

IHE Bachelor Performance Report

UNC-Chapel Hill

2009 - 2010

Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, now enrolling 28,916 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the ninth consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News & World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim 18,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking as reported in U.S. News & World Report. Our overall ranking of #30 this year places us among the top 15 percent of the Schools of Education ranked. With 53 full-time faculty members and an enrollment this spring of nearly 850 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a

research intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina. Our PROGRAM FOR EXPERIENCED TEACHERS (MEdX) is a 31-33hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 10 to 20 students each, with teachers who work together often studying together. As of Summer '10, a total of 193 practicing teachers were currently enrolled in our M.Ed.X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators, in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through NC TEACH, Carolina Online Lateral Entry (COLE), and our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. An important avenue of collaborative program development between the SOE and Arts and Sciences culminated in the approval of UNC-BEST, focusing on expanding the pipeline of math and science teachers through an innovative program aimed at math and science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. One UNC BEST student graduated in December 2009, eight in May 2010, and one is expected to complete by end of Summer 2010. During the current year we received approval for three additional strands of UNC BEST—chemistry, mathematics and geology. UNC-BEST admitted 12 students for Fall 2009, 12 students for Spring 2010, and 3 students for summer 2010. Our Early Childhood Program and Special Ed programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG). The Research Triangle Schools Partnership (RTSP) is a collaborative effort bringing together interdisciplinary faculty in the School of Education who are interested in partnerships with local school districts and communities designed to enhance student learning and family support, pre-service teacher education, in-service teacher professional development and doctoral training. Our current efforts are primarily focused on developing a stronger partnership with Orange County Schools (OCS). LEARN NC provides free access to quality instructional resources and online professional development for NC teachers. The LEARN NC website (www.learnnc.org) covers all areas of the K-12 curriculum. LEARN NC delivers services directly to schools in each of North Carolina's 115 school systems.

Program Areas and Levels Offered

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

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

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

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

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>PERSON COUNTY MATH-SCIENCE PARTNERSHIP: Person County Public Schools</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing support for professional licensure in math and science (2) <i>Producing globally competitive students</i> by improving middle and high school mathematics instruction.</p>	<p>Our CENTER FOR MATH. AND SCIENCE ED has partnered with Person County Schools, which received an 18-month grant in 2007 from the State Board of Education for the improvement of middle and high school mathematics instruction. During 2008-09 this grant was extended through the 2009-10 school year. Developed in cooperation with the school system, the project includes monthly in-service programs, support for professional learning communities, and</p>	<p>August 2007 through present</p>	<p>75</p>	<p>The project has an outside evaluator, whose reports are documenting gains in teacher content knowledge and pedagogical knowledge as a result of the project. Interim results have been used to modify and improve the project's extension for 2009-10.</p>

		summer workshops. Instruction will include teaching strategies, use of technology, and reading in mathematics.			
MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS; CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill HS; CHATHAM: Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City Elem, Silk Hope Elem, Chatham	(1) <i>Preparing 21st Century professionals</i> by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas. (2) <i>Teacher Retention</i> through support, instruction and pay increases associated with obtaining an M.Ed. (3) <i>Governance by 21st century systems</i> with the authorization of a Technology M.Ed. cohort (4) <i>Closing the Achievement Gap</i> via professional development in advanced curricular and instructional materials associated with graduate education	In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing	August 2000 to present; ongoing	193 experienced teachers currently enrolled.	In 2009-2010, we had 193 students in 6 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 326 career educators from 2003 through May 2010. As of the Summer of 2010, we have 193 MEdX students currently enrolled in cohorts: The three continuing from Summer 2009 are Literacy K-12, Math K-8 and Math K-12; the three new cohorts beginning Summer 2010 are Literacy K-12, Science K-8, and Special Education K-12. Between August '09 and May '10, we

<p>Middle, Horton Middle, Northwood HS; DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearson town Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle, Chewning Middle, Durham School of the Arts, Githens Middle, Rogers-Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD: Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Grady Brown Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar</p>		<p>educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.</p>			<p>had 57 experienced teachers who graduated from our Literacy K-12, Science K-8, and Special Education K-12.</p> <p>Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006 (and continues to the present). This</p>
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<p>Ridge HS; VANCE: Henderson Middle; WAKE: Wilburn Elem, Turner Creek Elem, Forest Pines Drive Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Middle, Centennial Campus Middle, Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest-Rolesville Middle, Western Middle, Broughton HS, Green Hope HS; WAYNE: Greenwood Middle, Norwayne Middle.</p>					<p>documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.</p>
<p>AMERICA READS/COUNTS: ORANGE: New Hope Elem; CHAPEL HILL-CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; Scroggs Elem; Culbreth Middle; Holmes Day Care.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>		<p>August 2005 to present; ongoing</p>	<p>44 tutors with 245 public school students</p>	<p><u>America Reads/Counts</u> placed 44 tutors with 245 children for 4,241 hours of tutoring.</p>

<p>NC LITERACYCORPS ENGAGE: ALAMANCE, BURKE, ORANGE, DURHAM, WAKE, GUILFORD, ROBESON AND FORSYTH COUNTIES.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing and ELL students and adults. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing and ELL students as well as support and engagement with successful students (i.e., college tutors).</p>	<p><u>NC LiteracyCorps/ENGAGE</u> is a statewide AmeriCorps project focused on literacy/ELL tutoring for NC children and adults.</p>	<p>August 2008 to present; Ongoing</p>	<p>33 Literacy Corps members plus 2164 volunteers who served 11,601 learners</p>	<p>33 members served a total of 23,710 hours, recruited 2,164 volunteers who served 29,361 hours, and served 11,601 learners.</p>
<p>TUTORING PROGRAMS: <u>AT-RISK TUTORING</u>—CHAPEL HILL-CARRBORO CITY SCHOOLS: McDougle Elem, Sewell Elem, McDougle Middle.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School of Education of these needs. Through</p>	<p>September 2004 to present; ongoing</p>	<p>700 public school students</p>	<p>Tutoring arising out of SOE teacher education programs served almost 700 students, providing over 350 tutors. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>

		our <u>At-risk Tutoring Program</u> , the School of Education provides hundreds of undergraduate students each year to serve as tutors for the identified school children.			
<p>AVID TUTORING FOR AT-RISK MIDDLE SCHOOL STUDENTS: DURHAM PUBLIC SCHOOLS: W. G. Person Magnet Middle, Githens Middle; ORANGE COUNTY; Stanback Middle, Stanford Middle and Gravelly Hills Middle.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>The Middle Grades Program, in collaboration with Student U (a joint program sponsored by Durham Public Schools, Duke Univ, NCCU and UNC-CH) created a plan for academic enrichment for both summer and during the school year for middle school students at risk. College students are the tutors/teachers and the Middle School Program coordinator was the faculty mentor.</p> <p>AVID training was provided in the School of Education to 26 Middle Grades preservice teachers who</p>	<p>August 2008 to present; ongoing</p>	<p>26 Middle Grades Preservice Teachers and approximately 300 public school students</p>	<p>Tutors served approximately 300 students in the Orange County and Durham Public Schools named. Students were identified as at-risk of school failure. The preservice teachers/tutors provided help in each of the four content areas (i.e., math, science, language arts and social studies) and worked with middle school students in academic skills building, literacy and numeracy strategies particularly problem solving, collaborative inquiry and organizational</p>

		then served as AVID tutors during the school year.			skills. This was the second year of this particular program which was expanded at the request of the schools.
TEACHING FELLOWS TUTORING: DURHAM: Jordan High; Bethesda Elementary. CHAPEL HILL- CARRBORO: Glenwood Elementary, Scroggs Elementary, Carrboro Elementary, Seawell Elementary, McDougal Elementary, Frank Porter Graham, Estes Hill, Grey Culbreth Middle School, McDougal Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School, East Chapel Hill High. ORANGE: A.L. Stanback Middle School.	(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing or struggling students. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).	The Teaching Fellows Program provides 116 undergraduate students who serve as tutors as well as in other capacities in area schools. The students also observe and assist teachers in various ways as needed.	September 2009-April 2010 (begun in September 2005)	116	Teaching Fellows tutors provided more than 5,000 hours in almost 17 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.
LEARNING TEACH, LEARNING TO SERVE:	(1) <i>Innovation in NC public schools</i> through a community oriented	Students in our Elementary Education program were involved	August to December 2009	25 pre-service teachers	(a) Approximately 25 pre-service elementary education

<p>Forest View Elementary School (Durham Public Schools)</p>	<p>approach to pre-service education and service to the community</p>	<p>in service learning through their course on Educational Psychology. The 25 pre-service teachers worked in pairs in individual teachers' classrooms and supported student learning by, among other things, working with students in small groups and helping individual students on math work. In addition, the preservice teachers developed service learning projects in consultation with the classroom teachers that involved the elementary school students in conducting service. Service projects included writing letters and sending packages to servicemen and women in Iraq to conducting a book drive to collect books to send to a school in Latin America.</p>			<p>students were involved. Each pre-service teacher was required to spend 30 hours involved in service work.</p> <p>(b) Multiple elementary students (across at least 8 classrooms) were supported by this work.</p>
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<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP):</p> <p>Targeting Essential Understandings: Mapping Students' Mathematics Knowledge K-3 Efland Cheeks (Orange County)</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing professional development for elementary math teachers</p> <p>(2) <i>Producing globally competitive students</i> by improving elementary math instruction.</p>	<p>Led by Dr. Susan Friel, the goal of this project was to determine if the use of a particular assessment protocol provided information about student learning that would inform teachers' instructional practices (formative) and also inform principals and others about the achievement of students (summative).</p> <p>Teachers at the target school were trained on the assessment protocol. The use of the assessments helped target essential understandings. Faculty worked with teachers to use the results of the assessments to identify those students in need of additional work and then provide targeted intervention.</p>	<p>August 2009- June 2010 (continuation of project begun August 2006)</p>	<p>190 students</p>	<p>During 2006-2007, math education faculty met with the mathematics coordinator of Orange County schools to assess mathematics understanding and needs of elementary and middle school teachers in Orange county. This initial assessment has led to the current project first undertaken in 2007-2008 and then again in 2008-2010 under the auspices of RTSP.</p> <p>Initial informal and formal assessment of teacher knowledge and student understanding indicates positive results. However, formal quantitative and qualitative assessment data is not yet available.</p>
<p>RESEARCH</p>	<p>(1) <i>Producing globally</i></p>	<p>A professor of</p>	<p>August 2009-</p>	<p>25 (entire</p>	<p>Initial informal and</p>

<p>TRIANGLE SCHOOLS PARTNERSHIP (RTSP):</p> <p>The Role of Identity in Reading Comprehension Development</p> <p>Stanback Middle School (Orange County)</p>	<p><i>competitive students</i> by improving middle school literacy.</p>	<p>education worked with one middle school language arts teacher and 6 of her students to examine and refine an instructional framework intended to help middle her create instruction that responds to students' identities as readers while also helping students learn the skills they need to be successful readers. Goals for the project included (a) examining and positively changing student involvement with classroom reading practices, (b) increasing student reading comprehension abilities, and (c) allowing students to progress in who they want to become as readers. In addition, it looked at factors contributing to or inhibiting the success of the project, possible modifications to enable</p>	<p>May 2010</p>	<p>class of middle school students)</p>	<p>formal assessment of teacher knowledge and student understanding indicates positive results. However, formal quantitative and qualitative assessment data is not yet available.</p>
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		the project to be more successful, impacts of the project on classroom environment, and any other unanticipated results.			
<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP):</p> <p>The Grassroots Parent-to-Community Pilot Program: Supporting and Empowering Parents of At-Risk Students</p> <p>Orange High School (Orange County)</p>	<p>(1) <i>Students will be healthy and responsible</i> by providing a means of communication between low-income high school parents and the school.</p>	<p>Led by a School of Education professor and former dean, Madeleine Grumet, the project sought to provide resources and support structures to better enable parent-school communication at a high school in Orange County. The main goal of this project was to facilitate the formation of and evaluate the effectiveness of grassroots “community meetings” as a method of understanding low-income high school parent concerns and increasing parents’ sense of agency in their child’s schooling. The project conducted surveys and interviews on two autonomous</p>	<p>November 2009-August 2010</p>	<p>60 total (includes students, parents and school personnel)</p>	<p>Initial informal feedback indicates a positive assessment by parents and school personnel alike. The feedback will help guide future program development at the school and university level as agreed upon by all parties (i.e., the SOE and Orange High School).</p>

		parent-led “community meetings.” Grumet and school collaborators intended for the output of this project to provide the School of Education with information that will help guide future program development and teacher education training.			
<p>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP):</p> <p>What do preschool teachers perceive as the factors affecting referral decisions for young children with severe behavior problems: Pilot study</p> <p>More at Four programs in Orange County, Chapel Hill-Carrboro City Schools and Alamance County.</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing support and professional development.development.</p>	<p>Conducted by a doctoral student, the purpose of this study was to investigate and describe factors that teachers perceive as affecting their referral decisions for young children with severe behavior problems. The overall purpose of the study was to determine preschool teachers’ perceptions of the factors influencing their referral decisions for young children with severe behavior problems. Specific research questions guiding the study</p>	<p>March-June 2010</p>	<p>16 preschool teachers</p>	<p>Analysis of quantitative assessment data is not complete for this project at this time, therefore, no formally collected data from the Family Education component is available.</p>

		<p>include:</p> <ol style="list-style-type: none"> 1. What do preschool teachers perceive are the most significant personal factors influencing their identification and referral decisions? 2. What do preschool teachers perceive are the most significant program factor) influencing their identification and referral decisions? 3. What do preschool teachers perceive are other factors that influence their identification and referral decisions? 			
<p>Research Triangle Schools Partnership (RTSP): Reconnect and Recharge seminars Alamance-Burlington County; Chatham County; Chapel Hill-Carrboro City Schools; Dare County; Durham County;</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing support, networking, and problem solving among new teachers (i.e., program graduates) as a professional development and continuing education opportunity.</p>	<p><i>Reconnect and Recharge</i> was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our</p>	<p>10/01/09-5/07/10</p>	<p>21 new (i.e., most three years or so) teachers</p>	<p>Preliminary findings show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related, curriculum issues,</p>

<p>Mecklenburg County; Moore County; Orange County; Union County; Wake County</p>		<p>various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met three times during the school year for approximately four hours per session.</p> <p>There were twenty one participating teachers from different school districts across North Carolina representing both rural and urban school settings. During each session, participants were organized in small focus groups, which included a facilitator,</p>			<p>collaboration with colleagues, parent-teacher related, leadership issues, and internal conflicts. Student-related dilemmas included students who were not performing at grade level, challenging high-achieving students, and difficulty in motivating students. Curriculum issues included structured and scripted curricula, curriculum that is not developmentally appropriate, and grading. Dilemmas concerning collegial collaboration included strained relationships with teaching assistants and older generation teachers, difficulty in receiving help from other colleagues, and ineffective</p>
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		<p>where they discussed dilemmas of practice in their school and classroom. Participants were grouped according to their teaching area and level they were currently teaching. Within these groups, participants problem-solved issues of concern in their work, and discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's teachers face. In addition, we were interested in examining the impact this project may have on the teacher participants.</p>		<p>Professional Learning Communities. Parent-teacher related dilemmas included limited parent involvement, parents that are disrespectful and do not reinforce classroom rules, and parent conferencing. Dilemmas related to internal conflicts included being respected as the "new" teacher, teachers not being held accountable for ineffectiveness, and developmentally appropriate practice versus teaching to the test. The teacher participants also discussed problem-solving strategies including differentiation and motivational strategies, finding support groups, and taking advantage of</p>
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					<p>the autonomy provided in each individual classroom.</p> <p>Overall, participants felt the <i>Reconnect and Recharge</i> seminars greatly helped them in terms of support and problem-solving. Participants looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.</p>
<p>UPWARD BOUND AT UNC-CH (UB-UNC): Chatham Central High School, Jordan Matthews High School, Lee County Senior High School,</p>	<p>(1) <i>Promoting academic success</i> opportunities for low-income, potential high-risk 9th and 10th grade youth to assist them in building skills and</p>	<p>The Program has three major components - Academic Year, Summer Residential, and Bridge. The Academic Year</p>	<p>August 2006 to present; ongoing</p>	<p>26 9th and 10th graders per year</p>	<p>88% (or 32 of 36) of the 10th graders participating in the UNC-Chapel Hill Upward Bound Program in 2006-07</p>

<p>Northwood High School, Orange High School, Hillside High, Southern Lee High School, and Southern High School.</p>	<p>motivation for success in high school and beyond.</p>	<p>Component is comprised of Saturday Enrichment Academy and After School Institute, designed to assist students in improving basic skills in reading, writing, language, technology, verbal communication skills, mathematics, science, and critical thinking. Likewise, participants engage in a peer mentoring program with current UNC-Chapel Hill students and continue to expand their understanding of the Academy.</p>			<p>graduated in Spring 2009, 92 % (or 24 of 26) of the Seniors (12th Graders) participating in the 2008-2009 program/academic year graduated from High School in the Spring 2009, and 88% (or 24 of 26) of the Seniors participating the Upward Bound Program enrolled in a College or University in the Fall 2009.</p> <p>For the past forty-two years the program has assisted in preparing and serving over thirty-five hundred students many of which have gone on to careers in law, medicine, education as well as public service and community out reach.</p>
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<p>CAREER START (with School of Social Work): Winston-Salem Forsyth County Schools; Guilford County; David County; Thomasville City; Asheboro City; Stokes County; Surry County; Randolph County.</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing professional development for middle school teachers in regard to relevance of instruction</p> <p>(2) <i>Producing globally competitive students</i> by connecting curriculum of middle school students to career and job skills</p>	<p>Begun in 2007, CAREER START is a middle school teaching strategy to increase the relevance of core curriculum courses in middle school. Teachers augment their instruction by giving examples of how what they are teaching is related to the careers and job skills of people in their communities. Example lessons are available on-line through LEARN NC; teachers invent their own lessons as well.</p> <p>Promoting the relevance of instruction enhances student attention to the content of what is being taught in the core middle school courses. Career Start aims to promote better transitions into high school as well as improving labor force capacity since middle school attachment is</p>	<p>Fall 2007 to present</p>	<p>500 teachers and 15,000 public school students in six LEAs</p>	<p>CAREER START lessons are being used in six school districts with 500 teachers and 15,000 students.</p> <p>A longitudinal evaluation is being conducted with 7,000 students in the Winston-Salem/Forsyth county middle schools. The initial findings provide data on students at the end of 8th grade taking into account their exposure to career relevant instruction in their core courses in 7th and 8th grades.</p> <p>The findings thus far are as follows: Students with most of the teachers providing career illustrated lessons are significantly more likely to (1) remain</p>
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		key to later success and graduation from high school.		highly engaged in schools, (2) report that they highly value their education, (3) have fewer unexcused absences, (4) stay out of trouble and/or get suspended, and (5) perform better on their end-of-grade math and reading tests. All of these findings are more significant for lower-income students and students of color. Findings remain significant after introducing statistical controls for demographic characteristics of students and their families.
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B. Brief Summary of faculty service to the public schools.

WE DOCUMENTED 75+ INITIATIVES of school service. Faculty worked toward planning and evaluation of the First School effort. Our Early Childhood Ed. faculty worked with Wayne, Sampson, Wilson and Warren counties on interventions for struggling readers. Our Teaching and Learning faculty coordinated “Recharge and Reconnect” Seminars for new teachers, and helped teachers address issues of culture and whiteness in Wake Cty. Our Middle Grades faculty provided workshops on AVID to Durham Public Schools. Our School Counseling faculty provided training to Wake Cty counselors preparing to take the National School Counselors Exam and provided CareerStart services to schools in 10 districts. Our School Psych faculty developed Instructional Consultation Teams to create a “culture of competence” in six districts, and provided support for Latina mothers. Our Science Ed. faculty provided PD to teachers in Alamance County on using virtual worlds to teach science concepts. Our Math Ed faculty worked with K-9 teachers to connect formative assessment to math instruction, developed a virtual mentoring/tutoring program with Hertford County and presented STEM school research in Lenoir Cty. Our Literacy faculty developed a professional learning community in Orange County to bolster opportunities for ELL, and served as a coach to the literacy coaches. Our Culture, Curriculum and Change faculty worked with teachers and parents to increase family participation in high school, helped teachers at an elementary school integrate arts experiences into their curriculum and provided evaluation consultation to Warren Cty. Our Ed. Leadership faculty worked with administrators in Durham to obtain an NEA grant to support African-American male students. Other Ed. Leadership faculty spoke to district administrators in Wake Cty on implementing a curriculum management audit. Our C & I faculty spoke to teachers, curriculum directors and administrators in two districts on meeting current challenges in education. Our faculty oversaw tutoring programs that provided more than 200 undergraduate students to tutor at-risk students. FACULTY FROM ARTS AND SCIENCES DEPTS. AND PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY, including the School of Info. and Library Sci on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Devt Inst and the Ctr for Devtl Sci on school-based research; and the UNC-CH Institute for the Arts and Humanities on the CHAT Festival (Collaborations: Humanities, Arts and Technology). FACULTY ACROSS THE UNIV SERVED SCHOOLS THROUGH MANY INITIATIVES. Biology Dept faculty visited schools with a Science and Technology Mobile Lab.; the Schls. of Dentistry, Medicine, and Nursing screened thousands of students; the Sch. of Journalism trained hundreds of teachers and students in scholastic media; the Dept. of Athletics hosted the Kids and College Program for underrepresented middle school students; the NC Botanical Garden hosted approximately 2,500 school children and partnered with schools; the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Dept. hosted thousands of public school children.

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

Through our NC TEACH and COLE programs, we work with beginning lateral entry teachers, providing ongoing course work and maintaining contact with teachers by phone, email, and on-site or on-line methods. Nine beginning teachers have been admitted in June 2010 to these two programs. CAROLINA TEACHERS’ CONNECTION, beginning

its fourth year, continues to match newly-hired teachers, who are graduates of the School of Education, with experienced teacher alumni for the purpose of providing guidance, support and encouragement to novice teachers. The project also maintains a Facebook page as a way for additional alumni teachers to connect and interact with one another. Through the support of these relationships we hope to sustain new teachers and assist them in having a positive experience of teaching. Two special initiatives to support beginning teachers this year were a workshop for teachers of ESL students hosted by the Carolina Teachers' Connection in August 2009 for the purpose of equipping teachers to help ESL students succeed in N.C. schools. A second initiative was a three-seminar series for new teachers called "Recharge and Reconnect" in which recent graduates in their early years of teaching were invited to campus on three Saturdays – in November, February and April – to explore the kinds of successes and challenges they were facing in their work. LEARN NC has demonstrated its commitment to improving teacher retention in North Carolina through customized web content, professional development courses and community outreach. LEARN NC continues to provide innovative resources, ideas and best practices to teachers across the state who are new to the classroom. To extend the utility of these resources, LEARN NC has added guiding questions for new teachers and mentor teachers to key New Teacher Support publications, articles used by ILT coordinators, mentor teachers and administrators to address topics such as classroom management, classroom design, preparing lesson plans, parent-teacher communication and building support networks. Teachers and mentors looking for support accessed pages in one publication alone, *The First Year*, a collection of essays on the author's experiences in her first year of teaching, over 41,000 times. Through these targeted articles and resources, new teachers come to realize they are part of a community of educators who have faced and overcome similar challenges, a community that stretches beyond their classroom, school, and school system. The UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. A similar grant from Burroughs-Wellcome provides scholarships and teaching supplements to qualified new math and science graduates from the UNC BEST program. LC-MaST has 12 National Board certified mathematics and science teachers coaching approximately 143 novice teachers.

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

During 2009-2010, our efforts to recruit and support lateral entry teachers continued with a variety of programs emphasizing areas of critical teacher shortage, in particular math and science at the middle grades and high school levels. The CAROLINA ONLINE LATERAL ENTRY (COLE) program recruits newly hired middle and high school mathematics and science lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure within 12 months of beginning the program. COLE is a fully online licensure program and implements two unique innovations: First, instruction using synchronous on-line instruction in conjunction with asynchronous components and, second, Constructive Coaching. The Constructive Coaching provides ongoing support, mentoring, and instructional advisement that takes advantage of webcam technology to permit virtual classroom observations. In this third year of Carolina Online Lateral Entry (COLE), the online element has attracted distant participants from Randolph, Scotland, Winston-Salem/Forsyth, and Wake counties. Nine students have completed thus far. Additional students have been admitted to the program to begin in June 2010. NC TEACH continues to serve math and science lateral entry teachers working in Durham, Charlotte-

Mecklenburg, Granville, Chapel Hill-Carrboro, and Wake school systems. Six students completed the NCTEACH program in May 2009 in science and mathematics and five in May 2010. Nine students have been admitted for the next cohort of NCTEACH beginning June 2010. The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. Our licensure-only programs in birth-kindergarten education and in middle grades education are attracting increasing numbers of mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. The Special Education Lateral Entry/Add-On Licensure program completed its first cohort of students in Spring 2009. Ten additional students have either completed or are currently enrolled as of May 2010. After faculty were awarded an Online Lateral Entry Course Development grant in Fall 2008, two of the Special Education Lateral Entry courses were developed into hybrid online/face-to-face courses. Student feedback was recorded for the online format of these courses, and course development incorporated this feedback to meet students' needs. We continued our collaboration with our colleagues in the School of Social Work and the School of Information and Library Science to provide support for provisionally licensed school social workers and school media specialists from across the state. Finally, LEARN NC has demonstrated its commitment to improving teacher retention in North Carolina through customized web content, professional development courses and community outreach. LEARN NC continues to provide innovative resources, ideas and best practices to teachers across the state who are new to the classroom.

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

Our DISTANCE ED offers opportunities for career teachers and aspiring administrators through two off-campus programs: M.Ed. for Experienced Teachers (M.Ed.X) and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working. LEARN NC continues to meet the needs of NC teachers by providing instructional and professional materials tailored to their needs. In preparation for the implementation of the new NC Professional Teaching Stds and teacher evaluation instrument, LEARN NC has aligned all online professional development and is in the process of aligning additional professional materials and articles, featuring successful strategies from NC's most engaging and innovative teachers using research-based instructional approaches. LEARN NC leads the state in the identification and implementation of effective synchronous blended web conferences, guiding agencies and organizations from DPI to the NC Distance Learning Assoc as they work to reach educators state-wide. Through RTSP, several faculty have offered professional development dealing with early math knowledge, middle grades literacy, behavioral issues at the preschool level and parent-school communication at the high school level. (See SEC chart for more detail). Our CENTER FOR MATH AND SCIENCE ED has partnered with Person County Schools for the improvement of middle and high school math instruction. We continued serving career teachers through ADD-ON LICENSURE in Literacy, ESL, B-K and Pre-K and School Administration. By hosting CONFERENCES, SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving hundreds of educators at campus events. We hosted TWO NATIONAL CONFERENCES this year – a Conference Celebrating the 150th Birthday of John Dewey and the Annual Meeting of the South Atlantic Philosophy of Education Society, featuring four national Dewey Society presidents, Nel Noddings, Larry Hickman, Jim Garrison and Lynda Stone; and a National Research Conference on

Supporting Rural Schools and Communities, featuring Dr. Lynn Okagaki, Institute of Education Sciences, U.S. Dept of Education; Dr. Mark Greenberg, Dept of Human Development & Family Studies, The Pennsylvania State University; and Dr. Rachel Tompkins, The Rural School and Community Trust. The SOE also participated in a CAMPUS-WIDE TECHNOLOGY FESTIVAL linking education, humanities, arts and technology, by offering workshops for K-12 teachers in North Carolina on classroom-friendly ideas for integrating technology and teaching. In addition, we hosted the following LECTURES, WORKSHOPS, SEMINARS, DISCUSSIONS AND PRESENTATIONS: Lloyd Kramer on the history of human rights; Kate Willink on school desegregation; Kathleen DuVal on cross-cultural exchange in the early Americas; Anne Goddard and Anne Scott on global development in education and public health, program quality and uniform standards; Lisa Lindsay on teaching politics and popular culture in 20th-century Nigeria and South Africa; Sherick Hughes on research on race, class and gender; and Robert Korstad on Poverty, Inequality and Social Class in the 20th Century.

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

UNC-Chapel Hill continues as an NC TEACH II host site serving lateral entry teachers licensed in critical shortage areas in high needs school districts with instructional and financial support. Qualifying participants sign a statement of intent to remain a teacher in a high needs school district for three years in order to receive the incentive. The MSA Off-Campus and School Administration Add-on programs had 47 administrative interns assigned to various Title I or low performing schools in ALAMANCE-BURLINGTON, CHAPEL HILL-CARRBORO, CHATHAM, DURHAM, HICKORY CITY, ORANGE, WAKE and WILSON public school districts. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically. A number of faculty working through RTSP provided assistance to low-performing schools in Orange County through efforts in early math knowledge, middle grades literacy, behavioral issues at the preschool level and parent-school communication at the high school level. (See SEC chart for more detail). Through a partnership with CareerStart, a program of UNC's School of Education and School of Social Work, LEARN NC is disseminating statewide a set of instructional plans that integrate career study into middle-grades curriculum areas. Research has proven these career-relevant instructional approaches raise student achievement and increase students' interest in and commitment to their education. LEARN NC and CareerStart are exploring avenues for sustainable statewide roll-out of this research-based program. The National Research Center for Rural Education Support (NRCRES) has this year developed ties with the Roanoke River Valley Education Consortium (RRVEC). NRCRES, with RRVEC, submitted a stimulus Investing in Innovation grant for approximately \$19mil to the Institute for Education Sciences. A main focus of the grant is to implement an innovative program for teaching reading in the primary grades. The Upward Bound (TRiO) Program at The University of North Carolina at Chapel Hill (UB-UNC) is designed to provide services to 90 eligible high school youth to assist them in building skills and motivation that will ensure success in education beyond high school. The Program is a part of the School of Education and integrated into the campus community-at-large. UB-UNC recruits and serves students who are 9th or 10th graders and are low-income and potential first generation college

students, from the target high schools, who remain enrolled in the program throughout high school and immediately after high school graduation. We are beginning the second year of a five year federal Teachers for a Competitive Tomorrow grant in support of our UNC BEST program. Part of this grant entails recruiting prospective teachers from four low performing North Carolina districts (i.e., Guilford, Hertford, Vance and Warren) in addition to placing UNC BEST students in those districts for their student internships where hopefully many will remain to teach, especially those who were recruited from these counties.

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

GLOBALLY COMPETITIVE STUDENTS: School Psych faculty are key participants in a TransAtlantic Consortium on Early Childhood Intervention. Over 5 years, an international curriculum was developed through intensive institutes and the exchange of 100+ grad students among cooperating international universities. The State Board of Education provided funding to LEARN NC to develop an online globalization course to enhance the training of the state's public school administrators to deal with a changing world. As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa. **INNOVATION IN NC PUBLIC SCHOOLS LED BY 21ST CENTURY PROFESSIONALS:** Faculty provided professional development for teachers in regard to the using virtual worlds to teach science concepts. Our Research Triangle School Partnership continues its' school/community partnerships through a variety of initiatives with Orange county teachers and communities. These include: K-3 math training in two elementary schools; school readiness in literacy and math with HeadStart; and school-family partnerships to influence truancy, behavioral problems and lack of academic success among adolescents. With Vance and Warren Counties, we submitted a Teacher Quality Partnership grant (approximately \$10mil) to the Office of Education. The focus of this grant was to partner with staff in the schools to create a model "in situ" middle grades teacher ed program with a goal of placing graduates in the partner counties. **STUDENTS WILL BE HEALTHY AND RESPONSIBLE:** Through a partnership with CareerStart, we are disseminating statewide a set of instructional plans that integrate career study into middle-grades curriculum areas. Research has proven these career-relevant instructional approaches raise student achievement and increase students' interest in and commitment to their education. Two projects of the Rural Early Adolescent Learning initiative of the NRCRES address this priority: (1) Competence Enhanced Behavior Management focuses on establishing a whole-grade system of behavior management; and (2) Social Dynamics Training promotes teachers' awareness of peer impact on motivation and achievement. **GOVERNANCE AND SUPPORT BY 21ST CENTURY SYSTEMS:** Efforts through the UNC Tomorrow initiative include: the need for a comprehensive and systemic effort rather than isolated, fragmented ones; cross-institutional collaboration; a "community of practice" model based on local needs; and the importance of evaluating any pilot collaborative enterprise. Toward this end, we have established a partnership with Lenoir County. The James B. Hunt, Jr. Institute for Educational Policy and Leadership provides a forum for research, evaluation and advocacy for cutting edge governance and support systems. With the help from central office personnel, we revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century 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).

In its' second year, UNC-BEST, a collaboration between the College of Arts and Sciences and the SOE, is a model program that will help North Carolina schools address the critical need for qualified science and math teachers. In partnership with Warren, Vance, Hertford and Guilford counties, we obtained an Office of Education grant (\$1.2mil) and expanded the program to include mathematics, geological sciences, and chemistry. One facet of the grant involves recruiting from the partner areas to UNC for teacher education. Another facet involves placing UNC BEST graduates in the high-need partner districts. With Vance and Warren Counties, we submitted a Teacher Quality Partnership grant (approximately \$10mil) to the Office of Education. The focus of this grant was to partner with staff in the schools to create a model "in situ" middle grades teacher ed program with a goal of placing graduates in the partner counties. The dean and others met with Vance-Granville Community College officials to establish and strengthen a relationship to enable a smooth pipeline to UNC-CH for community college students. Dean McDiarmid led the Professional Development group for the NC Race to the Top proposal. We continued the Leadership Center for Mathematics and Science Teachers (LC-MaST). Developed with the Center for Teaching Quality, LC-MaST aims to build abilities and leadership among math and science teachers in under-resourced communities and assist them in achieving National Board Certification while tapping the strengths of current NBCTs. LC-MaST enabled NBCTs in NC to impact many facets of math and science education. Our RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP) continues to focus on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. RTSP is at the forefront of redefining the role of education within the new economy of NC. The NATIONAL RESEARCH CENTER ON RURAL EDUCATION SUPPORT (NRCRES), funded for \$10 million in Fall 2004 for 5 years, sponsored initiatives and conducted research to help rural schools. Three initiatives—Early School Transition Collaboration, Rural Early Adolescent Learning Program and Distance Education—were ongoing rural education research initiatives in NC and nationwide. Ties with the Roanoke River Valley Education Consortium (RRVEC) were established, and NRCRES, with RRVEC, submitted a stimulus Investing in Innovation grant for approximately \$19mil to the Institute for Education Sciences to implement an innovative program for teaching reading in the primary grades. Our TEACHING AND LEARNING faculty took on the task of program revisionment with special strategic focus upon consideration of public school needs in relation to our current and future programs. Dean McDiarmid continued to work closely with the JAMES B. HUNT, JR. INSTITUTE FOR EDUCATIONAL POLICY AND LEADERSHIP which recently moved to the UNC-Chapel Hill campus. Among other activities, Dean McDiarmid spoke at the Hunt Institute governors' symposium in January and engaged legislators in considering what teachers need to know that is beyond subject-matter knowledge.

Supplemental Information (Optional)

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

Our students have consistently performed well on the NTE/Praxis examinations. We continue to make efforts to support our students' preparation for the Praxis examinations in their areas. For example, UNC-Chapel Hill has become a partner with the North Carolina Model Teacher Education Consortium which offers workshops and support for students needing additional assistance with the Praxis examinations. In a Middle Grades course on "The Teaching Profession," students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members offer extensive feedback, provide remedial help and send students who have particular difficulty on the papers to the UNC-Chapel Hill Writing Center with a copy of the Praxis rubrics. The School of Education licensure officer meets with all students to ensure that they understand North Carolina State Board of Education policy regarding testing requirements and licensure advancement. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty require MSA students to review the exam format, complete sample exercises, and attend a review session conducted by DPI. In curriculum meetings, faculty examine the NTE/Praxis test booklets and organize themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing and teaching or administrative licensure.

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

School of Education's 2009-2010 recruitment plan continued to focus on increasing student enrollment and diversity within the teacher education programs. This plan identified specific goals, key strategies, and action plans to help meet targeted and projected enrollment numbers. We have been in preparation to begin using WebFocus as our primary database for prospect recruitment efforts and e-marketing. We will begin to use the program in Fall 2010. To increase visibility of our teacher education programs, the SOE held information sessions mid-academic year (November 2009 through March 2010). These hour-long sessions targeted undergraduate students and prospects interested in graduate programs or alternative licensure. As we do every year, the School of Education's Recruitment Office participated in CTOPS and Explore Carolina, two major, on-campus new student admissions events. We continually work with the following agencies to coordinate recruitment efforts: NC TEACH and NCMTEC. Finally, the SOE's fast-track program, UNC BEST, serving the purpose to increase the number of North Carolina math and science teachers, began math, chemistry, and geology cohorts in Fall 2009. In the UNDERGRADUATE/MAT STRAND, our recruitment efforts resulted in an enrollment of 266 this year. The entering Teaching Fellows admitted 46 students for 2009-2010, including 23% minority which is an increase from 19% minority during 2008-2009. An education course offered in General College to more than 250 students

provided tutoring opportunities in local schools, bringing students into the education major. At the GRADUATE AND POST-BACC LEVELS, our enrollment in professional education programs leading to licensure (excluding the MAT program which is counted above but including doctoral programs in C& I, Ed Leadership and School Psychology) was 415 during 2008-2009. Much of our graduate level success, has been largely due to increases in our M.Ed. Program for Experienced Teachers (MEdX) and our MSA Programs. As of Summer 2010, 193 teachers were enrolled in six cohorts of our M.Ed. Program for Experienced Teachers. Our MSA Program enrolled 59 students last year in the off-campus cohorts and 22 students in our on-campus program. The School Administration add-on licensure, approved August '06, currently has 23 enrolled students. Our Lateral Entry Programs (NCTEACH, COLE, Middle Grades, Special Education) enrolled 19, our Licensure Only (BK, Middle Grades) enrolled 13 and our Add-on (BK, ESL, Literacy, School Admin, Special Ed) had 38 enrolled. The Literacy add-on licensure program is offered to students on campus or online. (Note: All enrollment figures include Fall 2009 through SSI 2010).

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

In our continued efforts to increase minority recruitment and retention rates at UNC, the SOE has focused on the following areas: building stronger relationships with campus organizations and community to recruit minority students, program accessibility, funding for minority students, and outreach opportunities. The entering Teaching Fellows class for 2009-2010 was 23% minority which is an increase from 19% during 2008-2009. This is especially noteworthy because our traditional Recruitment event for Teaching Fellows was cancelled due to inclement weather. Another means of recruiting minority students is through Licensure Only and Lateral Entry efforts. These programs offer late afternoon and online classes which provide flexibility for diverse non-traditional candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and Student Affairs from the SOE have ongoing dialogue to ensure a smooth transition for community college students who wish to become education majors. In regards to student outreach, the SOE's School Counseling program works directly with National College Advising Board counselors each semester to present SOE information to designated high schools with large minority populations who are usually underserved in undergraduate student recruitment efforts. The School Counseling program is also working with National College Advising Board to recruit its counselors into our M.Ed. in School Counseling program. The program admitted its first two NCAB recruits for Fall 2010. In terms of funding, the SOE continues to work directly with organizations such as NC TEACH and NCMTEC to identify financial assistance, discounted tuition, student teaching stipends, and other funding opportunities for nontraditional and minority students. Lastly, SOE External Affairs is working to identify funds and grants for underrepresented students. The SOE annually awards the Willie Hall Kennedy \$6,000 Scholarship to a rising junior in education, with preference given to minority or underrepresented students.

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

UNC Baccalaureate in Education and Science Teaching, (UNC-BEST), a fast track for the preparation of secondary science and math teachers, graduated its second cohort of nine undergraduate science majors who will become licensed as secondary science teachers. Sixteen graduates of the program are now teaching in high-needs districts in NC. Dean McDiarmid participates on the UNC-CH Community Campus Partnership for Tomorrow Committee--the campus response to the UNC-Tomorrow report. The Committee has established a partnership with Lenoir County. Similarly, Dean McDiarmid led the Professional Development panel for the North Carolina Race to the Top proposal submitted to the Office of Education. We continued to forge new relationships with Hertford County Schools, Warren County Schools, Vance County Schools, Vance-Granville Community College, and the Roanoke River Valley Education Consortium. We began by submitting a Teacher Quality Partnership grant to the Office of Education with Warren County Schools, and an Investing in Innovation grant to the Office of Education with the Roanoke River Valley Education Consortium. During the 2009-10 school year, LC-MaST sponsored nine National Board Certified Teachers (NBCTs) and one NBCT facilitator who coached 143 full National Board and Take One! candidates in Durham Public Schools and Lexington City Schools. Of those teachers who self-reported their certification area, more than 80 percent were responsible for math and/or science instruction (including those elementary teachers pursuing a generalist certificate who teach all subject areas). Reconnect and Recharge was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met three times during the school year for approximately four hours per session. As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa. The SOE faculty began exploring an undergraduate Education minor as well as the possibility of flexibly structuring our undergraduate programs so that more student athletes can become teachers. With the help of several public school central office personnel, we completely revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century schools.

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		American Indian/Alaskan Native	4
	Asian/Pacific Islander	2	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	17
	Hispanic	1	Hispanic	6
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	197
	Other		Other	2
	Total	21	Total	236
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	15
	Other	3	Other	
	Total	7	Total	16
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	18
	Other		Other	1
	Total	7	Total	22

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)		
Elementary (K-6)		
Middle Grades (6-9)	10	15
Secondary (9-12)	6	11
Special Subject Areas (k-12)	9	12
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	25	38
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,278
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.17
Comment or Explanation	
* Less than five records with data.	

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)		10		2
Elementary (K-6)		59		
Middle Grades (6-9)	1	16		7
Secondary (9-12)	1	7		5
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	92	0	14
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	78	100
Spec Ed: Adapted Curriculum	1	*
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	4	*
Institution Summary	84	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		76	17	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	8	8	1			
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	165	92	55
Bachelor	State	4,725	92	49

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year

LEA	Number of Teachers
Wake County Schools	906
Durham Public Schools	482
Charlotte-Mecklenburg Schools	371
Chapel Hill-Carrboro Schools	353
Guilford County Schools	302
Forsyth County Schools	278
Alamance-Burlington Schools	179
Orange County Schools	149
Chatham County Schools	145
Cumberland County Schools	124

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 several factors affecting responses, survey results will not be reported at the institutional level 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
52	2	1