

IHE Bachelor Performance Report

UNC-Charlotte

2010 - 2011

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2010-11, approximately 24,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral/ research university and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is also North Carolina's only urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is also committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through its seven academic colleges - Arts and Architecture, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. The campus welcomed its first class of 15 Levine Scholars in fall 2010. This is UNC Charlotte's most prestigious merit scholarship program. The campus is one of the fastest growing campuses in the UNC system. The College of Education opened its new building in December 2004. In August 2009 a new University Student Center opened, and in fall 2011 a new 11-story facility Center City Building will open.

Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the region, with minority students comprising approximately 25% of the student population. More than 1,300 international students are enrolled in University programs. The College has a strong partnership with the 13 school districts which make up the Southwest Education Alliance (SWEA). UNC Charlotte is located

within the bounds of Charlotte-Mecklenburg Schools, a school district with 178 schools and a highly diverse enrollment of approximately 135,000 pupils who are 32.8% white, 41.2% black, 16.4% Hispanic, 5% Asian, and 4.6% American Indian or multiracial. There are more than 10,000 students learning English as a Second Language and nearly half the students qualify for free or reduced lunch. UNC Charlotte's location is contiguous to Union County, a rapidly growing area with 53 schools housing close to 40,000 39,000 students. The College continues to provide a leadership role in teacher recruitment and retention initiatives even during the current economic downturn. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College of Education enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves lateral entry teachers following an alternative licensure pathway through the RALC. The College works in partnership with the Teach for America (TFA) program to serve individuals in their initial licensure programs. The College also hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in continuing accreditation, and the North Carolina Department of Public Instruction granted continuing approval to all programs reviewed. The College's teacher recruiter office and targeted marketing campaign attracted toward career changers has resulted in an increased level of inquiry, applications, and enrollments. The College of Education is committed to accepting and offering classes for all qualified applicants, as well as providing a GPA forgiveness route for adults who can re-establish academic credentials and work toward a teaching license. To enhance enrollment opportunities for principal preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum), and Dual Elementary Education/Special Education. Additionally, students at UNC Charlotte may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education in the College of Education. The secondary education minor is attached to majors in English, History, Geography, Math, Biology, Chemistry, Earth Sciences, and Physics. Licensure is also available in Comprehensive Social Studies for history and geography majors and Comprehensive Science for all science majors mentioned above. A new degree program in comprehensive science has been approved at the campus level and submitted for review and approval at the UNC General Administration level. Candidates in the K-12 programs of art, dance, music, and theatre arts education earn a major in the appropriate discipline in the College of Arts and Architecture and complete professional education requirements in their programs and in the College of Education. Candidates may also prepare for careers in a second language education (French, German, Spanish) by majoring in the respective foreign language program in the College of Liberal Arts and Sciences and by completing a minor in Foreign Language Education. The Graduate Certificate in Teaching and Master of Arts in Teaching (MAT) programs, designed as graduate-level routes to teacher licensure for second career professionals, offer teacher preparation in the following fields: child and family development (B-K licensure), elementary education, middle grades education (English language arts, math, science, or social studies), secondary education (comprehensive science, comprehensive social studies, English, math), special education (general and adapted curriculum), art

education, dance education, theatre education, second language education, and teaching English as a second language. Successful candidates receive a recommendation for the Standard Professional I license following the completion of the internship semester (graduate certificate program) and a recommendation for the Advanced/Standard Professional II license upon graduation from the Master of Arts in Teaching program. Other graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. Add-on licensure programs include: Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, and School Administration (principalship).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
NC Positive Behavior Intervention and Support (PBIS) Initiative (serving more than 900 schools in over 85% of the counties/local education agencies in the state) http://www.dpi.state.nc.us/positivebehavior/	Improved academic and social outcomes for students	Ongoing professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports (www.pbis.org).	April 16, 2010 – April 15, 2011	State and local education agencies as well as practicing teachers and other professionals (approximately 10,000, indirectly)	1) Schools implementing PBS in NC increased. 2) Office discipline referral data from schools implementing PBS compare favorably with national averages. 3) Consistent decrease in suspensions across schools implementing PBS in NC. 4) Levels of behavior risk evident in schools implementing PBS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically

					<p>implementing PBS. 5) While achievement differences were not statistically significant across schools with different levels of implementation of PBS, trends and effect sizes reflecting practical differences were documented. 6) Department of Public Instruction (DPI) staff members are developing statewide database to support evaluation procedures and practices initiated by and resulting from ongoing collaboration. 7) Reports highlighting academic and social progress developed and disseminated as collaborative product. http://education.uncc.edu/bric/gpreports.htm.</p>
Kannapolis City Schools	Develop problem-solving skills of teachers	NCQuest grant activities including 40 hours of professional development	8/2009 through 10/31/2010	35 teachers	Teacher change data (significant changes in teacher knowledge as measured on the Mathematics for Teaching instrument; Change in teacher beliefs (Neale dissertation – in progress)
The Charlotte Teachers Institute (CTI) is an educational partnership among UNC Charlotte, Davidson College and Charlotte-Mecklenburg Schools (CMS).	Priorities: Improve teaching and learning in CMS schools by developing and retaining strong teachers, building	Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College,	CTI Local Seminars: May-Dec 2010, April-Dec 2011 Yale	90 CMS teachers completed CTI 2010 seminars; 8 teachers participated in Yale National Seminars; 98 teachers	CTI Seminars: In 2010, 90 CMS teachers (who teach about 6,000 students) completed CTI seminars at Davidson College and UNC Charlotte, and developed original curriculum units they will implement in their own classrooms. These

	<p>teachers' knowledge, cultivating their enthusiasm for teaching, fostering collaboration and empowering them as leaders. Rationale: Research shows teacher quality is the single most important school-based factor in student performance. Keeping and supporting strong, resourceful teachers in the classroom is vital as demands on teachers grow and class sizes increase. Effective professional development programs, which empower teachers and support their intellectual and personal growth, have emerged as critical tools</p>	<p>CMS teachers (referred to as Fellows) learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. In addition to presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other CMS teachers and the community. These special events feature college and university</p>	<p>National Intensive Seminars: July 5-16. CTI special events: Oct. 22 2010; Feb. 10, Mar. 25, April 12, 2011.</p>	<p>began CTI Local seminars in April 2011; and 413 teachers attended CTI's multidisciplinary special events.</p>	<p>Fellows plan to share their curriculum units personally with 656 teachers. The units are also shared with teachers internationally on the CTI and Yale National Initiative websites. Questionnaire responses provided by all 90 teachers reinforce CTI's positive impact on teachers: 98% agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it; 99% agreed that participation in their seminar helped them grow professionally and intellectually; 97% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject. Eight (8) CTI Fellows engaged in national seminars and collaborated with teachers from across the country in the Yale National Summer Intensive in July 2010. In April 2011, a new cohort of 98 teachers began CTI local seminars to be completed in December 2011. Special Events: CTI's multidisciplinary, educational events in 2010-2011 included: Exploding Canons: The Planets (220</p>
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	for improving teacher quality and retaining effective teachers.	faculty members and other experts, providing teachers with new content as well as diverse perspectives and opportunities to engage in cultural opportunities they can share with their students.			participants including over 100 teachers); Exploding Canons: The Unexpected Impact of Romare Bearden (250 participants, 111 teachers); 2 UpTown: An Evening of Myths and Archetypes (250 participants, 100 teachers); and Exploding Conceptions: Race (102 teachers). As part of these special events, teachers attended symphony and dance performances; art, science and social studies exhibitions; as well as the faculty-led discussion forums.
Charlotte Mecklenburg School System Exceptional Children's Services (Albemarle Rd Elementary Oakhurst Elementary, Mint Hill Middle School), Project Mastery/ Project RAISE	Enhance teacher's skills and resources to teach state standards through our research	Study on teaching early numeracy- Study on teaching early science- Study on using peer tutors for read-alouds of informative text.	August 20, 2010-May 15, 2011.	Math: 7 students with autism or mod/sev ID; 3 SPED teachers; 3 general ed math teachers; 3 paras, Science: 1 teacher; 4 students w/ sev/prof ID; ELA; 1 SPED teacher; 1 ELA teacher; 3 peers who were nondisabled ; 3 students mod/sev ID.	Teachers were trained to implement strategies. Data showed increased vocabulary, concept learning, comprehension, story grammar, writing, research, poetry, and play components. Longitudinal results-- Large to small effect sizes for all measures.
North Carolina Department of Public	Measure Indicator 14	Collected and	Annually	Two Special	Produced the report for IDEA on Indicator 14.

Instruction (NCDPI) - 26 LEA involved.	for reporting to the Federal Government.	analyzed data describing students with IEPs who exited the school system. 26 LEAs involved.	(last 5 years) 2006-2011	Education Directors at NC DPI (Fred Lee & Bobbie Grammar)	
Socrates Academy Charter School, Matthews, NC	Implement CAMMP approach to teaching math in English and Greek Achieve high math scores on state math EOGs	Teacher inservice in CAMMP teaching strategies, ongoing assessment, technology use, Socratic teaching for meaning	August 2010 to June 2011	2 administrators, 45 teachers, 450 students	2nd, 4th, 6th graders all score above the national average for peers on the Iowa Test of Basic Skills (ITBS; 2nd, 4th, 6th graders score above 90th percentile on ITBS for math problem solving; 98% or higher of third, fourth, and fifth graders scored on grade level for 2009 and 2010 math EOGs; 2nd graders range between grade equivalents of 2.8 to 4.4 for math on ITBS; 4th graders range between grade equivalents of 4.6 to 8.6 for math on ITBS 6th graders range between grade equivalents of 6.8 to 9.8 for math on ITBS
Fairview Elementary - Union County Schools	Observation of teachers in k-5 settings	Workshops on differentiated curriculum with follow-up observations in K-5 classrooms	9/10-3/11	36 teachers and 3 administrators	Observation reports were given to administrators and the gifted director
Charlotte-Mecklenburg Schools	1) Identify factors that impact scale	1. (a) online survey of	Jan. 2005 to	1) 66 special education	1. (a) Seven factors that have potential to impact use of literacy

	<p>up of a literacy curriculum for students with significant intellectual disabilities. 2) Identify, student, teacher and instructional factors that impact literacy development for students with significant intellectual disabilities</p>	<p>special education teachers developed April 2010 conducted May 2010, (b) fidelity of administration data collected on 3 teachers each week between October 2009 and May 2010, (c) final testing of literacy skills of 16 students after three years of literacy instruction in May 2010. 2. (a) video recordings of literacy instruction of 6 purposefully selected special education teachers completed between October 2009 and May 2010, (b)</p>	<p>Dec. 2010</p>	<p>teachers, 4 district level administrators, 3 elementary school principals, 2) 12 special education teachers, approximately 25 students</p>	<p>curriculum with students with severe disabilities were identified (preparation, implementation, support, adaptations, outcomes, administrator involvement and parent involvement), (b) Implementation fidelity of literacy instruction was 90%. This indicates that teachers were quite adept at delivering literacy instruction, (c) longitudinal data analysis of literacy instruction is still in progress. There is initial evidence from analysis from the first 4 years that students have made significant progress in learning phonics and phonological awareness skills, vocabulary and comprehension. 2. Qualitative data analysis to identify student, teacher and instructional factors that impact literacy development from the videos support the factors identified in the surveys. Interim findings indicate that challenging behaviors of students, consistent mode of student responding provided by teachers, teacher use of resources, use of systematic prompting strategy that matches student ability, and lesson structure impact student literacy instruction.</p>
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		<p>teacher interviews following each video completed between October 2009 and June 2010, (c) final composite video and teacher interview completed in June 2010. 3. Data analysis continued through Dec. 2010</p>			
<p>Central Cabarrus High School, Cabarrus County Schools</p>	<p>"9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the End of Course Test Purpose: to support student understanding of social studies by offering intervention strategies for improving</p>	<p>"Small group or individual tutoring led by UNC Charlotte social studies preservice teachers. UNC Charlotte preservice teachers are advised by corresponding CCHS social studies teachers on the</p>	<p>Within the academic year of 2010-2011, the project began August 27, 2010 and concluded on May 11, 2011. Class meetings on site at CCHS from</p>	<p>"56 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. 115 secondary students participated in the tutoring program. "</p>	<p>"Impacts on candidate learning are measured through candidate growth as documented in their reflective journals. All candidates indicated growth in their understanding of how students learn and increased knowledge of pedagogical strategies for helping students learn social studies. Of the students who attended consistently (approximately 70%), everyone made a C or better in their social studies course and passed the EOCs at a level 3 or higher"</p>

	<p>student reading comprehension, test taking skills, and study habits. Additionally, this project will provide an opportunity for preservice teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address these needs."</p>	<p>topic for the week. Candidates work with students on homework, readings, and preparation for tests. Candidates focus on reading strategies, study skills, and test taking skills. Candidates model comprehension strategies for students. "</p>	<p>12:45 to 3:45 once a week on Wednesdays. The tutoring program is held from 2:15 to 3:30 PM.</p>		
<p>Central Cabarrus High School, Cabarrus County Schools</p>	<p>As an ongoing targeted initiative for professional growth of administrators and teachers, Central Cabarrus High School in collaboration with University strives to become more culturally</p>	<p>Collaborative dialogues among university faculty in MDSK and TESL, CCHS teachers and administrators have led to the proposed project. We have targeted</p>	<p>May 2010 - ongoing</p>	<p>30 teachers and administrators</p>	<p>Improved Spanish language skills of all participations Increased communication with immigrant students and parents/guardians More culturally responsive curriculum and teaching</p>

	<p>responsive and to overcome language barriers in response to changing school and community demographics. Cabarrus County has experienced an influx of Spanish speaking immigrants which has directly affected school enrollment. Teachers and administrators are sensitive to the changes they are experiencing in their classes and have recognized their limited knowledge and skills in addressing diverse student needs. In spring 2010, a professional development workshop was conducted by Linguistic, TESL, and</p>	<p>Dr.Salas, Cultural and Language Specialist, and Mrs. Tesoro Romos, a native Spanish speaker and linguist, for the development of a Working Spanish Program. Collective input from all stakeholders have been used to frame the curriculum by addressing language acquisition, language specific to schools/education for communication with students and parents/guardians, cultural differences sensitive to the presentati</p>			
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	<p>MDSK faculty to broaden teacher and administrators understanding of the cultural differences among immigrant populations and to develop intervention strategies to support the needs of these students. Teachers articulated their inabilities, even with recommend methods, to overcome language barriers; thus, we have collaboratively developed a program to improve teachers' knowledge of Spanish and to expand their knowledge of cultural diversity and global issues in contemporary society.</p>	<p>on of content, and global dynamics reshaping the school community. We have proposed a series of three semesters for the course delivery to provide sustained professional growth. Teachers will receive CEUs for their participation. As the culminating experience, we are proposing a cultural immersion in Peru that would include home stays and visits to schools. PDS funding will be used to build the framework for this project</p>			
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		and begin its implementation as well as jumpstart other initiatives for additional external funding. Develop of the program and its delivery are evidence of joint engaged work in collective interests through the development of learning community that supports multiple learners, promotes effective research-based practice, and exhibits a common shared professional vision of strategic change. Outcomes			
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		of the program will benefit not only the teachers and administrators directly involved, but will engender culturally responsive classrooms for immigrant students and visionary school environments for pre-service teachers.			
Caldwell County Schools - Career Center Tech Prep Demonstration Grant Site	Evaluation of Tech Prep Demonstration Grant	Instrument development and validation, data collection, and analysis	June 2009 - July 2010	Admin & Teachers=2 2 Students =230	Student increased performance in several EOC areas in 2009-2010
Anson County Schools - Anson Discovery Center Project and Anson High School	External Evaluator of the Discovery Center Project Grant; External Evaluation of Smaller Learning Communities	Instrument development and validation, data collection and analysis	6-2010 To 7-2011	Admin & Teachers = 14, Students =42; Admin & Teachers = 39, Students =805	(1) Student increases in Math and Reading during 2009-2010, 2010-2011 as well as improvements in student and staff attitudes toward the project, self-concept and the instruction (2) Student increased performance in several EOC areas during 2006-

	Grant				2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011 3) Implementation of an academy structure at grades 9 and 10 during 2009-2010 as well as improvement of student and parent attitudes toward school.
Kannapolis City Schools; Charlotte-Mecklenburg Schools; Union County Schools	Develop teacher content knowledge and pedagogical skills in implementing Investigations curriculum	Professional development activities; classroom implementation visits; grade-level school meetings; leadership development of lead teachers	8/2009 – continuing through 6/2012	Approximately 180 teachers	Significant changes in teacher knowledge; Change in teacher beliefs
Middle Grades University--Ridge Rd., MLK, Jr., Randolph, and Northridge Middle Schools in Charlotte-Mecklenburg Schools	Priorities: To support higher education aspirations and goals for Middle grades university students by identifying students who "might prosper from additional support". Student selection involves a joint effort between	All middle grades university students originate in the CMS district. Each spring students are selected and invited to participate in the following academic year. University	August 2010-May 2011	26 middle school students; 21 Middle Grades teacher candidates	Students engaged indicated (through closing surveys) more motivation and preparedness for the classroom/schools; parents surveyed agreed

	<p>MGU staff and middle school teachers and administrators. Ultimately, a scholarship will be awarded to an at-risk youth(s) who is a graduating high school senior (MGU participant) and plans to attend a degree program at UNC Charlotte.</p> <p>Rationale: To benefit educationally at-risk youth by providing opportunities to prepare them for academic success through their primary and post-secondary years.</p>	<p>mentors (middle grades majors) are paired with the middle grades students and receive training in preparation for their role as a mentor, including a review of early adolescent development as it relates to their MGU relationships, MGU program components, responsibilities, tips for building trust and for working with families. Typically two faculty members direct the program. The annual program includes</p>			
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		<p>numerous outreach and educational activities as well as family/parent components. Teen Health Connection is also involved as a partner and helps keep focus on healthy living issues. Sessions range from meeting with college admission counselors, financial aid, self-esteem, and goal setting.</p>			
<p>Statewide Institute of Teaching Excellence (SITE)</p>	<p>SITE Biology helps teachers implement the NC Standard Course of Study in Biology more effectively. SITE K-2</p>	<p>Respiration, Photosynthesis, Energy transfer in ecosystems, Evolution, adaptation; Earth Systems, Force &</p>	<p>August 2010 - February 2011</p>	<p>3 Administrators, 45 Teachers</p>	<p>Content misconceptions, concept mapping and reading strategies; Improve content understanding and implement best instructional strategies.</p>

	<p>Science institute participants will actively learn science content and apply curriculum topic study strategies to link standards and research to instruction. Participants will actively learn science content framed within the context of the 5-E model of instruction.</p>	<p>Matter, and Living Organisms; Energy, Forces and Motion, Weather, Ecosystems, Living Systems</p>			
<p>Wolf Meadow Elementary School Cabarrus County Public Schools</p>	<p>1) Introduce plans for full implementation of PLCs 2) Consult with PLC teams during actual meetings</p>	<p>1) August 2010: Conducted a day-long professional development session: Secrets of Successful PLC 2) September and October – Met with faculty as they completed PLC documents for Cabarrus County</p>	<p>8/2011 - 10/2011</p>	<p>40 Teachers Grades K-5</p>	<p>Outcomes will be assessed by year-end CCPS instrument.</p>

		Schools			
Kannapolis City Schools	Support District-Level activities for K-4 teachers	Designed district level assessment for K-2 teachers; Conducted data analysis on district data for K-2 teachers	August, 2010-present	All KCS K-2 teachers	The assessments align more closely to the state standards and the curriculum being used.
Cabarrus, Union, Lincoln, Rowan, Stanly, Carteret, Hertford, Forsyth, Wake, Watauga	Assess effectiveness of remote observation of graduate interns, Identify site-level and university barriers to the effective implementation of the remote observation of graduate interns, Assess candidate effectiveness and preparedness of graduate interns via remote observation, Assess the validity and reliability of the remote observation process.	Teacher observations completed using STAR instrument, Implementation of TK20, Student survey of course satisfaction and satisfaction with the remote observation process.	March 16, 2010-March 15, 2011	Administrators: approx. 10, K-12 teachers: approx. 10, Students: approx. 150, UNCC graduate interns: approx. 10	Validity study data to be analyzed, Student survey data to be analyzed during the summer and fall of 2011.
Kannapolis Intermediate School	To increase support to	TESL graduate	August 31	2 Lead ESL teachers,	Multicultural Celebration with special

<p>(KIS); Kannapolis-City Schools (UNC Charlotte Professional Development School)</p>	<p>PDS school with identified ESL student needs and teacher support. To engage TESL candidates in diverse community service projects</p>	<p>candidates worked with classroom teachers to support ESL population at KIS through tutoring, literacy development, and classroom material preparation. Candidates engaged in all support activities that led to a successful multicultural event with over 600 people in attendance and a spring EOG night (these activities included translation services, serving food, wearing mascot costumes, reading activities with</p>	<p>2010-May 1, 2011.</p>	<p>30-40 ESL students, 20 Graduate TESL candidates</p>	<p>focus on engaging Latino families within the community-600+ in attendance; Parent EOG night; Academic student support throughout the 2010-2011 school year with emphasis on literacy development.</p>
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		young children who attended, supported teachers with technology and students with presentations			
Elementary Science Olympiad	Elementary SO is a series of different hands-on, interactive, challenging and inquiry-based events	Biology, Earth Science, Environmental Science, Chemistry, Physics, Engineering and Technology. Elementary Science, Rocks & Minerals, Weather, Landforms, Human Body, Forces & Motions, Electricity, Design and Construct Events	October-November 2010	1 administrator and 25 CMS elementary teachers. Coaching for Activity: 1 administrator, 50 CMS elementary teachers, 3 Home School teacher coaches; 2 private school elementary teacher coaches	NCSO events align with the North Carolina Standard Course of Study as well as the National Science Education Standards. The events are designed to enhance and strengthen both science content and process skills.
University Meadows Elementary School, Charlotte-Mecklenburg Schools (UNC Charlotte Professional Development School)	A. Teacher Retention and professional development for beginning teachers. B. Collaboration	A. Completed previous year's Induction Program not	A. August, 2009 – June, 2010; August 2010 – June,	A. 8 participants; 10 participants B. School Administrators and staff	A1. A survey was distributed to Induction participants with the following response choices: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree --Six participants

	<p>with school partners for preparation of pre-service teachers and implementation of the PDS model</p>	<p>reported on last year's annual report – date was collected in June, 2010. Monthly support meetings for Induction Program entitled SUMIT – Support for University Meadows Induction Teachers – with first year teachers, those new to the school, and/or teachers new to a grade level being taught. B. Serve as university co-liaison: 1) Teach class on site, 2) Attend School Leadership Team meetings, 3) Support classroom</p>	<p>2011 B. August, 2009- June, 2010; August, 2010- June, 2011</p>	<p>responded to the following prompts: Quality of program: 2 agree, 4 strongly agree; Useful and practical content: 2 agree, 4 strongly agree; Facilitators' skills and knowledge: 6 strongly agree. Facilitators' response to questions and needs: 6 strongly agree; Facilitators were confidential and professional: 6 strongly agree; Time to collaborate with other staff: 6 strongly agree; Handouts were helpful and applicable: 2 agree, 4 strongly agree; Appropriate meeting time: 1 agree, 5 strongly agree; Recommendation to others: 1 agree, 5 strongly agree. Narrative comments were also given. The strengths noted included: 1) The discussions that come from the sessions are great. 2) The program helps to look at and attach the class/ curricula in a better way. 3) Always engaging I liked being able to be hands on. 4) Always shared advice ... a great resource ... fun 5) Engaging, time to speak and listen with other teachers; stress release. 6) This was a great way to listen to other ideas and thoughts of new teachers.</p>
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		<p>teachers who serve as university supervisors on site. Serve as university co-liaison:</p> <ol style="list-style-type: none"> 1) Teach class on site, 2) Attend School Leadership Team meetings, 3) Support classroom teachers who serve as university supervisors on site, 4) Conduct workshops for faculty as requested in collaboration with school administration 			<p>A2.Final Evaluation results for SUMIT for the 2010-2011 school year will be available in June, 2011</p> <p>B1. 1) A questionnaire was distributed to school staff in grade level groups at the June staff meeting. Narrative comments were recorded. Data indicate that</p> <ol style="list-style-type: none"> 1. All grade levels have a good understanding of the nature of a Professional Development School (PDS); 2. Each grade level recorded benefits of the PDS including extra funding for the school and support for the staff; 3. Each grade level offered suggestions for additional resources to be pursued in the following year including such ideas as professional development topics and materials to be purchased; 4. Each grade level suggested ways to better communicate with the staff such as through newsletters and email; 5. Each grade level suggested ideas for continued implementation of the PDS including classes being taught on site, continuation of the Induction program, and better communication. <p>2) Staff questionnaire results will be available</p>
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					after data are collected at the June staff meeting. B2. Final Evaluation results for the 2010-2011 school year will be available in June, 2011
Central Cabarrus High School, Cabarrus County Schools (a UNC Charlotte Professional Development School	Improved performance on EOC; Increase graduation rate; Increase teacher effectiveness in working with Diverse Student Populations; Reduce the number of incidents of aggressive/disrespectful behavior by freshmen; Reduce the number of unexcused absences by freshmen. Reduce the number of unexcused absences by freshmen; Increase the parent membership and attendance of the School Leadership/Improvement Team; Increase graduation rate among	Working Spanish, Cultural Diversity, & Global Issues weekly professional development; Stakeholder Involvement--Mrs. Tesoro Ramos is a native Spanish speaker and has experience in education, linguistics, and working with educators. She also has a working relationship with Dr. Salas who can provide direction and guidance on	January 2010 - Present	Part 1: 60 teacher participants, 3 administrators, 2 staff and 2 university faculty members. Part 2: 2 administrators, 4 teachers, 4 university faculty, 2 graduate students, 4 families. 12 ELL families involved in community outreach as an offshoot of this project	Part 1: Direct Outcomes--CEUs for Teachers, UNC Charlotte Faculty Instruction (Dr. Salas); Indirect Outcomes--9-12 ESL & ELL Learners, Candidates collaborate with highly prepared visionary leaders. Pre-post analysis of teacher impact on ESL/ELL learner achievement (EOCs, Grades). Pre-post surveys Improvement in teacher efficacy. Graduation Rates and Attendance of ESL/ELL learners. Pre-post reports of ESL/ELL learner behavior issues. Pre-post number of referrals for ESL/ELL learners for Exceptional Needs. Part 2; Direct Outcomes--Provides Hispanic parents with English language skills to better communicate with CCHS faculty and staff. Indirect Outcomes: Builds a partnership with local Hispanic community and Cabarrus County Schools. Hispanic parents can more effectively advocate for their children.

	<p>Hispanic students.</p>	<p>emergent issues in globally and cultural diverse contemporary education classrooms.</p> <p>Hispanic Community Outreach: Providing English language training to parents/caregivers of CCHS Hispanic and ESL students (including feeder elementary and middle schools). Possible sources of training are TESOL faculty/students from UNC Charlotte, foreign language department at UNC Charlotte and CCCHS, and Hispanic</p>		<p>Consequently, informed, enfranchised parents are more successful at helping their children achieve in school. Focus group discussions with Hispanic community to determine the role of schools in their community and how they can contribute. Pre-Post reports of Hispanic community involvement within Cabarrus County Schools including attendance at school leadership/improvement team meetings. Pre and post assessment of disciplinary action among Hispanic youth. Pre and post assessment of academic achievement of Hispanic youth.</p>
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		service fraternity at UNC Charlotte. Training of tutors and outreach volunteers . Spanish to English workbooks and tutorial supplies. Travel for parents and children.			
Mallard Creek High School	PDS School site: Content Area Literacy	Literacy Team member	9/2010 - present	Committee: 18; Staff: 110	Designed and implemented school wide literacy initiative
Randolph Middle School (UNC Charlotte Professional Development School)	Increase math and literacy scores on EOGs 2) Attend PDS conference	1) Reading/literacy strategies in reading and math, 2) Staff development at school site	Sept. 2010- May 2011	Principal, School liaison, & University liaison	1) Scores will be examined after EOG, 2) Attended and presented at PDS conference in New Orleans
Central Cabarrus High School, Cabarrus County Schools (a UNC Charlotte Professional Development School	Assist with technology-mediated learning of content for all stakeholders; Share resources with teachers as tools for improving student achievement; Student	Technology integration project to support social studies teacher in exploring emerging technologies that their utility in teaching	October 2010 through November 2010 and March 2011 through April 2011	56 UNC Charlotte teacher education candidates and 10 teachers; 6social studies and math teachers for WiTL project; Materials are used by	Overall evaluation of the workshop indicated participate satisfaction with methods, materials, and applications. Books from LFD project continue to be used as curriculum resources for program. 6 teachers at CCHS are being paid an honorarium of \$200 each to participate in a teacher mentor and technology integration

	<p>content knowledge and literacy skills in after school tutoring program</p>	<p>content.; WiTL-- technology integration project; SmartBoard Applications Workshop ; Socratic Seminar mentoring of Student Teacher and Practicing Teacher conducted in April 2011 and March 2011; Received successful PDS recognition, funding and continuation within the UNC Charlotte PDS Network; Literacy for Democracy Curriculum Resource Applications to support Teacher Education Service</p>	<p>all students enrolled in social studies classes at CCHS</p>	<p>project in each of the three classes that they teach. Approximately 500 students are involved in the use of technology.</p>
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		Learning Experiences			
"Watauga County Schools Exceptional Children's Department"	"1. Train all co-teaching teams, HS administrator s and EC Central Office Staff in co-teaching best practices and research. 2. Train all co-teaching teams, HS administrator s and EC Central Office Staff in Differentiated Instruction"	1. June 2010 Conducted inservice training on collaborative co-teaching practices. 2. June 2010 Conducted inservice training on collaborative co-teaching practices.	June 10-11 2010	Administrators= 2, P12 Teachers = 28	All 13 of the co-teaching teams have implemented co-teaching at the HS level. No P12 student data has been collected.
Cabarrus County Schools;	Design programs for dropout prevention. Re-design curriculum assistance program for high school EC programs and inclusion support.	Ongoing support meetings and coaching with high school success teachers. Ongoing support meetings and coaching with CA and ESL teachers. Ongoing support and coaching with middle	4/15/2010-present; ongoing partnership	Approximately 45 teachers; 3500 students	Specific to High School Success, this last semester, there were 143 kids in HS Success: 111/143 78% were proficient on the English I test 131/143 92% passed English I Grand Total for 3 semesters: 337/447 75% proficient on the test;

		school programs. 35 days of workshops.			
Croft Community School, Charlotte-Mecklenburg Schools (UNC Charlotte Professional Development School)	Improve student achievement in reading, mathematics, writing and science through enhanced instructional practice.	1. After participating in PD, staff examined existing integrated units to identify 2-3 possible opportunities for inquiry and select an inquiry for implementation (August 2010). 2. Implement a community development plan to support student achievement through effective partnerships designed to increase authentic communication and participation. 3. Teachers will ensure	2010-2011	Entire Staff – 38 people	The PD day proved to be a very productive time to examine units to guide thinking throughout the school year. Final end-of-grade test scores will be available in early summer. Preliminary data are indicating that the activities implemented this year will strengthen student achievement in reading, mathematics, writing and science.

		that students are globally competitive for work and are ready for post secondary education (ensuring all students are prepared for graduation - goal 2014 plan) by assuming leadership roles and responsibilities within the PLC and PDS framework. 4. Selected grade level representatives participated in science PD with UNC Charlotte partners to create a vertical articulation document to inform			
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		<p>K-5 integrated unit planning. (ongoing)</p> <p>5. Teachers created a K-5 writing plan to include specific writing outcomes by grade level to ensure the continuity of writing skill development across content areas K-5 (ongoing)</p> <p>6. As the result of PD, staff will complete a self assessment using the new teacher evaluation rubric indicating their level of performance and outline specific growth goals for targeted standards</p>			
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		(to be completed June 2011). As a result of PD, staff will outline areas of interest or expertise relative to the PDS work plan and agree to plan, participate in and/or execute specific activities as part of a collaborative team (to be completed June 2011)			
Concord Middle School, in Cabarrus County Schools (UNC Charlotte Professional Development School)	The UNCC Writing Project obtained funding via the National Writing Project for on-going writing improvement among the school's teachers and students. Work began with summer institute in 2008 and continued	On-going funding was obtained in February 2008 through the UNCC NWP office. Co-director Karen Haag and I have worked within this grant at Concord	July 2010-May 2011	75 Teachers	Activities included monthly professional development for teachers, demonstration lessons with students, individual conferences with teachers and administrators, and a summer Young Writers Camp for the school. We also set up a Professional Learning Community with the writing teachers and hosted a district-wide writing conference at Concord late winter.

	with weekly work through this third and final year in the project.	Middle for three years and completed our project in the 2010-2011 term			
Cabarrus County Schools Central Office, Pitts School Rd Elem, R. Brown Mcallister Elem, Furr Elem, Coltrane-Webb Elem, A.T. Allen Elem.	All: Sustained and expanded implementation of RTI in all Cabarrus County Elem Schools	Central Office, Pitts School Rd., and Furr Elem.: Consultation, planning and training in expansion to math and writing. A.T. Allen: Consultation. Coltrane-Webb: Consultation. Royal Oaks: Consultation	May 1, 2010 to April 30, 2011; 9/1 to 11/10, 2010; 10/1/2010 to 11/20/2010; 9/1/2010 to 4/10/2011	78 teachers and 8 administrators; 3 teachers and 3 administrators; 2 administrators; 8 teachers and 1 administrator	Pitts School Rd. is now fully implementing RtI reading, math, and positive behavior support in all classrooms. Pitts School reading scores in quarterly benchmark testing have risen by more than 218% from the pilot year (2007-2008) and are now the highest in the district. Pitts School referrals to special education are down by 39%. R. Brown McAllister, Furr, and A.T. Allen are fully implementing RtI in reading and math at all grade levels.
Turning Point Academy (TPA), Charlotte Mecklenburg School	*Dropout Prevention, *Improve Student Achievement, *Improve Student Behavior, *Enhance Student Engagement and Goal Setting	*Student Enrichment Program, *Literacy Through Photography at Turning Point Academy, *Parent Workshop	September 7th, 2010 – May 26th, 2011	2 Administrators, 28 Middle School Students Served (Transient population/ Alternative School), 3 TPA Teachers, 6	*All of our Students Remained in School, * Students had less Referrals and Suspensions than the previous year, *Teacher Surveys Indicated Improved Student Achievement Among our Sample

		s, *Teacher Workshop s		Doctoral Students	
Freedom School Partners, Inc. of Charlotte	Support the efforts of this non-profit agency to meet in the ongoing needs of high-poverty students living in Charlotte's historic and segregated African American neighborhoods. ; Help advance the literacy and learning of students in grades three through 9 through service learning courses.	Our graduate students have worked with Freedom School kids during their summer programs for the past two years. The focus has been on implementing digital literacies with high-poverty urban students. We have engaged these students in: The development of a website; A digital video project	2005-ongoing	35 UNC Charlotte graduate students; over 60 Freedom School Scholars each year	Impact has been significant on our graduate students who report that the service learning aspects of the course provide significant opportunities to put digital literacies into practice. ; K-12 student impact is more difficult to gauge but surveys indicate that students are excited about learning and actively engaged. For many students, this was their first experience in using Web 2.0 technologies.
CSTEM Pre-College Initiatives: AP Review Day, Renaissance Academy Parent Night, Charlotte Country Day Algebra Initiative	Provide a review opportunity for high school students taking AP courses;	Review sessions conducted by AP instructors and university faculty;	September 2010 - April 2011	Students – 570 Teachers – 8, Faculty - 3; Parents: 38, Teachers: 12,	Sessions completed with over 600 contact hours of instruction provided for AP students; Presentation on the importance of reading and writing in studying mathematics

	Engage parents, teachers, and students in conversations about literacy and mathematics; Creation of a professional learning community between middle and upper schools to discuss the relevance of introductory algebra, the rigor that should be expected of students, and engaging pedagogy.	Presentations; Monthly meetings focusing on topics of curriculum, assessment, and teaching/learning algebra		Administrators: 4, Students: 25, University Faculty: 1; Middle and Secondary Teachers: 14, Administrators: 1, University Faculty: 1	with question/answer session; Facilitation of Learning Community with assessment protocols developed and alignment of key concepts and knowledge.
Charlotte-Mecklenburg Schools, Kannapolis City Schools	Evaluation of Professional Development Workshops	Classroom observations, interviews, and surveys	July 2010 – June 2011	Administrators: 25, Teachers: 183, Students: 4911	Workshops have an impact on teacher's instructional practice, gain in content knowledge, and student achievement in mathematics.
Rowan-Salisbury Schools, West Rowan Middle School	We are investigating whether single gender groupings, paired with teaching strategies specific to single gender (male or female) can make a positive impact on	2010-11 school year: Implement single gender model in two 6th grade Language Arts classes, two 6th grade Math	August 2009-Present	1 principal, 3 teachers, Approx. 65 grade 6 students	We anticipate the outcomes to be that grouping 6th grade middle school students by gender and then using gender-specific strategies to teach the students will have a positive effect on academic achievement, discipline incidents, and social interactions. These determinations will be made during the program evaluation data

	<p>student achievement — academically, socially, and behaviorally.</p>	<p>classes, and two Science/S S classes on Sandpiper s Team at WRMS. Each teacher on the team will have 1 class of all boys, 1 class of all girls and 1 class of mixed gender (3 classes total). All students / parents in single gender must sign consent / permission forms for students to be enrolled in those classes. Consent/p ermission forms also to be submitted for students in mixed gender class to use their informatio n in data</p>			<p>collection phase of the project, which will be ongoing during the 2010-11 school year.</p>
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		<p>collection for comparison. Data have been collected and evaluated by designated Program Evaluator (Hart). Data collected will include: From Students: EOG data (end of year) Benchmark data (end of first three quarters), Discipline data (end of each quarter), Report Card data (end of quarters), Attendance data (end of quarters), Surveys to single gender students regarding their experiences and perception</p>			
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		<p>s about single gender. From Teachers: Individual interviews on their perceptions of teaching single gender. From Principal: Individual interview on her perceptions of implementation of single gender at school site – administrative. From Parents: Survey regarding perceptions for their children of single gender experience (undecided at this time). Based on the experiences in the 2010-11 school year, a</p>			
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		decision will be made regarding whether or not the program will be expanded.			
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B. Brief Summary of faculty service to the public schools.

This summary provides examples of faculty engagement with North Carolina public school professionals, community stakeholders, and P-12 service providers. Faculty provide professional development (PD) for teachers, principals, school counselors, LEA central office, and North Carolina Department of Public Instruction (NCDPI) personnel in a variety of areas including: special education services; urban education, drop-out prevention; diversity; literacy coaching; authentic assessment practices; grant-writing; use of technology; RTI implementation; content area literacy; inquiry-based science; conducting research projects; designing and implementing service learning projects; interpreting assessment data; critical literacy in early childhood; and conducting research on effective practice, recruitment, development, appraisal, and retention of teachers and staff as 21st Century Professionals. Programs that exemplify these PD activities include the: Racing Against Childhood Obesity Conference; NCDPI Literacy for English Language Learners (ELL), LinguaFolio Institute, and the ExC-ELL Extended, each with a focus on integrating academic language and literacy development; International Society for Performance Improvement (ISPI) training workshops; Solution-Focused Practice: A Strength-Based Approach to Counseling; Dr. Bob Barret Lecture Series – Multicultural Issues in Counseling Conference; National Board Certification Training Workshop Series; NCDPI Math Common Core Training; K-8 Science Conference; UNC Charlotte Community TouchPoints Project; NCDPI Race to the Top Spring Institute; Jonnie H. McLeod Substance Abuse Institute; Summer Supervision Institute; Multicultural Play Therapy Center Conference; Child and Family Development Conference; NC-MSEN Statewide Institute for Teaching Excellence; Charlotte-Mecklenburg Schools (CMS) Writing Institute, Professional Development Schools (PDS) conference, NC Reading Association’s Conference; and the Southwest Education Alliance Job-A-Like Meetings facilitate collaboration and information sharing amongst 13 school districts and their professionals. On-going school and community collaborations include: Teacher Cadets; Professional Development Schools (PDS) partnerships; Metro School’s Human Rights Committee; CMS More-at-Four Board; and the Exceptional Children’s Assistance Center Board. Additional service provided to K-12 students includes: mentoring; tutoring; hosting groups on campus; assisting with senior exit projects; conducting demonstration lessons; judging science, math, and writing contests; and conducting diagnostic evaluations. Examples of K-12 student service are the: Middle Grades University, Math CAMMP, Regional Science Olympiad, Regional Science Fair, KIPP Charlotte 8th Grade Summer Session, Celebration of Teaching, National History Day, Julia Robinson Mathematics and Computing Festival, Freedom School, Student First Academy Around the World Enrichment Camp, and the NC-MSEN Pre-College Program.

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

The College of Education has assisted over 100 new Teach for America (TFA) teachers with special sections of online and face-to-face graduate-level coursework tailored for their particular needs and backgrounds. TFA teachers were enrolled in middle/secondary education courses, elementary education, Spanish Education, and TESL. A central focus of UNC Charlotte's eight Professional Development Schools (PDS), along with projects at other schools, is supporting beginning teachers through induction programs with regular meetings and other professional learning activities such as demonstration lessons, collaborative planning, designing and implementing assessments of student learning, reviewing assessment data, preparing for EOG tests, teacher observations and evaluation, stress management, effective questioning, informal and formal classroom observations, supporting technology integration, and assisting with classroom management and lesson design. PDS induction programs also involved supporting the mentors in working with mentees, thereby providing additional service to beginning teachers. Grant-funded activities included a focus on assisting teachers to provide effective instruction in mathematics, science, and language arts to students with and without disabilities. Faculty assisted a number of schools to implement Response to Intervention (RTI). UNC Charlotte faculty often visit the classrooms of first-year teachers that they supervised in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS and grant-affiliated schools, as well as when supervising student teachers and visiting beginning teachers, faculty take time to respond to requests and offer suggestions to problems that beginning teachers are experiencing. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology, enhancing reading comprehension, implementing writer's workshop, the challenges of being a first year teacher, and best instructional practices in a wide variety of curricular areas. Faculty have intentionally placed groups of clinical students with beginning teachers to provide "extra hands and eyes" in their classrooms. Through a generous gift from the George and Page Bradham Foundation, the UNC Charlotte Beginning Teacher Award was awarded for the 8th year. This year's recipient was Ashton Davis, a teacher at Marshville Elementary School in Marshville, NC, who graduated with honors from the College of Education in 2008. The Center for Math, Science, and Technology Education offered workshops and institutes for hundreds of teachers and students during 2010-11. Particularly targeting new teachers were professional development sessions on K-2, 3-5, and 6-8 science; and secondary biology, chemistry, algebra, geometry, and advanced functions and modeling. The Celebration of Teaching, sponsored by the North Carolina Teacher Cadet Program and the College of Education, provided opportunities for aspiring and new teachers to participate in workshops, classroom observations, campus tours, and presentations by the 2010 North Carolina Teacher of the Year, Jennifer Facciolini, and Principal of the Year, Jan King.

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

UNC Charlotte provides programs leading to teacher licensure for three different groups of adults: lateral entry teachers in a variety of fields, those who are seeking lateral entry positions, and those who wish to complete a teacher preparation program to become fully licensed before entering the classroom. We also served lateral entry teachers following licensure plans issued by the Regional Alternative Licensing Center (RALC). The Office of Teacher Education Advising and Licensure (TEAL), the Teacher Recruiter, and the Associate Dean provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education

program, they are advised within their respective departments by advisors and faculty. Graduate-level courses are offered in an intensive program (Graduate Certificate in Teaching) in the areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, comprehensive social studies, biology, chemistry, earth science, physics and comprehensive science; and the K-12 fields of art, dance, music, theatre, French, German, Spanish, and English as a Second Language. The Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I of this two-part masters program. Candidates may apply to the MAT during their last semester in the Graduate Certificate in Teaching program. (Phase II of the MAT leads to the M license.) All coursework is offered on campus in the evenings and weekends, with admitted students able to start programs in fall, spring, or summer. In order to better serve the adult population, critical programs offer online courses throughout the year and off-site face-to-face courses in summer institutes, all with reduced tuition through Distance Education. In the 2010 Summer Pathway to Teaching program, held for special education and middle/secondary teachers, approximately 300 lateral entry teachers and career-changers pursued coursework toward licensure. Through these multiple venues, we served more than 1000 adults. Praxis II Preparation Workshops are offered for lateral entry teachers and for those seeking lateral entry positions. The partnership with Teach for America (TFA) continues to bring more college graduates from other fields into the teaching profession. We provided specially tailored coursework to over 100 new TFA teachers who have taken lateral entry positions in Charlotte-Mecklenburg Schools for the 2010-11 school year. PDS induction programs also provide support for lateral entry teachers. Mentors were provided for lateral entry teachers in Spring 2011. These mentors provided support and supervision on an individual basis. In collaboration with school administrators and after reviewing school level evaluations of the lateral entry teachers, the mentors completed one to three observations depending on the needs and confidence of the teachers. Support seminars were conducted with topics that pertained directly to the lateral entry teaching experience. Online seminars and remote observations were available for teachers who could not travel to campus. Seminars were tailored for the specific needs of lateral entry teachers which are typically different than the needs of traditional graduate candidates. Sixty-nine lateral entry teachers participated in the mentor program.

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

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

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

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

The Unit serves low performing schools through systematic, on-going partnerships as well as through individual faculty efforts. The College's Professional Development Schools (PDS) program partners with ten low-performing schools across three districts, including six who have recently not made Adequate Yearly Progress. Projects included formative assessment in mathematics, reading workshop, science inquiry, social studies tutoring and technology integration. The RAISE Project focused on developing literacy skill instructional methods for students with significant intellectual disabilities; the project developed literacy, mathematics and science curriculum, trained teachers to implement it, monitored implementation, and presented data analyses of results. The CODE-I mathematics project in CMS and Kannapolis City to provide over 80 hours of mathematics professional development to 35 Kannapolis and 165 CMS teachers in low-performing schools. Also, various projects in other schools focused on students at risk for low achievement and/or dropping out of school. To support diverse learners, teachers, and families in the urban schools of CMS, faculty worked with administrators and agencies such as the Workforce Development Committee, the Dropout Prevention Committee, Mecklenburg Child Development Services, the Mecklenburg Local Interagency Coordinating Council and its Child Find subcommittee, the Greater Enrichment Program, and the Latin American Coalition. Faculty have conducted program evaluation for CMS schools, a Discovery Education project in a low-performing rural district, a 1-to-1 technology initiative in a neighboring district, district-based mathematics assessments in a local district, and the new state Teacher Evaluation Instrument. The Child and Family Development faculty continued to provide off-campus B-K coursework to CMS Bright Beginnings and More-at-Four teachers in high-need areas. The Center for Educational Outreach hosted the CMS Emerging Leaders program, which served 125 high school students from impoverished neighborhoods. With CMS and Teen Health Connection, the Middle Grades University program provided enrichment activities for 100

middle school students in urban schools. Faculty served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited / observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted with teachers regarding strategies for assessing and managing difficult behavior. One faculty member worked with M.Ed. candidates in Reading Education to host a professional development conference in Kannapolis City. Over 100 teachers from high-need schools attended. One faculty member focused on a project with the principal, social worker and teachers in a high-needs school to provide systematic social skill instruction to students who were at risk for developing challenging behaviors. Another faculty member helped CMS analyze large data sets to find ways to close the achievement gap. Distance education programs offered at the request of school systems offer on-site courses that address the instructional needs of low-performing students (e.g., the M.Ed. in Reading Education in Rowan-Salisbury).

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

(1) Globally competitive students: Globally competitive students require teachers and administrators with knowledge and skills about the world. The College continues aggressive efforts to internationalize teacher education. The faculty revised its Conceptual Framework to reflect the emphasis on internationalization by specifically fostering 21st century knowledge, skills, and dispositions in our teacher, administrator, and counselor candidates. Faculty members participated in international conferences, collaborated on research projects, hosted international scholars and students, and led student study groups abroad. College awards for competitive \$1000 international travel grants for students and faculty will resume when funds are available.

(2) 21st Century professionals: The College implemented 42 revised initial licensure programs aligned with 21st century standards and NC Professional Teaching and School Executive Standards. The State Board of Education approved the College's 16 revised Master's degree programs that meet the NC Advanced Teacher Standards. The College submitted a proposal to create a new bachelor's degree in comprehensive science, in response to the chronic science teacher shortage. As a member of the leadership team of the National Association of State Universities and Land Grant College's Science and Mathematics Teacher Imperative, the College is creating innovative ways to recruit and prepare excellent mathematics and science teachers. Teacher recruitment continues to be a priority, with a full-time Teacher Recruiter and a marketing campaign focused on non-traditional students and community college transfers. The College partners with Stanly Community College for a 2+2 program for birth-kindergarten, and distance education programs are offered for the Master of School Administration in Lincoln County and the middle grades M.Ed in Cabarrus County. Graduate programs in school administration, middle-secondary education, and special education are offered through on-line delivery.

(3) Assist Low-Performing Schools: Among the 13 schools systems in our service region, UNC Charlotte student teachers completed their work in 94 different Title 1 schools. Charlotte-Mecklenburg Schools identified 65 "Focus schools" that are high-poverty/low performing, and UNC Charlotte candidates completed field experiences in 45 of these schools. The College offers an accelerated Master of Arts in Teaching program for Teach for America corps members who are teaching in low performing schools.

(4) Collaboration with public schools to enhance educational opportunities for students: For the second year, UNC Charlotte will host the on-site Children's Defense Fund Freedom School, which provides a literacy-rich program for children impacted by poverty, while also providing a rich experience for teacher education candidates. The College also serves middle-grades students in the Middle Grades University program, a summer residential experience with academic year follow-up and mentoring.

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

(1 and 2) NC public schools will produce globally competitive students, who are led by 21st Century professionals: These two State Board priorities received special emphasis at UNC Charlotte. With the valued involvement of 20 public school teachers, administrators, and central office personnel, the faculty substantially revised the Conceptual Framework for Professional Education Programs to provide an enhanced foundation of 21st century knowledge, skills and dispositions for our teacher, school leader, and counselor candidates. Entitled "Professional Educators Transforming Lives," this important statement of our undergirding values and philosophy will guide the College's curriculum and candidate assessment in the years ahead as we prepared educators who can lead schools that prepare globally competitive students. In August 2010 the College implemented 43 revisioned initial licensure teacher education programs, along with preparing to implement 17 revisioned Master's degree programs in August 2011. A number of these graduate programs will be offered on an on-line format, to better meet the needs of educators in the College's 13 school system service area. The College continued its strong emphasis on internationalization and diversity. The new dual licensure program in special education and elementary education began in August 2010, and candidates are currently enrolling in the new undergraduate minor in Teaching English as a second language. A revised curriculum for the diverse learners course was implemented. College awards for competitive \$1000 international travel grants for students and faculty will resume when funds are available. College faculty members provided instruction and school-based experiences for 18 visiting Australian teacher education candidates. Faculty led student study groups to Spain, Germany, and Mexico, with plans underway for study experiences in Nicaragua, Italy, Germany, and The Netherlands. Faculty members serve in leadership roles in several professional organizations, including the Chinese American Educational Research and Development Association. Other faculty obtained research grants from international funding agencies, collaborated with international research scholars, and presented their research findings at conferences in India, Peru, the Czech Republic, Korea, Hungary, and other countries. International visiting scholars continue to work within the College, and an elementary education professor represented the University in a competitive Rotary Club Study Exchange/family stay program in Turkey. Major international research efforts continue with collaboration among faculty from UNC Charlotte and the Pädagogische Hochschule Ludwigsburg, to culminate at the 17th Annual German-American Faculty Symposium held in Germany for sharing comparative research, conducted in public schools in both countries.

Supplemental Information (Optional)

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

In 2010-2011, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis I examinations, 4 workshops were conducted for 87 students seeking admission to a teacher education program. Participants registered for Praxis I overview workshops and/or content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first-time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics

education. There were 34 students in the Praxis I overview workshops. There were 26 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 26% showed improvement. There were 13 participants in the reading workshops. There were 8 participants in the writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 32% showed improvement. To assist with the Praxis II examinations, faculty at UNC Charlotte in both the College of Education and the College of Liberal Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. Faculty members were also invited to plan and conduct Praxis II examination preparation workshops for pre- and in-service teachers. A total of 178 students participated in 12 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Praxis II specialty area workshops were conducted in elementary education, special education, history/social studies, middle grades mathematics, and secondary mathematics. In April 2011, a special Praxis II preparation workshop was conducted at UNC Charlotte by Professional Educators of North Carolina. Sixty people participated in this two-hour workshop described as a practical guide to help prospective Praxis II test-takers prepare for and succeed on the test.

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts by the Teacher Recruiter, the Director of Teaching Fellows (TF), the Undergraduate and Graduate Admissions Offices, and the Office of Teacher Education, Advising, and Licensure (TEAL). The College's marketing campaign, "Pathway to Teaching," is designed to attract career-changers to the Graduate Certificate in Teaching and Master of Arts in Teaching programs. As the point person in this campaign, the Teacher Recruiter (TR) responds to inquiries, manages the website (www.pathwaytoteaching.com), meets with prospects, and participates in various recruiting events. The Undergraduate Admissions Office has included the teacher recruiter in visits to all the surrounding community colleges to meet directly with transfer students interested in teaching. Admissions personnel distribute College of Education materials to all top feeder community colleges. The Director of Teaching Fellows and the Fellows themselves make visits to high schools to share information about careers in teaching and scholars, specifically targeting Teacher Cadet Programs. In addition to the four days of "Explore UNC Charlotte," TF's hosts Recruitment Day for those who selected UNC Charlotte as one of their top five choices as well as all males and minorities who were regional finalists for the Teaching Fellows scholarship. The College hosts the annual Celebration of Teaching Conference - a day-long event targeting high school Teacher Cadet students. The Conference consisted of two keynote addresses (NC Principal of the Year and NC Teacher of the Year), breakout sessions, lunch, recognition ceremony, and campus tours. The streamlined minor in Secondary Education has proved to be an excellent recruiting tool used by advisors in the College of Liberal Arts and Sciences. The success and clarity of this minor has stimulated the addition of equally recognizable minors in Art Education and in Foreign Language Education for French, German, and Spanish majors. The proposal for a new major in Comprehensive Science recruiting future secondary science teachers has been approved at the university level and is awaiting UNC General Administration approval. The Dean's TeamTeach is comprised of students who assist with recruitment process through

Praxis I tutoring and participation with open houses, direct-contact recruiting, and other events. The TR manned a table at the state Teacher Cadet conference, presented during breakout sessions, and hosted a table at the College Partners' luncheon.

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

The presence of minority faculty and professional advisors in the initial licensure teacher education programs exceeds 20%, thus providing more role models for underrepresented groups. The marketing campaign for career changers includes recruiting materials that feature racial, gender, and age-related minority teachers and a variety of majority and minority students, providing a visual representation of the population of schools. TeamTeach members include minority students who participate in recruitment activities. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The Center for Science, Technology, Engineering, and Mathematics (C-STEM) Education houses the NC-MSEN Pre-College Program that focuses on recruiting minority students in middle and high schools to STEM-related majors including teacher education. The UNC Charlotte NC Teaching Fellows continue to implement a 5 year recruitment plan that involves the specific identification and recruitment of male and minority high school seniors. The College's efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the College's Office of Educational Outreach (OEO). OEO annually hosts the Bob Barrett Lecture Series – Multicultural Issues in Counseling that provides opportunities for educators to address diverse issues in the field and actively engage underrepresented groups that may not consider the educational realm as a career path. Racing Against Childhood Obesity Conference explores factors which underlie the current obesity epidemic and what is working in childhood obesity prevention and intervention, including differences in race and class. The NC Department of Public Instruction (NCDPI) and the College hosted the Literacy for English Language Learners (ELLs) Institute to train teachers of ELLs in strategies for integrating academic language and literacy development into their content lessons. NCDPI and the College hosted ExC-ELL Extended to provide additional training to teachers already implementing the Expediting Reading Comprehension for English Language Learners (ExC-ELL) protocol. The Summer Supervision Institute provides professionals opportunity to develop their supervision skills and roles including diversity issues in supervision. The Multicultural Play Therapy Center Conference targets professionals for development in play therapy skills, promote inclusion and to value diversity. The workshops for Praxis I are open to all students but were established with a particular focus on assisting minority students in clearing the test barrier. The 2+2 agreements with community colleges, the Graduate Certificate in Teaching program, and the Summer Pathway to Teaching program all attract more minority students by facilitating entrance into and progress through teacher education programs. The visits to community colleges by the Teacher Recruiter and Undergraduate Admissions are rich opportunities for recruiting minority students into teacher education.

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

Multiple new initiatives have occurred during 2010-11. The new B.A. in Special Education (General Curriculum)/ Elementary Education K-6 Dual Major was approved and the first cohort of candidates began their coursework in Fall 2010. This dual program option prepares graduates who are highly knowledgeable and skilled in working with diverse K-6 children, particularly those students with high incidence disabilities within general education learning environments. To date, twenty candidates have applied to be accepted into the second cohort to begin Fall 2011. Revisions to early intervention/early childhood special education components of online graduate level offerings for the Child and Family Development (CHFD) program have taken place. The CHFD program enrolled 25 students in a 2+2 baccalaureate completion program for the B-K license, in collaboration with Stanly Community College. Two Professional Development Schools (PDS) piloted a new initiative, Project Supervisor, for the supervision of elementary, undergraduate candidates. Project Supervisor is a model of supervision which began in 1988 whereby practicing master teachers are trained to supervise student teachers in the culminating semester. The supervisors support candidates in the internship/student teaching semesters through seminars and observations. They help acclimate them to the school and provide immediate support and feedback. Twenty student teachers participated in this model in two PDSs with nine supervisors providing the supervision. The Charlotte Teachers Institute (CTI), formally established in spring 2009, continues to gain momentum and garner support from educators, community leaders and community organizations. CTI cultivates content-knowledge, creativity, leadership skills, and collaboration within and among Charlotte's public school teachers through semester-long seminars, led by faculty from UNC Charlotte and Davidson College. Participating teachers learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. UNC Charlotte and Davidson College faculty members serve as Seminar Leaders and 10-12 CMS teachers (Fellows) participate in each seminar. Seminars reflect the Leaders' fields of expertise, address the content demands of participating Fellows, and create a collegial environment. Each seminar meets approximately once a week for two hours over the course of a semester. In fall 2010, 50 Charlotte-Mecklenburg Schools (CMS) teachers, teaching over 4,000 students, completed seminars at Davidson College and UNC Charlotte. Additionally, with support from national and local foundations, CTI organized a public event called Exploding Canons: Thinking Differently About Disease, in which 160 people, including 80 teachers, attended a multi-disciplinary discussion led by CTI-connected UNC Charlotte and Davidson faculty.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander		Asian/Pacific Islander	14
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	41
	Hispanic		Hispanic	18
	White, Not Hispanic Origin	87	White, Not Hispanic Origin	500
	Other	3	Other	25
	Total	101	Total	603
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	23
	Other		Other	2
	Total	10	Total	39
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	27
	Hispanic	2	Hispanic	13
	White, Not Hispanic Origin	41	White, Not Hispanic Origin	175
	Other	4	Other	11
	Total	54	Total	234
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	36	Black, Not Hispanic Origin	173
	Hispanic	8	Hispanic	39
	White, Not Hispanic Origin	184	White, Not Hispanic Origin	716
	Other	12	Other	24
	Total	244	Total	967

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)	16	48
Elementary (K-6)	95	217
Middle Grades (6-9)	117	274
Secondary (9-12)	141	270
Special Subject Areas (k-12)	63	163
Exceptional Children (K-12)	127	292
Vocational Education (7-12)		
Special Service Personnel (K-12)	2	11
Other		
Total	561	1,275
Comment or Explanation:		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions.		

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

	Baccalaureate
MEAN SAT Total	1,181
MEAN SAT-Math	563
MEAN SAT-Verbal	567
MEAN ACT Composite	24
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.23
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		8
Elementary (K-6)	30	159	23	56
Middle Grades (6-9)	1	31	3	91
Secondary (9-12)	6	41	6	87
Special Subject Areas (K-12)	2	18	4	47
Exceptional Children (K-12)	8	21	21	70
Vocational Education (7-12)				
Special Service Personnel				
Total	47	275	57	359
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	254	100
Spec Ed: Adapted Curriculum	22	100
Spec Ed: General Curriculum	37	100
Institution Summary	313	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	21	73	78	50	1	5
U Licensure Only	5	7		1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	13	39	31	11	1	2
U Licensure Only	188	101	66	27	11	11
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	571	*	*
Bachelor	State	5,569	80	48
*Data not provided to produce licensed/employed percentages.				

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
Charlotte-Mecklenburg Schools	2,002
Cabarrus County Schools	817
Union County Public Schools	517
Gaston County Schools	458
Rowan-Salisbury Schools	377
Cleveland County Schools	240
Iredell-Statesville Schools	239
Lincoln County Schools	230
Stanly County Schools	202
Kannapolis City Schools	144

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
116	15	88