

IHE Bachelor Performance Report

UNC-Wilmington

2010 - 2011

Overview of the Institution

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

Special Characteristics

The Watson School of Education at UNCW is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WSE has established Professional Development System collaborative agreements with fourteen school systems, three charter schools, and two early college high schools in southeastern NC. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WSE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC SCOS, and educational software. State-of-the-art

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

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Brunswick County Schools (Belville Elementary, Bolivia Elementary, Brunswick County Early College, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Town Creek Elementary, Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High), Camp Lejeune	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WSE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.	The Watson School of Education’s Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership has been established for 21 years with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 127 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for	7/1/2010 to 6/30/2011	8,375 interns, teachers, admin., faculty	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. Providing an access point to database information for our PDS partners has resulted in the

<p>Department of Defense Schools (Bitz Intermediate, Brewster Middle, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Carteret County School (White Oak Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary,</p>		<p>improvement. In the spring of 2009, Watson School of Education Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2009 - 2012. In the fall of 2010, the Watson School Associate Dean and PDS Director visited each of the superintendents individually and affirmed our commitment to the partnership. In 2010-2011 academic year 8,375 partnership teachers, school administrators, university faculty and interns participated in 6 professional development conferences, 648 seminars, and 16 partnership orientations and teacher intern preparations and 14 professional initiatives for a</p>			<p>constructing of the Watson School of Education Collaborative Portal during the 2010-2011 academic year. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Partnership Agreements for 2009-2012 have been signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful</p>
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<p>Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-Rose Hill High, Warsaw Elementary, Warsaw Middle), Jones County Schools (Jones Middle), New Hanover County Schools (Alderman Elementary, Anderson Elementary, Ashley High, Bellamy Elementary, Blair Elementary, Bradley Creek Elementary, Carolina Beach Elementary, Castle Hayne Elementary, Child Development Center, Codington Elementary, College Park Elementary, D.C. Virgo Middle, Dorothy B Johnson Pre-K Center, Eaton Elementary, Forest Hills Elementary, Gregory Math/Sci/Tech Elementary, Hoggard High,</p>		<p>total of 684 sessions with 17,039 contact hours. Outreach personnel developed online training modules to prepare partnership teachers and have offered them continuously as of Spring 2011.</p>		<p>achievement of goals and outcomes aligned with the sessions' purposes. During Fall 2010 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2010-2011 academic year. These conversations led to the ongoing development of online professional development modules for our regional partners.</p>
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Holly Tree
Elementary,
Howe Pre-K,
Isaac Bear
Early College
High, JC Roe
Pre-K Center,
Lake Forest
Academy,
Laney High,
Mary C.
Williams
Elementary,
Mary Sidberry
Mosley PLC,
Murray Middle,
Murrayville
Elementary,
Myrtle Grove
Middle, New
Hanover High,
Noble Middle,
Ogden
Elementary,
Parsley
Elementary,
Pine Valley
Elementary,
Rachel
Freeman
Elementary,
Roland-Grise
Middle, Snipes
Academy of
Arts & Design,
Sunset Park
Elementary,
Trask Middle,
UCP
Developmental
Preschool,
Williston
Middle,
Wilmington
Early College
High, Winter
Park Model
Elementary,
Wrightsboro

Elementary, Wrightsville Beach Elementary), Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary, Jacksonville Commons Elementary, Jacksonville Commons Middle, Morton Elementary, New Bridge Middle, Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Thompson Early Childhood Center), Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear					
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<p>Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail Elementary, Topsail High, Topsail Middle, Trask High), Sampson County Schools (Union Elementary, Union High), Whiteville City Schools (Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School, Charter Day School of Brunswick County.</p>					
<p>Brunswick, Cabarrus, Caldwell, Camden, Carteret, Catawba, Chatham, Clinton City, Columbus, Cumberland, Duplin, Durham,</p>	<p>Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Math Needs Rationale: Given</p>	<p>The Science and Math Education Center carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science,</p>	<p>7/1/2010 to 6/30/201 1</p>	<p>725 (teachers and k-12 students)</p>	<p>Teachers received over 6,500 contact hours of instruction and were awarded either licensure renewal or graduate credit hours.</p>

<p>Forsyth, Gaston, Guilford, Halifax, Harnett, Iredell, Johnston, Jones, Madison, Martin, Mecklenburg, New Hanover, Onslow, Orange, Pender, Robeson, Rowan, Sampson, Scotland, Surry, Tyrell, Union, Wake, Wayne, Wilkes, Wilson</p>	<p>the state and federal push for increased quality in math and science education, it is imperative that we provide outreach to school districts to support these endeavors.</p>	<p>technology, engineering and math (STEM) professional development, and hosting the Summer Ventures Program. The Center administered 17 professional development programs and outreach activities and served 609 teachers and students from 40 school districts in 2010-2011. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools. TLP materials have been loaned to 116 teachers impacting the education of nearly 3500 students.</p>			<p>The number of teachers served through renewal credit programs was 252. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated our database to reflect a total of 3,656 participants with serviceable addresses. In addition to providing services to teachers, the center provides some services directly to students. These services are delivered through programs like the NC Southeast Regional Science Fair, Robotics Training Camps and StarLab Portable Planetarium presentations. These programs</p>
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					served 357 individuals in over 7,800 contact hours
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	First Years of Teaching Support Program: The First Years of Teaching Support Program (FYTSP) expanded this year to include online registration via Select Survey, as well as an online forum for members of the program. The online forum includes an archive of instructional videos, a forum for questions, alumni updates and a wide range of technology tools organized by discipline. The online forum also contains links to grant websites for teachers, as well as RSS feeds to various education blogs. The eMentor program has also expanded to include 32 mentors, 17 of which are currently serving the needs of beginning	7/1/2010 to 6/30/2011	120 (teachers and admin.)	100% of attendees ranked the Promise of Leadership program workshops as Very Good or Excellent.

		<p>teachers within our program. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2010-2011. In total, over 64 teachers attended (including 4 administrators). Twenty-four (24) faculty members participated throughout the year in various capacities, hosting round table sessions, serving as POL mentors, or presenting during one of the breakout sessions. Furthermore, 18 teachers from 5 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during one of the two final BT Professional Development Days.</p>			
Brunswick, Camp Lejeune, Carteret	Professional Development of Teachers and /or	University-School (PDS) Partnership	7/1/2010 to 6/30/201	7,231 (teachers, admin.,k-12	In 2010-2011, a total of 3496

<p>County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. Specific Professional Development Initiatives included integrating the North Carolina Professional Teaching Standards/21st Century Skills, the Coalition4Success Conference, and various collaborative meetings, including forums with NC DPI.</p>	<p>1</p>	<p>students)</p>	<p>partnership teachers and administrators were engaged in professional development through participation in 21 professional development activities: 5 conferences and 16 orientation and teacher intern preparation trainings (online session developed for each and offered continuously as of Spring 2011 and 648 seminars. Five cultural arts events hosted for teachers and students in the region involved a total of 3135 participants. Various service and support forums and professional development initiatives sessions were participated in by 600 teachers and</p>
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					administrators .
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. Innovative partnerships continued to evolve during 2009-2010 with a corporation and several non-profit organizations to address regional needs and to improve access to resources.	7/1/2010 to 6/30/2011	7231 (teachers, admin., k-12 students)	The Watson School of Education and its affiliated Science and Math Education Center had \$ 1,205,443.04 in active external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in	Mentor Conference Webinar: Due to budget constraints, this year's conference was presented in two locations simultaneously, face to face and virtually via webinar. 159 participants registered for the conference representing 23 LEAs, the NCDPI and 1 IHE. Of those, 25 attended face to	3/15/2011	171(teachers, faculty, university administrators)	A majority of participants who completed an evaluation of the 2011 Virtual Mentor Conference ranked individual presentations as being Very Good or Excellent. Scores for all four presentations ranged from 71% to 92%.

<p>Charter Day School in Brunswick County.</p>	<p>our region.</p>	<p>face, while 134 registered for the webinar. During the two-hour session, 3 faculty members and 2 representatives from New Hanover High School provided a framework for successful mentoring, including school-based mentoring, a peer observation approach and a self-mentoring sustainability model.</p>			<p>Participants felt that overall “the presenters did an excellent job of sharing plans and ideas for working with new and experienced staff.” Several participants commented not only on the quality of presenters, but on the convenience of the webinar format.</p>
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>Parental Involvement Seminar: The Teacher-in-Residence and one WSE faculty member presented a three part Parental Involvement Seminar. Forty-four participants attended the seminar in one capacity or another. Participants were given access to an archive of faculty presentations, as well as access to an online discussion board housed in Blackboard where they were</p>	<p>5/3/2011</p>	<p>44 (teachers, university faculty, and public school administrators)</p>	<p>90% of the participants evaluated this seminar as being Very Good to Excellent, and provided positive qualitative feedback.</p>

		able to reflect, post ideas, and collaborate on several initiatives.			
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	“What Works” Presentation Series During the Spring of 2011, A new presentation series was implemented for faculty, staff and students in the WSE. “What Works: Innovative Models and Best Practices in Education” highlights the hard work of schools and various programs/ community agencies within our partnership districts. Addressing various topics in education, attendees had an opportunity to view concrete examples of “what works” in areas such as the effective use of technology, using data to impact student learning, and successful community-school partnerships. One goal was to	2/9/2011, 3/24/2011 & 4/7/2011	60 (teachers, university faculty, public school administrators, and community leaders)	The work of 5 districts and 2 community agencies was featured and disseminated.

		<p>identify topics that reach across disciplines and grade levels in order to satisfy a broad range of faculty interests and create a forum for scholarly discussion.</p> <p>Attendance for these sessions ranged from 15-30 participants.</p>			
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>Service Learning Speaks This one day conference was intended to highlight local, regional, and international service learning initiatives developed and delivered by Watson School faculty members. This program also featured the work of WSE students, local teachers, and students from Laney High School.</p>	5/5/2011	40 (students, teachers, faculty)	<p>The work of 21 Watson School of Education faculty members was disseminated, as well as, the service learning initiatives of teachers in one of our local high schools.</p>
<p>Brunswick, Cape Fear Center for Inquiry, Carteret, Clinton City, Columbus, Cumberland, Duplin,</p>	<p>Support for Career Teachers Seeking National Board Certification Rationale WSE believes in a continuum of support for all levels of career</p>	<p>National Board Support The Watson School of Education National Board Support Program for initial, retake, and renewal candidates</p>	7/1/2010 to 6/30/2011	76 (teachers)	<p>Data from both the initial and retake support program participants indicated that 100% agreed or strongly</p>

<p>Guilford, New Hanover, Onslow, Pender, Robeson, Vance, Wake, Wayne</p>	<p>development from Preservice through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.</p>	<p>consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This year our National Board Support program served initial, advanced and renewal candidates. The program hosted 17 support workshops. In total, over 61 teachers attended. Throughout the course of the year, we also collaborated with 10 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels. In June, we will host a two day Pre-Candidacy Workshop that will prepare potential candidates for embarking on the process during the 2011-2012 school year. We also hope to recruit candidates to be a part of our Sanity Saturday</p>			<p>agreed that they would recommend the Watson School’s National Board Support Program to future candidates.</p>
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		<p>sessions next year. The WSE National Board Support Program also partnered with Duplin County Schools to support their initial and advanced candidates. Five candidates were supported during 5 workshops held at James Sprunt Community College.</p>			
<p>Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts</p>	<p>Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.</p>	<p>The Watson School of Education Outreach Alliance office worked collaboratively with Southeast Education Alliance to deliver targeted professional development to administrators and teachers in the southeastern region of North Carolina. The PD was based on the identified needs of teachers and superintendents in the Southeast Education Alliance. The first PD session focused on creating brain-based teaching and learning environments in</p>	<p>7/1/2010 to 6/30/2011</p>	<p>294 (teachers, and university faculty)</p>	<p>87% of participants stated that they valued learning new strategies from their peers and the additional knowledge they received for differentiation and instructional planning. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education</p>

		schools. The conference was presented by Dr. Marcia Tate, “Worksheets Don’t Grow Dendrites.” On April 8, 2011 Dr. Tate conducted the workshop, “Shouting Won’t Grow Dendrites: 20 Techniques for Managing a Brain-Compatible Classroom.” This workshop focused on effective classroom management strategies based on brain research.			Interim Dean is a member.
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Southeast Education Alliance and Watson School of Education continued their partnership by delivering a Symposium, “Best Practices Symposium: Classroom Management, Differentiated Instruction and Innovative Uses of Technology.” The symposium highlighted successful and powerful programs and practices that make a	3/16/2011	88 (teachers, and university faculty)	87% of participants stated that they valued learning new strategies from their peers and the additional knowledge they received for differentiation and instructional planning. Follow-up and planning for additional professional development continues to occur in the Monthly

		<p>difference for students. It provided an opportunity for teachers to discuss and share the results of their own experiences in reaching students through innovative classroom management techniques, differentiated instructional strategies and innovative uses of technology.</p>			<p>Regional Superintendents meeting in which the Watson School of Education Interim Dean is a member.</p>
<p>Columbus County (Acme Middle, Delco Middle, Chadbourn Middle, Boys and Girls Home Middle, Nakina Middle, Tabor City Middle, Hallsboro Middle)</p>	<p>Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.</p>	<p>Outreach Connections with Columbus County Schools The Office of Outreach Alliances in the Watson School of Education, Columbus County Schools, and the North Carolina Department of Public Instruction provided eighth grade students an opportunity to visit the UNCW campus and explore post-secondary options. During 2010-2011, 324 students visited the Watson School of Education, the</p>	<p>10/2/2010 to 6/30/2011</p>	<p>341 (students, teachers, admin., faculty)</p>	<p>324 Columbus County 8th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.</p>

		<p>School of Nursing, and the Departments of Computer Information Systems and Sports and Medicine. Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson School of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch. Additionally, UNCW Teaching Fellows from Columbus and Bladen counties participated in a closing panel discussion titled,</p>			
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		“What does it take to get here... What should you be doing now?”			
New Hanover	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Watson School of Education collaborated with the More at Four Centers/SmartStart in New Hanover County to bring preschoolers to UNCW to introduce students and their families to higher education.	4/1/2011	188 (students, parents, university administrators and community leaders	180 preschool students and their parents were introduced to higher education at UNCW and provided with information about how to prepare for college
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry, Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally	The UNCW Chancellor Rosemary DePaolo, Provost Cathy L. Barlow and the Watson School of Education hosted a work session to discuss Race to the Top Grant and its impact on southeastern North Carolina. Speakers included: Bill Harrison, Chair, State Board of Education &	10/10/2010	35 (faculty, university administrators and public school administrators	Superintendents were provided with answers about the specific requirements associated with the Race to the Top Funding. UNCW established partnership projects with Columbus County and NC-PAPA as a result of this forum. The

	recognized presenters delivering professional development.	Manager, NC Race to the Top Grant Shirley Prince, Executive Director, NC-PAPA (Principals' and Assistant Principals' Association). Superintendents from twelve local school districts, as well as individuals in their systems tasked with implementing their Race to the Top grants, attended. Participants discussed the challenges and collaborative opportunities presented by the Race to the Top funds.			work with Columbus County is in development and UNCW has joined NC-PAPA with Distinguished Leadership in Practice (see below).
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry, Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally	Project Engage is a two-phase initiative intended to support the teaching and learning in one of our local elementary schools. An evaluation team has worked closely with school administrators to identify school needs and develop an implementation	1/10/2011 to 6/30/2011	26 teachers and administrators	Eleven Watson Faculty members have worked closely with teachers and administrators at Snipes Elementary School (New Hanover County) to support instruction.

	recognized presenters delivering professional development.	plan. An implementation team has started working closely with teachers and administrators to develop teaching and classroom management skills. 26 teachers and administrators have been involved in the professional development offered by Watson faculty members.			
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry, Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Distinguished Leadership in Practice (DLP), a non-traditional professional development model, allows participants to critically examine the meaning and application of "Distinguished" school leadership through a problem-based, real-world approach. UNCW is serving as a regional partner for this initiative and is co-hosting this event. Participants engage in a series of authentic activities designed to build	4/13/2011 4/14/2011 & 6/20/2011 6/21/2011	49 school administrators	Participants were exposed to exemplary administrative practices and provided opportunities to engage in discussion and training around those practices.

		the capacity of their schools and their own capacity as “Distinguished” school leaders.			
New Hanover, Brunswick	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Middle Literacy Matter This workshop was designed to show middle school teachers how to integrate the art of digital storytelling and to learn how to critically review and select literacy works that lend themselves to being integrated across the curriculum. Studies show that an integrated curriculum that is also connected to real-life experiences, can improve student learning by increasing comprehension and retention.	3/25/2011	12 (teachers, admin., faculty)	Middle school teachers gained a practical ability to design and integrate digital storytelling into their curriculum
Brunswick, Columbus, Duplin, Johnston, New Hanover, Onslow, Pender, Wake, Cape Fear Community College, Communities in Schools	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a	Dropout Prevention Conference This event highlighted best practices in dropout prevention and was attended by representatives from 8 North Carolina Counties. This was truly an	3/2/2011	108 (teachers, university faculty, and community leaders)	As a result of this conference, the southeastern North Carolina Dropout Prevention Coalition, housed at UNCW, was formed.

	partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	interdisciplinary event with 18 faculty members across campus and 21 community partners involved with the planning.			
Carteret, Catawba, Chatham Forsyth, Nash/Edgecombe, Davidson, Wayne	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Ready Schools Initiative is a collaborative between the UNCW and the North Carolina Partnership for Children. UNCW faculty members are working closely with seven school districts across North Carolina to support the development and facilitation of a community/district team that fosters transitions for children into public schools. The 11 member UNCW team has worked with 137 Ready Schools Community/District Team members	2/1/2011 to 6/30/2011	148 teachers, administrators, university faculty members	Development of Pathways materials to assist school systems and pre-school providers in more effectively transitioning children into public kindergarten.
Brunswick, Pender, NewHanover	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the	Southeast Area Health Education Center (SEHEC) This was a collaborative effort between Southeast Area Health Center	3/18/2011	60	Sixty high school minority students were presented with information about careers

	<p>need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.</p>	<p>(SEHEC), New Hanover County Public Schools, Watson School of Education Outreach Alliances Office and the Office of Centro Hispano. The primary purpose of this endeavor was to increase the awareness of 60 high school minority students as they plan for careers in education and the health fields. The students were enrolled in allied health classes or have expressed an interest in careers in education. College Days consisted of tours of the School of Nursing Simulation Laboratory, UNCW Allied Health and Applied Human Sciences and Watson School of Education.</p>			<p>in the medical profession and guidance on gaining access to higher education</p>
<p>Brunswick, Cape Fear Center for Inquiry, Columbus, New Hanover, Pender</p>	<p>Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high</p>	<p>Educational Leadership Forum: Women Superintendents' Voices and Perspectives on Educational Leadership The first-ever panel</p>	<p>3/7/2011</p>	<p>52 (teachers, university faculty, and public school administrators)</p>	<p>Issues of recruitment and retention of teachers were addressed and ideas disseminated.</p>

	<p>quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.</p>	<p>of African American women public school superintendents were assembled to speak at a Watson School of Education Leadership Forum. The superintendents were able to express their views on Educational Leadership with Ed.D. students considering the superintendency in the future MSA students lead public schools, and various leaders serving in the schools. The NC State Superintendent of Public Instruction was able to express her views on the future of public education during the hard economic times facing public education in NC. She was also able to address recruitment and retention issues in the schools. .</p>			
<p>Brunswick, Clinton City, Duplin, Greene, Jones, New Hanover, Pender</p>	<p>Provide Specifically Designed Professional Development for School Teachers/Administrators</p>	<p>AIG Mini-Conference This conference addressed the needs of Academically</p>	<p>3/30/2011</p>	<p>48 (teachers and university faculty)</p>	<p>Participants from across southeastern North Carolina were presented</p>

	Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Gifted and Intellectually Gifted students in southeastern North Carolina.			with effective AIG strategies to use in their K-12 classrooms.
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B. Brief Summary of faculty service to the public schools.

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

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

The Watson School of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are a staple of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas. A regular newsletter includes WSE information, teacher tips, professional development information and highlights of new teacher classroom initiatives. A board-game-based workshop, "Will It Phase You?" prepares teachers for the rigors of the developmental phases they will experience in early years of teaching. The workshop has been distributed to 10 states and over 300 copies are currently in public schools. Mentor Training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. The First Years of Teaching website includes resources and survey links where teachers update contact information and receive resources. Online support includes analysis and reflection on new teacher practices and includes the new NC Professional Teaching Standards and 21st Century Skills. Another continuing initiative is the Beginning Teacher Promise of Leadership Award that was presented to local teachers. This award program provided professional development to 10 school districts. Our plans include continuing support, through professional development of mentors, in the 21st Century Skills. FYTSP will also provided leadership opportunities and professional development open to area beginning teachers that is facilitated by beginning teachers. FYTSP will continue to support administrators by implementing the newly developed School Leaders in the 21st Century model of shared leadership. The FYTSP served more than 500 beginning teachers through the various avenues of support and shared information with over 200 graduates establishing contact and offering immediate support.

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

The Watson School of Education (WSE) Alternative Licensure Coordinator office addressed the needs of 10 lateral entry teachers and 163 licensure-only students. The Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for two of the four alternative licensure programs offered by the WSE. The Coordinator met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules. Over the course of the academic year, these extended office hours served the needs of over 150 students. In addition, the Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access and support. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented

by a letter from the principal for their internship requirement for licensure. The Watson School also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. The “Fresh Start” program is another attempt to remove a barrier for potential students. Students who have a cumulative GPA of less than 2.7 on their completed bachelor’s degree work and who wish to be admitted to WSE to complete a licensure-only plan of study for lateral entry candidacy are candidates for “Fresh Start”. To qualify for “Fresh Start”, candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The WSE also provides support for lateral entry teachers in the public schools. Lateral entry teachers participating in the NC Teach II program are provided extensive mentoring by UNCW faculty. Lateral entry teachers have access to online teaching materials provided through the WSE First Years of Teaching Support Program and PD 360 professional development.

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

In 2010-2011 our National Board Support program served initial, advanced and renewal candidates. The program hosted 17 support workshops. In total, over 61 teachers attended. Throughout the course of the year, we also collaborated with 10 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels. In June 2011, we hosted a two day Pre-Candidacy Workshop to prepare potential candidates who will embark on the process during the 2011-2012 school year. Eleven teachers attended. The WSE National Board Support Program also partnered with Duplin County Schools to support their initial and advanced candidates. 5 candidates were supported during 5 workshops held at James Sprunt Community College. The First Years of Teaching Support Program (FYTSP) expanded in 2010-2011 to include online registration via Select Survey, as well as an online forum for members of the program. 33 teachers in their first, second and third year of teaching registered for this support. The online forum includes an archive of instructional videos, a forum for questions, alumni updates and a wide range of technology tools organized by discipline. The online forum also contains links to grant websites for teachers, as well as RSS feeds to various education blogs. The eMentor program also expanded to include 32 mentors, 17 of which are currently serving the needs of beginning teachers within our program. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2010-2011. In total, over 64 teachers attended (including 4 administrators). 24 faculty members participated throughout the year in various capacities, hosting round table sessions, serving as POL mentors, or presenting during one of the breakout sessions. Furthermore, 18 teachers from 5 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during one of the two final BT Professional Development Days. 100% of attendees ranked these workshops as Very Good or Excellent. Due to budget constraints, the 2011 Mentor Conference was presented in two locations simultaneously, face to face and virtually via webinar. 159 participants registered for the conference representing 23 LEAs, the NCDPI and 1 IHE. Of those, 25 attended face to face, while 134 registered for the webinar. During the two hour session, 3 faculty members and 2 representatives from New Hanover High School provided a framework for successful mentoring, including school-based mentoring, a peer observation approach and a self-mentoring sustainability model. Outreach Alliances also partnered with Kathy Fox during the spring semester to present a three part Parental Involvement Seminar. 44 teachers registered for the seminar in one capacity or another. Participants were

given access to an archive of Dr. Fox's presentations, as well as access to an online discussion board housed in Blackboard where they were able to reflect, post ideas, and collaborate on several initiatives. 90% of the participants evaluated this seminar as being Very Good to Excellent, and provided wonderful feedback including future professional development needs.

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

The Watson School of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 45 school systems helping struggling readers. 618 teachers worked with 5,430 1st grade students. The Watson School of Education continued to partner with the College of Arts and Sciences' Departments of Social Work and Psychology, Centro Hispano and three PDS Partnership school districts (Brunswick, New Hanover and Pender) to build the region's capacity to support learning for ESL and disenfranchised students by participating in the Coalitions 4 Success II grant. The program directly improved educational outcomes and experiences for approximately 175 LEP students as well as providing a critical support network for over 200 beginning and career teachers. The Watson School of Education and the College of Arts and Sciences continued its program of offering graduate level science courses to educators in an effort to help them broaden and deepen their skills and knowledge, thereby increasing their ability to support the learning of all students. The Watson School of Education and the Department of Computer Science continued collaborating on an NSF grant utilizing the Squeak media authoring tool to infuse instructional technology skills in the core curriculum grades 7-12 in schools in Brunswick, Pender, and New Hanover County. The project works with underserved and underrepresented groups, including female and minority students to increase achievement as well as encourage further studies in the instructional technology area. This project directly impacts 25 teachers and 50 students each year with a potential of indirectly impacting over ten thousand students. The Watson School of Education and the UNCW Office of Cultural Arts provided cultural arts opportunities for public school children. Over 4,500 students were able to attend The Degas String Quartet and the Hansel and Gretel Opera. Curricula were written and taught to the students to enhance their experience. Training for teachers was provided to ensure that this was a quality learning engagement for all participants. The WSOE hosted a workshop featuring Dr. Brian Cambourne, World Renowned Educator from Australia focused to helping teachers better understand the pedagogy and theory relevant to 21st century learning. 55 educators from our region attended the conference. Training in the teaching of reading was provided to 33 educators through the Brunswick County Hill Center designed to help children struggling with learning to read. Watson School of Education faculty hosted the Science Olympiad. They also hosted the Jr. Seahawks Science Academy. Over 60 middle school students from underrepresented populations attended. The academy is designed to help these students increase confidence and enthusiasm about considering college as an option and math and science as a career. Watson School of Education faculty were involved with numerous consulting opportunities with low-performing and at-risk schools in the areas of math, science, reading, writing, classroom management.

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

All program areas fine tuned and began implementation of their revised programs. All graduate programs did the revisioning for their programs as well. The Professional Development System has orchestrated meetings with public school partners in an effort to assess needs and create program changes to meet needs identified. Faculty in the Watson School of Education

have been active in collaborating with colleagues across the state. Teachers demonstrate leadership: WSOE began its third cohort of doctoral students with 8 new candidates. Faculty across the Watson School of Education are involved in Doctoral Review Committees. A new chapter of SNCAE was established at our extension site in Jacksonville. Faculty directed honors theses and independent studies. Many of these resulted in joint presentations at state and regional conferences. Teachers establish a respectful environment for a diverse population of students: Professors continued to report the results of their work to enhance the understanding of and valuing of diversity in their Professional Development Reports. Nineteen students completed their internship in Belize. They created blogs to share their experience with the North Carolina classrooms in which they started their internship. Eight students traveled to Kuwait during fall to complete a 5 week practicum. The online diversity portal was increased allowing faculty and students to access diversity materials to use in class and presentations. Specific service learning assignments helped students be better prepared to effectively support the learning of all students they will teach. Watson School of Education hosted poverty simulations to help educators better understand those facing these challenges. Teachers know the content they teach: The revised programs include greater emphasis on helping our students know the content they teach. An additional math course was required for elementary majors. Collaboration with colleagues in arts and sciences continued to develop artifacts in those classes that would help assess the content knowledge of our teacher candidates. Teachers facilitate learning for their students: All program areas reviewed evaluation data from internships and identified areas of concerns with which to work. Courses have been identified in which to address weaknesses. More and better structured field experiences have been put in place in all programs. Students show evidence of their proficiency in their portfolio. Teachers reflect on their practice: Students video record instances of their teaching and use those recordings to reflect on their effectiveness. All students in the WSOE create a professional development portfolio that shows evidence of their proficiency as teachers but also shows evidence of their effectiveness as reflective practitioners.

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

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

engagement, with all personnel, has created a comprehensive overview of the functions and roles within the Watson School. The next step, of developing a strategic plan for the Watson School of Education, will be made more transparent as a result of first creating an identity.

Supplemental Information (Optional)

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

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

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

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

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

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

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

The Watson School of Education continues to implement new initiatives to meet the educational needs of the state and region. All programs that involve teacher-licensure have been re-visioned to meet the new standards outlined by the North Carolina State Board of Education. This year has been a transition year for the new undergraduate licensure programs. The first official group of pre-service teachers will begin in the Fall of 2010. This year we have been quite pleased with the changes we have made and in the changes we have seen in our students in their first year of the new program. Next year our revised MAT programs will be implemented. We are excited to see the impact these changes will reveal when the students are interning in the area schools.

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	6
	Asian/Pacific Islander		Asian/Pacific Islander	8
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	28
	Hispanic	3	Hispanic	15
	White, Not Hispanic Origin	116	White, Not Hispanic Origin	650
	Other	7	Other	10
	Total	133	Total	717
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	52
	Other		Other	3
	Total	31	Total	61
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	48
	Other	1	Other	
	Total	5	Total	58
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	88
	Other		Other	4
	Total	39	Total	106

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)		12
Elementary (K-6)		86
Middle Grades (6-9)		72
Secondary (9-12)		33
Special Subject Areas (k-12)		13
Exceptional Children (K-12)		20
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	236
Comment or Explanation:		
This table displays the number of lateral entry teachers (including NCTeach and CT3) enrolled at UNCW during the 2009-2010 academic year. A total of 203 licensure-only students were enrolled in courses to complete licensure requirements, and 10 stated that they were lateral entry teachers.		

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

	Baccalaureate
MEAN SAT Total	1,181
MEAN SAT-Math	569
MEAN SAT-Verbal	569
MEAN ACT Composite	25
MEAN ACT-Math	24
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	333
MEAN CBT-W	324
MEAN CBT-M	347
MEAN GPA	3.46
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	3	4		2
Elementary (K-6)	34	145	3	17
Middle Grades (6-9)	2	12		26
Secondary (9-12)	1	30		11
Special Subject Areas (K-12)		37		4
Exceptional Children (K-12)	6	10	1	1
Vocational Education (7-12)				1
Special Service Personnel				
Total	46	238	4	62
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	214	98
Spec Ed: Adapted Curriculum	7	100
Spec Ed: General Curriculum	24	100
Institution Summary	2445	98
* 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	132	90	35	8	1	1
U Licensure Only	23	4			3	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	7	1	4	3	1	1
U Licensure Only	20	6		2	1	1
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	368	95	47
Bachelor	State	5,569	80	48

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

LEA	Number of Teachers
New Hanover County Schools	819
Onslow County Schools	524
Brunswick County Schools	319
Pender County Schools	285
Wake County Schools	282
Duplin County Schools	205
Johnston County Schools	132
Columbus County Schools	119
Sampson County Schools	107
Charlotte-Mecklenburg Schools	101

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
77	11	42