

IHE Bachelor Performance Report

UNC-Charlotte

2009 - 2010

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2009-10, more than 24,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral/ research university and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is also North Carolina's only urban research institution, and maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is also committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through its seven academic colleges - Arts and Architecture, Liberal Arts and Sciences, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, and the Graduate School. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. The campus is one of the fastest growing campuses in the UNC system, including a new College of Education building which opened in December 2004 and a new University Student Center near the College of Education opened in August 2009. A new building to support engineering disciplines and an 11-story facility in Center City Charlotte are under construction.

Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina.

One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the region, with minority students comprising about 25% of the student population. More than 1,300 international students are enrolled in University programs. The College has a strong partnership with the 13 school districts which make up the Southwest Education Alliance (SWEA); the headquarters of the SWEA is located in the College of Education. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, a school district with 176 schools and a highly diverse enrollment of approximately 134,000 pupils who are 33.7% white, 41.8% black, 15.5% Hispanic, 4.7% Asian, and 4.3% American Indian or multiracial. There are more than 12,000 students learning English as a Second Language and nearly half the students qualify for free or reduced lunch. UNC Charlotte's location is contiguous to Union County, a rapidly growing area with 53 schools housing a little more than 39,000 students. Teacher shortages and teacher retention challenges have been particular concerns in this region of the state, and the College continues to provide a leadership role in teacher recruitment and retention initiatives even during the current economic downturn. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College of Education enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves approximately 100 lateral entry teachers following an alternative licensure pathway through the RALC. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in continuing accreditation, and the North Carolina Department of Public Instruction granted continuing approval to all programs reviewed. The faculty are especially sensitive to the teacher shortage crisis, having responded with the development of the graduate-level initial licensure programs within the Graduate Certificate in Teaching, the Master of Arts in Teaching (designed for initial and then advanced licenses), distance education programs, 2+2 initiatives with community colleges, partnerships with Teacher Cadet programs, significant restructuring and reduction of requirements for secondary education undergraduates, and collaboration with the Regional Alternative Licensure Center to enroll alternative-route students in courses for lateral entry teachers. A major outreach effort is the summer Pathway to Teaching Program, offered off-campus at a lower cost to teachers, and typically enrolling approximately 300 candidates each summer.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); and Special Education (general or adapted curriculum). Additionally, students at UNC Charlotte may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education in the College of Education. The secondary education minor is attached to majors in English, History, Geography, Math, Biology, Chemistry, Earth Sciences, and Physics. Licensure is also available in Comprehensive Social Studies for history and geography majors and Comprehensive Science for all science majors mentioned above. A new degree program in comprehensive science has been approved at the

campus level and must now undergo review and approval at the UNC General Administration level. Candidates in the K-12 programs of art, dance, music, and theatre arts education major in the appropriate discipline in the College of Arts and Architecture and complete professional education requirements in their programs and in the College of Education. Candidates may also prepare for careers in a second language education (French, German, Spanish) by majoring in the respective foreign language program in the College of Liberal Arts and Sciences and by completing a minor in Foreign Language Education. The Graduate Certificate in Teaching and Master of Arts in Teaching (MAT) programs, designed as graduate-level routes to teacher licensure for second career professionals, offer teacher preparation in the following fields: child and family development (B-K licensure), elementary education, middle grades education (math, English/ language arts, science, or social studies), secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, history/comprehensive social studies), special education (general and adapted curriculum), art education, dance education, theatre education, second language education, and teaching English as a second language. Successful candidates receive a recommendation for the Standard Professional I license following the completion of the internship semester (graduate certificate program) and a recommendation for the master's license upon graduation from the Master of Arts in Teaching program. Graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. Add-on licensure programs include: Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, and School Administration (principalship).

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

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

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>NC Positive Behavior Support (PBS) Initiative (serving more than 700 schools in over 85% of the counties/local education agencies in the state) http://www.dpi.state.nc.us/positivebehavior/ Charlotte-Mecklenburg Schools (CMS) Positive Behavior Support (PBS) Initiative and Data-Based Decision Making Research Wake County Public Schools/Data-Based Decision Making Research</p>	<p>Rationale: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement. Priority: Improved academic and social outcomes for students</p>	<p>professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports (www.pbis.org). Ongoing support for CMS PBS Charter including identification of linkages with OSEP Center on Positive Behavioral Interventions and Supports and NC Department of Public Instruction Positive Behavior Support Initiative as</p>	<p>April 2009 – April 2010</p>	<p>111,000</p>	<p>Schools implementing PBS in NC increased. Office discipline referral data from schools implementing PBS compare favorably with national averages. Consistent decrease in suspensions across schools implementing PBS in NC. Levels of behavior risk evident in schools implementing PBS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS. While achievement differences were not statistically significant across schools with different levels of implementation of PBS, effect sizes reflecting practical differences were large (.55 for reading and .98 for mathematics). Department of Public Instruction (DPI) staff members are developing statewide database to support evaluation procedures and</p>

		<p>well as ongoing professional development support. Ongoing technical assistance and evaluation support for federally-funded research project focused on improving decision-making practices of PBS teams in 22 elementary schools.</p>			<p>practices initiated by and resulting from ongoing collaboration. Reports highlighting academic and social progress developed and disseminated as collaborative product http://education.uncc.edu/bric/gpreports.htm. Office discipline referral data from schools implementing PBS in CMS compare favorably with national averages. Levels of behavior risk evident in schools implementing PBS in CMS were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS. Numbers of problems discussed by teams improved after participation in professional development focused on using data to make decisions. Statistically significant improvements were also indicated in foundations of effective team meetings and the critical decision-making processes related to identifying problems, developing predictive hypotheses, identifying appropriate interventions, developing action plans, and monitoring outcomes. Professional development related to data-based decision making will be integrated into statewide DPI Summer Institute activities.</p>
Kannapolis City Schools, Charlotte-Mecklenburg	Grant Support: (1) Facilitate and	(1,2) 60 hours of professional	June 2009 -	59 elementar	(1) Teachers were more willing to teach mathematics from an indirect

Schools	<p>manage the NC Quest grant designed to support elementary teachers' use of high-level mathematical tasks and questions about math understanding in their classroom. Student performance in mathematics was low. Facilitated and manage the NC Mathematics Science Partnership grant designed to support the implementation of Investigations, a standards-based math curriculum. Student performance in mathematics was low. (2) Facilitated and manage the NC Mathematics Science Partnership grant designed to support the implementation of Investigations, a standards-based math curriculum.</p>	<p>development during Summer, 2009. 24 hours of follow-up workshops during the 2009-2010 school year. Support during grade level planning, through e-mail and during mathematics instruction. (3) Co-planned, co-taught and provided feedback to teachers about their mathematics instruction (4) Facilitated professional development to teachers at Fred L Wilson Elementary School during Summer, 2009</p>	June 2010	y school teachers, 7 administrators	<p>instruction, problem solving orientation. Teachers used standards-based curriculum with a high level of fidelity. Teachers' use of high level questions during their mathematics teaching increased gradually. Impacts on student learning outcomes will not be available until Summer, 2010. Teachers used Investigations with a high level of fidelity and reported that student learning and students' understanding was improved compared to previous years. Teachers reported that they were enjoying teaching math more by using Investigations Teachers who were observed used a few high-level questions in lessons, but struggled to implement high level tasks without making the activity easier for students. (2) Research on impact on teachers' beliefs, self-reported practices and student learning will not be available until Summer, 2010 Co-teaching lessons in which I modeled posing high-level questions and facilitated discussions led to the most substantial teacher change. (3) Co-planning lessons led to more teachers using standards-based math pedagogies, but teachers required intensive classroom support. Teachers are using interactive whiteboards (Mimio) and other technology-rich activities daily in their</p>
---------	---	---	-----------	-------------------------------------	--

	<p>Student performance in mathematics was low. (3) Support technology integration in schools participating in the IMPACT technology grant. Student performance in all subjects was low. (4) Support mathematics instruction through 3 half-day workshops per grade level during the school year. Student performance in mathematics was low</p>			<p>classroom. (4) Some teachers are using technology-rich lessons that are also addressing higher-level thinking skills, such as WebQuests and online research projects.</p>
<p>The Charlotte Teachers Institute (CTI) consists of formal partnerships with UNC Charlotte, Davidson College, and with Charlotte-Mecklenburg Schools (CMS). CTI works closely with faculty associated with UNC Charlotte's College of Liberal Arts and Sciences, College of Education, College of Arts and Architecture, and College of Health and Human</p>	<p>Priorities: Improve teaching and learning in CMS schools by retaining strong teachers, building teachers' knowledge, cultivating their enthusiasm for teaching, and empowering them as leaders. Rationale: Recent research</p>		<p>May 2009 - February 2010</p>	<p>50 CMS teachers participated in CTI seminars; 80 CMS teachers attended CTI's Exploding Canons event.</p> <p>CTI was officially accepted into the Yale National Initiative League of Teachers Institutes. Additionally, in 2009, 50 Charlotte-Mecklenburg Schools (CMS) teachers, teaching over 4,000 students, completed CTI seminars at Davidson College and UNC Charlotte and developed curriculum units for their classrooms. Questionnaire responses from teacher participants reinforce CTI's positive impact on teachers: 94% agreed that through seminar participation they</p>

Services.	<p>shows that teacher quality is the single most important school-based factor in student performance.</p> <p>Keeping strong teachers in the classroom is vital as demands on teachers grow and class sizes increase. Effective professional development programs, which empower teachers and support their intellectual and personal growth, have emerged as critical tools for improving teacher quality and retaining strong teachers.</p>				<p>gained knowledge of their subject and confidence in their ability to teach it; 100% agreed that participation in their seminar helped them grow professionally and intellectually; 92% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject; and 100% will consider participating CTI seminars in the future. The Institute has already accepted 100 CMS teachers into its 2010 seminars. Additionally, with support from national and local foundations, CTI organized a public event called Exploding Canons: Thinking Differently About Disease, in which 160 people, including 80 CMS teachers, attended a multi-disciplinary discussion led by CTI-connected UNC Charlotte and Davidson faculty.</p>
Charlotte-Mecklenburg Schools	<p>Project RAISE: Reading Accommodations and Interventions for Students with Emergent Literacy. Rationale: Improve literacy skills of students with</p>	Teaching literacy skills to students with significant cognitive disabilities.	January 2007 – December 2011	132 Students 36 Teachers	Teachers were trained to implement strategies. Data showed increased vocabulary, concept learning, comprehension, story grammar, writing, research, poetry, and play components. Longitudinal results-- Large to small effect sizes for all measures.

	<p>significant intellectual disabilities.</p> <p>Improving math and science outcomes linked to state standards for students with moderate and severe disabilities</p>				
Charlotte-Mecklenburg Schools and NCDPI	<p>Collected and analyzed data describing students with IEPs who exited the school system. 26 LEAs</p> <p>Rationale: Federal required reporting.</p>	<p>Program addresses transition effectiveness for students with disabilities for 26 NC LEAs.</p>	<p>January 2010 - December 2010</p>	<p>1248 School Leavers</p>	<p>The number of employed school leavers decreased this year but the number of students going to postsecondary school has increased.</p>
Charlotte-Mecklenburg Schools (CMS) - evaluation department	<p>Evaluate the educational effectiveness of CMS small schools program. Provide within and between building comparisons of instructional strategies and learning context</p> <p>Purpose: to provide CMS administrators and staff with a</p>	<p>Structure of Evaluation: The small schools analysis is a partnership between UNC Charlotte faculty, Dr. Tehia Starker and Paul Fitchett, and the CMS evaluation and measurement department. Dr. Starker conducted small focus group</p>	<p>February 2010 - May 2010</p>	<p>16 teachers observed within 8 different small school sites</p>	<p>Approximately 40 hours have been devoted to initial analysis and coding. Early results suggest that small schools have a substantial impact on the quality of education afforded students. Moreover, small schools have the opportunity to instill a sense of community that is often lost within comprehensive high schools. Considering the current economic climate, we hope that our forthcoming technical report can help CMS administration and leadership accurately evaluate the strengths and</p>

	<p>qualitative analysis of small schools educational atmosphere and relative teaching strategies. Priorities and Rationale: This program evaluation sought to determine how effective the CMS small school program was in improving various student outcomes including: achievement (EOCs), behavior, attendance, and instructional strategies. Targeted Participants: Analysis took place at both Garinger High School and Olympic High School; the building sites for the CMS small schools program. As part of the overall evaluation, classroom observations were</p>	<p>sessions of parents, teachers, administrations, and students within small schools. Classroom observations were conducted in small schools and comparative schools. CMS evaluation staff conducted quantitative, comparative analysis of student achievement between small schools and comparison groups.</p>		<p>weaknesses of small schools.</p>
--	---	---	--	-------------------------------------

	conducted at each of the small schools within each building. In order to triangulate our findings, the data was analyzed in comparison to high schools as well.				
Cabarrus County Schools, Central Cabarrus High Schools (CCHS), a Professional Development School (PDS)	<p>Purpose: To provide support to existing tutoring program (coinciding with MDSK 4253), offer assistance in developing new programs for Central Cabarrus High.</p> <p>Priorities and Rationale: To bridge the instructional gap between the grown Hispanic student community and Native-born students. Targeted Audience: Faculty, staff, and students of Central Cabarrus High School</p>	Faculty successfully wrote a grant for \$5000 dollars toward expanding PDS programs at CCHS.	January 2010 - ongoing	80 faculty members at Central Cabarrus High	In the process of implementing an Hispanic Outreach program with cooperation of the Cabarrus County Hispanic Learning Center. Will offer adult ESL classes to parents of CCHS and its feeder elementary/middle schools. Will provide Hispanic parents with the cultural capital to successfully advocate for their children.
Charlotte-Mecklenburg Schools (CMS)	Learning to read is a new priority for	1. (a) Interviews with teachers,	June 2009 -	72 SAC teachers,	1. (a) Qualitative data analysis of interviews with teachers, principals and

	<p>students with significant intellectual disabilities. This is a research project that developed a reading curriculum for this population that went to scale in 72 Specialized Academic Curriculum (SAC) classrooms this year in CMS. Identifying factors that impact literacy development and scale up of a literacy curriculum will be useful in improving student literacy outcomes. 1. Identify factors that impact scale up of a literacy curriculum for students with significant intellectual disabilities 2. Identify, student, teacher and instructional factors that impact literacy</p>	<p>principals and district level personnel completed Nov. 2009, (b) online survey of special education teachers developed April 2010 to be conducted May 2010, (c) fidelity of administration data collected on 3 teachers each week between October 2009 and April 2010, (d) final testing of literacy skills of 16 students after three years of literacy instruction in May 2010. Report to be prepared by Fall 2010. 2. (a) three video recordings of literacy instruction of 6 purposefully selected special education teachers completed between October 2009 and April 2010 (b) teacher interviews</p>	<p>June 2010</p>	<p>4 district-level administrators, 4 school principals, approximately 35 students</p>	<p>district level personnel completed Nov. 2009 used to create the survey to be administered in May 2011, (b) fidelity will be analyzed in conjunction with final testing of literacy instruction to prepare a manuscript reporting literacy skill growth after three years of literacy instruction by Fall 2010. 2. Qualitative data analysis is ongoing to identify student, teacher and instructional factors that impact literacy development. Manuscript to be prepared by Fall 2010. Interim findings indicate that challenging behaviors of students, consistent mode of student responding provided by teachers, teacher use of resources, use of systematic prompting strategy that matches student ability, and lesson structure impact student literacy instruction.</p>
--	---	---	------------------	--	---

	development for students with significant intellectual disabilities	following each video completed between October 2009 and April 2010, (c) final composite video and teacher interview completed in May 2010. Report to be prepared by Fall 2010.			
Central Cabarrus High School, Cabarrus County Schools	<p>Purpose: to support student understanding of social studies by offering intervention strategies for improving student reading comprehension, test taking skills, and study habits. Additionally, this project provides an opportunity for pre-service teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address these needs.</p>	<p>Onsite Facilitation of Social Studies Methods Course & After School Tutoring Program for Social Studies Learners Goal 1: Academic Engagement of 9-12 Learners 9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the End of Course Test. Goal 2: Authentic Application of Research-based Best Practices for</p>	August 2009 - May 2010	<p>Targeted Participants: Tutoring is targeted for struggling students in 9th, 10th, and 11th grade social studies courses. However, all students enrolled in regular sections of World</p>	<p>Authentic learning environments bridge perceived gaps between theory and practice and fosters relationships among all stakeholders in common achievement outcomes. These are the ongoing goals of the onsite delivery of the MDSK 4253 social studies methods course for undergraduates. CCHS teachers and university faculty share ideas and mentor students enrolled in the methods course while providing them with a context for meaningful application of content-specific pedagogy. This program immerses pre-service teacher candidates in a service learning tutoring experience that targets struggling social studies learners. The program addresses the expectations of university faculty to engage pre-service teachers in structured, purposeful clinical experiences, while serving the needs of supporting improvement of 9-12 student academic performance. This</p>

		<p>Improving Learner Content Comprehension, Vocabulary Development, and Self-Regulation Goal 3: Reflective Practitioners and Self-Efficacy in Learning to be a Social Studies Teacher</p>	<p>History, Civics and Economic s, and U.S. History will be invited to participate. Letters will be sent to all parents with special invitation s made by teachers to parents of struggling students. Total Student Participation over two semesters is 100. Average weekly attendanc</p>	<p>program has been sustained for 6 years and has had positive effects of pre-service teacher experiences and training as well as maintained student success on EOCs and class grades. The program embodies all PDS standards and embraces service learning and an effective methodology. All stakeholders benefit from their strategic involvement. Strong professional partnerships have evolved which are fertile ground for applications of a common vision of constructivist and inquiry-based learning environments. Relationships and collaborations provide a forum for articulating needs, collectively defining interventions, and applications of strategies for focused learning. Teacher candidates report increases in self-efficacy, content-based pedagogical skills, and content knowledge. Students who participate consistently in the tutoring program continue to improve grades in social studies (all pass social studies with a C or better with the majority making B's or A's.) These students also make Level 3s or higher on the standardized EOCs for social studies</p>
--	--	--	---	---

				e is 35 students.	
Central Cabarrus High School, Cabarrus County Schools	As an ongoing targeted initiative for professional growth of administrators and teachers, Central Cabarrus High School in collaboration with University strives to become more culturally responsive and to overcome language barriers in response to changing school and community demographics. Cabarrus County has experienced an influx of Spanish speaking immigrants which has directly affected school enrollment. Teachers and administrators are sensitive to the changes they are experiencing in their classes and have	Collaborative dialogues among university faculty in MDSK and TESL, CCHS teachers and administrators have led to the proposed project. We have targeted Dr. Spenser Salas, Cultural and Language Specialist, and Mrs. Tesoro Romos, a native Spanish speaker and linguist, for the development of a Working Spanish Program. Collective input from all stakeholders have been used to frame the curriculum by addressing language acquisition, language specific to schools/education for communication with students and parents/guardians, cultural differences sensitive to the	May 2010 - ongoing	30 teachers and administrators	Improved Spanish language skills of all participations Increased communication with immigrant students and parents/guardians More culturally responsive curriculum and teaching

	<p>recognized their limited knowledge and skills in addressing diverse student needs. In spring 2010, a professional development workshop was conducted by Linguistic, TESL, and MDSK faculty to broaden teacher and administrators understanding of the cultural differences among immigrant populations and to develop intervention strategies to support the needs of these students. Teachers articulated their inabilities, even with recommend methods, to overcome language barriers; thus, we have collaboratively developed a program to improve teachers' knowledge of Spanish and to</p>	<p>presentation of content, and global dynamics reshaping the school community. We have proposed a series of three semesters for the course delivery to provide sustained professional growth. Teachers will receive CEUs for their participation. As the culminating experience, we are proposing a cultural emersion in Peru that would include home stays and visits to schools. PDS funding will be used to build the framework for this project and begin its implementation as well as jumpstart other initiatives for additional external funding. Develop of the program and its delivery are evidence of joint</p>			
--	---	---	--	--	--

	expand their knowledge of cultural diversity and global issues in contemporary society.	engaged work in collective interests through the development of learning community that supports multiple learners, promotes effective research-based practice, and exhibits a common shared professional vision of strategic change. Outcomes of the program will benefit not only the teachers and administrators directly involved, but will engender culturally responsive classrooms for immigrant students and visionary school environments for pre-service teachers.			
Caldwell County School's Career Center Tech Prep Demonstration Grant Site and Teaching American History Grant for High Schools	External Evaluation of Tech Prep Demonstration Grant – to improve student performance in academic and technical areas. Also an external	Instrument development and validation, data collection, and analysis	June 2009 - July 2010	Approximately 500 students and 50 teachers	Student increased performance in several EOC areas in 2009-2010

	<p>evaluation of Teaching US History Grant - to improve student performance in American History and Provide Teachers in-service to help deliver new methods of teaching social studies</p>				
<p>Anson County Schools - Anson Discovery Center Project and Anson High School</p>	<p>(1) External Evaluation of the Discovery Center Project Grant – to implement a learning center concept at the middle school level for low performing students to provide instruction in core curriculum areas using computer managed instruction and traditional instruction with the focus on performance improvement and student retention. (2) External Evaluation of Smaller Learning</p>	<p>Instrument development and validation, data collection and analysis</p>	<p>June 2009 - July 2010</p>	<p>Approximately 1000 students and 85 teachers</p>	<p>(1) Student increases in Math and Reading during 2009-10 as well as improvement in student and staff attitudes toward the project and the instruction. (2) Implementation of an academy structure at grades 9 and 10 during 2009-10 as well as improvement of student attitudes toward school</p>

	Communities Grant – to implement SLC program to help student transition to high school and Train teachers in SLC methods and improve student – implement SLC in grades 9-12				
ReadWriteServe – Partnership for Literacy Action Initiatives	<p>Priorities: 1) Work with community partners (schools & agencies) to advance literacy skills of K-12 students; 2) Involve families in students’ literacy development; 3) Promote community involvement, civic engagement, and service learning among stakeholders (students, families, schools, university, & communities)</p> <p>Rationale: The need to bring together community-based resources to address increasingly complex literacy</p>	<p>America Reads – pairs work-study eligible college students with 2-4 elementary school students in a school for literacy tutoring.</p> <p>America Counts – tutors work with elementary & middle-level students on a range of math skills.</p> <p>Literacy PALS (Partners Achieving Literacy Success) – a tutoring program that connects individuals & groups of UNC Charlotte students with schools and community</p>	2005-ongoing	More than 800 UNC Charlotte students and approximately 1,000 youths in the community and schools have participated through tutoring and educational outreach.	<p>Learner pre- and post-assessment using Graded Word List portion of the Basic Reading Inventory, 10 Ed. (BRI) indicate that 89% of learners in the America Reads programs show more than 1-year’s growth in reading.</p> <p>Average growth in reading as determined by BRI pre/post assessment was 1.3 years. America Counts learners showed growth in their learning of math skills. Teacher and site personnel indicated that 92% of learners received moderate to significant benefit with 72% of surveys indicating that learners received significant benefit in math skill and 20% receiving moderate.</p> <p>Eight-three percent of tutors in Literacy PALS indicated in end-of-program surveys that tutoring had moderate to significant benefit on reading achievement. Site personnel (principals, assistant principals, literacy coaches, and librarians) indicated</p>

	needs of students & their families through service, research, & community-based programs so that they are culturally relevant & focused on current community needs.	organizations (local partners include the University City Regional Library, CMS, and Cabarrus County schools. Literacy for Democracy – works in economically disadvantaged communities to improve children and adolescents’ literacy & academic achievement through service learning with university pre- and in-service teachers. Partners include CMS, Cabarrus County & Kannapolis City Schools, and Freedom School Partners, Inc.			significant/moderate effectiveness. Learner surveys also indicated positive outcomes in self-efficacy.
Middle Grades University (MGU)/ Charlotte-Mecklenburg Schools AVID Program	Priorities: To support higher education aspirations and goals for Middle grades university students through working with middle grades	All middle grades university students originate in the CMS district and are selected to participate from within the AVID program. Each	2006-ongoing	66 middle grades students and 49 UNC Charlotte Middle Grades	Participants indicate that the program has had a positive impact on their academic career and that it has given them important information on preparing for college. It has also helped focus children and help them strive harder, gotten parents involved, and to “change their live for the better.”

	<p>teachers and administrators to select students they identify who “might prosper from additional support.” Ultimately, a scholarship will be awarded to an at-risk youth(s) who is a graduating high school senior (who participated in MGU) who plans to attend a degree program at UNC Charlotte. Rationale: To benefit at educational risk youth by providing opportunities to prepare them for academic success through their primary and post-secondary years.</p>	<p>spring students are selected and invited to participate in the following academic year. University mentors (middle grades majors) are paired with the middle grades students and receive training in preparation for their role as a mentor, including a review of early adolescent development as it relates to their MGU relationships, MGU program components, responsibilities, tips for building trust and for working with families. Typically two faculty members direct the program. The annual program includes numerous outreach and educational activities as well as family / parent components. Teen Health</p>		<p>majors</p>	<p>Students who did not previously talk about college now see it as a real possibility. The mentors have also experienced successes and challenges through working with students in settings that have provided them with leadership roles and the ability to understand the challenges that many children face as they develop and progress through the middle grades years. Working with families has been a very positive and learning experience in terms of understanding “beyond the classroom environment.”</p>
--	---	---	--	---------------	--

		Connection is also involved as a partner and helps keep focus on healthy living issues. Sessions range from meeting with college admission counselors, financial aid, self-esteem, and goal setting.			
Koontz Elementary School – Rowan County	Provide play therapy services to children who are displaying socio-emotional and behavioral problems. This project can help school counselors understand the effectiveness of group play therapy on helping elementary age children. Additionally, due to the increasing number of Latino children in schools, the President’s New Freedom Commission on Mental Health	Children in grades k-2nd who were identified by teachers as lacking social skills are currently participating in group play therapy.	March 2010 - May 2010	38	1-Data was gathered prior to treatment by teachers filling-out the Social Skills Rating System. At the end of 12 sessions. Teachers will fill-out the same to assess efficacy. Expected date for data collection is: May 19, 2010.

	<p>(2003) highlighted the need to conduct research on interventions that can help school counselors serve this population. Because the research will be conducted at Knootz Elementary School, which is a Title I school with a rapidly growing population of Spanish speaking families, the group play therapy sessions will be offered in Spanish to ensure the inclusion of Latino children. The results could also help elementary school counselors gain a better understanding of the effectiveness of this intervention for this nationwide growing population.</p>				
<p>Wolf Meadow Elementary School Cabarrus County Public Schools</p>	<p>Introduce the research behind effective learning</p>	<p>September – conducted a day-long professional</p>	<p>September 2009 - May</p>	<p>40</p>	<p>Outcomes will be assessed by year-end CCPS instrument.</p>

	<p>communities Demonstrate and facilitate analysis of student learning data from benchmark assessments to set specific remediation goals for benchmark summative assessment Rationale: This first session provided the research and best practices foundation. It provided the teachers with an understanding of why it was important to implement the PLC concept. The second session allowed teachers to apply their knowledge from the research to their own classroom practices.</p>	<p>development session: You Matter! February – conducted two day-long professional development sessions on using assessment data to improve student learning: Failure is Not an Option May – conducted grade level PD to assess PLC implementation to date and to set strategic goals for 2010-11</p>	2010		
Union County Schools	<p>Implementation of 1:1 laptop initiative was recently approved in Union County. Thus, it is critical to identify</p>	<p>Meet with county administration (laptop initiative implementers). Initial design of evaluation of</p>	<p>March 2010 - ongoing</p>	<p>2 UNCC faculty members, 4-6 Union County</p>	<p>None to date. Studies currently being designed in collaboration with Union County administration. Initial data collection planned for late Spring 2010. Data collection planned to continue through Fall 2010.</p>

	<p>metrics to examine the effectiveness of this project.</p> <p>Evaluation of 1:1 laptop initiative pilot in Union County Schools.</p> <p>Development of evaluation plan for full implementation of 1:1 laptop initiative in Union County Schools.</p>	<p>changes in teaching practice that have resulted from the 1:1 laptop initiative.</p> <p>Design of study to examine student perceptions of engagement since implementation of 1:1 laptop initiative.</p> <p>Design of study to examine teacher perceptions of changes in student engagement since implementation of 1:1 laptop initiative.</p> <p>Design of process for examining changes in student attendance and discipline since implementation of 1:1 laptop initiative.</p>		<p>district-level administrators, 6-10 middle/high-school teachers, approx. 500-800 students</p>	
<p>Union, Lincoln, Rowan, Stanly, Carteret, Hertford, Forsyth, Wake, Watauga</p>	<p>In support of the 100% online MAT program In the MDSK program, a remote observation process has been implemented. Since its inception, we have examined</p>	<p>Teacher observations completed using STAR instrument. Implementation of TK20. Student survey of course satisfaction and satisfaction with the remote observation</p>	<p>January 2008 - ongoing</p>	<p>3 university supervisors at UNCC, 20 schools, approximately 35</p>	<p>Validity study data to be analyzed. Student survey data to be analyzed during the summer and fall of 2009. Data indicate that remote observations are not equivalent but are comparable to face to face observations and are cost-effective tools in determining the effectiveness of graduate interns</p>

	<p>issues related to the effectiveness of this process and have modified it based on the results of these examinations.</p> <p>Assess effectiveness of remote observation of graduate interns.</p> <p>Identify site-level and university barriers to the effective implementation of the remote observation of graduate interns.</p> <p>Assess candidate effectiveness and preparedness of graduate interns via remote observation.</p> <p>Assess the validity and reliability of the remote observation process.</p>	process.		graduate student teachers. The number of participants is anticipated to increase dramatically over the next few years.	
Kannapolis, Kannapolis Intermediate School	<p>Establish stronger partnerships for student support.</p> <p>Rationale- improve student learning outcomes and</p>	<p>Tutoring with MAED 3224 (Teaching Math in the Elementary School 3-6) students during spring, 2010</p>	<p>August 2009 - May 2010</p>	45	<p>Increase in EOG scores in mathematics in both grades. 80% of administrator observations showed record of strategies being used</p>

	improve literacy instruction. Reading EOG scores have been low.	semester. Professional Development sessions on adolescent literacy. Book study- "Strategies that work."			
Kannapolis, Shady Brook Elementary	Improve mathematics teaching and learning. Math EOG Scores have been low. Design integrated units.	Half-day professional development sessions using the Investigations math curriculum and meetings with an elementary education faculty liaison	January 2010 - May 2010	30	Increase in math EOG scores in 3rd and 4th grade Integrated units were taught during spring, 2010. More units with more grade levels will be planned next year.
Charlotte-Mecklenburg Schools (CMS), University Meadows Elementary School	All Grade 3-5 students will meet expected target growth rates in reading. Reading EOG scores have been low. All Grade 3-5 students will meet expected target growth rates in math. Math EOG scores have been low.	Purchasing AR and testing materials. Professional Development with a Literacy consultant. Paying teachers to plan and design common assessments Paying for printing of family letters.	August 2009 - May 2010	50	Waiting on EOG data
Charlotte-Mecklenburg	Reduce reading	Professional	August	50	Waiting on EOG data; mini-assessment

Schools (CMS), David Cox Rd Elementary School	achievement group by 5% by subgroups (African-American students) Improve instruction in classrooms w/ student teachers	Development on cultural learning styles and data-driven instruction, ELED 4121(Measuring and Evaluating Learning in the Elementary School Curriculum) taught on campus to focus on assessment in reading University supervisor model where school faculty were prepared to supervise student teachers. Students participated there for clinicals,	2009 - May 2010		data shows moderate growth ELED 4121 projects showed increases in student learning outcomes from pre-test to post-test
Charlotte-Mecklenburg Schools (CMS), Mallard Creek HS	PDS School site: support professional development of teachers to improve student achievement, experiences of pre-service teachers, literacy skills for all students, and support technology use in all classrooms	Ongoing PD, release time for planning and analyzing student data and using technology in teaching. Purchasing materials/resources to support literacy instruction, technological resources	August 2009-ongoing	1863 students 119 teachers 11 member steering committee	Observations by administration indicates increase in use of research-based practices Increase in technology use during instructional time
Charlotte-Mecklenburg	Strengthen teachers'	Continued to address	August	54	Based on self-assessment on the

Schools (CMS), Randolph Middle School	participation in Professional Learning Communities (PLC's)	general and specific student needs through the new Professional Learning Communities initiative for all faculty members, including the establishment of goals and measures of assessment	2009-May 2010		accomplishment of those goals, most teachers met individual goals that they set.
Nations Ford Elementary School, Charlotte-Mecklenburg Schools	CMS's Strategic Plan 2010 – Goal I: high academic achievement Goal II: effective educators Goal IV: safe and orderly school climate Goal V: Freedom and flexibility with accountability	Goal I: Deliver systematic social skills instruction and reinforce students' demonstration of important task-related (e.g., following teacher's directions, completing school work on time) and interpersonal social skills (e.g., accepting criticism, controlling temper) as a way to support students' time on task and academic learning (February-June, 2010) Goal II: Conduct a research	February 2010 - June 2010	12	Goal I: Current direct observation data showed that students increased appropriate task-related skills and interpersonal skills during core content periods (being targeted for direct observations) within the classrooms Goal II: Revisions on the training program were made based on students' performance Goal II: Teachers were observed to provide verbal and visual prompts to the targeted students in performing the taught skills Goal II: Teachers were observed to provide verbal praise to students on their demonstration of appropriate social skills Goal IV: Current data on students' direct learning of the targeted social skills showed that students mastered the skills after the instruction Goal IV: Current data from direct observations in the classrooms showed

		<p>study using single-subject quantitative methodology to demonstrate the effectiveness of the social skills training program and to guide decision making on intervention revisions for the participating students (February-June, 2010) Goal II: Communicate with classroom teachers on the students' progress and prompt teachers to provide students with reinforcement when learned skills are observed (February-June, 2010) Goal IV: Deliver peer-mediated, technology-integrated social skills instruction to students with social skill deficit or students at risk for developing</p>		<p>slight reductions of inappropriate classroom-related behaviors and aggression Goal V: Students' social behavior data are collected three times weekly and monitored frequently Goal V: Students' performance data are used to target specific lessons for instruction</p>
--	--	---	--	--

		<p>behavioral disorders (February-June, 2010) Goal IV: Encourage and prompt participating students to perform learned social skills (classroom-related and aggression resolution skills) outside the training settings through use of verbal praise and “caught being good” reward by teachers (February-June, 2010) Goal V: Use repeated measures and ongoing progress monitoring of students’ social behaviors to determine students’ progress (February-June, 2010) Goal V: Use a data-driven decision making process to increase teaching accountability (February-June, 2010)</p>			
Watauga County Schools	Increase the	Provided inservice	March	650	Principals and teachers determined

	<p>knowledge and awareness of principals with regard to inclusion and collaborative co-teaching. Train all co-teaching teams in best co-teaching practices and research, as well as differentiated instruction. Gather perceptions of co teaching from participating administrators, teachers, and students.</p>	<p>training to principals and Central Office administration. Conduct training on collaborative co-teaching practices with all co-teaching pairs and administrators. Interview co-teaching teacher teams and students. Examine EOG data from students in co-taught classes</p>	<p>2009 - June 2010</p>		<p>whether or not to implement co-teaching in 2009-2010 school year. 2 schools were trained in co-teaching and differentiated instruction (1 Elem. & 1 HS) Outcomes not collected yet – will be gathered in June and analyzed in summer 2010.</p>
<p>Cabarrus County High Schools</p>	<p>Students at risk for failure learn and use University of Kansas (KU) learning strategies in their High School Success classes</p>	<p>Staff development in specific KU strategies – including Written Expression, Test-Taking, etc</p>	<p>August 2009 - December 2009</p>	<p>155</p>	<p>Aggregated across the seven high schools in Cabarrus County, 75% of students (at risk for failure) made level 3 or 4 (at grade level); 87% of students (at risk for failure) passed English I; and 86% of students (at risk for failure) passed the exit standard.</p>
<p>Charlotte-Mecklenburg Schools (CMS)-Croft Community School</p>	<p>Rationale: to assist in increasing student achievement and develop relationship with potential PDS school. Priorities: to assist community as</p>	<p>Teachers developed pre and post assessment and analyzed data to determine areas of weakness for targeted re-teaching</p>	<p>April 2009 - April 2010</p>	<p>45 teachers</p>	<p>School had high growth in reading and math; composite math score 86.1 percent proficient</p>

	<p>they develop School Improvement Plan to address the following goals: 1) All Students in grades K-5 will master 85% of the math and literacy objectives as outlined in the North Carolina Standard Course of Study; 2) Establish an effective a community collaboration model to address three priorities of the Basic School, character development and parental involvement/education and community collaboration/service</p>				
<p>Charlotte-Mecklenburg Schools (CMS) -Morehead STEM Academy</p>	<p>Rationale: Increase teachers' content knowledge and develop STEM academy. Priorities: Increase teachers' science content knowledge and</p>	<p>1) Working with scientists from UNC Charlotte and Davidson College, 10 – 2 hour professional development sessions were</p>	<p>October 2009 - March 2010</p>	<p>15 Teachers</p>	<p>Teachers reported increased content knowledge and understanding of the North Carolina Standard Course of Study; 2) Survey has been developed and will be implemented in May; PD plan will be developed based on the analysis of teachers' needs</p>

	understanding of the North Carolina Standard Course of Study; 2) Develop and implement long range PD plan	provided; 2) UNC Charlotte faculty developed a survey to determine teacher professional development needs			
Cabarrus County Schools Central Office and Pitts School Rd., R.Brown McAllister, Furr, Royal Oaks, Coltrane-Webb, Bethel, A.T. Allen Elementary Schools.	Sustained and expanded implementation of Response to Intervention (RtI) in all Cabarrus County elementary schools. Development of a district response to the significant unmet needs of students in the Logan Community. Rationale: Early, research based interventions for students performing below expectations and reduction of need for referrals to EC.	Pitts School Rd. consultation, training, and support in expansion to include math across all grade levels for 2008-2009 academic year R. Brown McAllister, Furr, Royal Oaks, Coltrane-Webb, Bethel, A.T. Allen consultation, training, and support in initial implementation of RtI in reading, math, and behavior across all grade levels for 2008-2009 academic year Cabarrus Schools/Logan Community Initiative consultation, planning, and support in	July 2009 - June 2010	District level Team: 8 principals and 11 specialist teachers Pitts School Rd. Team: 3 administrators, 5 teachers, and 4 specialists; R. Brown Team: 2 administrators, 4 teachers, 2 specialists Furr Team: 3 administrators	Pitts School Rd. is now fully implementing RtI reading, math, and positive behavior support in all classrooms. Pitts School reading scores in quarterly benchmark testing have risen by more than 21% from the pilot year (2007-2008) and are now the highest in the district. Pitts School referrals to special education are down by 33% since 2007-2008. R. Brown McAllister, Furr, and A.T. Allen are fully implementing RtI in reading and math at all grade levels. Final outcome data is not yet available. A draft of the Cabarrus Logan Initiative planning document was approved the School Board in September 2009 and one grant was submitted but not funded.

		developing a strategy and writing grants to implement the initiative		ators, 6 teachers, 3 specialists; Royal oaks Team: 2 administrators, 2 lead teachers, and 3 teachers; Bethel Team: 3 administrators, 3 specialists, and 5 teachers A.T. Allen, 2 administrators, 2 specialists, and 3 teachers	
Charlotte Mecklenburg Schools – Early Childhood Educator Professional Development Program (ECEPD Programs)	Provide continuous training for literacy coaches on topics related to both literacy content and literacy coaching for	Monthly meetings/workshops with literacy coaches Periodic planning meetings (at least once per semester)	2005 - ongoing	21 literacy coaches 3 district administrators	Data on the literacy coaching initiatives has been collected, analyzed, and synthesized in a manuscript submitted for publication. An additional manuscript on this work is in progress. Intended outcomes include to increase

	<p>the purpose of supporting coaches as they provide professional development to early childhood teachers in order to improve early literacy instruction for students..</p>	<p>and ongoing planning conversations with program administrators</p>			<p>the knowledge-base of literacy coaches on topics related to early literacy instruction and to increase the coaches' abilities to implement effect coaching methods, including the delivery of relevant and ongoing literacy in-service programs for the teachers with whom they work. Two grant proposals to continue this work were submitted this past year; these were unfunded. Two additional grant proposals are in-progress: One to continue our work with early literacy coaches, and one to expand this work to coaching across the content areas.</p>
<p>Freedom School Partners, Inc. of Charlotte</p>	<ul style="list-style-type: none"> • Support the efforts of this non-profit agency to meet in the ongoing needs of high-poverty students living in Charlotte's historic and segregated African American neighborhoods. • Help advance the literacy and learning of students in grades three through 9 through service learning courses. 	<p>Our graduate students have worked with Freedom School kids during their summer programs for the past two years. The focus has been on implementing digital literacies with high-poverty urban students. We have engaged these students in:</p> <ul style="list-style-type: none"> • The development of a website • A digital video project 	<p>2005 - ongoing</p>	<p>35 UNC Charlotte graduate students Over 60 Freedom School Scholars each year</p>	<p>Impact has been significant on our graduate students who report that the service learning aspects of the course provide significant opportunities to put digital literacies into practice. K-12 student impact is more difficult to gauge but surveys indicate that students are excited about learning and actively engaged. For many students, this was their first experience in using Web 2.0 technologies.</p>

<p>Ada Jenkins after school program</p>	<p>To increase student awareness of social/emotional skills needed for school success. Teachers in the afterschool program have observed that their students often do not possess good interpersonal skills. The goal was to offer psychoeducational programs to increase their knowledge of social skills and management of emotions</p>	<p>Provided five psychoeducational groups (one for each grade level 1-5) that met three times each semester throughout the academic year.</p>	<p>September 2009 - April 2010</p>	<p>65</p>	<p>Program assistants provided observations of student behaviors. Students self rated learning of the material.</p>
<p>The International Studies School at Garinger in Charlotte, N.C. with Charlotte-Mecklenburg Schools</p>	<p>• Provide faculty with high quality staff development to improve student achievement over time (focus on content area literacy) • Worked to develop a digital video project</p>	<p>Worked with a history teacher to implement a digital video project with her students (Spring 2009)</p>	<p>Fall 2008 - ongoing</p>	<p>21 teachers, 40 students</p>	<p>Teachers report that content area literacy strategies have had a positive impact on student learning. Student engagement in the digital video project was tremendous. Student evaluation of this project was very positive.</p>
<p>Rowan-Salisbury Schools – West Rowan Middle School</p>	<p>Priorities: Faculty worked as an advisor to a group of</p>	<p>Began training for teachers on best practices involving</p>	<p>August 2009 – ongoing</p>	<p>3 teachers, 1</p>	<p>Anticipated outcomes: grouping 6th grade middle school students by gender and then using gender-specific</p>

	<p>6th grade teacher who are going to implement single gender classrooms on their team beginning with the 2010-11 school year. Faculty served as an advisor for the principal and teachers during this planning year and will serve as program evaluator during the implementation phase. The group is researching whether single gender groupings, paired with teaching strategies specific to single gender (male or female) can make a positive impact on student achievement – academically, socially, and behaviorally.</p> <p>Rationale: Historically, middle school is a fragile time for adolescents,</p>	<p>single gender, worked with principal do develop implementation plan, suggested resources for teachers, developed resources for principal (consent/assent forms for parents, tentative plan for sharing concept with parents, reviewed federal regulations for single gender programs in public schools), meet every 6 weeks with teachers to discuss concerns, developed wiki for teachers to share ideas/concerns, attended Single Gender “Teacher to Teacher” conference, arranged visit for teachers and principal to Langston Charter School in SC to observe single gender classrooms in practice, established</p>	<p>principal, 75+ students</p>	<p>strategies to teach the students will have a positive effect on academic achievement, discipline incidents, and social interactions. These determinations will be made during the program evaluation/data collection phase of the project, which will be ongoing during the 2010-11 school year.</p>
--	---	--	--------------------------------	---

	<p>particularly boys. Physical developmental changes are in flux, school is progressively becoming more difficult, and more responsibilities are typically given to children by adults in their lives. Consequently, the middle school experience becomes a critical time for adolescents. We want students to enjoy school, to feel comfortable there, and to view school as a place where they can be successful. Other states, particularly SC, have had significant success with single gender grouping in classrooms. The idea is that by grouping students for learning</p>	<p>definitive plan for sharing information about single-gender with parents and students</p>			
--	---	--	--	--	--

	<p>according to gender, especially during the middle school years, they can experience more success because they are in a learning environment with other individuals who are most like them. Extensive research into gender-based teaching strategies shows that boys and girls brains are developing at different rates, and that their interests diverge during middle school as well; therefore, certain teaching strategies are more successful with boys than girls, and vice versa.</p>				
--	--	--	--	--	--

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

Faculty engage in service to NC public schools within their areas of professional expertise. This summary provides examples with the intent of sharing the range of engagement. Faculty provided professional development (PD) for teachers, principals, school counselors, and LEA central office and NCDPI personnel in a variety of areas, such as supporting parents and school counselors of critically ill children; urban education, drop-out prevention; working with diverse populations; literacy coaching; authentic assessment practices; grant-writing; use of technology; effective implementation of RTI; content area literacy; inquiry-based science; and critical literacy in early childhood. Programs that exemplify these PD activities include: the UNCC Community Touchpoints Project targeting early childhood professionals to take advantage of developmental opportunities for growth and development; the Multicultural Issues in Counseling Conference allowing licensed counselors to tackle diversity issues within their practice; the Technology/Writing Conference providing a forum for university/ K-12 English professionals to share effective strategies; the Building Bridges Conference emphasizing trends and methods in special education; the Supervision Institute targeting K-12/professional/school counselors, and mental health clinicians for development in supervision skills/roles; the Jonnie H. McLeod Substance Abuse Institute invites counselors, educators, and community stakeholders to participate in interventions; and the Multicultural Play Therapy Conference facilitates effective communications between K-12 and other educational professionals. Faculty assisted teachers with developing/delivering PD sessions at campus, community, and state conferences including: the Child and Family Development Conference, the NC-MSEN Statewide Institute for Teaching Excellence, the CMS Writing Institute, the Professional Development Schools (PDS) conference, the K-8 Science Conference, and the NC Reading Association's Conference. Other collaborations with teachers include: serving as Teacher Cadet and PDS liaisons; developing and submitting grant proposals, conducting research projects; teaching, math, science, and language arts to students with severe disabilities; serving on Metro School's Human Rights Committee; CMS More-at-Four Board; Exceptional Children's Assistance Center Board; and designing and implementing service learning projects. Service with administrators include meetings/workshops focused on areas such as assisting teachers in working with diverse learners in urban schools; interpreting assessment data; and conducting research on effective practice, recruitment, development, appraisal, and retention of teachers and staff as 21st Century Professionals. The College continues to partner with the Southwest Education Alliance, a consortium of thirteen school districts within the region, to provide PD opportunities and sponsor special projects in the best interest of student learning and quality pedagogy. Additional service provided to K-12 students includes: mentoring; tutoring; hosting groups on campus; assisting with senior exit projects; conducting demonstration lessons; judging science, math, and writing contests; and conducting diagnostic evaluations.

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

The College of Education has assisted 102 new Teach for America teachers with special sections of online and face-to-face coursework tailored for their particular needs and backgrounds. There were 59 new TFA teachers enrolled in middle/secondary education courses, 21 in elementary education, five in Spanish Education, five in TESL, and 12 in special education. A central focus of UNC Charlotte's eight Professional Development

Schools (PDS), along with projects at other schools, is supporting beginning teachers through induction programs of regular meetings and other professional learning activities such as demonstration lessons, collaborative planning, designing and implementing assessments of student learning, reviewing assessment data, preparing for EOG tests, teacher observations and evaluation, stress management, effective questioning, informal and formal classroom observations, supporting technology integration, and assistance with classroom management and lesson design. PDS induction programs also involved supporting the mentors in working with mentees, thereby providing additional service to beginning teachers. Grant-funded activities included a focus on assisting teachers to provide effective instruction in mathematics, science, and language arts to students with and without disabilities. Faculty assisted a number of schools to implement RTI (Response to Intervention). UNC Charlotte faculty often visit the classrooms of first-year teachers that they supervised in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS and grant-affiliated schools, as well as when supervising student teachers and visiting beginning teachers, faculty take time to respond to requests and offer suggestions to problems that beginning teachers are experiencing. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology, enhancing reading comprehension, implementing writer's workshop, the challenges of being a first year teacher, and best instructional practices in a wide variety of curricular areas. Faculty have intentionally placed groups of clinical students with beginning teachers to provide "extra hands and eyes" in their classrooms. Through a generous gift from the George and Page Bradham Foundation, the UNC Charlotte Beginning Teacher Award was awarded for the 7th year. This year's recipient was Ashton Davis, a teacher at Marshville Elementary School in Marshville, NC. She graduated with honors from the College of Education in 2008. The Center for Math, Science, and Technology Education offered workshops and institutes for hundreds of teachers and students during 2009-10. Particularly targeting new teachers were professional development sessions on K-2, 3-5, and 6-8 science; and secondary biology, chemistry, algebra, geometry, and advanced functions and modeling. The Celebration of Teaching, sponsored by the North Carolina Teacher Cadet Program and the College of Education, provided opportunities for aspiring and new teachers to participate in workshops, classroom observations, campus tours, and presentations by the 2009 North Carolina Teacher of the Year, Jessica Garner, and Principal of the Year, Vann Pennell.

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

UNC Charlotte provides programs leading to teacher licensure for three different groups of adults: lateral entry teachers in a variety of fields, those who are seeking lateral entry positions, and those who wish to complete a teacher preparation program to become fully licensed before entering the classroom. We also served more than 100 lateral entry teachers following licensure plans issued by the Regional Alternative Licensing Center (RALC). The Office of Teacher Education Advising and Licensure (TEAL), the Teacher Recruiter, and the Associate Dean provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, they are advised within their respective departments by advisors and faculty. Graduate-level courses are offered in an intensive program (Graduate Certificate in Teaching) in the areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, comprehensive social studies, biology, chemistry, earth science, physics and

comprehensive science; and the K-12 fields of art, dance, music, theatre, French, German, Spanish, and English as a Second Language. The Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I of this two-part masters program. Candidates have been able to apply to the MAT from the outset or may apply later and “rollover” their phase I coursework to the MAT. (Phase II of the MAT leads to the M license.) All coursework is offered on campus in the evenings and weekends, with admitted students able to start programs in fall, spring, or summer. In order to better serve the adult population, critical programs offer online courses throughout the year and off-site face-to-face courses in summer institutes, all with reduced tuition through Distance Education. In the 2009 Summer Pathway to Teaching program, held for special education and middle/secondary teachers, approximately 300 lateral entry teachers and career-changers pursued coursework toward licensure. Through these multiple venues, we served more than 1000 adults. Praxis II Preparation Workshops are offered for lateral entry teachers and for those seeking lateral entry positions. The partnership with Teach for America (TFA) continues to bring more college graduates from other fields into the teaching profession. We provided specially tailored coursework to 102 new TFA teachers who have taken lateral entry positions in Charlotte-Mecklenburg Schools for the 2009-10 school year. PDS induction programs also provide support for lateral entry teachers. Mentors were provided for lateral entry teachers in Spring 2010. These mentors provided support and supervision on an individual basis. In collaboration with school administrators and after reviewing school level evaluations of the lateral entry teachers, the mentors completed one to three observations depending on the needs and confidence of the teachers. Support seminars were conducted with topics that pertained directly to the lateral entry teaching experience. Online seminars and remote observations were available for teachers who could not travel to campus. Seminars were tailored for the specific needs of lateral entry teachers which are typically different than the needs of traditional graduate candidates. Sixty-nine lateral entry teachers participated in the mentor program.

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

UNC Charlotte serves career teachers through campus-based and distance education graduate programs, Professional Development Schools (PDS), institutes, and conferences. We offer Master's and Doctoral programs addressing over 20 different advanced licensure or leadership areas. The Master of Arts in Teaching allows teachers who have cleared their lateral entry licenses to build upon their previous degrees and earlier graduate coursework to obtain advanced licensure. An array of distance education (DE) programs, either online or face-to-face, make add-on or advanced licensure more easily available to career teachers. The statewide DE Academically/Intellectually Gifted add-on licensure program enrolled approximately 130 students. Other DE programs included the M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Rowan County), and the Master of School Administration (Gaston County and Union County). In addition, the new Graduate Certificate program in Instructional Systems Technology licensure offered online courses. The Center for Math, Science, and Technology Education (CMSTE) has provided services to career teachers through a wealth of activities such as AP Institutes in many targeted areas of science, English, social studies, and mathematics. Add-on advanced licensure programs in Educational Administration (012) and Supervision (113) served 31 and 18 students respectively. Coursework for graduate and/or renewal credit was offered through CMSTE in many

areas of math and science, such as environmental education and AP institutes. Faculty in the College of Education and colleagues in the English Department offer the UNC Charlotte Writing Project Institute each summer, followed by seminars and conferences during the academic year. PDS and other teachers were involved in professional development through collaboration in areas such as co-planning, demonstration lessons and support using reform-based pedagogies. Teachers also continued their professional growth through grant-writing, action research projects, project evaluation, development of Professional Learning Communities, and conference presentations. Faculty provided workshops and/or mentoring on topics such as integration of technology, student assessment, improving relationships with families and agencies, co-teaching and inclusion, RTI, classroom management and behavioral support, and improving instructional practices in various areas such as science, math, early and adolescent literacy, and writing. Faculty served on school boards, boards of directors, and school leadership teams. Faculty participated in organizing and presenting at locally-held professional conferences for teachers, such the Child and Family Development Conference. Nearly two dozen faculty members worked with the Teacher Cadet program – assisting the teachers with activities, recruitment ideas, and celebrations. The College of Arts and Sciences has been instrumental in designing the Charlotte Teachers Institute to provide content rich seminars to Charlotte-Mecklenburg (CMS) teachers as part of their professional development. The Institute is based on a partnership among UNC Charlotte, Davidson College, and Charlotte-Mecklenburg Schools and is a formal partner with the Yale Teaching Initiative.

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

The Unit serves low performing schools through systematic, on-going partnerships as well as through individual faculty efforts. Three PDS sites focus on low performing / priority schools: Shady Brook Elem in Kannapolis, Kannapolis Intermediate, and University Meadows Elem in Charlotte-Mecklenburg (CMS). Projects addressed the improvement of assessment and teaching in math, language arts, science, and greater use of technology. Also, various projects in other schools focused on students at risk for low achievement and/or dropping out of school. To support diverse learners, teachers, and families in the urban schools of CMS, faculty worked with administrators and agencies such as the Workforce Development Committee, the Dropout Prevention Committee, Mecklenburg Child Development Services, the Mecklenburg Local Interagency Coordinating Council and its Child Find subcommittee, the Greater Enrichment Program, and the Latin American Coalition. One faculty member worked in program evaluation for the International High School at Garinger High School in CMS. The RAISE project focused on developing literacy skill instructional methods for students with significant intellectual disabilities; the project developed literacy curriculum, trained teachers to implement it, monitored implementation, and presented data analyses of results. This project expanded to include instruction in math and science. Several Teacher Cadet programs, all of which have UNCC faculty liaisons, are located in low-performing or priority schools in CMS. Several faculty provided continuous training for literacy coaches. Faculty served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited / observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted with teachers regarding strategies for assessing and managing difficult behavior. One faculty member worked with M.Ed. candidates in Reading

Education to host a professional development conference in Kannapolis City. Over 100 teachers from high-need schools attended . One faculty member focused on a project with the principal, social worker and six teachers at Druid Hills Elementary to provide systematic social skill instruction to students exhibiting social skill deficit or who were at risk for developing challenging behaviors. Another faculty member worked with CMS to analyze large data sets and develop recommendations for closing the achievement gap. Two state-funded elementary math professional development grants provided over 80 hours of inservice to 85 teachers and 10 administrators, most of whom work in Title I schools. Distance education programs offered at the request of school systems offer on-site courses that address the instructional needs of low-performing students (e.g., the M.Ed. in Elementary Education at Shady Brook Elementary in Kannapolis). Child and Family Development faculty provided off-campus B-K coursework to CMS Bright Beginnings and More-at-Four teachers. The Educational Outreach office helped coordinate the Queen City Quiz Bowl Classic, an academic competition that served 16 teachers in CMS high-need schools and it co-hosted the CMS Emerging Leaders program, which served 125 high school students from impoverished neighborhoods.

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

(1) NC public schools will produce globally competitive students: Globally competitive students must have teachers with knowledge and skills about the world. The College continues its aggressive efforts to internationalize teacher education. The College held a two-day faculty development workshop, with Dr. Merry Merryfield, an expert on globalization of teacher education. Faculty teams designed instructional modules to emphasize global perspectives in three required undergraduate courses. Both of these initiatives were funded by a grant from the Longview Foundation (Revisioning the Teacher Education Curriculum for the Global Age). The College sponsored an education abroad semester experience for 18 elementary education majors and two professors at Pädagogische Hochschule Ludwigsburg in Germany. The College intends to resume competitive \$1000 international travel grants for students and faculty when funds are available. (2) NC schools will be led by 21st Century professionals: The State Board of Education approved the College's forty revisioned teacher educator and school leader preparation programs. Faculty teams worked this year to revision 16 Master's degree programs to align with 21st century standards and North Carolina Professional Teaching Standards. UNC Charlotte is a member of the leadership team of the National Association of State Universities and Land Grant College's Science and Mathematics Teacher Imperative, designed to identify and create innovative ways to recruit and prepare excellent teachers of mathematics and science. Faculty from the Colleges of Education and Liberal Arts and Science implemented a chemistry learning coach model for introductory courses to attract STEM majors to the teaching profession. Teacher recruitment continues to be a priority, with a full-time Teacher Recruiter and a marketing campaign focused on non-traditional students and community college transfers. The College partners with Stanly Community College to deliver 2+2 programs for elementary education and birth-kindergarten. (3) Assisting Low-Performing Schools: UNC Charlotte is engaged with Title 1 schools in the 13 schools systems in our service region, and student teachers completed their work in 66 Title 1 schools. Master's degree programs are delivered to teachers in Charlotte-Mecklenburg's Focus high poverty, low performing schools, with 45 student teachers placed in Focus schools. UNC Charlotte also offers graduate-level licensure coursework Teach for America corps members who are teaching in Focus schools. (4) Collaboration with public schools to enhance educational

opportunities for students: UNC Charlotte will host an on-site Children's Defense Fund Freedom School in summer 2010, to provide a literacy-rich program for children impacted by poverty, while also providing a rich experience for teacher education candidates. The College also serves middle-grades students in the Middle Grades University program, a summer residential experience with academic year follow-up and mentoring.

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

(1) NC public schools will be led by 21st Century professionals is a State Board priority that continues to receive special emphasis at UNC Charlotte. Over the past year, the Mission Statement of the College was revised by the faculty, with the mandate "to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings." Another special emphasis has been devoted to preparing for the implementation of all revised initial licensure teacher education programs and the Master of School Administration program in August 2010. This preparation has involved gaining University curriculum approval for new and revised courses; designing rubrics for the electronic licensure portfolios that each candidate will submit; updating all print and web advising information. Special efforts have been given to revisioning 16 Master's degree programs to address the standards established by the State Board. Strategic partners from P12 schools, the College of Liberal Arts & Sciences and the College of Arts & Architecture have been engaged in this endeavor. The College emphasized issues of diversity by developing a undergraduate minor in Teaching English as a Second Language, creating a dual elementary/special education licensure program, and revising EDUC 5100 Diverse Learners to focus on English language learners, pupils with disabilities, and those from multicultural and urban backgrounds. Faculty who teach EDUC 5100 participated in a two-day professional development workshop to develop new content and instructional strategies to prepare our candidates to teach ALL students well. To foster greater retention of Teach for America teachers in the profession and to increase the number who earn Master's degrees, the College redesigned delivery of the Master of Arts degree as a two-year program incorporating appropriate TFA professional development experiences. The College also partnered with the Model Teacher Education Consortium to deliver on-line Middle Grades graduate degrees to cohort groups across the state. (2) NC public schools will produce globally competitive students also received special emphasis this year. International educational engagement continued with a faculty-student summer study trip to China and the fall semester experience in Germany for elementary education majors and faculty. Faculty teams worked to internationalize the undergraduate curriculum by creating global modules for three required teacher education courses. College faculty participated in a two-day workshop and consultation on internationalizing the curriculum for teacher education, counseling, and school leaders. International research efforts continue with collaboration among faculty from UNC Charlotte and the Pädagogische Hochschule Ludwigsburg. This international partnership culminated in the College's hosting of the 16th Annual German-American Faculty Symposium, a forum for sharing international comparative research, conducted in public schools in both countries.

Supplemental Information (Optional)

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

In 2009-2010, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis I examinations, 10 workshops were conducted for 143 students seeking admission to a teacher education program. Participants registered for Praxis I overview workshops and/or content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first-time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 70 students in the Praxis I overview workshops. There were 31 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 42% showed improvement. There were 25 participants in the reading workshops. There were 17 participants in the writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 51% showed improvement. This year, we conducted three Praxis I workshops at a distance education site in Stanly County. Students at that location truly appreciated our willingness to conduct the workshops in their region of the State. To assist with the Praxis II examinations, faculty at UNC Charlotte in both the College of Education and the College of Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. Faculty members were also invited to plan and conduct Praxis II examination preparation workshops for pre- and in-service teachers. A total of 212 students participated in 14 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Participants by content area were as follows: elementary education (132); special education (30); history/social studies (28); middle grades mathematics (7); and secondary mathematics (15).

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts by the Teacher Recruiter, the Director of Teaching Fellows (TF), the Undergraduate and Graduate Admissions Offices, and by the College of Education's Office of Teacher Education, Advising, and Licensure (TEAL). The College's marketing campaign, "Pathway to Teaching," is designed to attract career-changers to the Graduate Certificate in Teaching and Master of Arts in Teaching programs. As the point person in this campaign, the Teacher-Recruiter responds to inquiries, manages the website (www.pathwaytoteaching.com), meets with prospects, and participates in various recruiting events. The Undergraduate Admissions Office has included the teacher recruiter in visits to all the surrounding community colleges to meet directly with transfer students interested in teaching. Admissions personnel distribute College of Education materials to all of our top feeder community colleges. The Director of TF and the TF's

themselves made site visits to high schools to share information about careers in teaching and scholars, specifically targeting Teacher Cadet Programs. In addition to the four days of "Explore UNC Charlotte," TF's hosted a Recruitment Day. Students invited to attend included those who selected UNC Charlotte as one of their top five choices as well as all males and minorities who were regional finalists for the Teaching Fellows scholarship. The Office of Educational Outreach, the T-R, and the Director of the TF Program partnered together to host the second annual Celebration of Teaching Conference - a day-long event targeting high school Teacher Cadet students. The Conference consisted of two keynote addresses (NC Principal of the Year and NC Teacher of the Year), breakout sessions, lunch, recognition ceremony, and campus tours. The event was attended also by TF's and the Teacher Education Learning Community Students. The streamlined minor in Secondary Education has proved to be an excellent recruiting tool used by advisors across campus. The success and clarity of this minor has stimulated the development and approval of equally recognizable minors in Art Education for art majors and in Foreign Language Education for French, German, and Spanish majors. The proposal for a new major in Comprehensive Science has been approved at the university level by the Undergraduate Course and Curriculum Committee and is awaiting UNC General Administration approval. It should prove to be invaluable in recruiting future secondary science teachers. The Dean's TeamTeach is comprised of students who are helping in the recruitment process, through Praxis I tutoring and participation with open houses, direct-contact recruiting, and other events. For the first time ever, we hosted the FTA/Teacher Cadet Regional Conference at UNC Charlotte in March. The two-day conference was attended by Teacher Cadet students from the Piedmont and Western regions of North Carolina. Conference events included breakout sessions, college fair, and educational keynote speakers. The Teacher Recruiter manned a table at the college fair and met with prospective students.

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

Minority faculty and professional advisors' presence in the initial licensure teacher education programs exceeds 20%, thus providing more role models for underrepresented groups. The teacher recruiter and the new marketing campaign for career changers have actively designed recruiting materials that feature racial, gender, and age-related minority teachers and a variety of majority and minority students, providing a visual representation of the population of schools. TeamTeach members include minority students who participate in recruitment activities. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The Center for Mathematics, Science and Technology Education (CMSTE) houses the NC-MSEN Pre-College Program that focuses on minority students in middle and high schools. Through this program, we are focused on recruiting more minority, STEM-related majors that interested in teacher education. The UNC Charlotte NC Teaching Fellows continue to implement a five-year recruitment plan that involves, among other activities, the specific identification and recruitment of male and minority high school seniors who identify UNC Charlotte as one of their top five choices. The College's efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the College's Office of Educational Outreach (OEO). OEO annually hosts the Bob Barrett Distinguished Lecture Series on Multiculturalism:

Issues in Counseling that not only provide opportunities for educators to address diverse issues in the field, but also to actively engage underrepresented groups that may not consider the educational realm as a career path. Also, OEO has partnered with the Charlotte-Mecklenburg Schools Achievement Zone in hosting the Queen City Quiz Bowl Classic, an African-American history competition with over thirteen schools participating that have traditionally been low-performing on state assessments. The workshops for Praxis I in reading, writing and math are open to all students, but were established with a particular focus on assisting minority students in clearing the Praxis I barrier. The 2+2 agreements with community colleges, the Graduate Certificate in Teaching program, and the Summer Pathway to Teaching program all attract more minority students by facilitating entrance into and progress through teacher education programs. The visits to community colleges by the Teacher Recruiter, staff from the Office of Teacher Education Advising and Licensure (TEAL), and Undergraduate Admissions are rich opportunities for recruiting minority students into teacher education, given that audiences for information sessions are sometimes more than 90% African-American. Increased collaboration with the Undergraduate Office of Admissions has increased their focus on potential teacher education students. Specific efforts in minority recruitment consist of telecounseling and diversity newsletters that are mailed to admitted students. These outreach efforts include a variety of information about the services and programs available to minority students.

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

Multiple new initiatives have occurred during 2009-10. Revisions to early intervention/early childhood special education components of online graduate level offerings for the CHFD program have taken place. The B.A. in Special Education (General Curriculum) and Elementary Education K-6 Dual Major was approved. The dual program option will prepare graduates who are highly knowledgeable and skilled in working with diverse K-6 children, particularly those students with high incidence disabilities within general education learning environments. Recruitment efforts have already secured 15 applicants for the 30 slots available in the first cohort to begin in fall 2010. The CHFD program enrolled 25 students in a 2+2 baccalaureate completion program for the B-K license, in collaboration with Stanly Community College. Following the successful creation of minors in secondary education and art education, a minor in foreign language education for students majoring in French, German, or Spanish was approved. We have moved forward with the development of a new degree program in Comprehensive Science. The proposal has been approved at the campus level and will continue to GA for final approval. Two Professional Development Schools (PDS) piloted a new initiative, Project Supervisor, for the supervision of elementary, undergraduate candidates. Project Supervisor is a model of supervision which began in 1988 whereby practicing master teachers are trained to supervise student teachers in the culminating semester. The supervisors support candidates in the internship/student teaching semesters through seminars and observations. They help acclimate them to the school and provide immediate support and feedback. Twenty student teachers participated in this model in two PDSs with nine supervisors providing the supervision. The Charlotte Teachers Institute (CTI), formally established in spring 2009, continues to gain momentum and garner support from educators, community leaders and community organizations. CTI cultivates content-knowledge, creativity, leadership skills, and collaboration within and among Charlotte's public school teachers through semester-long seminars, led by faculty

from UNC Charlotte and Davidson College. Participating teachers learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. UNC Charlotte and Davidson College faculty members serve as Seminar Leaders and 10-12 CMS teachers (Fellows) participate in each seminar. Seminars reflect the Leaders' fields of expertise, address the content demands of participating Fellows, and create a collegial environment. Each seminar meets approximately once a week for two hours over the course of a semester. In fall 2009, 50 Charlotte-Mecklenburg Schools (CMS) teachers, teaching over 4,000 students, completed seminars at Davidson College and UNC Charlotte. Additionally, with support from national and local foundations, CTI organized a public event called Exploding Canons: Thinking Differently About Disease, in which 160 people, including 80 teachers, attended a multi-disciplinary discussion led by CTI-connected UNC Charlotte and Davidson faculty.

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	1	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	45
	Hispanic	1	Hispanic	16
	White, Not Hispanic Origin	85	White, Not Hispanic Origin	510
	Other	6	Other	27
	Total	102	Total	617
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	24
	Other		Other	2
	Total	10	Total	35
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	5
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic		Hispanic	5
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	194
	Other	1	Other	16
	Total	43	Total	240
Licensure-Only	American Indian/Alaskan Native	3	American Indian/Alaskan Native	1
	Asian/Pacific Islander	5	Asian/Pacific Islander	18
	Black, Not Hispanic Origin	33	Black, Not Hispanic Origin	200
	Hispanic	9	Hispanic	29
	White, Not Hispanic Origin	207	White, Not Hispanic Origin	728
	Other	3	Other	20
	Total	260	Total	996

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)	19	62
Elementary (K-6)	156	342
Middle Grades (6-9)		
Secondary (9-12)	205	380
Special Subject Areas (k-12)	82	182
Exceptional Children (K-12)	107	301
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	94	106
Total	663	1,373
Comment or Explanation		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions other than to add the RALC students to the total enrollment. We do not maintain records of RALC students' licensure fields; therefore, they are all accounted for on line 9 as "Other."		

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

	Baccalaureate
MEAN SAT Total	1,179
MEAN SAT-Math	571
MEAN SAT-Verbal	566
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.24
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)		23		24
Elementary (K-6)	18	167		72
Middle Grades (6-9)	1	26		64
Secondary (9-12)	1	32		61
Special Subject Areas (K-12)		19		21
Exceptional Children (K-12)		24		56
Vocational Education (7-12)				
Special Service Personnel				3
Total	20	291	0	301
Comment or Explanation				

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

2008 - 2009 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	284	97
Spec Ed: Adapated Curriculum	2	*
Spec Ed: Adapted Curriculum	20	100
Spec Ed: General Curriculum	40	98
Institution Summary	346	97
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23	70	91	25	4	12
U Licensure Only	6		2			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23	31	17	6	2	7
U Licensure Only	126	90	44	28	1	4
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	500	95	47
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
Charlotte-Mecklenburg Schools	1,940
Cabarrus County Schools	783
Union County Public Schools	495
Gaston County Schools	464
Rowan-Salisbury Schools	362
Cleveland County Schools	230
Lincoln County Schools	230
Iredell-Statesville Schools	229
Stanly County Schools	206
Forsyth County Schools	141

**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
121	14	80