

IHE Bachelor Performance Report

UNC-Wilmington

2011 - 2012

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. The university touts a powerful academic experience that stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate (52 majors) and master's levels (31 degrees), and doctoral programs in marine biology and educational leadership. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson School of Education, and the graduate school. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

UNCW welcomed a new Chancellor, Dr. Gary Miller, in July of 2011. He continues to emphasize innovation, research, and community engagement. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education, and all programs are approved by the State Board of Education.

Special Characteristics

The Watson School of Education at UNCW named a new dean in July of 2011, Dr. Kenneth Teitelbaum. The WSE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs.

To accomplish these goals, the WSE has established Professional Development System collaborative agreements with twelve school systems, two charter schools, and two early college high schools in southeastern NC. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in

placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WSE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC SCOS, and educational software. State-of-the-art computer facilities located in the Education Building provide hardware, software, and wireless web access to students.

All of the programs in the WSE have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies. Most courses are web-enhanced or online, and students develop electronic portfolios. The Watson School of Education is equipping two additional classrooms for Distance Educational capabilities, so that candidates, who would normally not have access to the main campus, will be able to access class remotely from a home computer or laptop. We believe these efforts will increase student accessibility, particularly in surrounding rural areas of NC that struggle to place highly-qualified teachers.

The advising program in the WSE is strong, and all education and pre-education majors are advised by academic advisors and full-time faculty members. Watson School of Education advisors are located on six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. Extension programs are located at Coastal Carolina, Brunswick and James Sprunt Community Colleges. A number of scholarships were available for the 2011-2012 academic year, including Teaching Fellows and Principal Fellows. Students have access to career placement services and education job fairs while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates continue to be recognized as quality educators; many have achieved National Board Certification status, and several received Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year.

Program Areas and Levels Offered

The Watson School of Education at UNCW offers the following programs at the undergraduate level: Education of Young Children (birth –kindergarten), Elementary Education (grades K–6), Middle Grades Education (grades 6–9), and Special Education (grades K–12 in general curriculum and adapted curriculum). Licensure for grades 9–12 is offered in the following areas: Biology, Chemistry, English, Geology, Mathematics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education & Health, French, Music, and Spanish. (Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed above.) At the graduate level, the following M.Ed. degree programs are offered: Curriculum/Instruction & Supervision, Language and Literacy Education, Higher Education (beginning Fall 2012), K-12 Specialty Studies (beginning Fall 2012), Elementary Education, Middle Grades Education, and Secondary Education. In addition, Master of School Administration and Master of Science in Instructional Technology programs are offered. The Master of Arts in Teaching degrees have been collapsed under one degree to entail three specializations: Secondary Education (in the academic disciplines of English, mathematics, science, and Social Studies), Middle Grades Education in the academic disciplines (language arts, mathematics, science, and social studies) and the recently approved M.A.T Elementary specialization which will begin Spring 2013. Add-on licensure will continue to be offered in English as a Second Language (ESL) and Academically and

Intellectually Gifted (AIG) at the undergraduate and graduate levels. An Ed.D. program is offered in Educational Leadership and Administration, and will begin an additional specialization of Curriculum/Instruction & Supervision, in Fall 2012.

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Brunswick County Schools (Belville Elementary, Bolivia Elementary, Brunswick County Early College, Cedar Grove Middle School, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Town Creek Elementary, Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High), Camp Lejeune Department of Defense Schools (Bitz Intermediate, Brewster Middle, Heroes Elementary, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Carteret County Schools (White Oak Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools	<p>Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina</p> <p>Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WSE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.</p>	<p>The Watson School of Education's Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership has been established for 22 years with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 131 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2012, Watson School of Education Interim Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2012 - 2015. In 2011-2012 academic year 13,343 partnership teachers, school administrators, university faculty interns, P-12 students and community members participated in 21</p>	7/1/2011 to 6/30/2012	13,343 interns, teachers, administrators faculty, P-12 students, community leaders	<p>The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Partnership Agreements for 2012-2015 have been signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During Fall 2011 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2011-2012 academic year. These conversations led to the ongoing development of online professional development modules for our</p>

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<p>(Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-Rose Hill High, Warsaw Elementary, Warsaw Middle), Jones County Schools (Jones Middle), New Hanover County Schools (Alderman Elementary, Anderson Elementary, Ashley High, Bellamy Elementary, Blair Elementary, Bradley Creek Elementary, Carolina Beach Elementary, Castle Hayne Elementary, Child Development Center, Codrington Elementary, College Park Elementary, D.C. Virgo Middle, Dorothy B Johnson Pre-K Center, Eaton Elementary, Forest Hills Elementary, Gregory Math/Sci/Tech Elementary,</p>		<p>professional development conferences, 345 seminars, and 21 partnership orientations and teacher intern preparations and 12 professional initiatives for a total of 398 sessions with 22,277 contact hours. Outreach personnel developed online training modules to prepare partnership teachers and have offered them continuously as of Spring 2011.</p>			<p>regional partners.</p>

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<p>Hoggard High, Holly Shelter Middle, Holly Tree Elementary, Howe Pre-K, Isaac Bear Early College High, JC Roe Pre-K Center, Lake Forest Academy, Laney High, Mary C. Williams Elementary, Mary Sidberry Mosley PLC, Murray Middle, Murrayville Elementary, Myrtle Grove Middle, New Hanover High, Noble Middle, Ogden Elementary, Parsley Elementary, Pine Valley Elementary, Rachel Freeman Elementary, Roland-Grise Middle, Snipes Academy of Arts & Design, Sunset Park Elementary, Trask Middle, UCP Developmental Preschool, Williston Middle, Wilmington Early College High, Winter Park Model Elementary, Wrightsboro Elementary, Wrightsville Beach Elementary)</p> <p>Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary, Jacksonville Commons Elementary, Jacksonville Commons Middle, Morton Elementary, New Bridge Middle,</p>					

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<p>Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Thompson Early Childhood Center)</p> <p>Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail High, Topsail Middle, Heidi Trask High, West Pender Middle)</p> <p>Sampson County Schools (Union Elementary, Union High, Union Intermediate, Union Middle)</p> <p>Whiteville City Schools (Edgewood Elementary, Whiteville Primary)</p> <p>Cape Fear Center for Inquiry Charter School</p> <p>Charter Day School of Brunswick County</p>					
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New</p>	<p>Professional Development of Teachers and /or Administrators Rationale The NC Professional</p>	<p>University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher</p>	<p>7/1/2011 to 6/30/2012</p>	<p>13,343 teachers, admin., k-12 students, university faculty,</p>	<p>In 2011-2012, a total of 5828 partnership teachers and administrators were engaged in professional development through participation in 42 professional development</p>

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<p>Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored three new initiatives—the Fall Educational Forum, Teacher-Faculty Collaborative Projects, and the Master Teacher Program. The fall educational forum was a regional summit with 120 representatives from nine of our partnership districts and UNCW in attendance. Participants shared ways that they implement innovative ideas and practices in their districts despite the recent budget cuts. From that forum, we organized three cross-district teacher collaborative teams. These teams worked to investigate and/or improve a particular classroom practice. Each team presented at the Spring Research Speaks Conference held at the Watson School of Education. Through the Master teacher program, we brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates.</p>		<p>community leaders</p>	<p>activities: 21 conferences and 21 orientation and teacher intern preparation trainings (online session developed for each and offered continuously as of Spring 2011 and 345 seminars. Ten cultural arts events hosted for teachers and students in the region involved a total of 7515 participants. Various service and support forums and professional development initiatives sessions were participated in by 1029 teachers and administrators.</p>
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County,</p>	<p>Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards</p>	<p>Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues.</p>	<p>7/1/2011 to 6/30/2012</p>	<p>7400 teachers, admin., k-12 students</p>	<p>The Watson School of Education and its affiliated Science and Math Education Center had \$ 2,100,000 in active external funding during this year and all of these dollars involved P-12 educators in either partnering</p>

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Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.				on the grant and/or receiving the direct benefit through professional development.
New Hanover, Pender, Columbus, Cape Fear Center for Inquiry	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	Research Speaks -This one day conference highlighted research initiatives developed by Watson School faculty members in conjunction with local educators.	4/18/2012	35 students, teachers, faculty	The work of 24 Watson School of Education faculty members and local teachers was disseminated
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry, Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters	Distinguished Leadership in Practice (DLP), a non-traditional professional development model, allows participants to critically examine the meaning and application of "Distinguished" school leadership through a problem-based, real-world approach. UNCW is serving as a regional partner for this initiative and is co-hosting this event. Participants engage in a series of authentic activities designed to build the capacity of their schools and their own capacity as "Distinguished" school	9/12/2011, 9/13/2011, 11/3/2011, 11/4/2011, 1/9/2012, & 1/10/2012	49 school administrators	Participants were exposed to exemplary administrative practices and provided opportunities to engage in discussion and training around those practices.

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	delivering professional development.	leaders.			
Brunswick, Columbus, Duplin, Johnston, New Hanover, Onslow, Pender, Wake, Cape Fear Community College, Communities in Schools	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with South Eastern Alliance to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Dropout Prevention Coalition Emerging Leaders Conference.	4/17/2012	80 teachers, university faculty, and community leaders	A majority of participants rated this conference as excellence.
Brunswick, Clinton City, Duplin, Greene, Jones, New Hanover, Pender, Camp Lejeune, Onslow, Cape Fear Center for Inquiry, Charter Day School, Columbus, Whiteville City, Sampson	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	AIG Mini-Conference This conference addressed the needs of Academically Gifted and Intellectually Gifted students in southeastern North Carolina.	4/17/2012	51 teachers and university faculty	Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms.
Columbus County Schools	Provide specifically designed literacy	Columbus County Enrichment Project	7/1/2011 - 7/31/2011	61 students, teachers and	Students from Columbus County, North Carolina were

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	instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.	designed to meet the literacy needs of middle grades students in southeastern North Carolina.		university faculty	presented with effective literacy strategies and orientation to a university.
Brunswick County, Columbus County, Duplin County, Jones County, New Hanover County, Pender County, Sampson County, Whiteville City Schools, Kannapolis, Fairfax County (VA), York County (SC)	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	First Years of Teaching Support Program: FYTSP expanded this year to include 18 additional mentors and 40 beginning teachers representing 10 districts across North Carolina, South Carolina and Virginia. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2011-2012. In total, 85 teachers attended the sessions representing 8 schools districts in our PDS Partnership. 26 faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. Furthermore, 13 teachers from 5 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the final BT Professional Development Days.	7/1/2011 to 6/30/2012	125 teachers and admin.	A majority of the participants who completed an evaluation of the Beginning Teacher Professional Development Days ranked individual presentations as being Very Good or Excellent.
Brunswick County, Carteret County, Columbus County, Craven County, Lincoln County, New Hanover County, Pamlico County, Charter Day	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a	Mentor Conference Webinar: The 2012 Annual Mentor Conference was presented in two locations simultaneously, face to face and virtually via webinar. 51 participants registered for the conference representing 8 LEAs, the NCDPI, and 1 IHE. Of those registered, 18 attended face to face.	3/7/2012 and 4/24/2012	51 teachers, faculty, university administrators	100% of participants who attended via webinar and completed an evaluation of the 2012 Annual Mentor Conference said that they would attend the conference online in the future. Several participants commented not only on the quality of presenters, but on the convenience of the webinar format. One participant commented: "It is always refreshing to hear the latest

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	proactive approach in helping meet the professional development demands of teachers and executives in our region.	During the sessions, presentations from 3 faculty members, 2 representatives from New Hanover High School, and 2 representatives from the NCDPI explored the conference theme <i>Preparation and Practice: Essential Training for Effective Mentors</i> .			research about mentoring and coaching. As an avid supporter of the practices, I learn something new with every session I attend. Today's sessions were right on target and I enjoyed them all immensely."
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	"What Works: Innovative Models and Best Practices in Education" highlights the hard work of schools and various programs/community agencies within our partnership districts. This year's sessions included strategies for working with ESL students and students with special needs; anti-bullying initiatives; global classrooms; promoting parent involvement; and online learning. 71 participants registered for the fall sessions, including 55 WSE students, 11 faculty/staff, and 5 representatives from partnership schools. 48 participants registered for the spring sessions, including 44 WSE students and 4 WSE faculty/staff members. All partnership districts have access to session video archives through the "What Works" website.	9/27/2011, 10/25/2011, 11/29/2011, 2/23/2012, 3/29/2012, and 4/19/2012	71 teachers, university faculty and students, public school admin., and community leaders	The work of several schools from 4 school districts and one charter school was featured and disseminated.
Brunswick County, Columbus County, Duplin County, Jones County, New Hanover County, Pender County, Lenoir County, Onslow County, Alamance-Burlington County,	Support for Career Teachers Seeking National Board Certification Rationale WSE believes in a continuum of support for all levels of career development from	National Board Support Program The Watson School of Education National Board Support Program served initial, advanced and renewal candidates during 2011-2012. The program hosted 17 support workshops and	7/1/2011 to 6/30/2012	49 teachers	Data from both the initial support program participants indicated that 100% would recommend the Watson School's National Board Support Program to future candidates.

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Charlotte-Mecklenburg County	Preservice through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.	provided 3 information sessions in an effort to recruit candidates. The program coordinator traveled to Duplin, Pender, New Hanover and Brunswick County schools to provide one on one support for candidates. In total, the WSE program served 23 renewal candidates from 8 counties; 22 initial candidates from 10 counties; and 4 advanced candidates from 3 counties. The program also collaborated with 10 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels. In June, the program will host a one day Pre-Candidacy Workshop which will prepare potential candidates for embarking on the process during the 2012-2013 school year. At this time, 30 initial candidates have registered for Pre-Candidacy Support.			
Ashe, Bladen, Brunswick, Buncombe, Camden, Carteret, Catawba, Chatham, Columbus, Craven, Cumberland, Davie, Duplin, Franklin, Gaston, Guilford, Halifax, Harnett, Henderson, Hoke, Johnston, Jones, Lee, Lenoir, McDowell, Mecklenburg, New Hanover, Onslow, Orange, Pender, Pitt, Polk, Private Schools, Robeson, Rockingham, Surry, Union, Wake,	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support	The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered 12 professional development programs and outreach activities			Teachers received 5,580 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs was 237. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated our database to reflect a total of 3,812 participants with serviceable addresses. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are delivered through programs like the NC Southeast Regional Science Fair, Science

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Wayne	these endeavors.	and served 237 teachers and students from 6 school districts in 2011-2012. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools. TLP materials have been loaned to 104 teachers impacting the education of nearly 4,238 students.			Olympiad, Family Science and Mathematics Nights and StarLab Portable Planetarium presentations. These programs served 1,172 individuals in 87,708 contact hours.
New Hanover and Pender	Professional Development and Outreach to Public Schools	CESTEM partnered with three local schools and one Museum to help write and submit two PRISM awards which are offered by the Burroughs Wellcome Fund.			Both the grants were awarded and professional development was created and either delivered, or plan to be delivered, for participating teachers. In addition to the professional development, the teachers received materials to transform their classrooms by integrating hands-on investigations.
Brunswick and Onslow	Professional Development and Outreach to Public Schools	CESTEM partnered with Brunswick and Onslow County to write two MSP grant proposals. Both Grants were recommended for funding by NCDPI.			Once funded, CESTEM will work with UNCW faculty in WSE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.
Southeast Region of NC	Professional Development and Outreach to Public Schools	Vernier awarded CESTEM a prestigious 30 th Anniversary grant for \$10,000. Teachers typically lack the funds and training needed to use specialized scientific equipment as part of their program. The Vernier grant will provide the equipment necessary for ongoing K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.			One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM purchased new LabQuest interfaces, the latest probeware and several lab books with the grant.
Teachers in all 100	Professional	The North Carolina			One Week Professional

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NC counties are eligible to register. Registration can change up to the start date of the workshop.	Development and Outreach to Public Schools	Biotechnology Center awarded CESTEM a grant to host "Introductory Biotechnology Workshop for High School Teachers" for Summer 2012. The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.			Development. Due to scheduling conflicts this workshop was moved from June to July 2012.
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Watson School of Education Outreach Alliance office worked collaboratively with Southeast Education Alliance to deliver targeted professional development to administrators and teachers in the southeastern region of North Carolina. The PD was based on the identified needs of teachers and superintendents in the Southeast Education Alliance. The first PD session focused on Literacy and the Common Core best practices in teaching reading and writing to middle and High School Teachers. The conference was presented by Watson School of Education faculty and Dr. Julia Joslin, North Carolina Department of Public Instruction, on February 17, 2012. This workshop focused on effective classroom strategies for implementation of the Common core and		233 teachers, and university faculty	92% of participants stated that they valued learning new strategies from their peers, Watson Faculty and Dr. Julia Joslin, from N.C Department of Instruction the additional knowledge they received for differentiation and instructional planning for the common core. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education Dean is a member.

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		Essential Standards.			
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Southeast Education Alliance and Watson School of Education continued their partnership by delivering a conference on Effective Strategies for working with the Black Male Student. Classroom Management, Differentiated Instruction and Innovative Uses of Technology were incorporated in to the delivery of effective strategies that work. The conference highlighted successful and powerful programs and practices that make a difference for students. It provided an opportunity for teachers to discuss and share the results of their own experiences in reaching all students, especially the black male through innovative classroom management techniques, differentiated instructional strategies and innovative uses of technology.	2/17/2012 3/23/2012	120 teachers, and university faculty	85% of participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education Dean is a member.
Brunswick County Middle Schools Cedar Grove , Shallotte and Leland With Duplin County Middle and High Schools(Charity and East Duplin High Schools)	Provide Specifically Designed Professional Development for School Teachers/Guidance Counselors and Social Workers Rationale Recognizing the need student career counseling guidance toward attending college. WSE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the	Outreach Connections with Brunswick and Duplin County Schools, The Office of Outreach Alliances in the Watson School of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2011-2012, 120 students visited the Watson School of Education, the School of Nursing, the	2/23/2012 3/2/2012	102 students, teachers, and guidance counselors	60 Brunswick County 8th graders and 30 Duplin County 8 and 9 th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	<p>students to explore opportunities at Watson School of Education. Students explored break- out sessions which focused on Health/Science Education. Workshops designed and lead by Watson School of Education and selected UNCW Faculty.</p>	<p>Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson School of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch. Additionally, UNCW Teaching Fellows participated in a closing panel discussion titled, "What does it take to get here...What should you be doing now?"</p>			
<p>New Hanover and Duplin County Schools</p>	<p>Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale and Watson school of Education Students Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson School of Education Elementary</p>	<p>The Watson School of Education collaborated with the Duplin and New Hanover County elementary teachers to bring first graders to UNCW and to introduce students and their families to higher education.</p>	<p>4/17/2012 4/24/2012 4/26/2012</p>	<p>243 students, parents, university faculty guidance counselors and community leaders</p>	<p>243 elementary school students, parents and guidance counselors were introduced to higher education at UNCW and provided with information about how to prepare for college</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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	Education Faculty access to students from diverse backgrounds.				

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

The Watson School of Education continues to support the University’s regional engagement and outreach goals through service to public schools. In the past year, WSE faculty demonstrated a strong commitment to activities and service related to public schools. Service to public schools includes a wide variety of initiatives, only a few of which can be mentioned here.

Two Watson School faculty members served directly in classrooms as teachers over several months as small and large group instructors. You can read about one professor’s experience (as well as other events) here: http://uncw.edu/ed/pds/documents/March2012Newsletter_000.pdf. Another professor has devoted over 90 hours of service at a local high school through research on the use of i-pads for instruction with students with severe intellectual disabilities.

Likewise, faculty members continue to serve as tutors, as well as guest or keynote speakers. Fourteen faculty members served as senior or graduation project judges this year. Service to public schools also revealed a strong focus on diversity related topics. This is achieved through memberships on advisory boards for low achieving inner city children; advisory boards for special needs children, tutoring students with behavior and learning problems, and by conducting workshops aimed at developing teachers’ cultural responsiveness. For example, one faculty member acts as the co-director and co-founder of the Hillcrest program. This program aims to provide educational opportunities and programs to historically under-served populations. Two faculty members serve on the advisory board for DC Virgo Middle School – a newly constituted school serving a majority minority (95%) and lower SES population (98% qualify for free and reduced lunch).

One faculty member worked with over 100 students from area schools to participate in a Digital Storytelling competition. Others have worked with teachers to connect the Common Core requirements to develop model lesson plans in areas such as AIG. Another serves as the Director of the Dropout Coalition. Faculty members often involve candidates in initiatives. For example, faculty members in 2011-2012 served diverse elementary and middle school students by holding classes on site and hosting a 9-week poetry project culminating in a poetry slam. This event was well-attended and included 55 high school students from Jacksonville, NC.

Many elementary faculty members work with schools during “block” experiences in which candidates serve in classrooms four hours per week, in addition to a full ten-day experience. Such experiences are mutually beneficially for students and candidates alike. Service to public

schools also includes tutoring of students and support services to parents. One faculty member consulted with a local Boys and Girls Home to create a charter school application.

Watson school faculty members also support public schools through grant writing and review, review of instructional materials, by serving as mentors to teachers, and by serving on executive boards. There were a total 19 workshops in which Watson faculty members served as organizers or leaders. The ELMS project is a grant initiative housed at Watson which provides professional development for regional teachers working with English Language Learners. In 2012, 55 teachers and administrators attended professional development on Response to Intervention (RtI) and English Language Learners (ELLs).

Watson faculty members are also providing support to regional principals. The School Leader Professional Development Course provides professional development on effective leadership. In 2012, 10 principals comprised the program's initial cohort. Service to public schools also includes tutoring of students and support services to parents. The Watson School of Education Ed Lab served 349 children by providing 6149 hours of tutoring in 2011-2012. Watson faculty members are also engaged in activities related to the community and the profession through membership and leadership positions in professional organizations at the local, regional and national level.

Grant represent another facet of involvement. Faculty members were invited to work with Measurement Incorporated of Durham, NC to support a national grant, *i3 Reading Recovery: Scaling Up What Works*. Reading Recovery is a highly effective, targeted approach to school reform focusing on first grade students experiencing difficulty learning to read and write, typically the lowest 20 percent of the class. The program calls for intensive, long-term professional development for teachers, preparing them for interventions with first graders that help them catch up with their peers and close the achievement gap. UNCW received a \$56,000 federal Reading Recovery grant in October, 2011. Seven teachers from Perquimans, Pasquotank and Chowan counties in rural northeastern North Carolina will initially participate in the program. The grant supports the cost of training Reading Recovery teachers and thus increases the opportunity for children to participate in one-on-one learning. However, the grant requires private matching funds of \$600 per teacher to purchase books and other materials to be used directly by children. The President of Measurement Incorporated has agreed to provide matching funds and related services through the company's tutoring division, Accelerated Achievement at Measurement Incorporated. The initiative is also being supported through gifts from several individual private donors.

Finally, two centers, CESTEM (Center for Education in Science, Technology, Engineering, and Mathematics) and the Assistive Technology Demonstration and Lending Site, have served thousands of teachers and students in our partnership districts. By providing hands on materials like telescopes, laptops, robots, and other technologies that provide independence, these centers provide valuable resources that are often not available elsewhere.

Watson faculty members are also engaged in activities related to the community and the profession through membership and leadership positions in professional organizations at the local, regional and national level.

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

The Watson School of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are staples of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas. A regular newsletter includes WSE information, teacher tips, professional development information and highlights of new teacher classroom initiatives.

Mentor training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. The First Years of Teaching website includes resources and links where teachers update contact information and receive resources. Online support includes analysis and reflection on new teacher practices and includes the new NC Professional Teaching Standards and 21st Century Skills. Another continuing initiative is the Beginning Teacher Promise of Leadership Award that was presented to local teachers. This award program provided professional development to 11 school districts. Our plans include continuing support, through professional development of mentors, in supporting teachers as they implement the Common Core. FYTSP also provided leadership opportunities and professional development, open to area beginning teachers, which is facilitated by beginning teachers.

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

The Watson School of Education (WSE) Alternative Licensure Coordinator office addressed the needs of 5 lateral entry teachers and 99 licensure-only students. The Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for two of the four alternative licensure programs offered by the WSE. The Coordinator met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules. In addition, the Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WSE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access and support. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by a letter from the principal for their internship requirement for licensure.

The Watson School also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. The "Fresh Start" program is another attempt to remove a barrier for potential students. Students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to WSE to complete a licensure-only plan of study for lateral entry candidacy are candidates for "Fresh Start". To qualify for "Fresh Start",

candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The WSE also provides support for lateral entry teachers in the public schools. Lateral entry teachers have access to online teaching materials provided through the WSE First Years of Teaching Support Program and PD 360 professional development.

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

In 2011-2012 our National Board Support program served initial, advanced and renewal candidates. The program hosted 17 support workshops and provided three NB informational sessions. In total, over 49 teachers attended the workshops. Throughout the course of the year, we also collaborated with 10 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels. In June 2012, we hosted a two day Pre-Candidacy Workshop to prepare potential candidates who will embark on the process during the 2012-2013 school year. Thirty teachers attended. The WSE National Board Support Program also traveled to New Hanover, Duplin, Pender and Brunswick Counties to support their initial candidates. The First Years of Teaching Support Program (FYTSP) continued to expand in 2011-2012 to include and support an online forum for members of the program. Forty teachers in their first, second and third year of teaching registered for this support. The online forum includes an archive of instructional videos, a forum for questions, alumni updates and a wide range of technology tools organized by discipline. The online forum also contains links to grant websites for teachers, as well as RSS feeds to various education blogs. The eMentor program also expanded to include 50 mentors. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2011-2012. In total, over 125 teachers and administrators attended. 26 faculty members participated throughout the year in various capacities, hosting round table sessions, serving as POL mentors, or presenting during one of the breakout sessions. Furthermore, 13 teachers from 5 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during one of the two final BT Professional Development Days. The great majority of attendees ranked these workshops as Very Good or Excellent. Due to continuing budget constraints, the 2012 Mentor Conference was presented in two locations simultaneously, face to face and virtually via webinar. 51 participants registered for the conference representing 8 LEAs, the NCDPI and 1 IHE. Of those, 18 attended face to face, while 33 registered for the webinar. During the two hour session, 3 faculty members and 2 representatives from New Hanover High School provided a framework for successful mentoring addressing the theme of Preparation and Practice: Essential Training for Effective Mentors.

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

The Watson School of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 48 school systems helping struggling readers. 649 teachers worked with 5,500 1st grade students. The Watson School of Education and the UNCW Office of Cultural Arts provided cultural arts opportunities for public school children. Ten cultural arts events hosted for teachers and students in the region involved a total of 7515 participants. Curricula were written and taught to the students to enhance their experience at on campus cultural events. Training for teachers was provided to ensure that this was a quality learning engagement for all participants.

Watson School of Education faculty hosted the Science Olympiad attended by more than 800 regional students and teachers. The school also hosted the Jr. Seahawks Science Academy. Over 60 middle school students from underrepresented populations attended. The academy is designed to help these students increase confidence and enthusiasm about considering college as an option and math and science as a career. The Watson School also brought 22 at-risk Columbus County (Chadbourne Middle School) students to the Watson School for a month-long literacy- focused tutoring experience. A major effort at the Watson School this year was to bring at-risk students to the University to introduce them to and make the college experience a reality in their lives. To this point, we brought more than 500 public school students to engage in full day on-campus experiences. Watson School of Education faculty members were involved with numerous consulting and research opportunities with low-performing and at-risk schools in the areas of math, science, reading, writing, classroom management.

One such example is one faculty member's work with Project Y.E.S. (Youth Engagement for Success). The goals of Project YES were to explore creative ways of boosting student engagement in "struggling" schools. Specifically, the project included student perspectives (particularly the voices of traditionally marginalized students) in the research-based definitions of "teacher quality" and "successful teaching strategies." It helped to facilitate collaboration between the Watson School of Education and "struggling" elementary schools, and facilitated dialogue between pre-service teachers and the students they will soon be teaching (particularly students from traditionally marginalized groups), in an effort to increase the comfort level and positive engagement of pre-service teachers in new teaching environments. Fourth and fifth graders met with the researcher on a weekly basis to discuss, "What makes a great teacher?" and "What kinds of lessons do we like and learn from?" As a result of these dialogues, participants were invited to come to campus to share their ideas with EDN 300 candidates so they could hear first-hand the advice they would give preservice teachers.

Other faculty members connect service learning in the methods courses. Candidates in methods courses provide afterschool and evening programming and tutoring for children and support for their parents who are guests at the Homeless Shelter. This year they supervised over 150 students in this community-based project.

The teacher recruiter surveyed program coordinators to see how each program addresses diversity and minority recruitment. He also spent time meeting with teacher assistants in the region and invited WSE faculty join him in these meetings.

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

All programs ran the re-visioned undergraduate programs and began collecting information for the NC electronic evidence review. All graduate programs began re-visioning their programs as well. The faculty have been very involved in making this a useful process for program review and using it as a tool for students to demonstrate their proficiency in the identified six areas. Three representatives from UNCW attended the training session for program evidence review. Likewise, two faculty members served on "expert work groups" to assist in the roll-out of the state review process.

The Professional Development System has orchestrated meetings with public school partners in an effort to assess needs and create program changes to meet needs identified. Faculty in the Watson School of Education have been active in collaborating with colleagues across the state.

Teachers demonstrate leadership: WSOE began its fourth cohort of doctoral students with 14 new candidates. In addition, 52 candidates were selected to begin the 5th cohort in the 2012-2013 academic year. Faculty across the Watson School of Education are involved in Doctoral Review Committees. The newly formed chapter of SNCAE was developed at our extension site in Jacksonville. Faculty directed honors theses and independent studies. Many of these resulted in joint presentations at state and regional conferences. The Associate Dean of Academics and the Director of Professional Experiences initiated a state-wide meeting at UNCW and invited their counterparts to address common issues, challenges, and solutions facing public institutions in North Carolina. The event was tremendously successful and is scheduled to continue twice annually.

Teachers establish a respectful environment for a diverse population of students: Professors continued to report the results of their work to enhance the understanding of and valuing of diversity in their Professional Development Reports. In the 2011-2012, academic year, international educational programs were very active, with students traveling to teach in Belize (16), China (3), Costa Rica (10), Japan (7), Kuwait (7), and South Africa (11). In addition to the undergraduates, 7 doctoral students and an additional 16 Onslow County teachers and administrators joined the Belize group. Students created blogs to share their experience with the North Carolina classrooms in which they started their internship. Specific service learning assignments helped students be better prepared to effectively support the learning of all students they will teach. Watson School of Education hosted poverty simulations to help educators better understand the challenges facing families living in poverty.

Teachers know the content they teach: The revised programs include greater emphasis on helping our students know the content they teach. An additional math course was required for elementary majors. Collaboration with colleagues in arts and sciences continued to develop artifacts in those classes that would help assess the content knowledge of our teacher candidates.

Teachers facilitate learning for their students: All program areas reviewed evaluation data from internships and identified areas of concerns with which to work. Courses have been identified in which to address weaknesses. Increased and improved field experiences have been put in place in all programs. Students evidence their proficiency by their electronic evidence folio.

Teachers reflect on their practice: Students video record instances of their teaching and use those recordings to reflect on their effectiveness. All students in the WSOE create a professional development portfolio that shows evidence of their proficiency as teachers but also shows evidence of their effectiveness as reflective practitioners.

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

The major area of emphasis, which was agreed upon by all departments and programs in the Watson School of Education for this academic year, was that of assessment. A new Assessment Director was named at the beginning of the 2011-2012 academic year, and has been instrumental in working with all facets of the faculty to identify holes in program and unit assessment. As a result, this information has been instrumental in the design and refinement of assessment procedures. We look forward to gleaning important data about our programs, our unit, and particularly about our graduates and their perceptions of their experiences and preparedness for the educational setting.

Supplemental Information (Optional)

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

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

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

The Watson School of Education's full-time recruiter completed his fourth year in this position, continuing to advance the WSE's goal of recruiting students into the field of education, particularly targeting minority students. Among many of the activities he pursued in this endeavor, he traveled regularly to meet with high school students in the southeast part of the state, and he met with freshmen during visits to each of our regional community colleges. The recruiter worked to raise the visibility of education programs and encourage interest in the teaching profession among minority students. For example, he represented WSE at the Minority College Fair and hosted our first WSE webinar in January. He worked closely with UNCW's Centro Hispano Office and hosted a table at the Brunswick Intercultural Festival. A more traditional role included meeting with students who had not declared a major to provide information to help them evaluate studying to become a teacher. Some of the events at which he made presentations were: "Dare to Soar," "New Hanover County AVID Parent Night," "A Major Affair," and the UNCW Job and Career Fair. Additionally, the teacher recruiter worked with another faculty member and the WSE Diversity Committee to create a poster and fliers inviting African American high school students to attend WSE.

Other recruitment occurred through sustained efforts to support and encourage Teacher Cadet Programs in area public schools. The recruiter presented at the Future Teachers' of America Conference, as well as the Teacher Cadet State Conference in Raleigh. UNCW enjoys a Teacher Cadet partnership with six different counties (and 11 schools) and also maintains a Teacher Cadet website. In October, we hosted a Teacher Cadet Day at UNCW for area Teacher Cadets. This full day of events included professional development sessions, information regarding college, a campus tour, and a keynote address by this year's NC Teacher of the Year (Ms. Tyronna Hooker). The campus community actively participates in the Teacher Cadet program. More than 30 UNCW faculty members have served as mentors and/or speakers to groups of Teacher Cadets.

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

The Watson School of Education is committed to developing a diverse student and faculty population. The WSE has partnered with the UNCW admissions office and share a teacher recruiter as a member of the admissions staff. Partial duties include working with the region's Teacher Cadet Programs to recruit underrepresented populations who are interested in becoming teachers. The Teacher Cadet Programs have made multiple visits to the UNCW campus and were given opportunities to interact with faculty and students in the WSE. This year the WSE also hosted a Teacher Cadet Day in October. The WSE recruits prospective diverse educators in several ways. Although funding threatens its continuation, the Teaching Fellows program has traditionally been a successful model for attracting students of color. Likewise, the WSE Multicultural Conferences as well as other faculty-led collaborations with local schools have served as meaningful recruitment venues. The WSE Diversity Committee has proposed a "Diversity Scholarship Program" to recruit and retain traditionally underrepresented groups in the field of teacher education. Currently, the committee is working with the University Advancement Services to obtain donor support for these scholarships.

The WSE partnership with Isaac Bear Early College has also been successful in recruiting high-achieving, diverse public school students. As an early college high school, students participate in an accelerated high school education program which offers honors courses to prepare students for the rigor of college. They are able to earn up to 60 hours of college credit during their four years of high school. Isaac Bear enrolled 220 students in the 2011-2012 school year (40% male, 60% female, 22% minority, 78% white, and 44% first-generation college). Students have presented research to education candidates, competed in international science fairs, and each student complete 55 hours of community service per year.

The WSE continues to work with regional AVID programs in facilitating visits to the UNCW campus and development of interdisciplinary curriculum projects AVID teachers can implement in their schools. The Junior Seahawk Academy, which serves middle school students from economically challenged backgrounds, continues to grow. Currently serving approximately 60 students, the camp is offered during the summer and offers students an opportunity to visit a university campus to learn through real world experiences, more about math, science and technology. The WSE continues to host the Senior Sankofa each semester to celebrate graduating African American students at UNCW. The West African concept of Sankofa is symbolized by a bird that is looking back over its shoulder while moving forward - remembering and recognizing the past in order to progress into the future.

The WSE firmly adheres to the principle that increasing the number minority faculty on campus will also increase the number of minority teacher candidates. As such, the WSE has made efforts to broaden our applicant pool by posting new faculty position announcements in journals whose membership targets minority populations. We continue to support minority faculty through the WSE and UNCW mentoring programs. The WSE Diversity committee continues to review current programs for modification as well as pursuing new initiatives to meet the needs of our minority faculty members. The Watson School of Education plays a major role in the diversity goals of UNCW. The new Director of Centro Hispano is an alumnus of the WSE and completed her doctoral work with the WSE in May 2012. These individuals, along with their staff support, actively recruit minority students and faculty to the WSE and UNCW.

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

The Watson School of Education continues to implement new initiatives to meet the educational needs of the state and region. All programs that involve teacher-licensure have been re-visioned to meet the new standards outlined by the North Carolina State Board of Education. This year programs concentrated efforts on collecting and analyzing data for the electronic evidence portfolio required by the state for program review. This year we made revisions to the process to acquire the most useful data possible and we believe we have created a culture among our candidates in which they respect the reflection process and understand the necessity in data analysis. Faculty members have become increasingly familiar with the McRel rubric used by the state of North Carolina. We will continue to examine our programs through this lens and improve programs for the betterment of our candidates, and ultimately, public school students.

WSE continues to struggle with space issues and has utilized distance learning options as a partial solution to meet these needs, as well as to increase educational accessibility for students. Most programs contain online components and are working to increase the accessibility of their programs, if not available totally online. We have received tremendous support in our efforts through funding by Distance Education at the university level. We currently have UNCW education advisors at five Community College partner sites, which allows continued support in our distance sites, including advising, teaching, and involvement in events.

Our international opportunities continue to grow. In fact, UNCW has been cited as having the second highest rate of international travel in the UNC system. These participants face challenges that they do not necessarily face at local schools, and are able to view education in a different context. In many cases, candidates face the challenge of teaching with limited resources. They gain insightful reflections in working with international colleagues. The leadership skills and the global perspective these students develop is invaluable to their future teaching careers. A new International Program Coordinator has been named for the 2012-13 year. Together, the School continues to support international travel and teaching, and continues to look for means to create and strengthen meaningful international opportunities for students in the WSE.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native	8
	Asian/Pacific Islander	1	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	25
	Hispanic	5	Hispanic	20
	White, Not Hispanic Origin	110	White, Not Hispanic Origin	619
	Other	5	Other	11
	Total	129	Total	689
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	36
	Other	1	Other	1
	Total	19	Total	41
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	32
	Other		Other	
	Total	2	Total	41
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	41
	Other		Other	3
	Total	10	Total	49

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	1	8
Elementary (K-6)	1	43
Middle Grades (6-9)	0	18
Secondary (9-12)	0	9
Special Subject Areas (k-12)	1	12
Exceptional Children (K-12)	2	9
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	5	99
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,185
MEAN SAT-Math	570
MEAN SAT-Verbal	567
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.42
Comment or Explanation:	
*-To protect student confidentiality, scores are not reported for areas with less than five test takers.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	3	5		1
Elementary (K-6)	38	130		20
Middle Grades (6-9)	2	19		15
Secondary (9-12)		29	1	5
Special Subject Areas (K-12)		22		6
Exceptional Children (K-12)	2	32		2
Vocational Education (7-12)				
Special Service Personnel				
Total	45	237	1	49
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	177	93
Spec Ed: Adapted Curriculum	8	100
Spec Ed: General Curriculum	10	100
Institution Summary	195	94
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	113	105	50	2	2	
U Licensure Only	24	4	1	1	1	
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	4	1	1		
U Licensure Only	6	3	3	1	1	
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	384	89	49
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.

LEA	Number of Teachers
New Hanover County Schools	823
Onslow County Schools	541
Brunswick County Schools	309
Wake County Schools	284
Pender County Schools	282
Duplin County Schools	209
Johnston County Schools	136
Columbus County Schools	113
Charlotte-Mecklenburg Schools	113
Sampson County Schools	111

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
66	15	27