

# IHE Bachelor Performance Report

## UNC-Charlotte

2011 - 2012

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### Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2011-12, approximately 25,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral/ research intensive institution and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is also North Carolina's only urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through its seven academic colleges - Arts and Architecture, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. The campus welcomed its second class of 16 Levine Scholars in fall 2011. This is UNC Charlotte's most prestigious merit scholarship program. The campus is one of the fastest growing campuses in the UNC system. In fall 2011 we opened an 11-story academic Center City Building. This facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, health and community engagement.

### Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the region, with minority students comprising approximately 25% of the student population. More than 1,300 international students are enrolled in University programs. The College has a strong partnership with the 12 school districts which make up the Southwest Education Alliance (SWEA). UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, a school district with 159 schools and a highly diverse enrollment of more than 141,000 pupils who are 32.5% white, 42% black, 17.5% Hispanic, 5% Asian, and 3% American Indian or multiracial. There are more than 15,000 students learning English as a Second Language and nearly half the students qualify for free or reduced lunch. UNC Charlotte's

location is contiguous to Union County, a rapidly growing area with 53 schools housing more than 40,000 pupils. The College continues to provide a leadership role in teacher recruitment and retention initiatives even during the current economic downturn. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College of Education enrolls approximately 3000 students in undergraduate and graduate licensure and non-licensure programs and serves lateral entry teachers following an alternative licensure pathway through the RALC. The College works in partnership with the Teach for America (TFA) program to serve individuals in their initial licensure programs. The College also hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI/State Board approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The NCATE visit in Fall 2005 resulted in continuing accreditation, and the North Carolina Department of Public Instruction granted continuing approval to all programs reviewed. The College's teacher recruiter office and targeted marketing campaign has resulted in an increased level of inquiry regarding the teaching profession, especially in areas of high need/demand. The College of Education is committed to accepting and offering classes for all qualified applicants, as well as providing a GPA forgiveness route for adults who can re-establish academic credentials and work toward a teaching license. To enhance enrollment opportunities for principal preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree. Four doctoral programs are offered in the College: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Curriculum & Instruction; and Ph.D. in Special Education.

## **Program Areas and Levels Offered**

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

successful completion of the graduate certificate program, a student may apply for, and be accepted into the Master of Arts (M.A.T.) program for which they must successfully complete an approved set of graduate courses. These courses, combined with the graduate courses taken during the graduate certificate phase allow a student to be recommended for the Advanced/Standard Professional II license upon graduation from the M.A.T. program. Other graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. Add-on licensure programs include: Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology, and School Administration (principalship).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
The Charlotte Teachers Institute (CTI) is an educational partnership among UNC Charlotte, Davidson College and Charlotte-Mecklenburg Schools (CMS).	<p>Priorities: Improve teaching and learning in CMS schools by developing and retaining strong teachers, building teachers' knowledge, cultivating their enthusiasm for teaching, fostering collaboration and empowering them as leaders.</p> <p>Rationale:</p>	Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, CMS teachers (referred to as Fellows) learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. In addition to	CTI Local Seminars : April-Dec 2011, and April – Dec 2012; Yale National Intensive Seminars : July 5-16 2011; and July 9-20, 2012. CTI special events: Oct 14,	82 CMS teachers completed CTI 2011 seminars; 7 teachers participated in Yale National Seminars ; 104 teachers began CTI Local seminars in April 2012; and more than 350	CTI Seminars: In 2011, 82 CMS teachers (who teach about 13,000 students) completed CTI seminars at Davidson College and UNC Charlotte, and developed original curriculum units they will implement in their own classrooms. These Fellows plan to share their curriculum units personally with more than 560 teachers. The units are also shared with teachers internationally on the CTI and Yale National Initiative websites. Questionnaire responses provided by all 82 teachers reinforce CTI's positive impact on

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	<p>Research shows teacher quality is the single most important school-based factor in student performance. Keeping and supporting strong, resourceful teachers in the classroom is vital as demands on teachers grow and class sizes increase. Effective professional development programs, which empower teachers and support their intellectual and personal growth, have emerged as critical tools for improving teacher quality and retaining effective teachers.</p>	<p>presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other CMS teachers and the community. These special events feature college and university faculty members and other experts, providing teachers with new content as well as diverse perspectives and opportunities to engage in cultural opportunities they can share with their students.</p>	<p>2011, Jan 26, 2012, Mar 14, 2012, and April 16, 2012.</p>	<p>teachers attended CTI's multidisciplinary special events.</p>	<p>teachers: 95% agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it; 96% agreed that participation in their seminar helped them grow professionally and intellectually; 94% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject. Seven (7) CTI Fellows engaged in national seminars and collaborated with teachers from across the country in the Yale National Summer Intensive in July 2011. In April 2012, a new cohort of 104 teachers began CTI local seminars to be completed in December 2012. Special Events: CTI's multidisciplinary, educational events in 2010-2011 included: Exploding Canons: Political Conventions (100 people, including 50 teachers); Exploding Canons: Mummies of the World (200 participants, 150 teachers); 3 UpTown: Tchaikovsky Tchats (110 participants, 70 teachers); and</p>

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					Exploding Canons: Violins of Hope (175 participants, including 80 teachers). As part of these special events, teachers engaged in Q&A and networking; attended art, science and social studies exhibitions; as well as the faculty-led discussion forums.
Ridge Rd., James Martin, MLK, Jr., Randolph, and Northridge Middle Schools in Charlotte-Mecklenburg Schools	Mentoring of local middle school students to participate in Middle Grades University identify students at-risk of academic failure and offer appropriate interventions	Middle Grades University mentoring program (Local middle school students receive assigned mentors and experience 2-3 on-campus events each semester centering on campus life) University connections/experiences over 40 contact hours	April 2011-May 2012 8/2010-present	17 identified middle level students; 10 middle level education undergraduate students 26 middle school students, 12 Middle Grades teacher candidates	To better acclimate middle level students to the prospect of college life and the pathway needed to achieve future college success Improved student achievement
James Martin Middle School, Charlotte-Mecklenburg Schools	Assist in the development of curriculum and strategies for EOG test preparation. Assist in the revision of unit plans to	Professional Development sessions Creation of a wiki site providing examples of instructional unit planning	April 2012-June 2012	8 ELA teachers	Improvement of EOG performance scores. Increased confidence in planning for Common Core implementation using the Understanding by Design model of instructional decision making.

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	include inquiry-based instruction using the Common Core State Standards	for Common Core State Standards for use by teachers			
Socrates Academy, a Charter school in Matthews, NC	Continue to maintain very high math scores on EOGs and Iowa Test of Basic Skills; Continue to receive School of Distinction designation for high student performance	Teacher inservice in CAMMP teaching strategies, ongoing assessment, technology use, Socratic teaching for meaning	August 2011 to June 2012	3 administrators, 51 teachers, 520 students.	<p>2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> graders all score above the national average for peers on the Iowa Test of Basic Skills (ITBS)</p> <p>2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> graders score above 90<sup>th</sup> percentile on ITBS for math problem solving</p> <p>98% or higher of third, fourth, and fifth graders scored on grade level for 2009 and 2010 math EOGs</p> <p>2<sup>nd</sup> graders range between grade equivalents of 2.8 to 4.4 for math on ITBS</p> <p>4<sup>th</sup> graders range between grade equivalents of 4.6 to 8.6 for math on ITBS</p> <p>6<sup>th</sup> graders range between grade equivalents of 6.8 to 9.8 for math on ITBS</p>
Pitts School Road	Improve	Train teachers	August	4	First year of

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Elementary School, Harrisburg, NC	student performance on Math EOGs; Deepen student conceptual understanding of math	in CAMMP approach to teaching math; implement CAMMP components K-5 for new Common Core Math standards	2011 to June 2012	administrators, 83 teachers, 1016 students	implementation; no student data available yet  Classroom observations (spring 2012) show that teachers are uneven in their implementation of CAMMP strategies
Randolph Middle School	To increase reading and math achievement scores Partner with UNC Charlotte Writing Project Have UNCC interns tutor at the school site	To continue to increase math and reading achievement scores as evidenced by the EOGs Offer a writing summer institute for teachers as well as follow up workshops	April 2012-May 2014	57 teachers; 3 administrators; a dean of students; an academic facilitator; an IB coordinator, and 1,108 students	Outcomes will be available after End of Year testing and after the launching of the partnership with the Writing Program at UNCC.
Central Cabarrus High School/Cabarrus County Schools	To maintain a significant partnership between CCHS and UNC Charlotte College of education: - Decrease the achievement gap between minority and White students Offer social	Maintained PDS partnership and provided assistance in how grant monies should be spent. Recruited colleague, Dr. Chance Lewis, to speak with CCHS on issues of culturally-responsive	August 2011 to the present	2 administrators and 4 teachers on the PDS committee	Significant improvement on social studies benchmark tests Development of culturally responsive teaching workshops tailored to the individual needs of CCHS departments Awarded a \$7500 PDS grant by the College of education to continue the work at CCHS

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	studies methods course onsite at CCHS	teaching Helped write the PDS grant for CCHS to continue tutoring program and improve culturally responsive teaching Consultant on the social studies tutorial program held in conjunction with the undergraduate methods course held on CCHS campus Developed a survey to determine the effectiveness of Dr. Lewis's workshop and subsequent professional development at CCHS			
Central Cabarrus High School/Cabarrus County Schools	<b>Globally Competitive Minority Students:</b> Improved performance on EOC  Increase graduation rate	Addressing the Differences and Challenges of African-American Students  Professional development with highly prepared,	January 2011 through June 2011  Eight weeks of Instruction provided	All faculty members, staff, and administrators participated (total participants: 110)	<b>Direct Outcomes:</b> CEUs for Teachers  UNC Charlotte Faculty Instruction  Provide Hispanic parents with English language skills to better communicate with faculty and staff

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	<p><b>21st Century Professionals :</b>            Increase teacher effectiveness in working with diverse student populations and Hispanic students</p> <p>Increase teacher and teacher candidate effectiveness</p> <p><b>Healthy and Responsible Students through Culturally Sensitive Interactions:</b>            Reduce the number of incidents of aggressive/disrespectful behavior by freshmen</p> <p>Reduce the number of unexcused absences by freshmen</p> <p><b>Leadership:</b></p>	<p>culturally responsive visionary leaders</p> <p>Hispanic Community Outreach: Providing English language training to parents/caregivers of CCHS Hispanic and ESL students</p> <p>Training of tutors and outreach volunteers</p> <p>Focus groups with Hispanic community to determine the role of schools in their community and how they can contribute.</p> <p>Offer Clinical Placements of teacher candidates for Internships and Student Teaching, especially with STEM and FL (focusing on</p>	<p>during academic year</p> <p>Monthly project goal and sustainability planning Meetings</p> <p>Mentor preparation workshops in training pre-service teachers.</p> <p>Social Studies Comprehension: 2003 through present</p> <p>Class meetings on site at CCHS from 12:40 to 3:40 once a week on Wednesdays. The tutoring</p>	<p>34 pre-service teachers</p> <p>3 UNC Charlotte faculty</p> <p>4 ELL families involved in community outreach</p> <p>2 University supervisors</p> <p>4 Student Teachers</p> <p>46 UNC Charlotte teacher education candidates participated in the tutoring program</p> <p>125 secondary students participated</p>	<p><b>Indirect Outcomes:</b>            Pre-post assessments on improvement of teacher efficacy and teacher impact on ESL/ELL learner achievement (EOCs, Grades)</p> <p>Pre-post reports of minority/Hispanic learner behavior issues/disciplinary action, academic achievement/attendance/graduation rates, and number of referrals for minority learners with exceptional needs</p> <p>Pre-Post reports of Hispanic community involvement within Cabarrus County Schools, including attendance at school leadership</p> <p>Builds a partnership with local Hispanic community and Cabarrus County Schools and assists Hispanic parents in more effectively advocating for their children, which consequently aids in the success of their child.</p> <p>Student Teaching: Build meaningful relationships between</p>

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	<p>Increase the parent membership and attendance of the School Leadership/Improvement Team</p> <p><b>Social Studies Comprehension &amp; Tutoring</b> 9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the End of Course Test.</p> <p>Improved performance on EOC in Civics &amp; Economics and U.S. History Improved academic performance in World History,</p>	<p>field-based classes, community outreach projects, small group sessions, and tutoring)</p> <p>Workshops and retreats for mentors and mentees</p> <p><b>Social Studies Comprehension &amp; Tutoring</b></p> <p>Small group and individual tutoring led by UNC Charlotte social studies methods pre-service teachers advised by corresponding CCHS social studies teachers. Candidates work with students on homework, readings, and preparation for tests, reading strategies, study skills, test taking skills, and</p>	<p>program is held from 2:15 to 3:30 PM.</p>	<p>ed in the tutoring program.</p>	<p>mentors and mentees</p> <p>Targeted professional development in a personal and engaged environment</p> <p>Evaluate learner achievement in classes with student teachers</p> <p><b>Social Studies Comprehension:</b> Impacts on candidate learning are measured through candidate growth as documented in their reflective journals. All candidates indicated growth in their understanding of how students learn and increased knowledge of pedagogical strategies for helping students learn social studies.</p> <p>Of the students who attended consistently (approximately 70%), everyone made a C or better in their social studies course and passed the EOCs at a level 3 or higher.</p> <p>Central Cabarrus students score higher than any other high school in Cabarrus County on EOCs in social studies.</p>

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	<p>Civics &amp; Economics, and U.S. History</p> <p>Support student understanding of social studies by offering intervention strategies for improving student reading comprehension, test taking skills, and study habits. Additionally, this project provides a service learning opportunity for pre-service teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address student</p>	<p>modeling comprehension strategies for students.</p> <p><b>Monitoring of Progress:</b> Tutoring participants complete homework and study self-analysis logs to help students monitor their study habits. Students use this log to self-assess their study habits, strategies and grades.</p> <p>UNC Charlotte pre-service teachers use these self-regulation guides to introduce new strategies and to help students monitor the use of current strategies.</p> <p>UNC Charlotte pre-service teachers conduct a</p>			<p>Methods Instructor-Teacher Candidate Collaboration</p> <p>Pre-post analysis of pre-service teacher impact on student learning outcomes (EOCs, Grades) using an open-ended questionnaire which includes some Likert items to measure motivation and engagement of students.</p> <p>Mastery of courses content through successful development of Instructional Unit Plan (EE#3). 100% of all candidates achieved a rating of proficient or accomplished on the EE#3 scoring rubric.</p>

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	<p>learning outcomes.</p> <p>Targeted Participants: Tutoring is targeted for struggling students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade social studies courses. However, all students enrolled in World History, Civics and Economics, U.S. History, and AP U.S. History are invited to participate. Letters were sent to all parents/guardians with special invitations made by teachers to parents/guardians of struggling students.</p>	<p>diagnostic analysis of student reading, studying, and learning strategies. These are used to develop weekly intervention plans to target instruction in areas of need.</p> <p>Onsite Facilitation of Social Studies Methods Course</p> <p>Authentic Application of Research-based Best Practices for Improving Learner Content Comprehension, Vocabulary Development, and Self-Regulation</p>			
<p>UNCC PDS Partner: Kannapolis Intermediate School (KIS)-</p>	<p>To develop a sustained and purposeful relationship</p>	<p>Field-based class Conducted community</p>	<p><b>FALL 2011</b> September 1-</p>	<p>2 administrators 2 ESL</p>	<p>Formal listening, speaking, reading, and writing assessments were completed for</p>

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(Kannapolis City Schools)	<p>between the university and local school through PDS partnerships</p> <p>Expose undergraduate teacher education candidates to diverse learners- specifically with English Language Learners through collaboration with PDS site.</p>	<p>outreach project</p> <p>Small group work sessions with 2-3 ELLs assessing reading, writing, listening, speaking proficiencies under Individual and small group tutoring</p> <p>Field-based class</p> <p>Conducted community outreach project</p> <p>4 visits at school. Each visit was 2.5 hours and consisted of combination of direct instruction by the course instructor in collaboration with the ESL team</p> <p>Activities included preparation for the annual ACCESS testing, writing activities, reading</p>	<p>November 20, 2011 (4 class sessions planned at KIS – with UNCC candidates working with ELLs for 2-3 hours each class)</p> <p><b><u>SPRING 2012</u></b></p> <p>January 20-April 20, 2012 (4 class sessions planned at KIS – with UNCC candidates working with ELLs)</p>	<p>teachers 2</p> <p>university faculty members 40</p> <p>undergraduate students from 2 sections of TESL 4204)</p>	<p>approximately 50-60 different ELLs at KIS</p> <p>Individual progress of English development was summarized and reported for each ELL. Results show steady progress in the development of academic English</p> <p>Results from practice ACCESS testing, writing activities, reading comprehension practice and vocabulary development showed student improvement</p>

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		comprehension practice and vocabulary development.			
Central Avenue Bilingual Preschool Project with Teachers	Collaborate with Preschool Teachers Help Latino parents: skills to help them manage children's misbehaviors Lower parenting stress	IES research on Latino early literacy intervention Currently, we are conducting 2 types of parenting classes in Spanish to compare their effects on reducing parental stress and children's misbehaviors.	January 2012-Present 4/17-2012 To 6/08/2012	6 full-time teachers A total of 40 Latino parents are participating	Improve quality of services for young ELL Spanish preschoolers and improve professional development for teachers Data collection will be conducted the first week of June. (assessments: Parenting stress Index and the Child Behavior Checklist)
Union County Schools	Collaborate with Preschool Teachers (4-K, Head Start)	IES research on Latino early literacy intervention	January 2012-Present	3 full-time teachers	Improve quality of services for young ELL Spanish preschoolers and improve professional development for teachers
Sardis Elementary School, Union County Public Schools Project with Teachers	Increase cross-cultural friendships of Latino students exhibiting limited social interactions with non-Latino peers during recess through a culturally responsive, peer-mediated	- Student dyads worked together using a peer tutor and tutee model to learn friendship skills. - Student tutors were trained to deliver 12 culturally responsive social skill	February -May 2012	8 Latino students in grades 4 and 5	All four dyads (eight students) increased the number of social interactions (i.e., social initiations and social responses) with non-Latino peers during scheduled recess period.

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	social skill intervention	lessons to their tutees using the scripted PowerPoint program with real-life situations and video modeling embedded.			
Cabarrus County Schools Gastonia County Schools Stanly County Schools Anson County Schools Guilford County Schools Charlotte Mecklenburg Schools Davidson County Schools Lincoln County Schools Rutherford County Schools	Implement Project CIRCLES: A Study of the Effects of a 3-Tier Model of Interagency Collaboration on Transition Outcomes for Students with Disabilities to support State Improvement Plan Indicators 1 (increase Graduate Rates), 2 (Decrease dropout rates), 13 IEP transition components, and 14 (post-school outcomes) required by IDEA	*Hold community-level, school-level, and individual team meetings *Train participants	9/2011-4/2015	Admin. – 16 Teachers – 66 Students - 180	Some districts began in September 2011. Other just began in February 2012. Interventions for late starting districts are just beginning. Outcome data will be collected in June 2012 as defined by the Institute of Education Sciences funded project
Kannapolis City Schools	Develop	Co-design and	Summer,	180 K-4	-Teachers' use of

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	teachers' use of technologies to support student achievement	co-facilitate professional development for the IMPACT technology grant for K-5 teachers	2011	teachers	learning technologies has increased, including the use of project-based learning activities
Kannapolis City Schools, Kannapolis Intermediate School	Identify research goals with regard to implementation of educational technology	Two meetings with teachers and the administrator; electronic communication with the two teachers	September, 2011 to present	1 administrator, 2 teachers	Pending opportunity to research the relationship between online reading dispositions and reading achievement (Fall 2012)
Pitts School Road Elementary School	Writing in K-6  The purpose of this initiative is to provide professional development for teachers in the area of writing instruction.	Monthly meetings with entire faculty  Twice annual meetings with administrators	Sept. 2011-May 2012	60 Teachers  4 Admin	The outcomes are ongoing and will be based on improvement in writing assessment scores.
James Martin Middle School/Charlotte-Mecklenburg Schools	To offer extensive, onsite professional development to middle school social studies teachers in the following areas: Incorporating	Professional Development sessions scheduled for the months of April and May Voluntary team teaching between university instructor and JMMS faculty	March 2012 to ongoing	8 social studies teachers	Use data from benchmark tests at the end of the semester to tailor specific professional development that meets the needs of teachers at JMMS. Use various qualitative field notes from JMMS teacher observations to develop specific professional development

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	<p>the new Essential Standards  Moving from content to conceptual-based instruction  Incorporating relevant Web 2.0 technology such as GIS and VoiceThread  Encourage Authentic Intellectual Work in the classroom</p>	<p>One on one consultation for lesson-planning and unit building</p>			<p>that can have a substantial impact on student outcomes.</p>
Charlotte-Mecklenburg Schools	<p>Deepen knowledge of content, pedagogy and understanding of Common Core Standards with building-level math facilitators</p>	<p>Co-design and co-facilitating professional development each month with building-level mathematics facilitators</p>	<p>August, 2008 to present</p>	<p>80 to 120 depending on attendance, PD has been implemented district wide with 3,700 teachers   K-2: 300 teachers during Summer, 2011; 60 teachers during Summer</p>	<p>-Facilitators reported gains in content knowledge and understanding of Common Core  -Facilitators reported being more prepared to support their teacher-leaders in schools during planning time and classroom observations  -Facilitators reported being able to better facilitate district-designed workshops that they learned using a facilitate-the-facilitator (train-the-trainer) model</p>

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				2012  3-5: 30 teachers during Spring, 2012; 300 teachers in Summer, 2012	
Kannapolis City Schools; Charlotte-Mecklenburg Schools	Develop teacher content knowledge and pedagogical skills in implementing Investigations curriculum	Professional development activities; classroom implementation visits; grade-level school meetings; leadership development of lead teachers	8/2009 – continuing through 6/2012	156 (current year only) teachers	Statistically significant changes (pre- and post-) on Mathematics for Teaching instrument; Majority of teachers change in orientation to student-centered; changes in instructional practice (qualitative and quantitative analysis – ongoing)
Kannapolis City Schools, Shady Brook Elementary School	Mentorship and coaching teachers related to mathematics instruction	Coaching and supporting 3 4 <sup>th</sup> grade teachers, 1 3 <sup>rd</sup> grade teacher, and 1 1 <sup>st</sup> grade teacher	2011-2012 year	5 teachers and their students	-1 <sup>st</sup> Grade teacher- in her first year, this former UNCC student has grown tremendously in her use of high-level tasks and questions -4 <sup>th</sup> grade team- continued refinement of using Investigations with an increase in differentiated strategies and formative assessment practices -3 <sup>rd</sup> grade team- increase in the amount of high-level mathematical tasks
Mallard Creek High School	PDS School site: Content	Literacy Team member	9/2010-present	Committee: 18	Designed and implemented school wide

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	Area Literacy EOC Content Area Tutorial Support	Extended Day Enrichment Program	2/2011- 4/2011	and Staff: 110 UNCC students: 7 and MCHS students: 65	literacy initiative Placed students from Content Area Reading courses to work directly with teachers to support students
James Martin Middle School	EOC Content Area Tutorial Support Professional Development in Content Area Literacy	Enrichment Program Twice monthly full staff workshops	9/2010- present 8/2011- present	25 teacher candidate s 25 students 113 faculty/st aff	Placed students from Content Area Reading courses to work directly with teachers to support students
Engineering is Elementary for Marie G. Davis Military and Global Leadership, Charlotte-Mecklenburg Schools; Lincoln County Schools held at Norris S. Childers Elementary School CMS Teachers at UNC Charlotte	The Engineering is Elementary® (EiE) project fosters engineering and technological literacy among children.	Thinking Inside the Box: Designing a Plant Package To Get to the Other Side: Designing Bridges Catching the Wind: Designing Windmills Water, Water Everywhere: Designing Water Filters	January 26, 2012 January 30, 2012 August 24 2011 Novemb er 1, 2011 February 11, 2012	2 CMS administr ators and 12 CMS teachers 6 Lincoln County administr ators and 40 Lincoln County elementa ry teachers; 27 CMS teachers at UNC Charlotte	EiE is creating a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.
CMS Middle School Science Teachers	West Ed Forces &	The professional development	January 6 & 7,	1 CMS Administ	The materials help teachers gain a solid

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	Motion	<p>guides teachers through investigations of motion, change in motion, force and the relationship between force, mass, and acceleration, and features:</p> <p>Hands-on experiments  Clear explanations of tough science concepts  Examples of classic misconceptions  A bank of formative assessments  A guided protocol for evaluating student work in professional learning communities</p>	2012 January 13 & 14, 2012 January 27 & 28	rator 15 CMS science teachers 2 Discovery Place staff	understanding of tricky science concepts and common misconceptions, support productive and worthwhile professional learning communities, and prepare teachers to implement standards-based science curriculum. Topics are central to the Next Generation Science Framework and aligned with the Common Core State Standards in literacy.
K-12 STEM Conference for regional LEAs –CMS, Lincoln, Union, Gaston, Mooreville City, Durham Annual Event	Annual conference designed to promote best practices in science and math teaching	Series of hour-long presentations for elementary, middle and high school science and math teachers	January 4, 2012	5 LEA Administrators and 155 teachers	
NASA Institute for CMS	Students,	Earth Systems	February	3	Strengthen NASA and

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Teachers	educators and faculty may explore and experience unique space and aeronautics content through NASA's education opportunities.	Forces & Motion	28-March 1, 2012	administrators and 60 CMS teachers	the Nation's future workforce, Attract and retain students in STEM disciplines and Engage Americans in NASA's mission
Field Bio Diversity Institute for CMS teachers	To create an ecologically literate society and improve and inspire science education and conservation efforts worldwide through field-based student-scientist partnerships.	Biodiversity; Special Communities Biomes, Ecosystem, Conservation	April 1 – April 6, 2012	9 CMS teachers	Understand biodiversity in NC through participatory field science in the NC mountains, piedmont and coastal areas. Apply the scientific method and appropriate tools on a real-world conservation project; Increase interest in science and awareness of conservation science.
Kannapolis City Schools Shady Brook Elementary	Improve teachers best practices for STEM education  Improve students understandings of STEM fields	Currently in planning phase. Just received notification we got grant.	2012-2014	2 administrators, unknown number of teachers and students	NA
Statewide Institute of Teaching Excellence (SITE)Biology for CMS	SITE Biology helps teachers implement the	Respiration Photosynthesis Energy transfer	August 1-5, 2011	1 administrator and	Content misconceptions, concept mapping and reading strategies

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Schools	NC Standard Course of Study in Biology more effectively	in ecosystems Evolution adaptation		9 CMS high school biology teachers	
Environmental Education Institutes: 3 10-hour institutes annually for regional science teachers	Environmental Education Workshops help provide educators with the basic knowledge, skills and abilities needed to deliver high-quality environmental education.	Hydrology Conservation Sustainability Biodiversity Ecosystem Wetlands	Sept 29, 2011 & Oct 1, 2011 November 17, 2011 & November 19, 2011; December 1 & December 3, 2011	30 CMS K-12 teaches, homeschool teachers, informal educators	The goal of environmental education in North Carolina is to increase environmental literacy and promote natural resource stewardship.
AP Institutes	AP Institutes provide teachers of AP courses certification and renewal opportunities that allow them to meet the College Board's requirements for AP courses	Certified AP instructors provide 40 hours of instruction featuring the latest in content and pedagogical components so that participant can provide effective AP instruction	2011 Summer (June 2011 through August 2011)	148 secondary teachers; 6 university professors; 5 master teachers	148 certificates of completion
Kannapolis City Schools; Charlotte-Mecklenburg Schools	Develop teacher content knowledge and pedagogical skills in	Professional development activities; classroom implementation visits; grade-level school	8/2009 – continuing through 6/2012	156 (current year only) teachers	Statistically significant changes (pre- and post-) on Mathematics for Teaching instrument; Majority of teachers change in orientation to student-centered;

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	implementing Investigations curriculum	meetings; leadership development of lead teachers			changes in instructional practice (qualitative and quantitative analysis – ongoing)
Randolph Middle School – CMS	Teachers will implement literacy strategies in teaching mathematics	Professional development sessions; classroom implementation; documentation; classroom visit	Academic year 2011-2012	22 teachers	Teachers implemented strategies; reports of students using strategies without prompting; teacher and student work samples demonstrate successful implementation
Oakdale Elementary School	Professional Development (culture integrations).	Professional Development Year-round	August 2011 - Present	50 teachers and instructional aides	
Concord Middle School, in Cabarrus County Schools	Completed residual work from 3-year NWP grant (UNCC) that ended August 2011, with emphasis on writing instruction	Meetings with PLC, observations, meetings with Academic Facilitator	June – August, 2011 intensely, then ongoing monitoring 2011-2012 school year	15 (with school-wide ripple effect for all faculty)	Writing PLC now serves as leaders in writing instruction for faculty, including demonstration teaching
Forest Park Elementary School, Kannapolis City Schools Melia Neil, Principal	Develop and implement reading intervention to learners in need. Potentially provide professional development to volunteers	Implement Tier 2 fluency intervention with 3rd and 4th grade students falling below benchmark on standardized fluency measures.	Jan. 2012-Jun. 2012	1 administrator 8 students 6 teachers 1 school psychologist	Currently implementing intervention. Professional development and data analysis to follow.

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	and teachers to learn intervention dependent on student outcomes.				
Rock Rest Elementary, Union County Public Schools Kristy Thomas, Principal	Develop and implement reading intervention to 1st grade English language learners to improve vocabulary development and reading achievement. May form professional development partnership to provide teachers inservice trainings on topics identified by principal as needed.	Implement Tier 2 reading intervention 4x per week with 1st grade students	March 2012 – December 2012	2 administrators 30 students 2 teachers 1 reading specialist	Testing will begin in May 2012 to identify participants with intervention beginning in September 2012. Data analysis will follow.
William Hough High School, Woodlawn School, Countryside Montessori School, Carolina International School, Scotland County High School	National History Day helps students develop the following attributes that are critical for future success: critical	National History Day	March 17, 2012	61 students	National History Day (NHD) makes history come alive for America's youth by engaging them in the discovery of the historic, cultural and social experiences of the past. Through hands-on experiences and presentations, today's

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	<p>thinking and problem-solving skills; research and reading skills; oral and written communication and presentation skills; self esteem and confidence; a sense of responsibility for and involvement in the democratic process</p>				<p>youth are better able to inform the present and shape the future. NHD inspires children through exciting competitions and transforms teaching through project-based curriculum and instruction.</p>
<p>Nathaniel Alexander Elementary School, James Martin Middle School</p>	<p>The Freedom Schools program provides summer and after-school enrichment for K-8, under-represented students. The program's curriculum focuses on reading, self-esteem, and generates more positive attitudes towards learning.</p>	<p>Freedom School</p>	<p>June 12- July 27, 2012</p>	<p>47 students, 12 staff</p>	<p>Participating students are exposed to a variety of UNC Charlotte resources including grade level-appropriate instruction that recognizes individual student strengths and areas for remediation. Guest speakers from the university and community engage the students daily as they also have access to multiple venues including the greenhouse, motorsports engineering, and the library.</p>

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Croft Community School, Charlotte-Mecklenburg Schools	<p>PDS Grant implementation:</p> <p>Improve student achievement in reading, mathematics, and science through enhanced instructional practice. (focus – use of inquiry and instructional rigor)</p>	<p>Conducted a book study on guided inquiry with several staff members to get a better understanding of incorporating inquiry into instruction. Teachers tried techniques from the study and reported back to the group.</p> <p>Staff used integrated units to incorporate inquiry into instruction.</p> <p>Collaborated with administration to discuss Common Core Standards and training of the staff. We spent time comparing the Common Core Standards to NCSCOS.</p>	2011 / 2012 school year	<p>2 administrators</p> <p>2 Literacy Facilitators</p> <p>9 additional support staff</p> <p>34 classroom teachers</p> <p>688 Students</p> <p>4 student teachers / yearlong interns</p>	<p>Outcomes will be available June 2012 and will be reported on the annual report submitted June 2012.</p> <p>Data below is based on the 2009-2010 School Progress Report compared to the 2008-2009 School Progress Report.</p> <p>Croft DID meet growth expectations Proficiency: 2008-09 78.1% 2009-10 78.8% Students at or above grade level overall increased 0.7%</p> <p>Students at or above grade level in reading increased 1.1%</p> <p>Students at or above grade level in science increased 11% (our focus was inquiry and teachers incorporated inquiry into the science content more often than in other content areas)</p> <p>Students at or above grade level in math decreased</p>

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					from 86.1% to 83.3% but remains above the CMS average of 82.3% for math. Croft did make adequate yearly progress and did meet expectations for the 2009-2010 school year.
University Meadows Elementary School, Charlotte-Mecklenburg Schools	<p><b>Outcome 1</b> – All students in grades 3-5 will meet individual expected growth targets in reading</p> <p><b>Outcome 2</b> – All students in grades 3-5 will meet individual expected growth targets in math</p> <p><b>Outcome 3</b> – We will create a collaborative learning community that fosters high academic achievement and shared ownership with all</p>	<p>Professional Development Read-Aloud</p> <p>SUMIT/Induction/Teacher Retention – action research project</p> <p>P-5 Candidate Involvement – Yearlong interns/student teachers</p> <p>Differentiated Instruction Through Reading</p> <p>Teach primary reading methods course on campus of UMES.</p>	April 16, 2011 Through April 15, 2012.	<p><b>Admin Team = 5</b></p> <p>1 Principal</p> <p>1 Asst Princ</p> <p>1 Dean of Students</p> <p>1 Literacy Facilitator</p> <p>1 Math Facilitator</p> <p><b>Faculty = 65</b></p> <p><b>Students = 890</b></p> <p>.</p>	University Meadows Elementary School, Charlotte-Mecklenburg Schools

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	stakeholders.	<p>Differentiated Instruction Through Math</p> <p>Common Assessment Planning</p> <p>University Liaison membership on school committees</p> <p>PDS Reports at school staff meetings</p> <p>P-5 Family Involvement/Curriculum Night</p>			
Statewide Institute of Teaching Excellence (SITE) K-5 Science for CMS Schools	SITE K-2 Science institute participants will actively learn science content and apply curriculum topic study strategies to link standards and research to instruction. SITE K-3-5 Science institute	Earth Systems, Force & Matter and Living Organisms Energy, Forces and Motion, Weather, Ecosystems, Living Systems	June 27-July 1, 2011; Oct 14-15, 2011; March 23-24, 2012 Sept. 30–Oct 1, 2011; March 9-10, 2012	2 administrator 18 CMS PreK-2 teachers 27 CMS 3-5 grade teachers	Improve content understanding and implement best instructional strategies.

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	Participants will actively learn science content framed within the context of the 5-E model of instruction.				
CMS, Union, Kannapolis City	Students will increase problem solving skills through MINDSET implementation	Professional Development activities; classroom visits; development of assessment tools	2008-continuing through 2012	18 teachers	Developed and piloting assessment instrument on problem solving and student attitudes. Preliminary analysis shows growth in problem solving and changes in attitudes about mathematics in STEM careers
Research Experience for 11th and 12th Grade Student Internship Program	This program is designed to engage participants in rigorous, inquiry-based instruction and research experience and also to help participants to develop a greater understanding of the research process, how to utilize technology and acquire the fundamental	Students selected for this program are 11th or 12th graders who spend 6 to 7 weeks with a research professor on campus, from this they develop a project which they will use to participate in local and national science fairs and competitions	Academic year component – 2011-12	Summer Participants: Students – 6, Teacher Advisors – 2, Coordinator: 1, Assistant Coordinator: 1, Academic year: Students – 6, Coordinator: 1, Assistant Coordinator: 1.	Students were exposed to research laboratories. Students were able to develop a research project. Students were able to present in several competitions and events.

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	skills used in all research.				
Summer Ventures in Science and Mathematics	This is one of five programs in NC that provide a residential experience for rising high school juniors and seniors to study a STEM field.	Intensive study in a STEM area including lab and field components. Selection of a research topic, review of literature in the field, collection/analysis/ and presentation of data.	June 1 – July 30, 2011	Students – 68, Teacher Advisors – 9, University faculty: 4, Master teachers: 6	Students completed research projects including a research paper and presentation. Papers are available on the CSTEM website.
CMS David Cox Road Elementary School and University Meadows Elementary School	<p>To develop a student teaching supervisor model using school site based supervisors trained to function as University Supervisors.</p> <p>The goal is to improve communication and interaction between Student Teachers, Cooperating Teachers and University Supervisors</p>	<p>Twelve Project Supervisors have been trained at by the Office of Field Experiences</p> <p>Two regular University Supervisors serve as Mentors to the Project Supervisors at each school.</p> <p>Survey data from treatment and control groups are collected before and after the student</p>	The project has been underway since the 2009 and continues at the two PDS sites.	<p>Two school lead administrators are involved in the program at each school, along with at least one assistant principal at each school.</p> <p>Each year approximately 3 Instructional Facilitato</p>	<p>Preliminary data analysis about the program indicates a moderate positive program effect on treatment group scores on some components of the Student Teaching Assessment Rubric (STAR).</p> <p>Open-ended survey responses about the program are generally positive. An interview component is to be added to the assessment process this semester to facilitate acquisition of additional feedback about program effectiveness</p>

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	by having all parties in proximity, at the school site, for the entire Year-Long Internship process.	teaching semester. Those data, along with information about student teaching proficiency are the basis for program evaluation		rs are involved. On average, 15-20 Student Teachers are involved along with a proportionate number of Cooperating Teachers and elementary students.	
Rock Springs Elementary School, Lincoln County Schools	I-Preparation of new teachers and school based educators II-Enhancing Professional Development III-Improved classroom practices	I-Balanced Literacy staff development training will be on site and in-house. Staff development will focus on Writer's Workshop, Reader's Workshop, Guided Reading, Shared Reading, and Independent Reading. II-A train the trainer model	Spring 2012	Two school administrators, Media Specialist, and eight School Improvement Team members. During 2012-2013 school year, this will	I-Based on DIBELS, A IMSweb, Benchmark Assessment, and DRA to accurately monitor and assist students to grow academically. II-UNCC students who are participating in ELED 4121 will have the opportunity to analyze real time data as it is occurring in an elementary school setting. This will enhance their educational experience prior to student teaching.

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		<p>will be used to provide staff development. Staff members who have received prior training will be the trainers.</p> <p>III-Beginning teachers will receive continuous training and support throughout the school year.</p> <p>IV-Student assessment data will be graphed, analyzed, and disaggregated by Rock Springs staff members and UNC Charlotte students enrolled in ELED 4121.</p> <p>V-Based on student performance, staff members and University students will assign students to flexible intervention groups.</p> <p>VI-Students will be assessed on an</p>		include the full Rock Springs faculty and students participating in ELED 4121	

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		<p>ongoing basis through the school year to monitor for progress.</p> <p>VII-Progress will be reviewed and evaluated to determine when students should move to a different group and when strategies need to be altered to increase student performance.</p> <p>VIII-Students who need additional assistance may be referred by a classroom teacher through the Response to Intervention Program (RTI) and the Student Services Team (SST).</p>			
University Meadows Elementary School, Charlotte-Mecklenburg Schools	<ol style="list-style-type: none"> <li>1. Teacher retention</li> <li>2. Professional development for beginning teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed previous school year's annual report – data collected in June 2011</li> <li>2. Monthly</li> </ol>	University Meadows Elementary School,	<ol style="list-style-type: none"> <li>1. Teacher retention</li> <li>2. Professional development</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed previous school year's annual report – data collected in June 2011</li> <li>2. Monthly support meetings for Induction Program entitled SUMIT</li> </ol>

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		support meetings for Induction Program entitled SUMIT – Support for University Meadows Induction Teachers – with first year teachers, teachers new to University Meadows, and/or teachers new to a grade level being taught (2011-1012 school year) – data to be collected in June 2012	Charlotte - Mecklenburg Schools	ment for beginning teachers 1.	– Support for University Meadows Induction Teachers – with first year teachers, teachers new to University Meadows, and/or teachers new to a grade level being taught (2011-1012 school year) – data to be collected in June 2012 1.
Urban Student Alliance for STEM Education	This was the year for the launch of this program with official recognition as a student group coming in fall 2011. The goal of the organization is to promote an awareness of the	Foundational meetings on beginning a new organization; election of officers; planning initiates for the upcoming launch of the group	Fall 2011-Spring 2012	Participants: Students – 48, Faculty	Group has elected officers and begun the official process to be recognized by the University; members have assisted at science and mathematics events sponsored by the CSTEM

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	importance of STEM education and to provide opportunities for professional development and growth related to STEM content and pedagogy.				
Community School of Davidson	<p>Teacher-Research Initiative</p> <p>The purpose of this initiative is to collaborate with teachers in understanding how students develop as writers across the grades.</p>	<p>Meet once a month.</p> <p>Write analytic one-pagers.</p> <p>Share analytic one-pagers at meetings.</p> <p>Disseminate knowledge gained from the group at faculty meetings and school conferences.</p>	Ongoing for the last 3 years (2009-2012)	8 Teachers	The outcomes are noted qualitatively using analysis based on one pagers written and shared by teachers.
Charlotte Mecklenburg Schools Exceptional Children's Services: Albemarle Rd Elementary Oakhurst Elementary Mint Hill Middle School	Enhance teacher's skills and resources to teach state standards through our research	<p>-Study on common core math standards</p> <p>-Study on using peer tutors for read-alouds of informative text.</p>	August 20, 2011-May 15, 2012	<b>Math:</b> 12 students with autism or mod/sev ID; 6 SPED teachers	Math: Most of the students made gains across the 6 math lessons; there was a significant increase from first to final lessons across students and lessons

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Project Mastery				<p><b>ELA; 1 SPED teacher; 1 ELA teacher; 3 peers who were nondisabled; 3 students mod/sev ID.</b></p>	<p>ELA; All students with disabilities showed clear learning of comprehension responses in single case design; peers could implement with fidelity of over 90% and reported personal satisfaction with being able to provide this service</p>
Cabarrus County School District: Project with Teachers	<p>Design programs for dropout prevention.</p> <p>Design programs for High School ESL.</p> <p>Design programs for Middle School ESL.</p> <p>Re-design curriculum assistance program for high school EC programs and inclusion support.</p>	<p>Ongoing support meetings and coaching with high school success teachers.</p> <p>Ongoing support meetings and coaching with CA and ESL teachers.</p> <p>Ongoing support and coaching with middle school programs.</p> <p>35 days of workshops.</p>	4/15/2011-present; ongoing partnership	Approximately 52 teachers; 3750 students	<p>Specific to ESL-HS 95 ESL Students exited the ESL program based on ACCESS scores; 31 exited from Concord High School; 37 exited from JM Robinson High; 12 exited from Central Cabarrus High—this is the highest number we’ve ever had, (from Carey Haney, K-12 ESL Instructional Specialist)</p> <p>Specific to ESL-MS (also from Ms. Haney) We will be receiving ACCESS scores the end of May. EOG’s will be in May as well. We anticipate a higher number of students performing higher in ACCESS as well as for Reading EOG’s.</p>

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StudentFirst Academy	To provide StudentFirst Academy access to structural and human resources available at UNC Charlotte	Around the World Enrichment Camp	June 12- July 27, 2012	44 students, 4 staff	The Around the World Enrichment Camp (AWE) is an extension of the StudentFirst Academy cultural arts experience. Participating students are engaged in core disciplines such as reading, writing, and arithmetic as instruction is supplemented by campus tours, field trips, and exposure to different cultures. Individual learning needs of participating students are accessed in an effort to “tailor fit” learning activities.
Rowan-Salisbury Schools – West Rowan Middle School	I am working as the advisor to a group of 6 <sup>th</sup> grade teachers who began implementation single gender classrooms on their team beginning with the 2010-11 school year. I serve as the program evaluator. We are investigating whether single gender groupings,	List activities by goals/objectives and include timeline. <u>2011-12 school year:</u> Expand single gender model to include one 6 <sup>th</sup> grade team (Sandpipers Team) and one 7 <sup>th</sup> grade team (Orcas Team) at WRMS. • Met regularly with teachers and principal to review status of program,	Started project in August 2009; ongoing.	1 principal 3 teachers Approx. 65 grade 6 students, approximately 85 7 <sup>th</sup> grade students	Outcomes should be data-based and whenever possible emphasize impact on student learning.  Results from 2011-12 so far indicate a problem regarding teacher “fit” for the program in the 7 <sup>th</sup> grade. Based on these results, the principal has decided not to expand the program to 8 <sup>th</sup> grade for 2012-13; a decision will be made regarding whether or not the program will be continued in 7 <sup>th</sup> grade at

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	<p>paired with teaching strategies specific to single gender (male or female) can make a positive impact on student achievement — academically, socially, and behaviorally.</p>	<p>offer suggestions, monitor program expansion.</p> <ul style="list-style-type: none"> <li>• Will serve as Program Evaluator (Hart). Data collected will include:           <ul style="list-style-type: none"> <li><u>From Students:</u> <ul style="list-style-type: none"> <li>○ EOG data (end of year)</li> <li>○ Discipline data (end of year)</li> <li>○ Attendance data (end of year)</li> <li>○ Surveys to single gender students regarding their experiences and perceptions about single gender</li> </ul> </li> <li><u>From Teachers:</u> <ul style="list-style-type: none"> <li>○ Individual interviews on their perceptions of teaching single gender</li> </ul> </li> <li><u>From Principal</u> <ul style="list-style-type: none"> <li>○ Individual interview on her perceptions of</li> </ul> </li> </ul> </li> </ul>			<p>the end of the year. The 6<sup>th</sup> grade program will continue.</p> <p>Results from 2010-11 data note that the students in the single gender programs tended to have higher academic achievement, fewer discipline issues and higher levels of attendance overall; however, these results were not statistically evaluated.</p> <p>See previous column for list of data to be collected.</p>

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		<p>implementation of single gender at school site – admin perspective</p> <p><u>From Parents:</u></p> <ul style="list-style-type: none"> <li>○ Survey regarding perceptions for their children of single gender experience (undecided at this time)</li> </ul>			
Countryside Montessori Schools	Goal is to improve the mathematical understanding of one teacher's kindergarten students,	Cognitive interview all kindergarten students in one teacher's classroom; work with that teacher to co-analyze the results; co-create instruction to meet their needs based upon the data analysis	March, 2012- June 2012	One teacher, one co-teacher, 24 students	<p>Formative assessment data from cognitive interviews of students' mathematical thinking</p> <p>Instructional materials</p> <p>Professional development for two teachers</p>
Guilford County Schools	Assist school system with the educational program specifications for the	Met with school staff and a Building Advisory Committee (BAT) on a monthly basis	Sept. 2011- April 2012	4 central office staff  2 building level	A new educational specifications programming guidebook was developed and adopted and is in use for a new elementary school that is currently being

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	construction of a new elementary school	to discuss current programming specifications and future changes to address the needs of 21 <sup>st</sup> Century Learners.		administrators 4 teachers 2 School Board Members 3 parent representatives Total-15	constructed.
Rockingham County Schools	Conduct a survey at three schools to assess school culture and climate	Meet with Superintendent and discussed needs to be assessed. Developed survey instrument and conducted survey. Teachers, students and parents were surveyed.	May-June 2011	Superintendent 3 Principals 81 teachers 943 students 377 parents Total-1,395	The results of the survey were analyzed and shared with the Superintendent.  From these results trends were noted and areas of strengths and areas for improvement were shared with Building-level Principals and School Improvement teams
Anson County Middle School (Anson County Schools)	To introduce to the faculty the means to organize their school around the	Why organize?	9/19/2011-11/27/2011	37 teachers 1 Administrator	Principal reported positive reaction from staff which agree with my onsite assessment

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	Correlates of Effective Schools				
Bethel Elementary School (Cabarrus County Schools)	Assess general improvement needs in utilizing PLCs Translate Cabarrus County Schools' PLC requirements into working teams Work with teachers to interpret data and how to use data as basis of PLC decisions	PD – Why PLCs? 3-4-5 Grade level meetings – Secrets of Successful PLCs – Nuts and Bolts	9/15/2011 10/21/2011 11/10/2011	2 Administrators 44 teachers	Agreed to provide three professional development sessions for staff professional development sessions: 10/4, 10/21, 11/10, 11/15 Plan for Learning Community Implementation Outcomes assessed by year-end CCPS or NC instruments
Anson High School (Anson County Schools)	External Evaluation of Smaller Learning Communities Grant	Instrument development and validation, data collection and analysis  Development, implementation, and evaluation of a school climate survey given to all students 9-12 as well as analysis and reporting of the results	July 1, 2011 to June 30, 2012	763 Students 9-12 56 Teachers 9-12 3 Grant Staff members	Student increased performance in several EOC areas during 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012  Implementation of an academy structure with 3 levels at grades 9 and 10 during 2011-2012 as well as improvement of student and parent attitudes toward school and the project.

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Anson Discovery Center Project (Anson County Schools)	External Evaluator of the Discovery Center Project Grant	Instrument development and validation, data collection and analysis along with some instrument development and interview protocols	July 1, 2011 to June 30, 2012	48 Student in grades 7-8 9 Teachers and grant staff	Student increases in Math and Reading during 2009-2010, 2010-2011 and 2011-2012 as well as improvements in student and staff attitudes toward the project, self-concept and the instructional environment.
Charlotte-Mecklenburg Schools Kennedy Middle School	Administer faculty research grant in partnership with 7 <sup>th</sup> and 8 <sup>th</sup> grade science teachers throughout spring semester, 2012.	Applied instructional strategies based on cognitive science principles over 4 units of 7 <sup>th</sup> and 8 <sup>th</sup> grade science curriculum to test for retention of complex science vocabulary.	January, 2012 – May 2012	1Principal, 2Teachers, 273 science students	This activity is still in the data collection phase.
Department of Exceptional Children (Charlotte-Mecklenburg Schools) (currently in Merry Oaks Elementary, Huntersville Elementary, and	Develop a phonics curriculum (Go Talk Phonics) for students with severe	1) Conduct research on the effectiveness of the curriculum in teaching phonics skills. 2) Engage	Start date 8-2011 End date 5-30-2012 a)	a) 4 Exceptional Children Central Office staff, 2 special	a) Both students made progress. One student learned 3 phonemes and the other student learned 9 phonemes in level 1 of the GoTalk Phonics curriculum. The 2 <sup>nd</sup> student progressed to

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<p>Lebanon Road Elementary spring 2012)</p> <p>Department of Exceptional Children (Gaston County Schools) (was in Gardner Park Elementary fall 2011)</p>	<p>disabilities and limited verbal facility who are unable to participate in traditional phonics instruction.</p>	<p>teachers in iterative process of planning phonics instruction for these students</p> <p>3) Making decisions about student progress based on data</p> <p>4) Teacher training on phonics instruction for this population</p>	<p>Qualitative study on first draft of curriculum that included teacher training and teacher engagement in curriculum development fall 2011 (Gaston Co)</p> <p>b) Single-case study on revised curriculum that included teacher training, teacher engagement in curriculum development, and making</p>	<p>education teachers, 2 students</p> <p>b) 1 Exceptional Children Central Office staff, 3 special education teachers, 5 students</p>	<p>level 2 before the study ended. The major outcome was the realization that we actually have two progressions of student learning that will need to be addressed separately. The curriculum was revised to reflect different learning progressions.</p> <p>b) This study is currently in progress. Student 1 increased from an average of 21% correct during baseline to 47 % correct in 5 days of instruction so far. Student 2 is beginning instruction on 5-11-12. Student 3 will begin instruction as soon as Student 2 improves.</p>

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			decisions on student progress based on data spring 2012 (CMS)		
Rockingham County Schools	Collect data and prepare a report on the perceived effectiveness of Principals in 3 schools	Developed assessment instrument and administered instrument to parents, staff, and students in the schools	September 2011 to October 2011	1500 students; 98 teachers; 200 parents	Three summary reports were rendered and personal briefings to Superintendants were conducted
Charlotte-Mecklenburg Schools Jay M. Robinson Middle School	Administer faculty research grant in partnership with 7 <sup>th</sup> grade science teachers throughout spring semester, 2011.	Applied instructional strategies based on cognitive science principles over 4 units of 7 <sup>th</sup> grade science curriculum in all 7 <sup>th</sup> grade science classes to test for retention of complex science vocabulary.	January, 2011 – May 2011	1Principal, 3 Teachers, 483 7 <sup>th</sup> grade science students	Results of study showed that low readers were significantly more successful retaining complex science concepts when more active instructional strategies such as drawing pictures of vocabulary or talking to neighbors about science terms were used than copying definitions out of textbooks. Results were shared at a school faculty meeting this year.
Anson, Cabarrus, Charlotte-Mecklenburg, Gaston, Davidson, Lincoln, Rutherford, Stanley, and Guilford County Schools	We are working with schools and districts on a tiered approach to	We have implemented training to all “intervention schools” about using	Started in September 2011 and will continue	45 teachers and/or transition specialist have	Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start collecting school and

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	<p>interagency collaboration on transitional outcomes for students with disabilities. We involve three levels of interagency collaboration (i.e., community-level team, school-level team, and individual level team). The community-level team provides administrative leadership for the total array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representative s from community</p>	<p>interagency collaboration for improving post-school outcomes for students with disabilities.</p>	<p>until June 2014.</p>	<p>been trained.</p>	<p>student data in summer 2012.</p>

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
	agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.				
<p>Positive Behavior Intervention and Support (PBIS) Initiative (serving more than 1000 schools in over 85% of the counties/local education agencies in the state)  <a href="http://www.dpi.state.nc.us/positivebehavior/">http://www.dpi.state.nc.us/positivebehavior/</a></p>	Improved academic and social outcomes for students	Ongoing professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports ( <a href="http://www.pbis.org">www.pbis.org</a> ).	April 16, 2011 – April 15, 2012	State and local education agencies as well as practicing teachers and other professionals (approximately 10,000, indirectly)	<ul style="list-style-type: none"> <li>▪ Schools implementing PBS in NC increased.</li> <li>▪ Office discipline referral data from schools implementing PBS compare favorably with national averages.</li> <li>▪ Consistent decrease in suspensions across schools implementing PBS in NC.</li> <li>▪ Levels of behavior risk evident in schools implementing PBS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBS.</li> </ul>

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					<ul style="list-style-type: none"> <li>▪ While achievement differences were not statistically significant across schools with different levels of implementation of PBS, trends and effect sizes reflecting practical differences were documented.</li> <li>▪ Department of Public Instruction (DPI) staff members are developing statewide database to support evaluation procedures and practices initiated by and resulting from ongoing collaboration.</li> <li>▪ Reports highlighting academic and social progress developed and disseminated as collaborative product.</li> </ul> <p><a href="http://education.uncc.edu/bric/gpreports.htm">http://education.uncc.edu/bric/gpreports.htm</a>.</p>
Charlotte-Mecklenburg Schools and Kannapolis County Schools	Evaluation of Professional Development Workshops	Classroom observations, interviews, and surveys.	June 2011 to June 2012	Administrators-30 Teachers-261 Students-6485	Workshops had an impact on teachers' instructional practice, gain in content knowledge, and student achievement in mathematics.
Charlotte-Mecklenburg Schools and Iredell-	Evaluation of Wolf Trap	Interviews, surveys, and	September 2011	School Leaders-	Evaluations resulted in two summary reports that

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Statesville Schools	Program – a program sponsored by the Arts and Science Council to infuse the arts into selected pre-Kindergarten classrooms	classroom observations of classroom activities.	to June 2012	12 Pre-K Teachers -86 Teaching Artists- 2 Students-380	revealed the positive impact of the Wolf Trap program.
Anson, Cabarrus, Charlotte-Mecklenburg, Gaston, Davidson, Lincoln, Rutherford, Stanley, and Guilford County Schools	We are working with schools and districts on a tiered approach to interagency collaboration on transitional outcomes for students with disabilities. We involve three levels of interagency collaboration (i.e., community-level team, school-level team, and individual level team). The community-level team provides administrative leadership for the total array of transition	We have implemented training to all “intervention schools” about using interagency collaboration for improving post-school outcomes for students with disabilities.	Started in September 2011 and will continue until June 2014.	45 teachers and/or transition specialist have been trained.	Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start collecting school and student data in summer 2012.

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	<p>services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.</p>				
Elizabeth City Public Schools	Design a pacing guide and resources to support teachers' implementation of the Common Core Standards.	A series of meetings to design and create a pacing guide and resources	January, 2011 to present	K-2: 18 teachers and math coaches 3-5: 14 teachers and math coaches	K -2 pacing guide and resources are being used this year and teachers have reported that it has been helpful  3- -5 pacing guide is currently being developed for the 2012-2013 year
Districts in the Southwest Education	Create resources for	Meetings with district leaders	January, 2011 to	30 district	Creation of K-2 pacing guidelines,

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Alliance	teachers to support the implementation of the Common Core Standards.	and teacher leaders	present	and teacher-leaders	benchmark documents, and assessment tasks  Creation of mathematical tasks and resources for Grades 3-5
Cabarrus County Schools – located at 2 sites:  Mary Francis Wall Child Development Center  CC Griffin Middle School	Developmental support through child-centered Play Therapy; Filial Training for Parents & Staff; middle and high school student behavioral referrals for counseling with family counseling required; all services provided are to enhance current programs and provide more individual counseling where needed.	<b>S.T.E.P.S.-</b> Pre-k and Day Care children [including children with special needs]. Primary program focus: Play Therapy & Filial Therapy <b>P.A.T.H.:</b> Middle and High School students; behavioral interventions; Family Counseling; Participation in district-wide substance abuse prevention program.	This is a 3 year partnership: Fall 2012 to Spring 2015: The Program will run from the start of the university fall semester until the end of the school year for CCS	Initially there will be 4 administrators involved; P-12 student involvement will be referral based; additional counselors and teachers will support program goals.	This is new partnership beginning Fall 2012. Data-based outcomes will be gathered from both sites as formative and summative evidence of program effectiveness and impact on student learning and development.

**B. Brief Summary of faculty service to the public schools.**

This summary provides examples of faculty engagement with North Carolina public school professionals, community stakeholders, and P-12 service providers. Faculty provide professional development (PD) for teachers, principals, school counselors, LEA central office, and North Carolina Department of Public Instruction (NCDPI) personnel in a variety of areas including: special education services; urban education; drop-out prevention; diversity; literacy coaching; authentic assessment practices; grant-writing; use of technology; RTI implementation; content

area literacy; inquiry-based science; conducting research projects; designing and implementing service learning projects; interpreting assessment data; critical literacy in early childhood; and conducting research on effective practice, recruitment, development, appraisal, and retention of teachers and staff as 21st Century Professionals. NCDPI and the College of Education collaborated on the following programs that exemplified these PD activities: Race to the Top, Common Core Curriculum, Math Essentials, Fidelity Checks, Regional Effectiveness meetings; English Language Learners, NCDPI ExC-ELL Extended Training, Literacy, Social Studies, Science, Teacher Effectiveness/New Accountability Model, PLAN Assessment Training, and Healthful Living. Also, the College of Education supported the Southwest Education Alliance by facilitating its Job-Alike Meetings for the following committees: Superintendents Council, Instructional Program, Elementary School, Middle School, High School, Finance, Personnel, Auxiliary Services, Principal Advisory, and Race to the Top Coordinators. The Southwest Education Alliance is a consortium of 13 school districts that the College of Education serves. Other professional development activities include: the International Society for Performance Improvement (ISPI) training workshops; Solution-Focused Practice: A Strength-Based Approach to Counseling training; Dr. Bob Barret Lecture Series – Multicultural Issues in Counseling Conference; UNC Charlotte Regional K-12 STEM Conference; UNC Charlotte Community TouchPoints Project; Jonnie H. McLeod Substance Abuse Institute; Summer Supervision Institute; Multicultural Play Therapy Center Conference; Teacher Toolbox; North Carolina Chapter of the National Association for Multicultural Education Conference; Office of Field Experiences Professional Development Day; Internationalizing Teacher Education Conference; Down Syndrome of Charlotte Wrightslaw Symposium; Child and Family Development Conference; NC-MSEN Statewide Institute for Teaching Excellence; Charlotte-Mecklenburg Schools (CMS) Writing Institute; and Professional Development Schools (PDS) conference. Ongoing school and community collaborations include: Teacher Cadet College Partnership; First 3 Beginning Teacher Support Program; and Professional Development Schools (PDS) partnerships. Additional service provided to K-12 students includes: mentoring; tutoring; hosting groups on campus; assisting with senior exit projects; conducting demonstration lessons; judging science, math, and writing contests; and conducting diagnostic evaluations. Examples of K-12 student service are: the Middle Grades University, Math CAMMP, Regional Science Olympiad, Regional Science Fair, Camp Invention, Celebration of Teaching, National History Day, Julia Robinson Mathematics and Computing Festival, Freedom School, Student First Academy Around the World Enrichment Camp, and the NC-MSEN Pre-College Program.

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

The College of Education has assisted over 50 Teach for America (TFA) teachers with special sections of online and face-to-face graduate-level coursework tailored for their particular needs and backgrounds. TFA teachers were enrolled in middle/secondary education courses, elementary education, Spanish Education, Special Education and TESL. A central focus of UNC Charlotte's eight Professional Development Schools (PDS), along with projects at other schools, is supporting beginning teachers through induction programs with regular meetings and other professional learning activities such as demonstration lessons, collaborative planning, designing and implementing assessments of student learning, reviewing assessment data, preparing for EOG tests, teacher observations and evaluation, stress management, effective questioning, informal and formal classroom observations, supporting technology integration, and assisting with classroom management and lesson design. PDS induction programs also involved supporting the mentors in working with mentees, thereby providing additional service to

beginning teachers. Grant-funded activities included a focus on assisting teachers to provide effective instruction in mathematics, science, and language arts to students with and without disabilities. Faculty assisted a number of schools to implement Response to Intervention (RTI). UNC Charlotte faculty often visit the classrooms of first-year teachers that they supervised in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS and grant-affiliated schools, as well as when supervising student teachers and visiting beginning teachers, faculty take time to respond to requests and offer suggestions to problems that beginning teachers are experiencing. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology, enhancing reading comprehension, implementing writer's workshop, the challenges of being a first year teacher, and best instructional practices in a wide variety of curricular areas. Faculty have intentionally placed groups of clinical students with beginning teachers to provide "extra hands and eyes" in their classrooms. Through a generous gift from the George and Page Bradham Foundation, the UNC Charlotte Beginning Teacher Award was awarded for the 9th year. This year's recipient was Lakisha Howell, a teacher at Nathaniel Alexander Elementary School in Charlotte, NC. The Center for Math, Science, and Technology Education offered workshops and institutes for hundreds of teachers and students during 2011-12. Particularly targeting new teachers were professional development sessions on K-2, 3-5, and 6-8 science; and secondary biology, chemistry, algebra, geometry, and advanced functions and modeling. The Celebration of Teaching, sponsored by the North Carolina Teacher Cadet Program and the College of Education, provided opportunities for aspiring and new teachers to participate in workshops, classroom observations, campus tours, and a presentation by the 2011 North Carolina Teacher of the Year, Tyronna Hooker.

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

UNC Charlotte provides programs leading to teacher licensure for three different groups of adults: lateral entry teachers in a variety of fields, those who are seeking lateral entry positions, and those who wish to complete a teacher preparation program to become fully licensed before entering the classroom. We also served lateral entry teachers following licensure plans issued by the Regional Alternative Licensing Center (RALC). The Office of Teacher Education, Advising, Licensure and Recruitment (TEALR) including the Teacher Recruiter provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, they are advised within their respective departments by advisors and faculty. Graduate-level courses are offered in an intensive program (Graduate Certificate in Teaching) in the areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, comprehensive social studies, and comprehensive science; and the K-12 fields of art, theatre, French, German, Spanish, and English as a Second Language. The Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I of this two-part masters program. Candidates may apply to the MAT during their last semester in the Graduate Certificate in Teaching program. (Phase II of the MAT leads to the M license.) All coursework is offered on campus in the evenings and weekends, with admitted students able to start programs in fall, spring, or summer. In order to better serve the adult population, critical programs offer online courses throughout the year and off-site face-to-face courses in summer institutes, all with reduced tuition through Distance Education. In the 2011 Summer Pathway to Teaching program, held for special education and middle/secondary teachers, approximately 200 lateral entry teachers and career-changers pursued coursework toward licensure. Through these multiple venues, we served more than 800 adults. Praxis II preparation workshops are offered for lateral

entry teachers and for those seeking lateral entry positions. The partnership with Teach for America (TFA) continues to bring more college graduates from other fields into the teaching profession. We provided specially tailored coursework to over 50 TFA teachers who are in lateral entry positions in Charlotte-Mecklenburg Schools for the 2011-12 school year. PDS induction programs also provide support for lateral entry teachers. Mentors were provided for lateral entry teachers beginning in Spring 2011 and continued through the 2011-12 academic year. These mentors provided support and supervision on an individual basis. In collaboration with school administrators and after reviewing school level evaluations of the lateral entry teachers, the mentors completed one to three observations depending on the needs and confidence of the teachers. Support seminars were conducted with topics that pertained directly to the lateral entry teaching experience. Online seminars and remote observations were available for teachers who could not travel to campus. Seminars were tailored for the specific needs of lateral entry teachers which are typically different than the needs of traditional graduate candidates. Sixty-nine lateral entry teachers participated in the mentor program.

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

UNC Charlotte serves career teachers through campus-based and distance education graduate programs, Professional Development Schools (PDS), institutes, and conferences. We offer Master's and Doctoral programs addressing over 20 different advanced licensure or leadership areas. The Master of Arts in Teaching allows teachers who have cleared their lateral entry licenses to build upon their previous degrees and earlier graduate coursework to obtain advanced licensure. An array of distance education (DE) programs, either online or face-to-face, make add-on or advanced licensure more easily available to career teachers. The statewide DE Academically/Intellectually Gifted add-on licensure program enrolled approximately 150 students. Other DE programs included the M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Rowan County), and the Master of School Administration (Gaston County and Union County). In addition, the Graduate Certificate program in Instructional Systems Technology licensure and the new Elementary Mathematics licensure program offered online courses. The Center for, Science, Technology, Engineering and Math Education (C-STEM) has provided services to career teachers through a wealth of activities such as AP Institutes in many targeted areas of science, English, social studies, and mathematics, and their annual January conference for 400 teachers. Add-on advanced licensure programs in Educational Administration (012) and Supervision (113) served 31 and 18 students respectively. Coursework for graduate and/or renewal credit was offered through CMSTE in many areas of math and science, such as environmental education and AP institutes. Faculty in the College of Education and colleagues in the English Department offer the UNC Charlotte Writing Project Institute each summer, followed by seminars and conferences during the academic year. Professional development schools and other teachers were involved in professional development through collaboration in areas such as co-planning, demonstration lessons and support using reform-based pedagogies. Teachers also continued their professional growth through grant-writing, action research projects, project evaluation, development of Professional Learning Communities, and conference presentations. Faculty provided workshops and/or mentoring on topics such as integration of technology, student assessment, improving relationships with families and agencies, co-teaching and inclusion, RTI, classroom management and behavioral support, and improving instructional practices in various areas such as science, math, early and adolescent literacy, and writing. Faculty served on school boards, boards of directors, school leadership teams. Faculty participated in organizing and presenting at locally-held professional

conferences for teachers, such the Child and Family Development Conference for 200 teachers. Nearly two dozen faculty members worked with the Teacher Cadet program – assisting the teachers with activities, recruitment ideas, and celebrations. One faculty member coordinated an elementary mathematics consortium with leaders from 11 neighboring school districts to collaborate and create resources related to the new Common Core Mathematics Standards.

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

The Unit serves low performing schools through systematic, on-going partnerships as well as through individual faculty efforts. The College's Professional Development Schools (PDS) program partners with 11 low-performing schools across 4 districts, including eight who have recently not made Adequate Yearly Progress. Projects included formative assessment in mathematics, reading workshop pedagogies, science inquiry, social studies tutoring and technology integration. The RAISE Project focused on developing literacy and mathematics instructional methods for students with significant intellectual disabilities; the project developed literacy, mathematics and science curriculum, trained teachers to implement it, monitored implementation, and presented data analyses of results. The CODE-I mathematics project in CMS and Kannapolis City provided over 80 hours of mathematics professional development to 35 Kannapolis and 180 CMS teachers in low-performing schools. Also, various projects in other schools focused on students at risk for low achievement and/or dropping out of school. To support diverse learners, teachers, and families in the urban schools of CMS, faculty worked with administrators and agencies such as the Workforce Development Committee, the Dropout Prevention Committee, Mecklenburg Child Development Services, the Mecklenburg Local Interagency Coordinating Council and its Child Find subcommittee, the Greater Enrichment Program, and the Latin American Coalition. Faculty have conducted program evaluation for CMS schools, a Discovery Education project in a low-performing rural district, a 1-to-1 technology initiative in a neighboring district, district-based mathematics assessments in a local district, and the new state Teacher Evaluation Instrument. The Child and Family Development faculty continued to provide off-campus B-K coursework to CMS Bright Beginnings and More-at-Four teachers in high-need areas. The Center for Educational Outreach hosted the CMS Emerging Leaders program, which served 125 high school students from impoverished neighborhoods. With CMS and Teen Health Connection, the Middle Grades University program provided enrichment activities for 100 middle school students in urban schools. Faculty served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited / observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted with teachers regarding strategies for assessing and managing difficult behavior. One faculty member focused on a project with the principal, social worker and teachers in a high-needs school to provide systematic social skill instruction to students who were at risk for developing challenging behaviors. Another faculty member helped CMS analyze large data sets to find ways to close the achievement gap. Distance education programs offered at the request of school systems offer on-site courses that address the instructional needs of low-performing students (e.g., the M.Ed. in Reading Education in Rowan-Salisbury).

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

The College of Education is aligned with State Board of Education priorities in a number of ways. (1) Globally competitive students: To have a positive impact on P-12 students, the College continues to

enhance the global awareness of faculty and candidates and prepare graduates for the globally interconnected world. Candidates in elementary education completed a semester of coursework with German university students and worked in German schools. The College hosted the statewide "Internationalizing Teacher Education" conference with keynote speakers Dr. Geoffrey Thomas from the Crosswalks Foundation Forum on Internationalizing Teaching and Mr. John Tate, member of the NC State Board of Education. Work sessions included using videoconferencing to connect candidates to classrooms in foreign countries, increasing local immersion experiences with multicultural communities, and facilitating student teaching abroad. Several faculty members continue to serve on state-level work groups to expand these efforts. Faculty members participated in several international conferences, including the 17<sup>th</sup> annual German – American Faculty Symposia, a partnership between the UNC Charlotte and the Pädagogische Hochschule Ludwigsburg. The symposium features collaborative research on teaching and learning in math, literacy, special education, foreign language, and school administration. The first faculty symposium took place in Ludwigsburg in May 1995 and has met each year since, alternating between Charlotte and Ludwigsburg. In addition, the internationalization efforts of the College include research projects, hosting international scholars and students, and leading student study groups abroad. The College awarded faculty travel grants of up to \$1500 for international travel and scholarship endeavors.

(2) 21st Century professionals: The College prepares and supports teachers, school leaders, and counselors for their roles as 21<sup>st</sup> century professionals. Several faculty members are providing professional development training on the Common Core Standards for public school teachers, and others are engaged in the Teacher Education Initiative on innovative uses of instructional technology. The College's 42 revised initial licensure programs and 16 Master's degree program are aligned with 21st century standards and NC Professional Teaching and School Executive Standards. Candidates use technology for instructional planning, assessment, and demonstration of positive impact on P-12 learners. In response to the chronic science teacher shortage, a bachelor's degree in comprehensive science is pending approval from UNC General Administration. As a member of the national leadership team of the Science and Mathematics Teacher Imperative, the College is creating innovative ways to recruit and prepare excellent mathematics and science teachers. Faculty members conduct science institutes and training for Advanced Placement teachers. Recruitment of strong teacher candidates continues to be a priority, with a full-time Teacher Recruiter and a marketing campaign focused on non-traditional students and community college transfers. The College's 2+2 partnership with Stanly Community College graduated its first cohort of fully licensed B-K candidates. Distance education programs are offered for the Master of School Administration in Gaston, Rowan and Union counties, and the M.Ed program in reading is underway in Cabarrus County. In addition, fully on-line masters' programs in school administration, middle-secondary education, special education and instruction systems technology attract new students each year. Finally, the College has increased its focus on preparing 21<sup>st</sup> professionals who demonstrate the "soft skills" of commitment to children, ethics, leadership, collaboration, advocacy, and continuous professional growth.

(3) Assist Low-Performing Schools: As noted in Sections B-F above, the College provides extensive assistance to low-performing, at-risk, and priority schools. In addition, UNC Charlotte student teachers completed their work in 22 Title 1 schools that did not meet NCLB targets for one or more years. Student teachers also worked in 32 of Charlotte-Mecklenburg Schools 65 "Focus schools" that are high-poverty/low performing. The College offers an accelerated Master of Arts in Teaching program for Teach for America corps members who are teaching in low-performing schools.

(4) Collaboration with public schools to enhance educational opportunities for students: For the third year, UNC Charlotte serves as a site for the Children's Defense Fund Freedom School, which provides a literacy-rich program for children impacted by poverty. With the leadership and involvement of College faculty, Freedom School also provides a rich experience for teacher education candidates. The College serves middle-grades students who need additional support through its the Middle Grades University program, a summer residential experience with academic year follow-up and mentoring. In addition, the

College's Center for Math, Science, and Technology Education provides extensive summer and academic year programs for P-12 students through its Summer Ventures and Pre-College programs. The recent Julia Robinson Math and Computing Festival engaged middle school girls in investigating diverse areas of mathematics, and the Science and Technology Expo provided experiences for children and parents.

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

(1 and 2) NC public schools will produce globally competitive students, who are led by 21st Century professionals: These two State Board priorities received special emphasis at UNC Charlotte. The College continued its strong emphasis on internationalization with faculty members expanding the level of global knowledge in their coursework. The "Internationalizing Teacher Education" conference offered faculty the opportunity to collaborate with other UNC campuses to use videoconferencing to connect candidates to classrooms in foreign countries and to implement student teaching in foreign countries. Competitive \$1500 international travel grants for faculty were awarded for collaboration with international research scholars and presentation of research findings at international conferences. The important and long-standing alliance of UNC Charlotte and the Pädagogische Hochschule Ludwigsburg for sharing comparative research, conducted in public schools in both countries, involves appropriately 15 faculty members each year. At the undergraduate level, candidates in elementary education completed a semester of coursework with German university students and worked in German schools. The minor in Teaching English as a Second Language continues to be an attractive add-on licensure option.

## **Supplemental Information (Optional)**

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

In 2011-2012, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis I examinations, 4 workshops were conducted for 72 students seeking admission to a teacher education program. Participants registered for Praxis I overview workshops and/or content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first-time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 26 students in the Praxis I overview workshops. There were 21 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 31% showed improvement. There were 17 participants in the reading workshops. There were 12 participants in the writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 28% showed improvement. To assist with the Praxis II examinations, faculty at UNC Charlotte in both the College of Education and the College of Liberal Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. Faculty members were also invited to plan and conduct Praxis II examination preparation workshops for pre- and in-service teachers. A total of 202 students participated in 11 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Praxis II

specialty area workshops were conducted in elementary education, special education, history/social studies, middle grades mathematics, and secondary mathematics.

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

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

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

The presence of minority faculty and professional advisors in the initial licensure teacher education programs exceeds 20%, thus providing more role models for underrepresented groups. The marketing campaign for career changers includes recruiting materials that feature racial, gender, and age-related minority teachers and a variety of majority and minority students, providing a visual representation of the population of schools. TeamTeach members include minority students who participate in recruitment activities. The College actively participates in the University's Minority Faculty Recruitment and Retention Committee, the Committee for

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

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

Multiple new initiatives have occurred during 2011-12. The Omicron Pi chapter of Kappa Delta Pi at UNC Charlotte created a program for pre-service and in-service teachers called First 3. This project was submitted and received funding from the Z. Smith Reynolds Foundation to support three strands of support. Pre-service teachers were supported through 12 professional development sessions focused on classroom strategies, stress management, diversity and other topics. The funds also supported the Urban Youth in Schools Internships where 35 non-education undergraduates completed an 80-hour internship in urban schools in the area. First 3 also supports teachers in their first three years with networking opportunities, professional development, and resources for their classroom. This year the program supported over 40 teachers from the area. UNC Charlotte was chosen as one of two anchor institutions for the NC New Teacher Support Program, a Race to the Top Initiative, to support new teachers in the lowest 5% performing schools in the region. The support includes professional development, coaching, and networking opportunities. The College of Education Quality Enhancement Plan to increase the engagement of new undergraduate students was planned and approved this academic year and will be implemented in the 2012-13 academic year. The new Minor in Urban Youth & Communities was proposed and approved this academic year and will be implemented in the 2012-13 academic year. Its goal is to increase civic engagement of undergraduates across campus in area urban schools. The Center for STEM Education, in partnership with Discovery

Place, received a grant for “STARS-Science Teacher Astronomy Research Sessions” to offer space focused professional development for 30 middle grades teachers in the Charlotte region. UNC Charlotte was selected as an IHE partner of the NC State Improvement Project focused to improve reading and mathematics outcomes for children with special needs. The project will provide Foundations training for pre-service candidates and in-service teachers so that they are prepared to implement research-based reading and mathematics instruction involving explicit, systematic and multisensory methodologies. The Graduate Certificate in Autism Spectrum Disorders was approved and will be initiated in Fall 2012 with 32 students. A Master of Arts in Teaching program has been approved for Child and Family Development to help Graduate Certificate students to continue their work in the field and receive a Master’s degree after receiving their initial licensure. All strands of the MEd program in Elementary Education (Math, Instructional Systems Technology, AIG, Special Education, and TESL) have been established online and online courses for the entire program will be written during the 2012-13 academic year for full online implementation in Fall 2013.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	64
	Hispanic	5	Hispanic	32
	White, Not Hispanic Origin	99	White, Not Hispanic Origin	593
	Other	9	Other	31
	<b>Total</b>	<b>130</b>	<b>Total</b>	<b>738</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	34
	Other		Other	1
	<b>Total</b>	<b>28</b>	<b>Total</b>	<b>49</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic		Hispanic	5
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	66
	Other		Other	4
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>86</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	3	Asian/Pacific Islander	12
	Black, Not Hispanic Origin	35	Black, Not Hispanic Origin	159
	Hispanic	6	Hispanic	39
	White, Not Hispanic Origin	112	White, Not Hispanic Origin	527
	Other	7	Other	31
	<b>Total</b>	<b>163</b>	<b>Total</b>	<b>769</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)	45	111
Elementary (K-6)	254	690
Middle Grades (6-9)	99	277
Secondary (9-12)	162	341
Special Subject Areas (k-12)	110	285
Exceptional Children (K-12)	109	261
Vocational Education (7-12)		
Special Service Personnel (K-12)	4	8
Other	31	39
<b>Total</b>	<b>814</b>	<b>2012</b>
Comment or Explanation:		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,026
MEAN SAT-Math	519
MEAN SAT-Verbal	507
MEAN ACT Composite	22
MEAN ACT-Math	22
MEAN ACT-English	21
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	2.97
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	3	23		10
Elementary (K-6)	23	155	16	57
Middle Grades (6-9)	4	27	1	46
Secondary (9-12)	8	28		40
Special Subject Areas (K-12)	6	19		34
Exceptional Children (K-12)	3	21	9	20
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>47</b>	<b>273</b>	<b>26</b>	<b>207</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	262	97
Spec Ed: Adapted Curriculum	23	100
Spec Ed: General Curriculum	56	96
Institution Summary	341	97
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<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	25	93	131	7	28	7
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	6	6	9	3	2	3
U Licensure Only	95	111	47	6	12	5
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	702	95	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>
Charlotte-Mecklenburg Schools	2,089
Cabarrus County Schools	830
Union County Public Schools	539
Gaston County Schools	457
Rowan-Salisbury Schools	379
Iredell-Statesville Schools	246
Cleveland County Schools	235
Lincoln County Schools	321
Stanly County Schools	197
Kannapolis City Schools	161

**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>
124	18	38