

IHE Bachelor Performance Report

UNC-Wilmington

2009 - 2010

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship, artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located. The University of North Carolina Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education, and all programs are approved by the State Board of Education.

Special Characteristics

The Watson School of Education at UNCW is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WSE has established Professional Development System collaborative agreements with fourteen school systems, three charter schools, and two early college high schools in southeastern NC. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students

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

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Brunswick County Schools (Belville Elementary, Bolivia Elementary, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Town Creek Elementary, Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High), Camp Lejeune Department of Defense Schools (Bitz</p>	<p>Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina Rationale SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WSE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.</p>	<p>The Watson School of Education's Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and 1 NC Charter School. The PDS Partnership has been established for 20 years with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 122 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the</p>	<p>7/1/2009 to 6/30/2010</p>	<p>9,086 interns, teachers, admin., faculty</p>	<p>The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the upcoming years were identified and</p>

<p>Intermediate, Brewster Middle, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Carteret County School (White Oak Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-</p>		<p>spring of 2009, Watson School of Education Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement. In 2009-2010 academic year 9,086 partnership teachers, principals, university faculty and interns participated in 3 professional development conferences, 593 seminars, and 27 partnership orientations and extended professional development for a total of 645 sessions with 22, 512 contact hours.</p>			<p>agreed upon for future planning and allocation of resources. New Partnership Agreements for 2009-2012 were vetted and signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. A formal public signing ceremony was held on June 4, 2009. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. Continued offerings were requested into upcoming year and joint planning on alternative delivery based on budget restrictions are underway.</p>
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Rose Hill High,
Warsaw Elementary,
Warsaw Middle),
Jones County Schools
(Jones Middle), New
Hanover County
Schools (Alderman
Elementary, Anderson
Elementary, Ashley
High, Bellamy
Elementary, Blair
Elementary, Bradley
Creek Elementary,
Carolina Beach
Elementary, Child
Development Center,
Codington Elementary,
College Park
Elementary, D.C.
Virgo Middle, Eaton
Elementary, Forest
Hills Elementary,
Gregory
Math/Sci/Tech
Elementary, Hoggard
High, Holly Tree
Elementary, Howe Pre-
K, Isaac Bear Early
College High, JC Roe
Pre-K Center, Lake
Forest Academy,
Laney High, Mary C.
Williams Elementary,

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Murray Middle, Murrayville Elementary, Myrtle Grove Middle, New Hanover High, NHCS Pre-K Center, Noble Middle, Ogden Elementary, Parsley Elementary, Pine Valley Elementary, Rachel Freeman Elementary, Roland- Grise Middle, Snipes Academy of Arts & Design, Sunset Park Elementary, Trask Middle, UCP Developmental Preschool, Williston Middle, Winter Park Model Elementary, Wrightsboro Elementary, Wrightsville Beach Elementary), Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary,					
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Jacksonville Commons Elementary, Jacksonville Commons Middle, Morton Elementary, New Bridge Middle, Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Thompson Early Childhood Center), Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail High, Topsail Middle, Trask High), Sampson County Schools (Union					
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Elementary, Union High), Whiteville City Schools (Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School.					
Alexander, Bladen, Brunswick, Buncombe, Burke, Caldwell, Camden, Carteret, Catawba, Clinton, Columbus, Craven, Cumberland, Davie, Duplin, Durham, Edgecombe, Forsyth, Gaston, Greene, Guilford, Halifax, Harnett, Henderson, Hoke, Iredell, Johnston, Lenoir, Macon, Madison, Mecklenburg, Moore, Nash, New Hanover, Onslow, Orange, Pender, Person, Pitt, Randolph, Robeson, Rowan, Sampson, Stanly, Vance, Wake, Wayne and Wilkes.	Identification and response to Science and Math Needs Rationale: Given the state and federal push for increased quality in math and science education, it is imperative that we provide outreach to school districts to support these endeavors.	The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program. The Center administered 19 professional development programs and outreach activities and served 704 teachers and students from 48 school districts in 2009-2010.	7/1/2009 to 6/30/2010	704 (teachers and k-12 students)	Teachers received over 7,700 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs was 269. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated the database to reflect a total of 3,280 participants with serviceable addresses.
Brunswick, Camp Lejeune, Carteret	Teacher Retention: Rationale - Teacher retention is a problem		7/1/2009 to	857 (teachers and admin.)	A total 51 teachers from 10 districts participated

<p>County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>inherent in the educational profession. WSE has established a program to support teachers' first years. Research indicates that we lose a significant number of teachers in their first 3 years without intentional support processes.</p>		<p>6/30/2010</p>		<p>in one of the two professional development sessions offered through the Promise of Leadership Awards program. 94% of attendees felt the workshops were valuable or extremely valuable for their own practice. Thirty training sessions and conferences were delivered to 857 school teachers and administrators. In addition, 8 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision (paid by district).</p>
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville</p>	<p>Professional Development of Teachers and /or Administrators: Rationale - The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional</p>	<p>University-School (PDS) Partnership sponsored professional development activities included bi-annual conferences, orientation and extended training, workshops, institutes, cultural arts events and PDS seminars. Specific Professional</p>	<p>7/1/2009 to 6/30/2010</p>	<p>10.678 (teachers, admin.,k-12 students)</p>	<p>In 2009-2010, a total of 2596 partnership teachers and administrators were engaged in professional development through participation in 30 professional development activities: 3 annual conferences</p>

<p>City Schools and Cape Fear Center for Inquiry Charter School</p>	<p>development demands of teachers and executives in our region.</p>	<p>Development Initiatives included integrating the North Carolina Professional Teaching Standards/21st Century Skills, the Coalition4Success Conference, and various collaborative meetings, including forums with NC DPI. Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. Innovative partnerships continued to evolve during 2009-2010 with a corporation and several non-profit organizations to address regional needs and to improve access to resources.</p>			<p>and 27 orientation and extended trainings and 583 seminars. Five cultural arts events hosted for teachers and students in the region involved a total of 7500 participants. Various forums and professional development sessions were participated in by 582 teachers and administrators. The Watson School of Education and its affiliated Science and Math Education Center received \$1,396,240.74 in external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.</p>
<p>Brunswick, Caldwell, Carteret, Catawba, Columbus, Craven, Duplin, Granville, Harnett, Johnston, New</p>	<p>Support for Career Teachers Seeking National Board Certification: Rationale - WSE believes in a continuum of support for all levels of career</p>	<p>The Watson School of Education National Board Support Program for initial, retake, and renewal candidates consists of</p>	<p>7/1/2009 to 6/30/2010</p>	<p>383 (teachers)</p>	<p>Data from both the initial and retake support program participants indicated that 100% agreed or</p>

<p>Hanover, Onslow, Orange, Pender, Sampson, Union, Wayne, Whiteville City, Wilson</p>	<p>development from Preservice through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.</p>	<p>“Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. In addition, in the fall of 2009, a National Board Support Workbook was developed and offered through the Program to candidates across North Carolina and neighboring states. The National Board Support Program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina. During 2009-2010, the Watson School of Education served 383 teachers in various programs. The NB support program sponsored “Sanity Saturday” sessions for 90 Initial or first-time National Board Candidates from 20 school districts across North Carolina. The Watson School also</p>			<p>strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates.</p>
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		provided support sessions for 13 Retake and Renewal Candidates during this year. Pre-Candidacy in the 21st Century hosted 33 teachers just beginning certificate from 16 school districts. In addition, 247 teachers pursuing National Board Certification purchased copies of 10 Self-Guided Steps: Supporting Your Own National Board Certification Journey.			
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for School Teachers/ Administrators: Rationale - Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Watson School of Education Outreach Alliance office worked collaboratively with Southeast Education Alliance to deliver targeted professional development to administrators and teachers in the southeastern region of North Carolina. The PD was based on the identified needs of teachers and superintendents in the	7/1/2009 to 6/30/2010	294 (teachers and admin.)	The total number of participants served was 294 including administrators and teachers from 14 school districts. 87% of participants stated that they valued learning new strategies from their peers and the additional knowledge they received for differentiation and instructional planning. Follow-up and additional professional

		<p>Southeast Education Alliance. The first PD session focused on creating brain-based teaching and learning environments in schools. The conference was presented by Dr. Marcia Tate, Worksheets Don't Grow Dendrites. The Southeast Education Alliance and Watson School of Education continued their partnership by delivering a Symposium, which was a follow-up to Dr. Marcia Tate's conference. The symposium highlighted best practices of those individuals who are "growers" of brain cells, within the Southeast region and were also aligned with North Carolina Teacher Standards #2, #3 and #4. Strategies to grow brain cells focused on elementary, middle and high school levels of instruction.</p>		<p>development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education Interim Dean is a member.</p>
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B. Brief Summary of faculty service to the public schools.

The Watson School of Education continues to support the University's regional engagement and outreach goals through service to public schools. In 2009- 2010 faculty demonstrated a strong commitment to activities and service related to public schools. Service to public schools includes a variety of initiatives. Watson School faculty members served as senior project judges, student tutors as well as guest or key note speakers. The number of faculty who served as senior or graduation project judges increased from 13 last year to 20 this year. Service to public schools also revealed a strong focus on diversity related topics. This is achieved through memberships on advisory boards for low achieving inner city children; advisory boards for special needs children, tutoring students with behavior and learning problems, and by conducting workshops aimed at developing teachers' cultural responsiveness. For example, one faculty member is the co director and co founder of the Hillcrest program. This program aims at providing educational opportunities and programs to historically under-served populations. Watson school faculty members also support public schools through grant writing and review, review of instructional materials, and by serving as mentors to teachers. There were a total 17 workshops in which Watson faculty members served as organizers or leaders. Five faculty members were engaged in a total of 43 activities related to reviewing or preparing instructional materials or standards for public schools. Service to public schools also includes tutoring of students and support services to parents. The Watson School of Education Ed Lab increased the number of tutoring hours and children served for a second year. The Ed Lab served 478 children in 2008-2009 with a total of 6544 hours of tutoring, and increased those numbers to 440 children served with 6897 hours of tutoring in 2009-2010. Watson faculty members are also engaged in activities related to the community and the profession through membership and leadership positions in professional organizations at the local, regional and national level.

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

The Watson School of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are a staple of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas. A regular newsletter includes WSE information, teacher tips, professional development information and highlights of new teacher classroom initiatives. A board-game-based workshop, "Will It Phase You?" prepares teachers for the rigors of the developmental phases they will experience in early years of teaching. The workshop has been distributed to 10 states and over 300 copies are currently in public schools. Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. The First Years of Teaching website includes resources and survey links where teachers update contact information and receive resources. Online support includes analysis and reflection on new teacher practices and includes the new NC Professional Teaching Standards and 21st Century Skills. Another new initiative this year was the development of the Beginning Teacher Promise of Leadership Award that was presented to local teachers. This award program provided professional development to 51 teachers from 10 districts. Our plans include continuing support, through professional development of

mentors, in the 21st Century Skills. FYTSP will also provided leadership opportunities and professional development open to area beginning teachers that is facilitated by beginning teachers. FYTSP will continue to support administrators by implementing the newly developed School Leaders in the 21st Century model of shared leadership. The FYTSP served more than 500 beginning teachers through the various avenues of support and shared information with over 200 graduates establishing contact and offering immediate support.

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

The Watson School of Education (WSE) Alternative Licensure Coordinator office addressed the needs of 11 lateral entry teachers and 200 licensure-only students. The Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for two of the four alternative licensure programs offered by the WSE. The Coordinator met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules. Over the course of the academic year, these extended office hours served the needs of over 200 students. In addition, the Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access and support. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by a letter from the principal for their internship requirement for licensure. The Watson School also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. The "Fresh Start" program is another attempt to remove a barrier for potential students. Students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to WSE to complete a licensure-only plan of study for lateral entry candidacy are candidates for "Fresh Start". To qualify for "Fresh Start", candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The WSE also provides support for lateral entry teachers in the public schools. Lateral entry teachers participating in the NC Teach II program are provided extensive mentoring by UNCW faculty. Lateral entry teachers have access to online teaching materials provided through the WSE First Years of Teaching Support Program and PD 360 professional development.

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

The Watson School of Education supported career teachers through ongoing professional development and partnership activities. Activities included: faculty providing weekly on-site support for career teachers in the areas of ESL, writing workshop and best practices in teaching reading; sponsorship of a guided reading workshop; and work with the UNCW Arts Council to host a total of 7,500 elementary students and teachers at five cultural events at UNCW. Faculty also participated in weekly trips to a community center working with low-income and disenfranchised non- or low-level readers. In an effort to make graduate courses more available for career teachers, the Curriculum, Instruction and Supervision and Master's of School Administration Program developed add-on licensure programs and made coursework fully on-line to enhance accessibility. In addition, the MSA program has made their add-on licensure program fully online as well. Faculty members worked with novice administrators in partner districts to increase the effectiveness of the school operation and instructional practices within the schools. Both on site orientation and extended preparation in working with UNCW Interns are facilitated by the Professional Development System Director. Specific Professional Development Initiatives offered during the academic year included integrating the North Carolina Professional Teaching Standards/21st Century Skills, the Coalition4Success Conference, and various collaborative meetings, including forums with NC DPI. In March and April 2010, Two "PDS Professional Learning Days" were offered to partnership teachers and delivered by WSE faculty. The workshops were differentiated based on teacher grade level and focused on 21st Century Learning: Information, Media and Technology Skills. An overwhelming majority of participants attested to learning new ways to utilize currently available technology to engage their students. To support career teachers in seeking National Board Certification, Pre-Candidacy in the 21st Century hosted 33 teachers just beginning certificate from 16 school districts. In addition, nine "Sanity Saturday" sessions were held for initial candidates along with two evening work sessions. 90 first-time candidates from 20 school districts participated in the initial candidate support program. Collaboration with current NBC teacher leaders continues to be integral to the support model. Three facilitators worked on site with candidates during monthly sessions while 13 people worked as readers. All facilitators were trained in ethical facilitation, recent National Board information, and purposeful models of support. The team also provided one-on-one support in specific content areas. The WSE also provided support for 13 Retake and Renewal candidates in their 2nd or 3rd year of certificate pursuit. In addition, 247 teachers pursuing National Board Certification purchased copies of 10 Self-Guided Steps: Supporting Your Own National Board Certification Journey. For the 5th year in a row, the end of year survey indicated that 100% of all initial support candidates stated they would recommend the WSE National Board Support Program.

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

The Watson School of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 45 school systems helping struggling readers. 618 teachers worked with 5,430 1st grade students. The Watson School of Education continued to partner with the College of Arts and Sciences' Departments of Social Work and Psychology, Centro Hispano and three PDS Partnership

school districts (Brunswick, New Hanover and Pender) to build the region's capacity to support learning for ESL and disenfranchised students by participating in the Coalitions 4 Success II grant. The program directly improved educational outcomes and experiences for approximately 175 LEP students as well as providing a critical support network for over 200 beginning and career teachers. The Watson School of Education and the College of Arts and Sciences continued its program of offering graduate level science courses to educators in an effort to help them broaden and deepen their skills and knowledge, thereby increasing their ability to support the learning of all students. The Watson School of Education and the Department of Computer Science continued collaborating on an NSF grant utilizing the Squeak media authoring tool to infuse instructional technology skills in the core curriculum grades 7-12 in schools in Brunswick, Pender, and New Hanover County. The project works with underserved and underrepresented groups, including female and minority students to increase achievement as well as encourage further studies in the instructional technology area. This project directly impacts 25 teachers and 50 students each year with a potential of indirectly impacting over ten thousand students. The Watson School of Education and the UNCW Office of Cultural Arts provided cultural arts opportunities for public school children. Over 4,500 students were able to attend The Degas String Quartet and the Hansel and Gretel Opera. Curricula were written and taught to the students to enhance their experience. Training for teachers was provided to ensure that this was a quality learning engagement for all participants. The WSOE hosted a workshop featuring Dr. Brian Cambourne, World Renowned Educator from Australia focused to helping teachers better understand the pedagogy and theory relevant to 21st century learning. 55 educators from our region attended the conference. Training in the teaching of reading was provided to 33 educators through the Brunswick County Hill Center designed to help children struggling with learning to read. Watson School of Education faculty hosted the Science Olympiad. They also hosted the Jr. Seahawks Science Academy. Over 60 middle school students from underrepresented populations attended. The academy is designed to help these students increase confidence and enthusiasm about considering college as an option and math and science as a career. Watson School of Education faculty were involved with numerous consulting opportunities with low-performing and at-risk schools in the areas of math, science, reading, writing, classroom management.

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

All program areas fine tuned and began implementation of their revised programs. All graduate programs did the revisioning for their programs as well. The Professional Development System has orchestrated meetings with public school partners in an effort to assess needs and create program changes to meet needs identified. Faculty in the Watson School of Education have been active in collaborating with colleagues across the state. Teachers demonstrate leadership: WSOE began its third cohort of doctoral students with 8 new candidates. Faculty across the Watson School of Education are involved in Doctoral Review Committees. A new chapter of SNCAE was established at our extension site in Jacksonville. Faculty directed honors theses and independent studies. Many of these resulted in joint presentations at state and regional conferences. Teachers establish a respectful environment for a diverse population of students: Professors continued to report the results of their work to enhance the understanding of and valuing of diversity in their Professional Development Reports. Seventeen students completed their internship in Belize. They created blogs to share their experience with the North Carolina classrooms in which they started their internship. An opportunity to do the last 6 weeks of

the internship semester at schools in Kuwait was initiated. Eight students will travel to Kuwait next fall. The online diversity portal was increased allowing faculty and students to access diversity materials to use in class and presentations. Specific service learning assignments helped students be better prepared to effectively support the learning of all students they will teach. Watson School of Education hosted a poverty simulation to help educators better understand those facing these challenges. Teachers know the content they teach: The revised programs include greater emphasis on helping our students know the content they teach. An additional math course was required for elementary majors. Collaboration with colleagues in arts and sciences was completed to identify artifacts in those classes that would help assess the content knowledge of our teacher candidates. Teachers facilitate learning for their students: All program areas reviewed evaluation data from internships and identified areas of concerns with which to work. Courses have been identified in which to address weaknesses. More and better structured field experiences have been put in place in all programs. Students show evidence of their proficiency in their portfolio. Teachers reflect on their practice: Students video record instances of their teaching and use those recordings to reflect on their effectiveness. All students in the WSOE create a professional development portfolio that shows evidence of their proficiency as teachers but also shows evidence of their effectiveness as reflective practitioners.

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

The major area of emphasis, which was agreed upon by all departments in the Watson School of Education for this academic year, was that of defining the unit's identity and strategic planning within the context of this identity. This initiative became a year-long priority for the Watson School. The Strategic Plan for the Watson School of Education was slated to lapse in the fall of 2010. Before beginning to attach meaning from one document to another, it was determined that an updated Faculty and Research identity would be a strong component to develop, prior to writing a new strategic plan. This process was a long and well-thought out one which occurred from Fall of 2009 through April 2010. In early fall, two of the department chairs; in conjunction with the Dean, established a time-frame with specific activities to be carried out from the Fall through the Spring. In the fall, members of all four departments, auxiliary services, administrative assistants and other support areas met to begin the process of describing what the identity of the Watson faculty and staff, those employed in the Watson School of Education, should and did include. There were discussions, surveys, polls and multiple planned deliberations. At each juncture, all involved faculty and staff participated. They participated until such time as there was a list of adjectives that described who the personnel thought they were, collectively, as members of the Watson School of Education. Also, a list of events, activities and interactions were sifted through to examine the critical nature of the jobs held and functions that people carried out, within the Watson School. Once surveys were tabulated and all of the discussions were transcribed, departments had a chance to review the final contributions. This engagement, with all personnel, has created a comprehensive overview of the functions and roles within the Watson School. The next step, of developing a strategic plan for the Watson School of Education, will be made more transparent as a result of first creating an identity.

Supplemental Information (Optional)

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

Students in the Watson School of Education consistently score high on PRAXIS I, and some of this success can be attributed the workshops that we offer each semester. Workshops are offered on campus to UNCW's Education majors and at area community colleges. Students are informed about additional preparation resources (guides to study, practice materials) and to our University Learning Center where they can obtain tutoring and test-taking guidance. All students are given a 2-page handout with information about the test and recommendations for taking the test. Over ninety percent of students achieve a satisfactory score on all sections of the test on their first attempt. For those students who must retake a section of Praxis 1, almost all subsequently obtain a passing score. Similarly, pass rates for Praxis 2 are extremely high, ranging between 97-99 %. The Watson School of Education has also designed a webpage devoted to Praxis I which contains instructional videos, tips and recommendations, and links to study materials and other resources.

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

The Watson School of Education's full-time recruiter completed his second year in that role this year, continuing to advance the WSE's goal of recruiting students into education and especially targeting minority students. He traveled regularly to meet with high school students in the southeast part of the state, and he met with freshman during visits to each of our regional community colleges. The recruiter worked to raise the visibility of education programs and encourage interest in the teaching profession among minority students. For example, he represented WSE at the campus' Minority College Fair and presented at the Need 2 Lead residential leadership weekend (The N2L Program is designed for rising high school juniors from across North Carolina who seek to make a difference in their communities.) He worked closely with UNCW's Centro Hispano Office and he had a table at the 2009 Festival Latino in Wilmington. A more traditional role included providing information to and meeting with students who had not declared a major to help them evaluate studying to become a teacher. Some of the events at which he made presentations were: "A Major Affair," "Explore Your Backyard," Troops to Teachers Program, and the UNCW Job and Career Fair. Another major element of recruitment occurred through our sustained efforts to support and encourage Teacher Cadet Programs in area public schools. We have a Teacher Cadet partnership with seven different counties (and 12 schools), and the number of schools and partnerships continues to grow. UNCW also maintains a Teacher Cadet Website. In April we successfully hosted one of North Carolina's regional NC Teacher Cadet Conferences. More than 30 UNCW Wilmington faculty members have served as mentors and/or speakers to groups of Teacher Cadets.

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

The Watson School of Education is committed to developing a diverse student and faculty population. The WSE has partnered with the UNCW admissions office and share a teacher recruiter as a member of the admissions staff. Part of the duties of this position include working with the regions Teacher Cadet Programs to recruit underrepresented populations who are interested in becoming teachers. The Teacher Cadet Programs have made multiple visits to the UNCW campus and were given opportunities to interact with faculty and students in the WSE. This year the WSE also hosted the Regional Teacher Cadet Conference. The WSE has other programs designed to recruit students of color who are prospective educators including Teaching Fellows and the Project Teach collaboration with local schools. The WSE partnership with Isaac Bear Early College has been another endeavor to recruit high-achieving, diverse public school students. As an early college high school, students participate in an accelerated high school education program which offers honors courses to prepare students for the rigor of college. Currently there are 245 students attending Isaac Bear (43% male, 57% female, 29% minority, 71% white, 44% first generation college). Among the Isaac Bear students taking courses at UNCW, there were seven students from Isaac Bear who received the Chancellor's Achievement Award and 18 students who made the Dean's List. The WSE continues to work with regional AVID programs in facilitating visits to the UNCW campus and development of interdisciplinary curriculum projects AVID teachers can implement in their schools. The Junior Seahawk camp continues to grow in numbers. The camp is offered during the summer with a mission to bring under-represented middle school students to campus to learn more about math, science and technology. The WSE continues to host the Senior Sankofa each semester for graduating African American students at UNCW. The WSE has made efforts to broaden our applicant pool by posting new faculty position announcements in journals that have minority populations as their primary audience. We continue to support minority faculty through the WSE and UNCW mentoring programs. This year one minority and one international faculty member successfully completed the reappointment process. The WSE Diversity committee continues to review current programs for modification as well as pursuing new initiatives to meet the needs of our minority faculty members. The Watson School of Education plays a major role in the diversity goals of UNCW. The Associate Provost for Institutional Diversity's faculty affiliation is with the WSE. Lathardus Goggins II is the Interim Director of the Upperman African American Cultural Center and his faculty affiliation is shared between the WSE and the Social Work Department in the College of Arts & Sciences. The new Director of Centro Hispano is an alumnus of the WSE and currently a student in the WSE Ed.D. program. These individuals and their offices and centers are also active in recruiting minority students and faculty to the WSE and the University at large.

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

The Watson School of Education continues to implement new initiatives to meet the educational needs of the state and region. All programs that involve teacher-licensure have been re-visioned to meet the new standards outlined by the North Carolina State Board of Education. This year has been a transition year for the new undergraduate licensure programs. The first official group of pre-service teachers will begin in the Fall

of 2010. This year we have been quite pleased with the changes we have made and in the changes we have seen in our students in their first year of the new program. Next year our revised MAT programs will be implemented. We are excited to see the impact these changes will reveal when the students are interning in the area schools. WSE continues to struggle with space issues and has utilized distance learning options as a partial solution. The WSE has also moved to offering the ESL concentration and licensure courses completely online and the MIT has moved forward in making their courses available both online and face-to-face. We have increased accessibility by delivery of courses and programs onsite, online, and on the Information Highway, as well as having UNCW education advisors at five Community College partner sites. The WSE has also continued to nurture and support relations with our colleagues at UNCW and residents in the surrounding community by sponsoring various speakers and events. Our Belize program student intern numbers doubled from the previous year. These student interns face challenges that they didn't face interning at local schools. In Belize they are considered experts when compared to the educational background of the teachers in Belize. The teachers in Belize look to them for ideas and insights. The students are also faced with the problem of teaching with limited resources. The leadership skills and the global perspective these students develop is invaluable to their future teaching careers. Next year the WSE will begin a new initiative of adding a student intern experience in Kuwait. Students will intern locally for 8 weeks and then they will intern 6 weeks at the American Creativity Academy in Kuwait City. We are excited about the potential opportunities and experiences this experience will provide. The doctoral program also took a group of school administrators to South Africa to study the schools there and compared and contrasted the issues faced there and in the United States. The International Program Coordinator continues to look for additional international opportunities for students in the WSE.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	28
	Hispanic	1	Hispanic	13
	White, Not Hispanic Origin	98	White, Not Hispanic Origin	605
	Other	7	Other	7
	Total	112	Total	665
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	44
	Other	1	Other	1
	Total	22	Total	50
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	66
	Other	2	Other	2
	Total	8	Total	81
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	93
	Other	1	Other	7
	Total	43	Total	116

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)	1	1
Elementary (K-6)	1	1
Middle Grades (6-9)	3	3
Secondary (9-12)	3	3
Special Subject Areas (k-12)		
Exceptional Children (K-12)	2	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	10	10
Comment or Explanation		
This table displays the number of lateral entry teachers (including NCTeach and CT3) enrolled at UNCW during the 2009-2010 academic year. A total of 203 licensure-only students were enrolled in courses to complete licensure requirements, and 10 stated that they were lateral entry teachers.		

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

	Baccalaureate
MEAN SAT Total	1,183
MEAN SAT-Math	571
MEAN SAT-Verbal	570
MEAN ACT Composite	26
MEAN ACT-Math	24
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	332
MEAN CBT-W	326
MEAN CBT-M	353
MEAN GPA	3.46
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)	5	3		3
Elementary (K-6)	30	166	1	25
Middle Grades (6-9)	1	15		28
Secondary (9-12)	2	31		11
Special Subject Areas (K-12)	5	25		4
Exceptional Children (K-12)	1	26		2
Vocational Education (7-12)				
Special Service Personnel				
Total	44	266	1	73
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	202	97
Spec Ed: Adapted Curriculum	6	100
Spec Ed: BED	1	*
Spec Ed: General Curriculum	19	100
Institution Summary	228	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	114	86	47	5	7	
U Licensure Only	22	2	1	1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	26	16	3	2	1	2
U Licensure Only	21	11	1	3	3	2
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	348	94	45
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
New Hanover County Schools	757
Onslow County Schools	532
Brunswick County Schools	321
Pender County Schools	281
Wake County Schools	274
Duplin County Schools	206
Johnston County Schools	123
Columbus County Schools	114
Sampson County Schools	102
Charlotte-Mecklenburg Schools	101

**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
67	16	38