

# IHE Bachelor Performance Report

## UNC-Chapel Hill

2011 - 2012

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### Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university within the United States to award degrees in the 18<sup>th</sup> century. It has provided higher education to ten generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, now enrolling 29,137 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries. For the eleventh consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by *U.S. News & World Report*. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met that summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim 19,600 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

### Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking as reported in *U.S. News & World Report*, most recently ranking 34<sup>th</sup> overall, with six of our programs ranked in the top 20 in their fields. With 54 full-time faculty members and an enrollment this spring of nearly 750 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Our Masters' for Experienced Teachers (MEdX) is a 30-33 hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this

program in cohorts of about 10 to 20 students each, with teachers who work together often studying together. As of Summer 2012, a total of 147 teachers were currently enrolled in our M.Ed.X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators, in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG).

An important avenue of collaborative program development between the School of Education and Arts and Sciences culminated in the approval of UNC-BEST, focusing on expanding the pipeline of math and science teachers through an innovative program aimed at math and science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. The program has steadily grown in the past three years. Current enrollment in UNC BEST is 25, with 10 UNC BEST graduates finishing during the 2011-2012 academic year. An Undergraduate Minor in Education was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. We anticipated enrolling 25 undergraduates for Fall 2012, but due to high demand, we will have 40 outstanding undergraduates begin in the minor in Fall 2012. Finally, Fall 2012 will also herald the beginning of our assured enrollment program for incoming freshmen with outstanding credentials who have accepted admission to the university as well as assured enrollment in the School of Education in their junior year as long as their coursework at UNC-CH meets all admissions benchmarks for the School and for licensure.

Our outreach efforts continue to expand. The Research Triangle Schools Partnership (RTSP) is a collaborative effort bringing together interdisciplinary faculty in the School of Education who are interested in partnerships with local school districts and communities designed to enhance student learning and family support, pre-service teacher education, in-service teacher professional development and doctoral training. Our current efforts are primarily focused on developing a stronger partnership with the Roanoke River Valley Consortium, Durham Public Schools, Orange County Schools and Chapel Hill-Carrboro City Schools. LEARN NC continues to demonstrate its commitment to providing quality professional development for North Carolina educators through web-based curriculum materials, online professional development, and community outreach. The LEARN NC website ([www.learnnc.org](http://www.learnnc.org)) covers all areas of the K-12 curriculum.

## **Program Areas and Levels Offered**

**BIRTH-KINDERGARTEN (B-K):** Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. **ELEMENTARY EDUCATION (K-6):** Elementary Education, A, M; Mathematics K-5, M; Mathematics Add-on, M; Science Add-on, M; **MIDDLE GRADES EDUCATION (6-9):** Language Arts, A, M, licensure only, lateral entry; Mathematics, A, M, licensure only, lateral entry; Science, A, M, licensure only, lateral entry; Social Studies, A, M, licensure only, lateral entry. **SECONDARY EDUCATION (9-12):** English, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; Classical Latin, M; Earth Science, A; Chemistry, A; Physics, A; Biology, A. **SPECIAL SUBJECT AREAS (K-12):** English as a Second Language, M, add-on; Reading, M, add-on; Music, A, M; Second Language Studies: French, M.; German, M; Japanese, M; Spanish M,. **EXCEPTIONAL CHILDREN (K-12):** Special Education: General Curriculum, M, add-on and lateral entry; **SPECIAL SERVICE PERSONNEL (K-12):** Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M;

Speech-Language Pathologist, S. (NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Summary of the Outcome of the Activities and/or Programs	Number of Participants
<p><b>MASTER’S IN EDUCATION FOR EXPERIENCED TEACHERS:</b>  ALAMANCE-BURLINGTON: Graham Middle, Western Alamance Middle, William HS;  CHAPEL HILL-CARRBORO CITY: Ephesus Road Elem, Estes Hills Elem, FPG Elem, Glenwood Elem, McDougle Elem, Rashkis Elem, Scroggs Elem, Seawell Elem, Culbreth Middle, McDougle Middle, Phillips Middle, Smith Middle, Chapel Hill HS, East Chapel Hill HS; CHATHAM: Chatham Central HS, Bonlee Elem, Jordan Matthews HS, Moncure Elem, N Chatham Elem, Pittsboro Elem, Siler City Elem, Silk Hope Elem, Chatham Middle, Horton Middle, Northwood HS;  DURHAM: C.C. Spaulding Elem, Mangum Elem, Eastway Elem, Burton Elem, Creekside Elem, Eno Valley Elem, Glenn Elem, Healthy Start Academy, Hillandale Elem, Holt Elem, Hope Valley Elem, Lowe’s Grove Elem, Pearsonstown Elem, Southwest Elem, Y.E. Smith Elem, Brodgen Middle, Carrington Middle,</p>	<p>(1) <i>Preparing 21<sup>st</sup> Century professionals</i> by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas.  (2) <i>Teacher Retention</i> through support, instruction and pay increases associated with obtaining an M.Ed.  (3) <i>Governance by 21<sup>st</sup> century systems</i> with the authorization of a Technology M.Ed. cohort  (4) <i>Closing the Achievement Gap</i> via professional development in advanced curricular and instructional materials associated with graduate education</p>	<p>In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master’s in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to</p>	<p>August 2000 to present</p>	<p>In 2011-2012, we graduated 60 students in 4 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated 450 career educators from 2003 through May 2012.</p> <p>In the Summer of 2012, we have 93 MEdX students currently enrolled in 4 cohort areas: Literacy, ECIFS, Special Education and Math.</p> <p>Teachers have stated that their M.Ed. study helped them understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers’ disposition and practice related to</p>	<p>93 currently enrolled experienced teachers</p>

<p>Chewning Middle, Durham School of the Arts, Githens Middle, Rogers-Herr Middle, Jordan HS, Southern HS; GRANVILLE: JF Webb HS; GUILFORD: Gibsonville Elem, Mineral Springs Elem, Kernodle Middle, Penn-Griffin School of the Arts; ORANGE: Cameron Park Elem, Efland-Cheeks Elem, Grady Brown Elem, Hillsborough Elem, A. L. Stanback Middle, Cedar Ridge HS; VANCE: Henderson Middle; WAKE: Wilburn Elem, Turner Creek Elem, Forest Pines Drive Elem, Knightdale Elem, Lead Mine Elem, Powell GT Magnet Elem, Vandora Springs Elem, Carnage Middle, Centennial Campus Middle, Fuquay-Varina Middle, Moore Square Museum Magnet Middle, Wake Forest-Rolesville Middle, Western Middle, Broughton HS, Green Hope HS; WAYNE: Greenwood Middle, Norwayne Middle.</p>	<p>(5)Lowering Drop-Out Rates via enhanced teacher competency in areas of Special Education, differentiated instruction, meeting the needs of exceptional and at-risk students and social justice emphasis</p>	<p>expressed needs from nearby school districts.</p>		<p>teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006. This and similar documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.</p>	
<p><b>AMERICA READS/COUNTS:</b> ORANGE: New Hope Elem; CHAPEL HILL-CARRBORO: Carrboro Elem; Rashkis Elem; Scroggs Elem; Culbreth Middle; Holmes Day Care.</p>	<p>(1) <i>Preparing 21<sup>st</sup> century professionals</i> through engagement with identified low-performing students.  (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to</p>	<p><b><u>America Reads and Counts:</u></b> Age appropriate books were used in tutoring sessions to guide this year's Author's Tea project to provoke discussion about social justice issues relevant to our learners. These discussions led to students composing stories, which they</p>	<p>August 2005 to present</p>	<p>32tutors with 80 children</p>	<p><b><u>America Reads/Counts</u></b> placed 32 tutors with 80 children for 3,760 hours of tutoring</p>

	low-performing students as well as support and engagement with successful students (i.e., college tutors)	drafted, revised, edited and published with the help of their tutors, on topics ranging from bullying, fairness, friendship, and poverty. Each child and tutor was given a copy of the book which was also read to the community at the Orange County Literacy Fair. America Reads tutors also participated in National Literacy Action Week. One group created posters about why reading was important to daily life, one group created a video about why literacy was important with their tutees, and another group created a financial literacy night, attended by 40 9 <sup>th</sup> grade Algebra students.			
<b>NC LITERACYCORPS ENGAGE:</b> ALAMANCE, ORANGE, DURHAM, WAKE, GUILFORD, MOORE AND FORSYTH COUNTIES	(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing and ELL students and adults.	NC LiteracyCorps/ENGAGE is a statewide AmeriCorps project focused on literacy/ELL tutoring for NC children and adults.	August 2004 to present	34 NC Literacy Corps AmeriCorps Members recruited 2,779 volunteers who contributed a total of 41,047 hours and worked with 9,948 learners.	34 NC Literacy Corps AmeriCorps members; 2,779 volunteers serving 9,948 learners

	<p>(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing and ELL students as well as support and engagement with successful students (i.e., college tutors).</p>				
<p><b>TUTORING PROGRAMS: AT-RISK TUTORING— CHAPEL HILL-CARRBORO CITY SCHOOLS:</b> McDougle Elem, Sewell Elem, Morris Grove Elem, and Mary Scroggs Elem;</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students.</p> <p>(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School of Education of these needs. Through our At-risk Tutoring Program,</p>	<p>September 2004 to present</p>	<p>Tutoring arising out of SOE teacher education programs served over 300 students, providing 200 tutors. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>	<p>200 tutors serving 330 students</p>

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

<p><b>TEACHING FELLOWS TUTORING:</b>  <b>CHAPEL HILL-CARRBORO:</b> Rashkis Elementary, Mary E. Scroggs Elementary, McDougale Elementary, Frank Porter Graham Elementary School, Carrboro Elementary School, Grey Culbreth Middle School, McDougale Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School and East Chapel Hill High School.  <b>DURHAM CO:</b> Phoenix Academy.  <b>CHATHAM CO:</b> Northwood High School,</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing or struggling students.  (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>The Teaching Fellows Program provides 100+ undergraduate students who serve as tutors as well as in other capacities in area schools. The students also observe and assist teachers in various ways as needed.</p>	<p>September 2011-April 2012</p>	<p>Teaching Fellows tutors provided more than 3,000 hours in 21 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>	<p>100+ Teaching Fellows serving 21 area schools</p>
<p><b>RESEARCH TRIANGLE SCHOOLS PARTNERSHIP(RTSP):</b>  <b><i>Reconnect and Recharge seminars</i></b>  Bertie County; Chatham County; Chapel Hill-Carrboro City Schools; Clinton City; Cumberland County; Durham County; Lee County; Orange County; Vance County; Wake County</p>	<p>(1) <i>Preparing 21<sup>st</sup> Century professionals</i> by providing support, networking, and problem solving among new teachers (i.e., program graduates) as a professional development and continuing education opportunity.</p>	<p><i>Reconnect and Recharge</i>, in its third year, was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they</p>	<p>11/01/11-6/15/12 (Program first begun in Fall 2009)</p>	<p>Preliminary findings show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related, curriculum related, collaboration with colleagues, parent-teacher related, leadership issues, and internal</p>	<p>30 beginning teachers (in 1<sup>st</sup> through 5<sup>th</sup> years of teaching) from 10 NC LEAs</p>

	<p>face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four (4) times during the school year for approximately four hours per session.</p> <p>There were twenty five participating teachers from approximately 10 different school districts across North Carolina representing both rural and urban school settings. During each session, participants were organized in small focus groups, which included a facilitator, where they discussed dilemmas of practice in their school and classroom. Participants were grouped according to their teaching area and level they were currently teaching. Within these groups,</p>	<p>conflicts. Student-related dilemmas included students who were not performing at grade level, challenging high-achieving students, and difficulty in motivating students. Curriculum issues included structured and scripted curricula, curriculum that is not developmentally appropriate, and grading. Dilemmas concerning collegial collaboration included strained relationships with teaching assistants and older generation teachers, difficulty in receiving help from other colleagues, and ineffective Professional Learning Communities. Parent-teacher related dilemmas included limited parent involvement,</p>	
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		<p>participants problem-solved issues of concern in their work, and discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's teachers face. In addition, we were interested in examining the impact this project may have on the teacher participants.</p>	<p>parents that do not reinforce classroom rules and teacher expectations, and parent conferencing. Dilemmas related to internal conflicts included being respected as the "new" teacher, teachers not being held accountable for ineffectiveness, and developmentally appropriate practice versus teaching to the test. The teacher participants also discussed problem-solving strategies including differentiation and motivational strategies, finding support groups, and taking advantage of the autonomy provided in each individual classroom.</p> <p>Overall, participants felt the <i>Reconnect and Recharge</i> seminars greatly helped them in terms of support and problem-solving. Participants</p>	
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				<p>looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.</p>	
<p><b>TARGETED READING INTERVENTION (TRI):</b> Grant awarded. Determination of NC Schools still in negotiation.</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing professional development for rural K-1 teachers in regard to reading instruction for struggling readers (2) <i>Closing the Achievement Gap</i> by identifying and providing successful remediation for struggling readers at an early age</p>	<p>Targeted Reading Intervention (TRI) was implemented by faculty in 2004. TRI combines elements of dozens of teaching strategies. In the TRI program, a consultant works with one classroom teacher and one struggling reader at a time. In biweekly coaching sessions, the consultant and teacher formulate instruction for that child, based on the diagnosis of the child's reading difficulties. Guided by the TRI consultant, the teacher provides</p>	<p>May 2011 –June 2015</p>	<p>Results to date from pilot TRI sites are encouraging: Students who have received TRI have shown significantly greater gains in reading ability than control students who have received other forms of reading instruction. Continued funding of \$3.4 million from the Department of Education will provide the expansion of this successful program to 25 Title I schools,</p>	<p>25 rural schools, some in NC. Four teachers per school and three students per classroom for three years.</p>

		<p>15 minutes of one-on-one interaction with the child every day until the child shows marked improvement. Since its inception, TRI has been implemented in a series of small, randomized clinical trials. Results to date are encouraging: Students who have received TRI have shown significantly greater gains in reading ability than control students who have received other forms of reading instruction. Continued funding of \$3.4 million from the Department of Education will provide the expansion of this successful program to 25 Title I schools, several of which will be in NC. To date, planning has begun on the current phase of the project.</p>		<p>several of which will be in NC. To date, planning has begun on the current phase of the project.</p>	
<p><b>ENHANCED RURAL ONLINE LEARNING (EROL):</b> Individual 9th grade students from any district but with emphasis on rural districts</p>	<p>(1) <i>Closing the Achievement Gap</i> by providing opportunities</p>	<p>Faculty are developing online training for facilitators who will support rural students who did</p>	<p>February 2011-June 2013</p>	<p>The intervention is based on a previous project of the School of Education's National</p>	<p>Individual 9th grade students from any district but with emphasis on</p>

	<p>for rural youth seeking to meet high school graduation requirements in North Carolina. (2) Producing globally competitive students by facilitating learning and enabling high school graduation.</p>	<p>not achieve grade-level proficiency in their Algebra I course. As the students re-take the course online, the facilitators will keep them motivated and engaged as well as foster effective learning strategies when the students encounter difficulties with the material. The school-based facilitators often are not licensed teachers. Various school staff personnel might serve as facilitators, such as media specialists, counselors and secretaries. The goal of the newly funded project is to provide in-depth training to facilitators so they can provide adequate support to struggling high school students.</p>	<p>Research Center on Rural Education Support. The Enhanced Rural Online Learning (EROL) study supported rural youth taking online Advanced Placement courses in English Literature and Composition. In the EROL study, youth whose facilitators had received the Facilitator Preparation Program (FPP) had a 70 percent course completion rate. Other youth whose facilitators had received more limited training had only a 41 percent course completion rate. Current project will adapt this intervention program to support rural students taking Algebra I online. Beginning June 2011, summer, the researchers will conduct a pilot study to begin to determine if facilitators can implement the</p>	<p>rural districts</p>
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				FPP training in order to increase success rates when working with 9-12 students.	
<b>MADRES PARA NINOS:</b> Durham County; Orange County	(1) <i>Closing the Achievement Gap</i> for young Latino ELL children through an intervention with mothers.	<p>The intervention focuses on narrowing the achievement gap for young Latino immigrant children by supporting and educating their mothers in a collaborative and problem-solving focused group.</p> <p>Goals include: a) an increase in knowledge and skill in promoting their child's language and literacy development, b) an increased understanding and familiarity with entry into the local school system, c) an increased skill level, knowledge, and sense of self-efficacy to parent and support their children, and d) an improved ability to acquire or identify resources and to engage in proactive problem-solving around educational issues.</p>	September 2007 – May 2011	<p>Outcomes: (1) Parents reported they learned a great deal about the expectations of local schools for incoming students and associated parental responsibilities. (2) Parents reported that they learned about how to encourage their children to read, and how to ask questions and talk to their children about what they are reading so that they could gauge comprehension. (3) Parents reported learning that household items can be used to teach children, such as pointing out the shapes of items around the house. (4) Parents reported they have learned how important it is to spend engaged learning time with their</p>	23 intervention /control groups. serving a total of 180-220 parents and their children

				<p>children. For example, several parents went on a joint trip to the public library to get library cards so that they would have the resources to spend more engaged time in literacy activities with their children.</p> <p>(5) Parents reported that they would tell potential members of future MpN groups that it was very useful and that “They should go and participate in the group because they will learn a lot of things that will help their children.”</p>	
<p><b>PROJECT SCREEN AND SUPPORT:</b>  ORANGE CO: Efland-Cheeks Elem, Stanford Middle and Orange High. Individual teachers attended from the following LEAs: CHATHAM; DAVIE; NEW HANOVER; and WAKE.</p>	<p>1) <i>Preparing 21st Century professionals</i> by providing professional development for teachers in regard to behavioral screening and support for students with multiple needs  (2) <i>Closing the Achievement</i></p>	<p>The objective was to provide a coordinated professional development series o to teachers in the county interested in learning more about supporting students using Tier 2 and Tier 3 supports. As part of this objective, we (a) developed a the professional development training series, consisting of five 2-hour sessions, (b)</p>	<p>Monthly:  January to May 2012</p>	<p>Training evaluations were highly favorable as measured by seven domains. Overall satisfaction ranged from 25-35 on a 35 total pt. scale with <i>objectives of training session</i> and <i>research based content</i> being the highest evaluated</p>	<p>50 participants were registered for the training series. The actual attendance ranged from 18-35 participants with the average attendance being 28 per session.</p>

	<p><i>Gap</i> by providing support mechanisms for students with multiple needs.</p>	<p>invited pre-kindergarten through twelfth-grade teachers at the three participating schools as well as any other teachers in the county interested in learning more about systematic screening tools and how to use these data to inform Tier 2 and Tier 3 intervention efforts, and (c) conducted the professional development series, beginning in January and ending in May. This training series was designed to allow all participating teachers an opportunity to build their knowledge base, skill set, and confidence in supporting students through the use of Tier 2 and Tier 3 supports. The professional development topics were identified during the planning meetings to complement the PBIS program currently being offered in Orange County as part of their strategic plan.</p> <p>In addition to supporting Orange County Schools, we extended this training series to teacher, staff, and administrators in surrounding counties.</p>		<p>domains with a mean of 4.89 on a 5 pt. item scale for each.</p>	
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## **B. Brief Summary of faculty service to the public schools.**

FACULTY DOCUMENTED 61 INITIATIVES of public school service. Many taught classes in schools, provided professional development, collaborated on grants, and served on program, planning and teacher award committees. A member of our Educational Psychology, Measurement and Evaluation faculty provided technical assistance to N.C. Department of Public Instruction on assessment and accountability issues. Our Teaching and Learning faculty coordinated “Recharge and Reconnect” seminars for new teachers. A Music Education faculty member provided choral clinics in Durham, Wake, Orange, New Hanover and Guilford counties. One faculty member serves on the FirstSchool leadership team, making decisions regarding the program’s work in N.C. Our School Psychology faculty consulted and provided training in schools in four districts, and provided support for Latina mothers in two school districts. Our faculty oversaw a program that provided tutoring to approximately 150 at-risk students in local schools. Our Literacy faculty organized and led a summer literacy camp for teachers from Davie and Yadkin counties. A member of our School Counseling faculty served as a consultant for district school counseling programs in Wake and Sampson counties. A School Psychology faculty member supervised graduate students who provided psychological services to students in Orange County and Chapel Hill-Carrboro schools, co-signing 44 psychological reports. Another School Psychology faculty member provided consultation and training in six schools in Durham County and one school in Granville County. Our Early Childhood Education faculty delivered Targeted Reading Intervention efforts to help struggling readers in 10 schools in four counties. Another Early Childhood Education faculty member supervised student teachers and worked with mentor teachers in 14 schools in three local school districts. A Teaching and Learning faculty member serves on the board of Triangle Learning Community in Durham and coordinated the Durham Public Schools-UNC Partnership Forum. A Mathematics Education faculty member provided professional development for mathematics teachers in Carrboro Elementary School, including instruction in dual-language settings. An Educational Leadership faculty member provided consultation for Chatham County Schools’ administrators on how to assess teachers’ work.

FACULTY FROM ARTS AND SCIENCES DEPARTMENTS AND PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY, on development and establishment of our new Undergraduate Minor in Education; the School of Information and Library Science collaborated on distance ed courses for teachers; UNC Libraries worked on teacher workshops for the DocSouth collection; the FPG Child Development Institute and the Center for Developmental Science focused on school-based research; the departments of Biology, Chemistry, Geology, Mathematics and Physics continue to work with us on the UNC-BEST program, a fast-track licensure program to secondary science teaching.

FACULTY ACROSS THE UNIVERSITY SERVED SCHOOLS THROUGH MANY INITIATIVES. Biology Department faculty visited schools with a Science and Technology Mobile Lab; the Schools of Dentistry, Medicine, and Nursing screened thousands of students; the School of Journalism and Mass Communication trained hundreds of teachers and students in scholastic media; the NC Botanical Garden hosted approximately 2,500 school children and partnered with schools; the Campus Y provided mentoring and Big Buddy programs, and the Morehead Planetarium and Science Center, Ackland Art Museum, and Music Department hosted thousands of public school children on campus.

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

During this reporting period, we focused on expanding our Teacher Induction Program for UNC BEST graduates who are new classroom teachers. We have designed a multi-pronged induction program for these graduates. Support for our graduates is a career-development continuum, leading to National Board Certification as exemplary mathematics and science teachers. The induction program has three components: 1) providing resources to all graduates to support them in delivering effective instruction, 2) establishing a supportive network of mentors and UNC-BEST colleagues, and 3) providing graduates with an array of professional development opportunities.

Our faculty provide pre-service collaboration and job placement assistance. Our literacy faculty provide assistance to new teachers in how to use books in classrooms. A Mathematics Education faculty member provided professional development for beginning mathematics teachers in Carrboro Elementary School, including instruction in dual-language settings.

An initiative in its third year was a four seminar series for new teachers called “Recharge and Reconnect” in which 30 recent graduates in their first three years of teaching were invited to campus on four Saturdays – in November, February, April, and June – to explore the kinds of successes and challenges they were facing in their work. Teachers were divided into four groups (early childhood/early elementary; upper elementary; middle grades; secondary) to discuss case studies, individual experiences/challenges, and offer feedback and receive/offer support to other teachers. The focus of this initiative is to better support recent graduates who are new to the teaching profession and to use information to help keep the School of Education teacher preparation programs relevant to the needs of today’s teachers. Teachers came from 10 districts from across the state.

Similarly, with an increase in the number of alumni entering the classroom we were able to continue to offer a summer professional development event to support UNC BEST alumni. We hosted our second “UNC BEST Alumni Retreat” held at the Friday Center in Chapel Hill on July 26<sup>th</sup> – 28<sup>th</sup>. Fourteen alumni from the classes of 2009, 2010 and 2011 attended. The retreat focused on providing professional development in areas the graduates described as most needed. Notable changes between the summer alumni retreat of 2010 and 2011 was an increase in leadership taken on by the class of 2009. In addition to the presentations by UNC-BEST faculty, each of the 2009 alum lead a presentation for fellow alumni, sharing resources and strategies they had learned during their first two years of teaching.

LEARN NC continues to demonstrate its commitment to providing quality professional development for North Carolina educators through web-based curriculum materials, online professional development, and community outreach. LEARN NC has aligned all of their existing resources to the Common Core standards. LEARN NC is using social media tools such as FaceBook and Twitter to support teachers with innovative resources.

The UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. A similar grant from Burroughs-Wellcome provides scholarships and teaching supplements to qualified new math and science graduates from the UNC BEST program.

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

The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. We continued our collaboration with the School of Social Work and the School of Information and Library Science to provide support for

provisionally licensed school social workers and school media specialists from across the state. Our licensure-only programs in birth-kindergarten education and in middle grades education attract mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. The Special Education Lateral Entry/Add-On Licensure program continues to enroll students interested in the area of Special Education. After faculty were awarded an Online Lateral Entry Course Development grant in Fall 2008, two of the Special Education Lateral Entry courses were developed into hybrid online/face-to-face courses. Student feedback was recorded for the online format of these courses, and this feedback was incorporated to meet students' needs. These courses continue to be offered and the population served expanded. Finally, LEARN NC has demonstrated its commitment to improving teacher retention in North Carolina through customized web content, professional development courses and community outreach. LEARN NC continues to provide innovative resources, ideas and best practices to teachers across the state who are new to the classroom. Finally, many of the services provided to public schools also served lateral entry teachers employed at those schools even if the efforts were not targeted solely to lateral entry teachers particularly in schools in the Roanoke River Valley Consortium.

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

We offer opportunities for career teachers and aspiring administrators through two programs: M.Ed. for Experienced Teachers (M.Ed.X) and Off-Campus MSA. These part-time, field-based programs enable practicing educators to pursue graduate study while working.

LEARN NC continues to meet the needs of NC teachers by providing online curriculum materials and professional development materials. LEARN NC has developed a collection of resources to support teachers as they transition to the Common Core standards. Beyond aligning the entire collection to Common Core, LEARN NC has developed an online course to introduce teachers to the standards and assist them as they retool their existing lessons. LEARN NC will also feature a collection of resources to support teachers of mathematics making the transition to Common Core standards.

The Carolina Center for Educational Excellence or the CCEE (a satellite facility of the School of Education located at Smith Middle School) works closely together with the Chapel Hill-Carrboro, the Orange County, and the Durham County school districts. The center hosted professional development events and meetings for teachers, counselors and school administrators totaling 1775 hours. The use by K-12 students was in the amount of 1442 hours. The CCEE offered science summer camps to local elementary students and an enrichment program to homeschooled children. It hosted the SciVentures summer camps organized by the Morehead Planetarium and Science Center. The CCEE organized a Model UN conference for middle school students and a Model UN training conference for high school students.

Through the Research Triangle School Partnership (RTSP), two faculty and three student seed grants were awarded for career teacher support. Three new School of Education faculty members offered professional development in mathematics including the Common Core Standards in Mathematics to teachers at Carrboro Elementary School. As part of this effort, workshops were designed to assist parents and guardians of children for whom the instructional language at school is different than the social language used at home or in the community. This team collaborated with the parents and faculty to assist in the transition to the new mathematics curriculum. A team of special education faculty and graduate students worked collaboratively with schools implementing Positive Behavior Intervention Support. This team provided professional development for teachers in Efland Cheeks Elementary, Stanford Middle, and Orange High Schools in developing and using screenings for tiered behavioral

interventions. Additionally, they provided more systematic professional development for K-12 educators in Chatham County Schools, Durham Public Schools, and Wake County Schools as well toward the goal of using screenings to inform tiered behavior interventions. The series of professional development was provided free of charge to participants with support from the seed grant. A graduate student worked with educators at Frank Porter Graham Elementary in Chapel Hill Carrboro Schools to support Burmes refugee students with the transitions. Another graduate student offered professional development and support for teachers to create an EcoJustice curriculum in self-selected Orange County Schools, Chapel Hill-Carrboro City Schools, and Durham Public Schools .

By hosting CONFERENCES, SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving hundreds of educators at campus events. Our faculty participate in professional development programs, including in local schools and participation at the Ocracoke Island School. A faculty member serves as a mentor for National Board Certified Teacher candidates. The School hosts the annual High School Journal conference, where teachers explore issues affecting education. The School hosts the Carolina Literacy Institute, which provided literacy instruction training for teachers from five middle schools in Davie and Yadkin counties. In addition, the School hosts a variety of LECTURES, WORKSHOPS, SEMINARS, DISCUSSIONS AND PRESENTATIONS exploring current issues in education.

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

The MSA and School Administration Add-on programs had provided 42 administrative interns assigned to various Title I or low performing schools Alamance-Burlington, Asheboro City, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County, Davidson County, Durham County, Franklin County, Guilford County, Howard Arts Charter (Wilson County), Orange County, Wake County, and Winston-Salem/Forsyth public schools. University field supervisors met with the interns and school principals a minimum of six times during the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically.

A number of faculty, working through RTSP, collaborated with the Roanoke River Valley Education Consortium (Bertie, Northampton, Warren, Halifax, Weldon City, Hertford County Schools): From this ongoing collaboration with the six districts comprising the consortium, more specific work related to elementary literacy began in the summer and fall semester of 2011. Outreach faculty participated in the consortium board's annual retreat in Rocky Mount, NC. During the retreat, school superintendents, the executive director of the consortium, and I reviewed data from across grade spans and subjects for the districts. Superintendents concluded that elementary literacy required more specific attention based on cohort data, especially. In December 2011, several clinical faculty and graduate students associated with the School of Education's literacy unit and Lynne Vernon-Feagan's Targeted Reading Intervention program attended two planning sessions that included instructional leadership representing most of the districts in the consortium. The effort was named Reading Reach. At the last meeting, a framework for addressing professional development was presented. This work is ongoing.

The School of Education is working with Durham Public Schools and its possible funder to provide the Masters for Experienced Teachers (MEdX) program to a low-performing middle school that is staffed with a high number of Teach For America teachers. The district wants to provide professional development for the teachers in the STEM-themed middle school as an additional support for school

improvement. If there are enough participants, the program would be available to the Durham cohort, allowing course content to be customized for the school's needs.

The Middle Grades program continued the activity in the schools through AVID, working at W.G. Person School in Durham as AVID tutors as well as three Orange county schools (i.e., Stanback, Stanford, and Gravelly Hills). Students engaged classroom teachers to help deliver the preparatory instruction on the AVID program in regard to being an effective classroom tutor. Public school students were supported by School of Education students, not only in the content area but also in study and organizational skills.

One of the goals of the UNC BEST program is to place highly qualified mathematics and science teachers in low performing schools. We have made a deliberate effort to provide our pre-service teachers with experiences that would help them develop the skills and support needed to be successful in high needs school districts. We began by engaging with partner districts and have developed a collaborative network of educators involving university faculty, district supervisors, in-service and pre-service teachers. This began with site visits to each of our partner districts initiated by the Dean of the School of Education and included the UNC BEST program coordinator and some faculty members. This collaborative network between UNC School of Education faculty and school systems has resulted in several of our UNC BEST alumni accepting teaching jobs at high needs schools in the following school districts: Charlotte-Mecklenburg, Alamance-Burlington, Guilford, Yancey and Durham.

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

**GLOBALLY COMPETITIVE STUDENTS:** For the first time, in Spring 2012, 15 students in early childhood and secondary math and science spent three weeks at the Beijing Royal School, working with Chinese teachers and students and participating fully in their classrooms. In line with efforts throughout UNC-CH, the School of Education has continued and expanded two significant global initiatives: One effort is in Thailand providing professional development in math and science for Thai teachers. The second involves collaboration with the Beijing Royal School whose founder will send 10-15 Chinese teachers per year to the School of Education for further development in educational pedagogy for several content areas, including science and math. The first cohort of these Chinese teachers will begin during Summer 2012. School Psychology faculty are key participants in a TransAtlantic Consortium on Early Childhood Intervention. Over five years, an international curriculum was developed through intensive institutes and the exchange of 100+ grad students among cooperating international universities. As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa.

**INNOVATION IN NC PUBLIC SCHOOLS LED BY 21ST CENTURY PROFESSIONALS:** Our Research Triangle School Partnership continues its' school/community partnerships through a variety of initiatives with the Roanoke River Valley Education Consortium, Durham Public Schools and Orange County Schools as elaborated in other areas of this report. Briefly these include: math training in elementary schools in regard to Common Core standards; school readiness in literacy and planning for a Targeted Reading Intervention initiative; and training in appropriate behavioral screenings and support for children with multiple needs.

**STUDENTS WILL BE HEALTHY AND RESPONSIBLE:** The Family Life Project, established in 2002 with a \$16.5 million, five-year grant from National Institute for Child Health and Human Development (NICHD). This project has been extended and continues to investigate how low-income rural families use child care subsidies, the quality of care they receive, and how subsidy use is related to child outcomes and parental work conditions. Researchers work in three rural NC counties (i.e., Wilson, Wayne and Sampson) to determine the biological, individual, family and community

processes that lead to good or poor outcomes for young, high poverty, rural children. GOVERNANCE AND SUPPORT BY 21ST CENTURY SYSTEMS: With the help from central office personnel and faculty experts, we revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century schools. We admitted our first 13 students to this new Ed.D. program in January 2011. Enrollment has increased and students are excited about this opportunity within the state.

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

In its' fourth year, UNC-BEST, a collaboration between the College of Arts and Sciences and the School of Education, is a model program that will help NC schools address the critical need for qualified science and math teachers. In partnership with Warren, Vance, Hertford and Guilford counties, we obtained an Office of Education grant (\$1.2mil) and expanded the program to include math, geological sciences, and chemistry. One facet of the grant involves recruiting from the partner areas to UNC for teacher education. Another facet involves placing UNC BEST graduates in the high-need partner districts. This effort has been continued although the 5<sup>th</sup> year of the grant funding has been cut. In another collaboration with the College of Arts and Sciences, the School of Education has designed and received approval for an Undergraduate Minor in Education. To initial foci of this minor are in the areas of educational policy and learning and cognition. This undergrad minor is intended to provide an earlier exposure to education among undergrad students who may subsequently be interested in teaching. For undergrad students in other majors, the Education minor will provide a means toward a more informed and active citizenry about educational policy and issues. Our RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP) continues to focus on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. RTSP is at the forefront of redefining the role of education within the new economy of NC. A formal MOU was established with the Roanoke River Valley Ed Consortium (RRVEC) to include professional development opportunities and grant resources depending on mutual projects as described in Section F. Our TEACHING and LEARNING faculty continue to provide leadership and strategic focus upon consideration of public school needs in relation to our current and future programs, particularly in light of severe budget constraints. (See information previously presented in faculty service to public schools). Finally, in line with other parts of UNC-CH, the SOE has continued and expanded two significant global initiatives: One effort is in Thailand providing professional development in math and science for Thai teachers. The second involves collaboration with the Beijing Royal School whose founder will send 10-15 Chinese teachers per year to the School of Education for further development in educational pedagogy for several content areas, including science and math. The first cohort of these Chinese teachers will begin during Summer 2012.

#### **Supplemental Information (Optional)**

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

Our students have consistently performed well on the NTE/Praxis examinations. We continue to make efforts to support our students' preparation for the Praxis examinations in their areas. In a Middle Grades course on "The Teaching Profession," students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members offer extensive feedback, provide remedial help and send students who have particular difficulty on the papers to the UNC-Chapel Hill Writing Center with a copy of the Praxis rubrics. The

School of Education licensure officer meets with all students to ensure that they understand North Carolina State Board of Education policy regarding testing requirements and licensure advancement. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty require MSA students to review the exam format, complete sample exercises, and attend a review session conducted by DPI. In curriculum meetings, faculty examine the NTE/Praxis test booklets and organize themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing and teaching or administrative licensure.

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

School of Education's 2011-2012 recruitment plan continued to focus on increasing student enrollment and diversity within the teacher education programs. This plan identified specific goals, key strategies, and action plans to help meet targeted and projected enrollment numbers. We continue to use Facebook to promote individual academic programs as well as to recruit undergraduates to the Education major and minor. We are able to track interest on our Facebook site and are working with others around campus to increase our ability to track prospects from interest to enrollment.

The School of Education's Recruitment Office continues to participate in CTOPS and Explore Carolina, two major, on-campus new student admissions events. Staff from this office speak at the Summer Bridge program which targets incoming first year NC students from small, rural high schools that may lack AP and other college preparatory courses. We also participate in conferences at World View in order to provide visibility for our MEdX programs to current teachers attending these conferences. Faculty represent the School of Education at various conferences across the state and have included more emphasis on recruitment during these conference appearances.

The School of Education's fast-track program, UNC BEST, serving the purpose of increasing the number of North Carolina math and science teachers, has continued to grow and attract highly qualified math and science teachers into NC public schools, particularly with the added incentive of a Burroughs-Wellcome scholarship. We have continued to collaborate with the Department of Athletics as well as the Department of Exercise and Sports Science to provide more flexible structuring in our undergraduate programs to enable more student athletes to become teachers.

In the UNDERGRAD/MAT STRAND, recruitment efforts resulted in an enrollment of 322 this year, an increase of initial licensure students from 2010-2011. The entering Teaching Fellows admitted 35 students for 2011-2012, including 28.6% minority, an almost 10% increase in minority students from the previous year. An education course is offered in General College to more than 250 students provided tutoring opportunities in local schools, bringing students into the education major. At the GRADUATE AND POST-BACCALAUREATE LEVELS, our enrollment in professional education programs leading to licensure (excluding the MAT program counted above but including doctoral programs in C&I, Ed Leadership and School Psychology) was 438 during 2011-2012. Much of our graduate level success has been largely due to the continued popularity of our MEd Program for Experienced Teachers (MEdX) and our MSA Programs. As of Summer 2012, 147 teachers were enrolled in six cohorts of our MEd Program for Experienced Teachers. Our MSA Program enrolled 64 students last year in the off-campus and 31 students in our on-campus programs, again an increase from the prior year. The School

Administration add-on licensure, approved August 2006, currently has 14 enrolled students. (Note: All enrollments include Fall 2010 through SSII 2012).

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

In our continued efforts to increase minority recruitment and retention rates at UNC, the SOE has focused on the following areas: building stronger relationships with campus organizations and community to recruit minority students, program accessibility, funding for minority students, and outreach opportunities. In July 2011, we hired a distinguished P-12 Educator, Martinette Horner, a former UNC-CH Teaching Fellow, teacher and assistant principal in North Carolina. Ms. Horner has begun and continued numerous outreach initiatives, many specifically targeted at recruiting minority students into the teaching profession. The Teaching Fellows class for 2011-12 was 28.6% minority. Another means of recruiting minority students is through Licensure Only and Lateral Entry efforts. These programs offer late afternoon and online classes which provide flexibility for diverse non-traditional candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and personnel from the School of Education's Student Affairs Office have ongoing dialogue to ensure a smooth transition for community college students who wish to become education majors. As of Fall 2012, we have accepted our cohort of first year students into the assured enrollment program, several of whom are outstanding minority students.

In regard to student outreach, , the School of Education's School Counseling program works directly with National College Advising Board counselors each semester to present SOE information to designated high schools with large minority populations who are usually underserved in undergraduate student recruitment efforts. The School Counseling program is also working with National College Advising Board to recruit its counselors into our M.Ed. in School Counseling program. The program admitted its first two NCAB recruits for Fall 2010. In terms of funding, the SOE External Affairs office continues to work diligently to identify financial assistance in the form of funds and grants for nontraditional and minority students. Lastly, the SOE annually awards the Willie Hall Kennedy \$6,000 Scholarship to a rising junior in education, with preference given to minority or underrepresented students.

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

UNC Baccalaureate in Education and Science Teaching, (UNC-BEST), a fast track for the preparation of secondary science and math teachers, continues to expand the number of undergraduate science and math majors who will become licensed as secondary teachers. We continued to forge relationships and collaborate with Hertford County Schools, Warren County Schools, Vance County Schools, Vance-Granville Community College, and the Roanoke River Valley Education Consortium. *Reconnect and Recharge* is a project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four times

during the school year for approximately four hours per session and received a small stipend for participation.

As part of UNC's Honors Study Abroad Program and Burch Field Research Seminars, middle school education majors have the opportunity to be in schools and to take courses in African studies and political science during a Semester Abroad in Cape Town, South Africa. The School of Education faculty submitted an undergraduate Education minor which was approved in April 2011. We offered the first course in the minor during Spring 2012 and received almost 100 applications for the 25 "spots" to be offered in the minor. We have continued to collaborate with the Department of Athletics as well as the Department of Exercise and Sports Science to provide more flexible structuring in our undergraduate programs so that more student athletes can become teachers.

With the help of several public school central office personnel, we completely revamped our Ed.D.in Curriculum and Instruction. The newly revised program is field-based and pointedly addresses the needs of 21st century schools. Our first cohort of 13 Ed.D. students began in January 2011 and has continued to expand through Spring 2012. Finally, we have successfully hired two new tenured or tenure-track faculty members during 2011-2012 who will begin in July 2012. They will bring leadership in areas of high need within North Carolina, especially in the African American and Asian communities. An additional Distinguished Full Professor has been hired in the area of Learning Sciences and Experiential Education. She will begin her employment in January 2013.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	12
	Hispanic	3	Hispanic	17
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	181
	Other		Other	5
	<b>Total</b>	<b>33</b>	<b>Total</b>	<b>220</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	1	3
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>5</b>
Comment or Explanation:		
We have significantly decreased our numbers in lateral entry programs due to low demand.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,282
MEAN SAT-Math	574
MEAN SAT-Verbal	*
MEAN ACT Composite	28
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	182
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.41
Comment or Explanation:	
* To protect confidentiality of student records, areas with less than five test takers were not printed.	

**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)	6	8		
Elementary (K-6)	25	33		
Middle Grades (6-9)	2	6		
Secondary (9-12)	14	6		
Special Subject Areas (K-12)	3			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>50</b>	<b>53</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	58	100
Institution Summary	58	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	4	93	6			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	168	96	64
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	969
Durham Public Schools	498
Chapel Hill-Carrboro Schools	379
Charlotte-Mecklenburg Schools	363
Guilford County Schools	312
Forsyth County Schools	248
Alamance-Burlington Schools	172
Orange County Schools	172
Chatham County Schools	143

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
39	4	12