

IHE Bachelor Performance Report

UNC-Chapel Hill

2010 - 2011

Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, now enrolling 29,390 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the tenth consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News & World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim 19,300 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking as reported in U.S. News & World Report. Our overall ranking of #29 this year places us among the top 10 percent of schools of education. With 53 full-time faculty members and an enrollment this spring of nearly 840 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina. Our PROGRAM FOR EXPERIENCED TEACHERS (MEdX) is a 31-33 hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 10 to 20 students each, with teachers who work together often studying together. As of Summer '11, a total of 189 teachers were currently enrolled in

our M.Ed.X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators, in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through NC TEACH, Carolina Online Lateral Entry (COLE), and our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. An important avenue of collaborative program development between the SOE and Arts and Sciences culminated in the approval of UNC-BEST, focusing on expanding the pipeline of math and science teachers through an innovative program aimed at math and science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. Eighteen more students have graduated from May 2009 to the present. Current enrollment in UNC BEST is 36. Our Early Childhood and Special Ed programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG). The Research Triangle Schools Partnership (RTSP) is a collaborative effort bringing together interdisciplinary faculty in the SOE who are interested in partnerships with local school districts and communities designed to enhance student learning and family support, pre-service teacher education, in-service teacher professional development and doctoral training. Our current efforts are primarily focused on developing a stronger partnership with Orange County Schools (OCS). LEARN NC provides free access to quality instructional resources and online professional development for NC teachers. The LEARN NC website (www.learnnc.org) covers all areas of the K-12 curriculum. LEARN NC delivers services directly to schools in each of North Carolina's 115 school systems.

Program Areas and Levels Offered

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. **ELEMENTARY EDUCATION (K-6):** Elementary Education, A, M. **MIDDLE GRADES EDUCATION (6-9):** Language Arts, A, M, licensure only, lateral entry; Mathematics, A, M, licensure only, lateral entry; Science, A, M, licensure only, lateral entry; Social Studies, A, M, licensure only, lateral entry. **SECONDARY EDUCATION (9-12):** English, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; Classical Latin, M; Physics, A; Biology, A. **SPECIAL SUBJECT AREAS (K-12):** English as a Second Language, M, add-on; Reading, M, add-on; Music, M; Second Language Studies: French, A.M.; German, M; Japanese, M; Spanish A, M,. **EXCEPTIONAL CHILDREN (K-12):** Special Education: General Curriculum, A, M, add-on and lateral entry; **SPECIAL SERVICE PERSONNEL (K-12):** Curriculum Instructional Specialist, add-on, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, D, add-on; School Counselor, S; School Psychologist, S, D; School Social Worker, M,S; Speech-Language Pathologist, S. (NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS; CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill HS; CHATHAM: Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City</p>	<p>(1) Preparing 21st Century professionals by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas. (2) Teacher Retention through support, instruction and pay increases associated with obtaining an M.Ed. (3) Governance by 21st century systems with the authorization of a Technology M.Ed. cohort (4) Closing the Achievement Gap via professional</p>	<p>In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing educators who wish to pursue</p>	<p>August 2000 to present</p>	<p>189 currently enrolled experienced teachers</p>	<p>In 2010-2011, we had 189 students in 6 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 390 career educators from 2003 through May 2011. As of the Summer of 2011, we have 189 MEdX students currently enrolled in cohorts: The three continuing from Summer 2010 are Literacy K-12, Science K-8 and Spec Ed K-12; the three new cohorts beginning Summer 2011</p>

<p>Elem, Silk Hope Elem, Chatham Middle, Horton Middle, Northwood HS; DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe's Grove Elem, Pearsontown Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle, Chewning Middle, Durham School of the Arts, Githens Middle, Rogers- Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD: Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland- Cheeks Elem, Grady Brown</p>	<p>development in advanced curricular and instructional materials associated with graduate education</p>	<p>graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.</p>			<p>are Literacy K-12, Math K- 5, and Social Studies 9-12. Between August '09 and May '10, we had 64 experienced teachers who graduated from our Literacy K-12, Math K-8, and Math 9-12. Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating</p>
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<p>Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar Ridge HS; VANCE: Henderson Middle; WAKE: Wilburn Elem, Turner Creek Elem, Forest Pines Drive Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Middle, Centennial Campus Middle, Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest- Rolesville Middle, Western Middle, Broughton HS, Green Hope HS; WAYNE: Greenwood Middle, Norwayne Middle.</p>					<p>Summer 2006. This and similar documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.</p>
<p>AMERICA READS/COUNT S: ORANGE: New Hope Elem; CHAPEL HILL- CARRBORO: Carrboro Elem, Ephesus Elem, Rashkis Elem; Scroggs Elem; Culbreth Middle; Holmes Day</p>	<p>(1) Preparing 21st century professionals through engagement with identified low- performing students. (2) Closing the Achievement</p>	<p>America Reads and Counts: Age appropriate books were used in tutoring sessions to guide this year's Author's Tea project to provoke discussion about social justice issues relevant to</p>	<p>August 2005 to present</p>	<p>55 tutors with 120 children</p>	<p>America Reads/Counts placed 55 tutors with 120 children for 4,590 hours of tutoring.</p>

<p>Care. DURHAM: Maureen Joy Charter School</p>	<p>Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>our learners. These discussions led to students composing stories, which they drafted, revised, edited and published with the help of their tutors, on topics ranging from bullying, fairness, friendship, poverty and access to clean water. Each child and tutor was given a copy of the book which was also read to the community at the Orange County Literacy Fair. America Reads tutors also participated in National Literacy Action Week. They created opportunities for older students to buddy read with younger students and made bookmarks and posters to increase awareness of the importance of literacy within the school community.</p>			
<p>NC LITERACYCORPS ENGAGE: ALAMANCE, ORANGE, DURHAM, WAKE,</p>	<p>(1) Preparing 21st century professionals through engagement with identified</p>	<p>NC LiteracyCorps/ENGAGE is a statewide AmeriCorps project focused on literacy/ELL</p>	<p>August 2008 to present</p>	<p>34 corps members; 2,437 volunteers serving 14,181 learners</p>	<p>34 Members recruited 2,437 volunteers who contributed a total of 36,539</p>

<p>GUILFORD, MOORE AND FORSYTH COUNTIES.</p>	<p>low-performing and ELL students and adults. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing and ELL students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>tutoring for NC children and adults.</p>			<p>hours and worked with 14,181 learners</p>
<p>TUTORING PROGRAMS: AT-RISK TUTORING—CHAPEL HILL-CARRBORO CITY SCHOOLS: McDougle Elem, Sewell Elem, McDougle Middle</p>	<p>(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e.,</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they</p>	<p>September 2004 to present</p>	<p>350 tutors serving 700 students</p>	<p>Tutoring arising out of SOE teacher education programs served almost 700 students, providing over 350 tutors. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>

	college tutors).	inform the School of Education of these needs. Through our At-risk Tutoring Program, the School of Education provides hundreds of undergraduate students each year to serve as tutors for the identified school children.			
AVID TUTORING FOR AT-RISK MIDDLE SCHOOL STUDENTS: DURHAM PUBLIC SCHOOLS: W. G. Person Magnet Middle; ORANGE COUNTY; Stanback Middle, Stanford Middle and Gravelly Hills Middle.	(1) Preparing 21st century professionals through engagement with identified low-performing students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).	The Middle Grades Program, in collaboration with Student U (a joint program sponsored by Durham Public Schools, Duke Univ, NCCU and UNC-CH) created a plan for academic enrichment for both summer and during the school year for middle school students at risk. College students are the tutors/teachers and the Middle School Program coordinator was the faculty mentor. AVID training was provided in the School of Education to more than 25 Middle Grades preservice teachers who then served as AVID tutors during the	August 2008 to present	25+ Middle Grades preservice teacher and 300+ students	Tutors served approximately 300 students in the Orange County and Durham Public Schools named. Students were identified as at-risk of school failure. The preservice teachers/ tutors provided help in each of the four content areas (i.e., math, science, language arts and social studies) and worked with middle school students in academic skills building, literacy and numeracy strategies particularly problem solving,

		school year.			collaborative inquiry and organizational skills. This was the third year of this particular program which was expanded at the request of the schools.
TEACHING FELLOWS TUTORING: DURHAM: Jordan High; Bethesda Elementary. CHAPEL HILL-CARRBORO: Glenwood Elementary, Scroggs Elementary, Carrboro Elementary, Seawell Elementary, McDougal Elementary, Frank Porter Graham, Estes Hill, Grey Culbreth Middle School, McDougal Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School, East Chapel Hill High. ORANGE: A.L. Stanback Middle School.	(1) Preparing 21st century professionals through engagement with identified low-performing or struggling students. (2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).	The Teaching Fellows Program provides 108 undergraduate students who serve as tutors as well as in other capacities in area schools. The students also observe and assist teachers in various ways as needed.	September 2009-April 2011; (begun in September 2005)	108 Teaching Fellows serving 17 area schools	Teaching Fellows tutors provided more than 3,000 hours in almost 17 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.

<p>Research Triangle Schools Partnership (RTSP): Reconnect and Recharge seminars Bertie County; Chatham County; Chapel Hill-Carrboro City Schools; Clinton City; Cumberland County; Durham County; Lee County; Orange County; Vance County; Wake County</p>	<p>Preparing 21st Century professionals by providing support, networking, and problem solving among new teachers (i.e., program graduates) as a professional development and continuing education opportunity.</p>	<p>Reconnect and Recharge, in its second year, was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four (4) times during the school year for approximately four hours per session. There were twenty five participating teachers from 10 different school districts across North Carolina representing both rural and urban school settings.</p>	<p>11/01/10 -6/11/11 (Program first begun in Fall 2009)</p>	<p>25 beginning teachers from 10 NC LEAs</p>	<p>Preliminary findings show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related, curriculum issues, collaboration with colleagues, parent-teacher related, leadership issues, and internal conflicts. Student-related dilemmas included students who were not performing at grade level, challenging high-achieving students, and difficulty in motivating students. Curriculum issues included structured and scripted curricula, curriculum that is not developmentally appropriate,</p>
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		<p>During each session, participants were organized in small focus groups, which included a facilitator, where they discussed dilemmas of practice in their school and classroom. Participants were grouped according to their teaching area and level they were currently teaching. Within these groups, participants problem-solved issues of concern in their work, and discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's teachers face. In addition, we were interested in examining the impact this project may have on the teacher participants.</p>			<p>and grading. Dilemmas concerning collegial collaboration included strained relationships with teaching assistants and older generation teachers, difficulty in receiving help from other colleagues, and ineffective Professional Learning Communities. Parent-teacher related dilemmas included limited parent involvement, parents that are disrespectful and do not reinforce classroom rules, and parent conferencing. Dilemmas related to internal conflicts included being respected as the "new" teacher, teachers not being held accountable for ineffectiveness</p>
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					<p>s, and developmentally appropriate practice versus teaching to the test. The teacher participants also discussed problem-solving strategies including differentiation and motivational strategies, finding support groups, and taking advantage of the autonomy provided in each individual classroom. Overall, participants felt the Reconnect and Recharge seminars greatly helped them in terms of support and problem-solving. Participants looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and</p>
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					were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.
CAREER START (with School of Social Work): Winston-Salem Forsyth County Schools; Guilford County; David County; Thomasville City; Asheboro City; Stokes County; Surry County; Randolph County.	(1) Preparing 21st Century professionals by providing professional development for middle school teachers in regard to relevance of instruction (2) Producing globally competitive students by connecting curriculum of middle school students to career and job skills	Begun in 2007, CAREER START is a middle school teaching strategy to increase the relevance of core curriculum courses in middle school. Teachers augment their instruction by giving examples of how what they are teaching is related to the careers and job skills of people in their communities. Example lessons are available on-line through LEARN NC; teachers invent their own lessons as well. Promoting the relevance of instruction enhances student attention to the content of what is being taught in the core middle school courses. Career Start aims	Fall 2007 to present	500 teachers and 15,000 students in six LEAs	CAREER START lessons are being used in six school districts with 500 teachers and 15,000 students. A longitudinal evaluation is being conducted with 7,000 students in the Winston-Salem/Forsyth county middle schools. The initial findings provide data on students at the end of 8th grade taking into account their exposure to career relevant instruction in their core courses in 7th and 8th grades. The findings thus

		<p>to promote better transitions into high school as well as improving labor force capacity since middle school attachment is key to later success and graduation from high school.</p>			<p>far are as follows: Students with most of the teachers providing career illustrated lessons are significantly more likely to (1) remain highly engaged in schools, (2) report that they highly value their education, (3) have fewer unexcused absences, (4) stay out of trouble and/or get suspended, and (5) perform better on their end-of-grade math and reading tests. All of these findings are more significant for lower-income students and students of color. Findings remain significant after introducing statistical controls for demographic characteristics of students and their</p>
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					families.
TARGETED READING INTERVENTION (TRI): Grant awarded. Determination of NC Schools still in negotiation.	(1) Preparing 21st Century professionals by providing professional development for rural K-1 teachers in regard to reading instruction for struggling readers (2) Closing the Achievement Gap by identifying and providing successful remediation for struggling readers at an early age	Targeted Reading Intervention (TRI) was implemented by faculty in 2004. TRI combines elements of dozens of teaching strategies. In the TRI program, a consultant works with one classroom teacher and one struggling reader at a time. In biweekly coaching sessions, the consultant and teacher formulate instruction for that child, based on the diagnosis of the child's reading difficulties. Guided by the TRI consultant, the teacher provides 15 minutes of one-on-one interaction with the child every day until the child shows marked improvement. Since its inception, TRI has been implemented in a series of small, randomized clinical trials. Results to date are encouraging: Students who have received TRI have shown significantly greater gains in reading ability	May 2011 – June 2015	25 rural schools, some in NC. Four teachers per school and three students per classroom for three years.	Results to date from pilot TRI sites are encouraging: Students who have received TRI have shown significantly greater gains in reading ability than control students who have received other forms of reading instruction. Continued funding of \$3.4 million from the Department of Education will provide the expansion of this successful program to 25 Title I schools, several of which will be in NC. To date, planning has begun on the current phase of the project.

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<p>ENHANCED RURAL ONLINE LEARNING (EROL): Individual 9th grade students from any district but with emphasis on rural districts</p>	<p>(1) Closing the Achievement Gap by providing opportunities for rural youth seeking to meet high school graduation requirements in North Carolina. (2) Producing globally competitive students by facilitating learning and enabling high school graduation.</p>	<p>Faculty are developing online training for facilitators who will support rural students who did not achieve grade-level proficiency in their Algebra I course. As the students re-take the course online, the facilitators will keep them motivated and engaged as well as foster effective learning strategies when the students encounter difficulties with the material. The school-based facilitators often are not licensed teachers. Various school staff</p>	<p>February 2011-June 2013</p>	<p>Individual 9th grade students from any district but with emphasis on rural districts</p>	<p>The intervention is based on a previous project of the School of Education's National Research Center on Rural Education Support. The Enhanced Rural Online Learning (EROL) study supported rural youth taking online Advanced Placement courses in English Literature and Composition. In the EROL</p>

		<p>personnel might serve as facilitators, such as media specialists, counselors and secretaries. The goal of the newly funded project is to provide in-depth training to facilitators so they can provide adequate support to struggling high school students.</p>			<p>study, youth whose facilitators had received the Facilitator Preparation Program (FPP) had a 70 percent course completion rate. Other youth whose facilitators had received more limited training had only a 41 percent course completion rate. Current project will adapt this intervention program to support rural students taking Algebra I online. Beginning June 2011, summer, the researchers will conduct a pilot study to begin to determine if facilitators can implement the FPP training in order to increase success rates when working with 9-12 students.</p>
MADRES PARA NINOS: Chatham County; Harnett	(1) Closing the Achievement	The intervention focuses on narrowing the	September 2007 – May	23 intervention/control groups,	A pilot group was completed in May 2009,

<p>County; Lee County; Orange County</p>	<p>Gap for young Latino immigrant children through an intervention with mothers.</p>	<p>achievement gap for young Latino immigrant children by supporting and educating their mothers in a collaborative and problem-solving focused group. Goals include: a) an increase in knowledge and skill in promoting their child's language and literacy development, b) an increased understanding and familiarity with entry into the local school system, c) an increased skill level, knowledge, and sense of self-efficacy to parent and support their children, and d) an improved ability to acquire or identify resources and to engage in proactive problem-solving around educational issues.</p>	<p>2011</p>	<p>serving a total of 180-220 parents and impacting an equal number of preschool children.</p>	<p>with the following outcomes: (1) Parents reported they learned a great deal about the expectations of local schools for incoming students and associated parental responsibilities. (2) Parents reported that they learned about how to encourage their children to read, and how to ask questions and talk to their children about what they are reading so that they could gauge comprehension. (3) Parents reported learning that household items can be used to teach children, such as pointing out the shapes of items around the house. (4) Parents reported they have learned how important it is to spend engaged</p>
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					<p>learning time with their children. For example, several parents went on a joint trip to the public library to get library cards so that they would have the resources to spend more engaged time in literacy activities with their children. (5) Parents reported that they would tell potential members of future MpN groups that it was very useful and that “They should go and participate in the group because they will learn a lot of things that will help their children.”</p>
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B. Brief Summary of faculty service to the public schools.

FACULTY DOCUMENTED NEARLY 70+ INITIATIVES of public school service. Many taught classes in schools, provided professional development, collaborated on grants, & served on program, planning & teacher award committees. Ed Measurement & Evaluation faculty serves as a member of the state’s advisory group for assessment & accountability programs. Diverse faculty from the SOE have worked toward planning, evaluation & implementation of the First School effort. Early Childhood Ed worked in Wayne, Sampson, Wilson & Warren Cos on intervention strategies for helping struggling readers. Teach & Learn coordinated “Recharge & Reconnect” Seminars for new teachers. Mid Grades provided workshops on AVID in Durham & Orange cos. School Counseling served on an advisory committee for Wake Co Public Schools &

consulted in Sampson & Durham cos. School Psych consulted & provided training in schools in 4 districts, & gave support for Latina mothers in 2 school districts. Science Ed provided professional dev to teachers in Alamance Co, developed & taught science courses for middle school-aged home-schooled children, & provided a workshop in animation for a private school in Durham. Math Ed worked with K-9 teachers in Orange & Pasquotank Cos to connect formative assessment to math instruction. Literacy served as instructors to literacy coaches in Orange Co & as a mentor to the co's literacy dir. Music Ed provided choral clinics in Durham & Buncombe cos. Culture, Curric & Change worked with teachers & parents at an Orange Co HS to increase family participation, helped teachers at an Orange Co elementary school integrate arts experiences into their core curriculum & provided evaluation consultation to Warren Co Schools. Ed Leadership conducted a workshop for Chatham Co school administrators on creating & implementing school mission statements & supervised development of the 7 Pathways to Success Modules for CH-Carrboro City Schools. Ed Psych serves on an advisory committee on assessment & the state accountability system at DPI. Our faculty oversaw tutoring programs that provided more than 200 undergrad students to tutor at-risk students. FACULTY from ARTS & SCIENCES DEPTS & PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY, including the School of Info & Library Science on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Devt Inst & the Ctr for Devtl Sci on school-based research; & the UNC-CH Inst for the Arts & Humanities on the CHAT Festival (Collaborations: Humanities, Arts & Technology). FACULTY ACROSS THE UNIV SERVED SCHOOLS THROUGH MANY INITIATIVES. Biology Dept faculty visited schools with a Sci & Tech Mobile Lab.; the Schools of Dentistry, Medicine, & Nursing screened thousands of students; the School of Journalism trained hundreds of teachers & students in scholastic media; the Dept of Athletics hosted the Kids & College Program for underrepresented middle school students; the NC Botanical Garden hosted approximately 2,500 school children & partnered with schools; the Morehead Planetarium & Science Center, Ackland Art Museum, & Music Dept. hosted thousands of public school children.

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

Through our NC TEACH and COLE programs, we work with beginning lateral entry teachers, providing ongoing course work and maintaining contact with teachers by phone, email, and on-site or on-line methods. An initiative in its second year was a four seminar series for new teachers called "Recharge and Reconnect" in which 25 recent graduates in their first three years of teaching were invited to campus on four Saturdays – in November, February, April, and June – to explore the kinds of successes and challenges they were facing in their work. Teachers were divided into four groups (early childhood/early elementary; upper elementary; middle grades; secondary) to discuss case studies, individual experiences/challenges, and offer feedback and receive/offer support to other teachers. The focus of this initiative is to better support recent graduates who are new to the teaching profession and to use information to help keep the SOE teacher preparation programs relevant to the needs of today's teachers. Teachers came from 10 districts from across the state. LEARN NC continues to demonstrate its commitment to providing quality professional development for North Carolina educators through web-based curriculum materials, online professional development, and community outreach. LEARN NC conducted a year-long series on differentiated instruction, which included eight research-based articles by experts, classroom videos, slideshows of student work, interactive web conferences, and an online professional learning community. These professional development opportunities have provided valuable resources for all teachers, especially new teachers seeking strategies to

differentiate their instruction. Through our RTSP agreement, two courses in the elementary education and one course in middle grades programs were taught at schools in collaboration with school staff/administrators and district administration CHCCS, OCS and DPS. Approximately 100 students participated in these classes. In one of these courses elementary education students worked with families of students at one school in Durham Public Schools to provide a family support event for children and their families at both these schools. The UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. A similar grant from Burroughs-Wellcome provides scholarships and teaching supplements to qualified new math and science graduates from the UNC BEST program.

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

During 2010-2011, our efforts to recruit and support lateral entry teachers continued with a variety of programs emphasizing areas of critical teacher shortage, in particular math and science at the middle grades and high school levels. Our programs offer students a sequence of online courses compressed into a year's time. The CAROLINA ONLINE LATERAL ENTRY (COLE)/NC TEACH program recruits newly hired middle and high school mathematics and science lateral entry teachers and provides them with a complete package of core education and methods courses, making them eligible for licensure within 12 months of beginning the program. COLE/NC TEACH is a fully online licensure program and implements two unique innovations: First, instruction primarily using Elluminate Live!, which supports synchronous on-line instruction in conjunction with asynchronous components and, second, Constructive Coaching which provides ongoing support, mentoring, and instructional advisement that takes advantage of webcam technology so as to permit virtual classroom observations. Four students completed the COLE pilot program in December 2006. The first full cohort of 16 students began in January 2007. In this fourth year of COLE/NC TEACH, the online element has attracted distant participants from Franklin, Vance, Alamance-Burlington, Chapel Hill-Carrboro, and Wake co. Six students completed the program in May 2011 after which the program will be suspended until such time as the demand for lateral entry teachers increases. The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. We continued our collaboration with the School of Social Work and the School of Information and Library Science to provide support for provisionally licensed school social workers and school media specialists from across the state. Our licensure-only programs in birth-kindergarten education and in middle grades education are attracting increasing numbers of mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. The Special Education Lateral Entry/Add-On Licensure program completed its second cohort of students in Spring 2010. Eighteen additional students have either completed or are currently enrolled as of May 2010. After faculty were awarded an Online Lateral Entry Course Development grant in Fall 2008, two of the Special Education Lateral Entry courses were developed into hybrid online/face-to-face courses. Student feedback was recorded for the online format of these courses, and this feedback was incorporated to meet students' needs. Finally, LEARN NC has demonstrated its commitment to improving teacher retention in North Carolina through customized web content, professional development courses and community outreach. LEARN NC continues to provide innovative resources, ideas and best practices to teachers across the state who are new to the classroom.

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

Our DISTANCE ED offers opportunities for career teachers and aspiring administrators through two off-campus programs: M.Ed. for Experienced Teachers (M.Ed.X) and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working. LEARN NC continues to meet the needs of NC teachers by providing online curriculum materials and professional development materials. LEARN NC premiered the publication of digital textbooks for instruction in Mandarin Chinese and Arabic. The online textbooks are free and offer a myriad of resources to understand the language. The textbooks include video of native speakers with transcripts, guidance in reading and writing the language, and cultural notes on each lesson. LEARN NC leads the state in the identification and implementation of effective synchronous blended web conferences, guiding agencies and organizations from DPI to the NC Distance Learning Assoc as they work to reach educators state-wide. LEARN NC has plans to align all instructional materials and professional materials with the new Common Core Standards. Through RTSP, several faculty have offered professional development dealing with early math knowledge, middle grades literacy, behavioral issues at the preschool level and parent-school communication at the high school level. We continued serving career teachers through ADD-ON LICENSURE in Literacy, ESL, B-K and Pre-K and School Administration. We will begin offering the new Elementary Ed Math K-5 Add-on license in Fall 2011. The CCEE works closely together with the Chapel Hill-Carrboro, the Orange County, and the Durham County school districts. The center hosted professional development events and meetings for teachers, counselors and school administrators totaling 1500 hours. The use by K-12 students was in the amount of 1000 hours. The CCEE offered science summer camps to local elementary students and an enrichment program to homeschooled children. It organized a Model UN conference for middle school students and a Model UN training conference for high school students. By hosting CONFERENCES, SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving hundreds of educators at campus events. The School's LEARN NC program provides a wide range of in-person and online professional development programs. Our faculty participate in professional development programs, including participation at the Ocracoke Island School. A faculty member serves as a mentor for National Board Teacher candidates. Another provides educational leadership professional development workshops in Chatham, Wake, Orange and Franklin co. The School hosts the annual High School Journal conference, where teachers explore issues affecting education. The School hosts the Carolina Literacy Institute, which provided literacy instruction training for 30 teachers from five middle schools in Davie and Yadkin co. In addition, the School hosts a variety of LECTURES, WORKSHOPS, SEMINARS, DISCUSSIONS AND PRESENTATIONS exploring current issues in education.

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

UNC-Chapel Hill continues as an NC TEACH II host site serving lateral entry teachers licensed in critical shortage areas in high needs school districts with instructional and financial support. Qualifying participants sign a statement of intent to remain a teacher in a high needs school district for three years in order to receive the incentive. The MSA Off-Campus and School Administration Add-on programs had 45+ administrative interns assigned to various Title I or low performing schools in ALAMANCE-BURLINGTON, CHAPEL HILL-CARRBORO, CHATHAM, DURHAM, HICKORY CITY, ORANGE, WAKE and WILSON public school

districts. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically. A number of faculty working through RTSP provided assistance to low-performing schools in Orange County through efforts in early math knowledge, middle grades literacy, behavioral issues at the preschool level and parent-school communication at the high school level. The Middle Grades program continued the activity in the schools through AVID and Student U. Students worked at W.G. Person School in Durham as AVID tutors as well as three Orange county Schools (i.e., Stanback, Stanford, and Gravelly Hills). Students engaged classroom teachers to help deliver the preparatory instruction on the AVID program in regard to being an effective classroom tutor. Public school students were supported by SOE students, not only in the content area but also in study and organizational skills. Through a partnership with CareerStart, a program of UNC's School of Education and School of Social Work, LEARN NC has disseminated statewide a set of instructional plans that integrate career study into middle-grades curriculum areas. Research has proven these career-relevant instructional approaches raise student achievement and increase students' interest in and commitment to their education. LEARN NC is currently revising and extending curriculum based on new findings by CareerStart. The National Research Center for Rural Education Support (NRCRES) has ties with the Roanoke River Valley Education Consortium (RRVEC). Specifically, in service teachers in Weldon City Schools (part of the consortium) accessed literacy modules/classes through LEARN NC for professional development to coincide with a grant they received on adolescent literacy. We will place 2 student teachers from the elementary ed program in a school in Warren County (pre service support), member of RRV consortium. We are beginning the third year of a five year federal Teachers for a Competitive Tomorrow grant in support of our UNC BEST program. This collaborative network between UNC School of Education faculty and school systems has resulted in several of our UNC BEST alumni accepting teaching jobs at the following high needs districts: Western Alamance HS, Sun Valley HS, Middle College at Bennett, Northern Guilford, South Mecklenburg, CE Jordan HS, West Brunswick and Hawthorne HS.

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

GLOBALLY COMPETITIVE STUDENTS: School Psych faculty are key participants in a TransAtlantic Consortium on Early Childhood Intervention. Over 5 years, an international curriculum was developed through intensive institutes and the exchange of 100+ grad students among cooperating international universities. LEARN NC continues to partner with WorldView to offer an online professional development course commissioned by the State Board of Education. As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa. **INNOVATION IN NC PUBLIC SCHOOLS LED BY 21ST CENTURY**

PROFESSIONALS: Faculty provided professional development for teachers in regard to the using virtual worlds to teach science concepts. Our Research Triangle School Partnership continues its' school/community partnerships through a variety of initiatives with Orange county teachers and communities. These include: K-3 math training in two elementary schools; school readiness in literacy and math with HeadStart; and school-family partnerships to influence truancy, behavioral problems and lack of academic success among adolescents. **STUDENTS WILL BE HEALTHY AND RESPONSIBLE:** Through a partnership with CareerStart, we are disseminating statewide a set of instructional plans that integrate career study into middle-grades curriculum areas. Research has proven these career-relevant instructional approaches raise

student achievement and increase students' interest in and commitment to their education. The Family Life Project, established in 2002 with a \$16.5 million, five-year grant from National Institute for Child Health and Human Development (NICHD aims to understand how low-income rural families use child care subsidies, the quality of care they receive, and how subsidy use is related to child outcomes and parental work conditions. Researchers are working in three rural NC co (i.e., Wilson, Wayne and Sampson) to determine the biological, individual, family and community processes that lead to good or poor outcomes for young, high poverty, rural children. GOVERNANCE AND SUPPORT BY 21ST CENTURY SYSTEMS: With the help from central office personnel and faculty experts, we revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century schools. We admitted our first 13 students to this new Ed.D. program in January 2011.

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

In its' third year, UNC-BEST, a collaboration between the College of Arts & Sciences and the SOE, is a model program that will help NC schools address the critical need for qualified science & math teachers. In partnership with Warren, Vance, Hertford and Guilford co, we obtained an Office of Education grant (\$1.2mil) and expanded the program to include math, geological sciences, and chemistry. One facet of the grant involves recruiting from the partner areas to UNC for teacher ed. Another facet involves placing UNC BEST graduates in the high-need partner districts. The dean and others met with Vance-Granville Community College officials to establish and strengthen a relationship to enable a smooth pipeline to UNC-CH for community college students. In another collaboration with the College of Arts & Sciences, the SOE has designed and received preliminary approval for an UNDERGRAD MINOR IN ED. This undergrad minor is intended to provide an earlier exposure to education among undergrad students who may subsequently be interested in teaching. For undergrad students in other majors, the Ed minor will provide a means toward a more informed and active citizenry about educational policy and issues. Dean McDiarmid led the Professional Development group for the NC RACE TO THE TOP proposal and continues to be involved in the professional development initiatives, especially as implemented through our LEARN NC. Our RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP) continues to focus on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. RTSP is at the forefront of redefining the role of education within the new economy of NC. A formal MOU was established with the Roanoke River Valley Ed Consortium (RRVEC) to include professional development opportunities and grant resources depending on mutual projects. In Durham, SOE hosted a forum during which DPS staff shared the district's strategic plan. SOE coordinated the forum across campus to include an interdisciplinary team from different units (i.e., public health, social work, FPG, Morehead Planetarium and Science Center and others to collaborate with Durham in meeting the goals of the plan. There was particular interest in supporting faculty and staff in the lowest performing schools. Our TEACHING & LEARNING faculty continue to provide leadership and strategic focus upon consideration of public school needs in relation to our current and future programs, particularly in light of severe budget constraints. Dean McDiarmid and other faculty continued to work closely with the JAMES B. HUNT, JR. INSTITUTE FOR EDUCATIONAL POLICY AND LEADERSHIP which recently moved to the UNC-CH campus. Finally, in line with other parts of UNC-CH, the SOE has begun two significant global initiatives: One effort is in Thailand providing professional development works in math and science for Thai teachers. The second involves collaboration with the Beijing

Royal School whose founder will send 10-15 Chinese teachers per year to the SOE for further development in educational pedagogy for several content areas, including science and math.

Supplemental Information (Optional)

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

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

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

SOE's 2010-2011 recruitment plan continued to focus on increasing student enrollment and diversity within the teacher ed programs. This plan identified specific goals, key strategies, & action plans to help meet targeted and projected enrollment numbers. The SOE for the first time implemented Facebook advertising to promote 2 individual academic programs – the MEdX program & the Math K-5 add-on licensure program–& to promote recruitment of undergrads for majoring in Ed. We are able to track interest on our Facebook site and are working with others around campus to increase our ability to track prospects from interest to enrollment. Again, the SOE's Recruitment Office participated in CTOPS & Explore Carolina, 2 major, on-campus new student admissions events. We also participate in conferences at World View in order to provide visibility for our MEdX programs to current teachers attending these conferences. Faculty represent the SOE at various conferences across the state and have included more emphasis on recruitment during these conference appearances. Finally, the SOE's fast-track program, UNC BEST, serving the purpose of increasing the number of North Carolina math & science teachers, began math, chemistry, & geology cohorts in Fall 2009, which was in addition to the already existing biology & chemistry programs. UNC BEST has continued to grow & attract highly qualified math & science teachers into NC public schools, particularly with the added incentive of a Burroughs-Wellcome scholarship. We have continued to collaborate with the Dept of

Athletics as well as the Dept of Exercise & Sports Science to provide more flexible structuring in our undergrad programs to enable more student athletes to become teachers. In the UNDERGRAD/MAT STRAND, recruitment efforts resulted in an enrollment of 276 this year, an increase of initial licensure students from 2009-2010. The entering Teaching Fellows admitted 42 students for 2010-2011, including 19.1% minority. An education course is offered in General College to more than 250 students provided tutoring opportunities in local schools, bringing students into the ed major. At the GRADUATE AND POST-BACC LEVELS, our enrollment in professional ed programs leading to licensure (excluding the MAT program counted above but including doctoral programs in C&I, Ed Leadership & School Psychology) was 492 during 2010-2011, an increase of more than 77 students from the prior year. Much of our graduate level success has been largely due to the continued popularity of our MEd Program for Experienced Teachers (MEdX) & our MSA Programs. As of Summer 2011, 189 teachers were enrolled in 6 cohorts of our MEd Program for Experienced Teachers. Our MSA Program enrolled 63 students last year in the off-campus and 25 students in our on-campus programs, again an increase from the prior year. The School Admin add-on licensure, approved August '06, currently has 25 enrolled students. Our Lateral Entry Programs (NCTEACH, COLE, Middle Grades, Special Education) enrolled 15, our Licensure Only (BK, Middle Grades) enrolled 11 and our Add-on (BK, ESL, Literacy, School Admin, Special Ed) had 37 enrolled. (Note: All enrollments include Fall 2009 through SSII 2011).

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

In our continued efforts to increase minority recruitment and retention rates at UNC, the SOE has focused on the following areas: building stronger relationships with campus organizations and community to recruit minority students, program accessibility, funding for minority students, and outreach opportunities. In July 2011, we hired a distinguished P-12 Educator, Martinette Horner, a former UNC-CH Teaching Fellow, teacher and assistant principal in North Carolina. Ms. Horner has begun and continued numerous outreach initiatives, many specifically targeted at recruiting minority students into the teaching profession. The entering Teaching Fellows class for 2010-11 was 19.1% minority. Another means of recruiting minority students is through Licensure Only and Lateral Entry efforts. These programs offer late afternoon and online classes which provide flexibility for diverse non-traditional candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity will allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and Student Affairs from the SOE have ongoing dialogue to ensure a smooth transition for community college students who wish to become education majors. In regards to student outreach, the SOE's School Counseling program works directly with National College Advising Board counselors each semester to present SOE information to designated high schools with large minority populations who are usually underserved in undergraduate student recruitment efforts. The School Counseling program is also working with National College Advising Board to recruit its counselors into our M.Ed. in School Counseling program. The program admitted its first two NCAB recruits for Fall 2010. In terms of funding, the SOE continues to work directly with organizations such as NC TEACH and NCMTEC to identify financial assistance, discounted tuition, student teaching stipends, and other funding opportunities for nontraditional and minority students. Lastly, SOE External Affairs is working to identify funds and grants for underrepresented students. The SOE annually awards the Willie Hall Kennedy \$6,000

Scholarship to a rising junior in education, with preference given to minority or underrepresented students.

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

UNC Baccalaureate in Education and Science Teaching, (UNC-BEST), a fast track for the preparation of secondary science and math teachers, graduated its second cohort of nine undergraduate science majors who will become licensed as secondary science teachers. Sixteen graduates of the program are now teaching in high-needs districts in NC. Dean McDiarmid participates on the UNC-CH Community Campus Partnership for Tomorrow Committee--the campus response to the UNC-Tomorrow report. The Committee has established a partnership with Lenoir County. Similarly, Dean McDiarmid led the Professional Development panel for the North Carolina Race to the Top proposal submitted to the Office of Education. We continued to forge new relationships with Hertford County Schools, Warren County Schools, Vance County Schools, Vance-Granville Community College, and the Roanoke River Valley Education Consortium. Reconnect and Recharge was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four times during the school year for approximately four hours per session and received a small stipend for participation. As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa. The SOE faculty submitted an undergraduate Education minor which was approved, pending revisions, in April 2011. We have continued to collaborate with the Department of Athletics as well as the Department of Exercise and Sports Science to provide more flexible structuring in our undergraduate programs so that more student athletes can become teachers. With the help of several public school central office personnel, we completely revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century schools. Our first cohort of 13 Ed.D. students began in January 2011. Finally, we have successfully hired five new tenured or tenure-track faculty members during 2010-2011 who will begin in July 2011. They will bring leadership in areas of high need within North Carolina, especially in the Latina/o community. Their areas of focus are Math Education (2), Special Education, Middle Grades Education, ESL and Educational Policy.

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	2
	Asian/Pacific Islander	3	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	10
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	176
	Other		Other	5
	Total	18	Total	206
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	15
	Other		Other	
	Total	2	Total	15
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	1
	Total	2	Total	8

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	8	8
Secondary (9-12)	5	6
Special Subject Areas (k-12)		
Exceptional Children (K-12)		1
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	1	5
Total	14	20
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,275
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
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)	18			4
Elementary (K-6)	45	10		
Middle Grades (6-9)	21	4		3
Secondary (9-12)	8	3		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	92	17		7
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	69	100
Spec Ed: General Curriculum	2	*
Institution Summary	71	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	93	10			
U Licensure Only	2	4		1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only						
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	108	99	65
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Wake County Schools	961
Durham Public Schools	485
Chapel Hill-Carrboro Schools	370
Charlotte-Mecklenburg Schools	349
Guilford County Schools	312
Forsyth County Schools	276
Alamance-Burlington Schools	185
Orange County Schools	165
Chatham County Schools	143
Cumberland County Schools	114

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
39	7	15