core curriculum grades 7-12 in partnership school districts. The project works with underserved and underrepresented groups, to increase achievement as well as encourage further studies in the instructional technology area. So far, the project has directly impacted 50 teachers and 50 students. An additional 1,000 students have benefitted from the project. The WSE and the UNCW Office of Cultural Arts formed the UNCW Arts in Education Alliance. Their Outreach Concert this year was the African American Dance Ensemble. 2000 children attended. Since 2005, the alliance has impacted approximately 14,000 children.

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

All program areas completed and submitted teacher licensure revisioning reports. Faculty in all program areas have identified artifacts that will be used to show proficiency in the new standards. All program areas are using the new Professional Teaching Standards in coursework and in the evaluation of our interns. Our PDS system orchestrated meetings with public school partners to assess effectiveness of programs and identify ways to strengthen weaknesses. Faculty in the Watson School of Education attended workshops to learn the new teacher and administrator evaluation process. They also collaborated with NCSDE in order to help schools at risk. Teachers demonstrate leadership: WSE began its second cohort of doctoral students with 13 new candidates. Faculty across the Watson School of Education are involved in Doctoral Review Committees. Students participated in student professional organizations. Teachers establish a respectful environment for a diverse population of students: Professors reported the results of their work to enhance the understanding of and valuing of diversity in their Professional Development Reports. The WSE hosted a 2nd diversity fair at which faculty and graduate students shared their research pertaining to diversity. The WSE continued study abroad programs (Belize, South Africa, and Japan) and hosted international students in classes and activities. An online diversity portal was enhanced and more fully utilized. Specific service learning assignments were incorporated into courses to help students better understand diversity in their school and be better prepared to effectively support students. Teachers know the content they teach: A review of programs identified areas in which more rigorous assessment of content knowledge will enhance the proficiency of our students. An additional math course was required for elementary majors. Collaboration with colleagues in arts and sciences was completed to identify artifacts to help assess the content knowledge of teacher candidates. Teachers facilitate learning for their students: All program areas have reviewed evaluation data from internships and identified areas of concerns with which to work. For example, the elementary program identified lesson planning as a need and have moved to strengthen that part of the program. All programs identified more significant, supervised field experience. Teachers reflect on their practice: Students video record instances of their teaching and use those recordings to

reflect on their effectiveness. Peers view the recordings, offering input as well. All students in the WSE create a professional development portfolio that shows evidence of their proficiency as teachers but also shows evidence of their effectiveness as reflective practitioners. Discussions in department meetings have focused to ensuring that students improve in their abilities to reflect.

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

The major area of emphasis, which was agreed upon by all departments in the Watson School of Education, was that of diversity. This area involves instruction, hiring, support and expansion to the public schools. A conscious effort to increase faculty of varying cultural backgrounds and diverse representations resulted in an increase of full-time minority faculty in the Watson School of Education to 18 percent. An example of the increase in one of the departments was the department of Educational Leadership. Two additional minority faculty were employed (Spring 2008) which moved the percent of minority faculty in that department from 21% in the Fall of 2007 to 35% of the faculty representing minority populations, in the Fall of 2008. Faculties from all of the departments held department meetings that included discussions around consistent and coherent threads related to diversity throughout the different programs. The Department of Educational Leadership, in conjunction with faculty and administrators outside the department, collaborated on a new graduate course called Social Justice in Supervision and Curriculum Development. This special group spent the year examining text books, syllabi and discussing what needed to be in this first course designed for supervisors and curriculum planners. The Diversity Committee, which represented the entire faculty met monthly and held Brown Bag lunches at which time issues around diversity and social justice were entertained. There was a Diversity Retreat in the early fall and multiple meetings that focused on increasing discussions around issues related to diversity. The WSE also created a “diversity portal” which provides online diversity resources for students, faculty, and public school partners. Other areas of emphasis identified by departments included increasing writing skills of the undergraduate students, increasing service learning opportunities for undergraduate students, increasing both national and international travel experiences for both undergraduate and graduate programs. The graduate program in Educational Leadership has an international trip to London as part of the CIS program (voluntary at this point) and to South Africa or Belize or Japan (required) as part of the Educational Doctorate Program in Educational Leadership and Administration. The seven students traveling to South Africa depart in the middle of June. In the Department of Instructional Technology, Foundations and Secondary Education, interns participated in a five week teaching experience in Belize in the Spring of 2009. Trips to both Ireland and South Africa were planned for other departments, but had to cancel, because of budget and state imposed travel restrictions.

Supplemental Information (Optional)

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

To help our students meet the PRAXIS I admissions requirements established by the State, the WSE continues to offer workshops to assist them. During the past year 2 workshops were offered at UNCW and one each in Onslow County and Brunswick County. These sessions are attended by a variety of students seeking assistance in preparation for these tests, including lateral entry teachers and students who have had difficulty passing Praxis I or II. Sessions are conducted by UNCW full and part-time faculty members and academic advisors. In addition students are directed to study resources (practice tests, study guides and practice books) as well as the University Learning Center where tutoring and test-taking resources are available. Students receive a two-page handout that provides detailed information about the test and recommendations for taking the test. UNCW’s students perform very well on the Praxis I, with most students achieving acceptable scores on all sections of the test on their first attempt and 100% of licensure completers passing all sections of the test. For those students for whom a second attempt on a section of the Praxis I is necessary, the great majority subsequently obtain a satisfactory score. Pass rates for Praxis 2 range between 97-99 % for students on their first attempt.

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

The Watson School of Education hired a full-time recruiter at the beginning of the academic year. The position is dedicated to the recruitment of future educators by focusing on students on campus who have not declared a major and through a variety of efforts locally and throughout the region that target high school students. The WSE recruiter conducted freshman seminar visits and visits to all of our regional Community Colleges. He presented at a number of UNCW programs/events, including, "A Major Affair," a Troops to Teachers Event, "Explore Your Backyard," and the UNCW Job and Career Fair. Especially noteworthy has been our recruiter's fruitful work in establishing and enhancing the WSE relationship with regional Teacher Cadet Programs. We established a Teacher Cadet partnership with seven different counties (12 schools), hosted 120 area Teacher Cadets on campus for "Teachers of Tomorrow" Day, and now have a UNCW Teacher Cadet Website. Additional evidence of the WSE's commitment to developing a substantial collaborative relationship with area high schools through Teacher Cadet Programs is the participation of 38 UNCW Wilmington faculty as mentors and/or speakers. Next year UNCW will host a Regional Teacher Cadet Conference. Our recruitment efforts included a notable focus on the recruitment of minority students, and we used a variety of programs to meet minority students and encourage interest in the teaching profession and in UNCW. A sampling of those efforts includes participation in a Minority College Fair and the Need 2 Lead Program, having a table at the 2008 Festival Latino in Wilmington and holding an open house in January for future Teaching Fellows with Hispanic backgrounds, and presenting at school systems' Future Teachers' events. The WSE also partnered with Onslow County Schools and Coastal Carolina Community College to begin the development of a 2+2+2 program. This program would allow high school students to become members of a "Teacher Academy" small learning environment where they will complete Teacher Cadet coursework, enrichment experiences related to teaching, and complete a majority of AA coursework through the community college by the time they leave high school. Students would then transition into a UNCW to complete their teaching degree programs. The WSE also partnered with Coastal Carolina Community College to plan for the influx of new military families to the region. This resulted in the development of an online Master's of Instructional Technology extension program and planning for an Early Childhood Education distance education program.

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

The Watson School of Education is committed to developing a diverse student and faculty population. The WSE has partnered with the UNCW admission office and added a teacher recruiter to the admissions staff. The teacher recruiter worked with Teacher Cadet Programs in Southeast North Carolina to recruit underrepresented populations who are interested in becoming teachers. The Teacher Cadet Programs made multiple visits to the UNCW campus and were given opportunities to interact with faculty and students in the WSE. The recruiter also made strong connections with diverse community organizations. The WSE has other programs designed to recruit students of color who are prospective educators including Teaching Fellows and the Project Teach collaboration with local schools. The WSE partnership with Isaac Bear Early College is another endeavor to recruit high-achieving, diverse public school students. As an early college high school, students participated in an accelerated high school education program which offers honors courses to prepare students for the rigor of college. Currently, 62% of IBEC students are from groups historically underrepresented on college campuses (44% come from families with no member who has graduated from a four-year college or university; 28% receive free or reduced lunch; 35% are minority). The WSE continued to work with regional AVID programs in facilitating visits to the UNCW campus and development of interdisciplinary curriculum projects AVID teachers can implement in their schools. The Junior Seahawk camp was offered last summer to bring underrepresented middle school students to campus to learn more about math, science and technology. WSE faculty members worked with area Latino middle school students on a digital storytelling project. This effort began with a half-day workshop with these students' teachers and culminated in a trip to UNCW for the students where they presented their stories to their peers across the region as well as members of the UNCW community. All WSE web materials were translated to Spanish to provide greater access to potential students and faculty. The WSE has made efforts to broaden our applicant pool by posting new faculty position announcements in journals that have minority populations as their primary audience. In addition, UNCW hiring policy requires that at least 5 separate actions are taken to increase the diversity of the applicant pool. This year three African-American, one Indian, and one Nigerian faculty member joined the WSE faculty. We anticipate that if the

budget allows, our efforts to broaden our applicant pool will bring additional faculty of color to the WSE in the 2009-2010 academic year.

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

The Watson School of Education continues to implement new initiatives to meet the needs of the state and region. All programs that involve teacher-licensure were re-visioned to meet the new teacher candidate standards outlined by the North Carolina State Board of Education. Initial revisioning reports will be submitted to the state this summer for review. This process has served to strengthen WSE programs in continuing to provide highly-qualified teachers to the state and region. In an effort to meet the needs of our students and to address the space constraints being faced, the WSE developed means for providing creative scheduling and utilized online, distance learning options and evening class sessions. The WSE also moved to offering the ESL concentration and licensure courses completely online and the MIT moved forward in making their courses available both online and face-to-face. The Early Childhood Program worked with Sampson County to bring their courses to that area in an effort to meet the needs of the region. These efforts allow us to maximize use of classroom facilities and minimize the number of evenings students are required to travel to campus for face-to-face sessions. The WSE increased accessibility by delivery of courses and programs onsite, online, and on the Information Highway, as well as having UNCW education advisors at seven Community College partner sites. The WSE continued to nurture and support relations with our colleagues at UNCW and residents in the surrounding community by sponsoring various speakers and events. The WSE added two additional faculty members who have shared appointments with departments in the College of Arts & Sciences (Sociology & Marine Science). In an effort to meet the professional development needs of our partner schools, the PDS office is now providing access to 24/7 online, on-demand professional development through PD 360 (School Improvement Network) and has extended that opportunity to WSE students. This year a new initiative began to address the state goal of providing student's with a more global perspective by providing a group of teacher interns the opportunity to complete a 5 week practicum in Belize. This served as an excellent opportunity for the student interns and was welcomed by the schools in Belize. The doctoral program in Educational Leadership also took a group of school administrators to South Africa to study the schools and compare and contrast the issues faced there and in the United States. The International Program Coordinator continues to look for additional international opportunities. Finally, the WSE succeeded in offering the Elementary Education program fully online for students at three extension sites (i.e., James Sprunt, Brunswick, and Southeastern Community Colleges).

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	2	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	31
	Hispanic	2	Hispanic	13
	White, Not Hispanic Origin	97	White, Not Hispanic Origin	561
	Other	8	Other	12
	Total	113	Total	623
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	46
	Other	2	Other	0
	Total	22	Total	56
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	79
	Other	2	Other	3
	Total	7	Total	92
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	103
	Other	2	Other	7
	Total	42	Total	127

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	2	0
Elementary (K-6)	6	0
Middle Grades (6-9)	9	0
Secondary (9-12)	5	2
Special Subject Areas (K-12)	1	0
Exceptional Children (K-12)	5	1
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	28	3
Comment or Explanation		
This table displays the number of lateral entry teachers (including NCTeach and CT3) enrolled at UNCW during the 2008-2009 academic year. A total of 300 licensure-only students were enrolled in courses to complete licensure requirements, and 31 stated that they were lateral entry teachers.		

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

	Baccalaureate
MEAN SAT Total	1183
MEAN SAT-Math	574
MEAN SAT-Verbal	568
MEAN ACT Composite	26
MEAN ACT-Math	26
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.48
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	11	1	5
Elementary (K-6)	19	157	2	33
Middle Grades (6-9)	0	23	0	20
Secondary (9-12)	2	24	0	10
Special Subject Areas (K-12)	2	31	0	8
Exceptional Children (K-12)	0	14	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	23	260	4	76
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
Birth thru Kindergarten	.	N/A
ESL	.	N/A
Elementary Education	210	99
English	.	N/A
French	.	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
Music	.	N/A
Physical Ed	.	N/A
Reading (graduate)	.	N/A
Science (9-12)	.	N/A

Social Studies (9-12)	.	N/A
Spanish	.	N/A
Spec Ed: Adapted Curriculum	9	100
Spec Ed: General Curriculum	14	100
Institution Summary	233	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	141	77	31	4	1	0
U Licensure Only	21	5	3	0	0	4
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	24	2	2	1	0	0
U Licensure Only	22	13	5	2	2	3
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	328	96	55
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

LEA	Number of Teachers
New Hanover County Schools	767
Onslow County Schools	512
Pender County Schools	300
Brunswick County Schools	299
Wake County Schools	269
Duplin County Schools	208
Johnston County Schools	120
Charlotte-Mecklenburg Schools	108
Columbus County Schools	106
Sampson County Schools	103

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
67	14	49