

IHE Master's of School Administration Performance Report

UNC-Charlotte

2012 - 2013

Overview of Master's of School Administration Program

The University of North Carolina at Charlotte Master of School Administration and add-on administrative licensure programs are designed based on a revised curriculum that meets the new Pre-service North Carolina Executive Leadership Standards. The revised program model is designed to instill a more integrated “systems thinking” perspective in candidates, in the process, foster more collaboration between professors, and assure that all candidates will complete the same major assignments. Through the assignments, course products, and electronic evidences required of the candidates, candidates will do an analysis/assessment of themselves, schools and schooling, instruction, school organization (and management), and school climate and safety. Since all of these factors are inextricably related, the goal is to provide candidates an integrated, holistic learning experience so that they firmly grasp how these elements all come together to affect school effectiveness. The program is designed so that the six required evidences are congruent, complementary, and pedagogically integrated; courses are directly tied to required electronic evidences. The yearlong internship addresses additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month covering topics related to 21st century leadership, teaching, and learning. Practicing school executives and partners currently hosting interns in their districts may co-facilitate seminars or co-teach courses.

An electronic evidences portfolio documents the candidate’s proficient completion of the internship activities and competencies. Beginning Fall Semester 2011, the North Carolina State Board of Education requires all add-on licensure students to complete the same requirements related to the electronic portfolio as degree seeking students.

Admissions criteria consist of a minimum of three years of successful teaching or related experience, a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit, an official satisfactory score on the GRE or MAT, three letters of recommendation, one of which must be from the school principal or from school leaders who can attest to the applicant’s leadership potential a writing sample, and an on-site interview with members of the M.S.A. faculty. Candidates for the Master's degree must successfully complete 39 hours of course work that includes a year-long internship. Courses are offered in the evening on the main campus and in a face-to-face delivery model at three distance education sites in Gaston, Rowan, and Union counties.

Special Features of the Master's of School Administration Program

Early Field Experiences: The MSA program includes early field experiences, which allow for timely application of knowledge learned in courses. The program on-site field experiences become a part of each core course professor's syllabus throughout the candidate's program of study. The program is designed to assure complete articulation across courses, field experiences, projects, activities, etc., leading to the comprehensive internship. This fosters greater integration throughout the entire program in courses, projects, and at various stages of the school-based field experience, which guides faculty to embed the required elements of the standards throughout the program of study. Faculty may coordinate activities and projects that can be expanded and refined in later courses, thereby adding a holistic, value added dimension for coordinating the required standards with specific projects.

Enhanced Program Outreach to Local School Districts: During the last several years, three off campus program have been offered in Gaston, Rowan, and Union counties. Superintendents in the university's service region have requested that the MSA program be offered off-campus to increase the number of candidates for vacancies. In these cases, strong applicants have been targeted for recruitment in these programs. Continuing efforts are to respond to their requests when it is feasible to do so. During 2013, program faculty responded to requests from Superintendents of Lincoln County Schools and Charlotte-Mecklenburg Schools to offer the degree and certificate programs for targeted candidates in their districts. This unique Charlotte-Mecklenburg program to prepare high school principals for the challenges of urban leadership is not currently offered in this service area of the University or in the state of North Carolina. Access to the program will significantly increase the opportunity for currently licensed teachers to complete preparation for future high school leadership positions in Mecklenburg County. The Lincoln County Schools program is not currently offered in this service area of the University. Access to the program within the region will significantly increase the opportunity for currently licensed teachers to complete preparation for future school leadership positions in Lincoln County and the surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the district. Appropriate school district representatives and program faculty met regularly to discuss the needs of the districts and how the MSA program may be tailored to meet each district's specific needs.

Enriched Internship Supervision with More Timely Feedback: The MSA program contains an enriched supervision model for the internship. Within the current internship, that parallels the school year schedule, the university and the public school supervisors work collaboratively to ensure candidates meet all standards by successfully completing a series of prescribed leadership activities. Additional sessions for mentoring and coaching opportunities are scheduled to better evaluate each intern's progress in a formative manner and provide more timely feedback. Pre-internship and ongoing training for both the public school and university supervisors has enhanced focused feedback to interns. University faculty supervisors and principal mentor supervisors hold two meeting during each semester to discuss the intern's progress. These meetings are held at the internship site to further acquaint the university faculty supervisor with the internship site location.

Dedicated Program Faculty: The program is assigned a faculty member who is dedicated to coordinating the day-to-day intricacies of the program. MSA students have enriched opportunities to work with educational research faculty, instructional technology faculty as well as with educational leadership faculty. Three faculty members along with the program coordinator share the year-long responsibility of supervising interns at their site locations. All of these professors, as well as carefully selected part-time faculty, are former public school administrators who are recognized for their work in the field of school administration.

Focused Involvement of Partners: There were 48 interns during 2012-2013 placed in 10 of the 11 school systems in the Southwest Education Alliance service region. During their internship year, superintendents appointed nine to assistant principalships and four to leadership positions in central offices. An additional four graduates received assistant principal appointments immediately upon completing the program in May 2013. To strengthen collaboration with public school partners, the program coordinator and LEA designee work as a team to determine the most appropriate internship placements. The team matched intern needs, strengths, and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the program actively engaged public school partners in the MSA program. One initiative consisted of co-teaching with practitioners who served as school level administrators and central office personnel. A second initiative involved the addition of local principals, program graduates, and district personnel to serve on interview teams for the program admissions committee. A third initiative involved a commitment from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies. During 2012-2013, program graduates from eight partner districts participated in making a video aimed at putting faces of current administrators on the program website. Participation of these partners enhanced recruitment and marketing for the program. The graduate “testimonials” can be seen on the MSA program website page as well as on You Tube and other social media.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs with whom you have formal collaborative plans	Priorities identified in collaboration with the LEAs/Schools	Activities and/or Programs implemented to address the identified priorities	Start & End Dates	# of Participants	Outcome of the activities and/or programs
Charlotte Mecklenburg	Improved academic and behavior outcomes for students	Continuing collaboration focused on both internal and external research and evaluation needs.	April 16, 2012– April 15, 2013	15 District decision makers	Interim evaluation reports to inform school board and other decisions. Manuscripts for publication and other dissemination products to inform improvements in practice.
Statewide Program in over 85% of the local education agencies	Improved academic and social outcomes for students	Ongoing professional development and evaluation support including collaboration with National Center on Positive Behavioral	April 16, 2012 – April 15, 2013	State and local education agencies as well as practicing teachers and	Schools implementing PBIS in NC increased. Office discipline referral data from schools implementing PBIS compare favorably with

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		Interventions and Supports		other professionals (approximately 10,000, indirectly)	<p>national averages. Consistent decrease in suspensions across schools implementing PBIS in NC. Levels of behavior risk evident in schools implementing PBIS in NC were comparable to widely-accepted expectations and better than those evident in comparison schools not systematically implementing PBIS. While achievement differences were not statistically significant across schools with different levels of implementation of PBIS, trends and effect sizes reflecting practical differences were documented.</p> <p>Department of Public Instruction staff members are developing statewide database to support evaluation procedures and practices initiated by and resulting from ongoing collaboration. Reports highlighting academic and social progress developed and disseminated as collaborative product http://education.uncc.edu/brie/gpreports.htm</p>
Charlotte Mecklenburg	Balanced Literacy in K-5 The purpose of this initiative is to provide professional development for teachers in the area of writing and reading instruction.	Monthly meetings with entire faculty Work within teacher's classrooms Model teaching in classrooms	July 2012- May 2013	80 Teachers 4 Administrators	The outcomes are ongoing and will be based on improvement in literacy scores.
Sugar Creek Charter School	Develop a culturally relevant K-12 STEM Curriculum for K-8	Ongoing. Observation of Classrooms, After-School Programs, Curricula Guides, etc.	January 2013 – December 2014	5 Administrators 40 Teachers	Fully Developed culturally relevant STEM curriculum for K-8 schools that can be implemented in traditional

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	schools				public schools, charter schools, and other educational entities
Charlotte Mecklenburg, Lincoln, Union, Gaston, Mooresville City, and Durham	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 2, 2013	10 Administrators 226 teachers	Increased knowledge in math and science content
Charlotte Mecklenburg	The <i>Engineering is Elementary</i> ® (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	September, October (9 days of training) 2012, Endhaven 2012 & 2013 and Beverly Woods, 2013	4 administrators 350 Afterschool teachers 51 elementary teachers	EiE is creating a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.
Charlotte Mecklenburg	Students, educators and faculty may explore and experience unique space and aeronautics content through NASA's education opportunities.	Earth Systems Forces & Motion	March 4-6, 2013	3 administrators, 60 teachers	Strengthen NASA and the Nation's future workforce, Attract and retain students in STEM disciplines and Engage Americans in NASA's mission
Charlotte Mecklenburg	SITE 3-5 Science Institute Participants will actively learn science content framed within the context of the 5-E model of instruction.	Energy, Forces and Motion, Weather, Ecosystems, Living Systems	June 25-29, 2012 October 11 & 12, 2012; March 8 & 9, 2013	1 administrator, 27 3-5 grade teachers	Improve content understanding and implement best instructional strategies.
Charlotte Mecklenburg	SITE Biology helps teachers implement the NC Standard Course of Study in Biology more effectively	Respiration Photosynthesis Energy transfer in ecosystems Evolution adaptation	July 31- August 2, 2012	1 administrator, 9 high school biology teachers	Content misconceptions, concept mapping and reading strategies
Charlotte Mecklenburg	Science Olympiad Provide participants an overview of the Elementary SO hands-on, interactive, challenging and	Elementary Science Rocks & Minerals Weather Landforms Human Body Forces & Motions Electricity Design and Construct	October, 2012 at Newell Elementary	1 administrator, 40 CMS elementary teachers, 2 Home school teacher coaches;	The NCSO events are designed to enhance and strengthen both science content and process skills.

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	inquiry-based events	Events		2 private school elementary teacher coaches	
Charlotte Mecklenburg	Science Olympiad Provide participants an overview of the SO hands-on, interactive, challenging and inquiry-based events	Build and Construct Events-application of engineering design; testing events in physical science, life science and earth and environmental science	March 2, 2013 May 18, 2013	2520 students, 95 teachers; 5 Administrators	The NCSO events are designed to enhance and strengthen both science content and process skills.
Charlotte Mecklenburg	Different topics cover 6-8 standard course of study in science, NC	Physics; Earth Systems; Life Systems	January 19, March 9, April 13, 2013	1 administrator 12 teachers	Provide educators with content knowledge and activities for the classroom.
Cabarrus County	Apprentice math teachers in order to create CC Griffin School as a teacher apprenticeship school for UNC Charlotte methods students	Co-teaching and model teaching with three math teachers; was awarded a UNC Charlotte PDS grant to continue our collaboration next year Will involve all math faculty next year	February, 2013-ongoing	2 administrator 3 math faculty 50 students	UNC Charlotte PDS grant for continuing collaboration
Charlotte Mecklenburg	To participate in a Quality Review Measures Project with representatives from the Wallace Foundation in concert with Charlotte Mecklenburg	Compare UNC Charlotte's principal preparation program with the Wallace Foundation's Quality Review Measures	February 2012 – July 2013	2 administrators	The Wallace Foundation representatives concluded that UNC Charlotte's program ranked very high on the foundation's quality assurance measures for principal preparation programs. (This resulted in an invitations to work with Charlotte Mecklenburg on a program to prepare high school principals)
Charlotte Mecklenburg	To improve student mathematics achievement in Grade 5	Create a math lab to help struggling students. Identify students. Plan individualized tutorial program.	October 2012 to May 2013	3 administrators, 6 teachers, 41 students	53% of students achieved the level of expected growth. (Participation in the lab was voluntary and some teachers did not regularly send their students to the lab)
Kannapolis City	To improve parent-teacher conferences by involving 5 th and 6 th grade students Kannapolis	Provide teachers professional development regarding how to improve parent conferences by involving students.	October 2012-May 2013	1 principal, 1 assistant principal, 1 administrative intern,	Based on surveys of teachers and parents, involving students in teacher/parent conferences was more effective than teacher/parent only

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	Intermediate School			48 classroom teachers	conferences.
Alexander County	Provided mentoring and coaching to first year principals	Met on a monthly basis with first year principals and provided a sounding board for issues that surfaced in the first year of the principalship	Aug. 2012-April 2013	3 administrators	Superintendent reported that all participants expressed value in having a mentor and coach during the first year as principal
Clinton City	Conducted 5 year facilities study	Met with superintendent, central office staff, and interviewed school board members, as well as visited on-site all school facilities to conduct a comprehensive review of the school facilities' conditions. Facilitated structural engineers' evaluations of the roof systems and mechanical engineers' evaluation of the HVAC system	Dec. 2012-March 2013	24 administrators	School board voted to adopt the five year study.
Hickory City	Provided technical assistance in the establishment of a Public Education Foundation	Met with superintendent and key community leaders and provided an information/education session on education foundations	Oct. 2012	7 administrators	The district pursued the formation of a foundation
Nash/Rocky Mount	Provided school board training in the areas of communication, decision making, team work, and operating in a democracy	Provided four 3 hour training sessions	Oct. 2012-Feb. 2013	10 administrators	Evaluation forms were rated excellent by participants and board members received Master Board Level 1 Certification
Rowan-Salisbury Schools –	Working as the advisor to a group of 6th grade teachers who began implementation single gender classrooms in 2010-11. Serve as the program evaluator. Investigating whether single gender groupings, paired with	2012-13: The principal opted to pull the program back from the 7th grade and confine it only to 6th grade. With this understanding Met regularly with teachers and principal to review status of program, offer suggestions, monitor program expansion. Served as Program Evaluator.	Started project in August 2009; ongoing.	1 principal 3 teachers Approx. 65 grade 6 students from 2012-13	Results from 2012-13 thus far indicate that girls especially are happy with the single gender arrangement; they report an increased confidence in asking questions and speaking out in class. Boys too reported that they are satisfied with the arrangement, but not to the same degree as girls. Academic data is yet to be determined because the

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	teaching strategies specific to single gender (male or female) can make a positive impact on student achievement—academically, socially, and behaviorally. West Rowan Middle School	Data collected will include: EOG data (end of year when it is returned in October 2013), Surveys to single gender students regarding their experiences and perceptions about single gender, Individual teacher interviews on their perceptions of teaching single gender, Individual principal interview on her perceptions of implementation of single gender at school site – admin perspective.			scores will not be back from the state until October 2013. See previous column for list of data to be collected.
Charlotte Mecklenburg	To develop a student teaching supervisor model using school site based supervisors trained to function as University Supervisors. The goal is to improve communication and interaction between Student Teachers, Cooperating Teachers and University Supervisors by having all parties in proximity, at the school site, for the entire Year-Long Internship process.	Twelve Project Supervisors have been trained at by the Office of Field Experiences Two regular University Supervisors serve as Mentors to the Project Supervisors at each school. Survey data from treatment and control groups are collected before and after the student teaching semester. Those data, along with information about student teaching proficiency are the basis for program evaluation	The project has been underway since the 2009 and continues at the two PDS sites.	Two school lead administrators are involved in the program at each school, along with at least one assistant principal at each school. Each semester, on average, 3 Project Supervisors are involved at each school. On average, 15-20 Student Teachers are involved along with a proportionate number of Cooperating Teachers and elementary students.	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). 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
Socrates Academy Charter School	Improve student conceptual understanding of mathematics Improve student	Professional development for teachers; Demonstration teaching; Teacher observation &	Start: August 2006; End: continuing	2 Administrators 560 K-8 th students 17 math	Since inception, 2 nd , 4 th , and 6 th graders all scored above the national average for peers on the Iowa Test

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	Math EOG scores	feedback; Parent math night; Grade level planning consultation		teachers	of Basic Skills (ITBS). 2 nd , 4 th , 6 th graders scored above 90 th percentile on ITBS for math problem solving. 99+% of third, fourth, and fifth graders scored on grade level for 2009, 2010, 2011, and 2012 math EOGs. 2 nd graders ranged between grade equivalents of 2.8 to 4.4 for math on ITBS. 4 th graders ranged between grade equivalents of 4.6 to 8.6 for math on ITBS. 6 th graders range between grade equivalents of 6.8 to 9.8 for math on ITBS. Led by math performance the school was designated an Honor School of Excellence in 2009, 2010, 2011, and 2012.
Cabarrus County	Improve student conceptual understanding of mathematics. Improve student Math EOG scores. Pitts School Road Elementary School	Professional development for teachers; Demonstration teaching; Teacher observation & feedback; Parent math night; Grade level planning consultation	Start: August 2011 End: continuing	4 administrators; 977 K-5 th students; 56 teachers	Math EOG baseline, percent on grade level from 2012 testing: Third Grade = 91.8 Fourth Grade = 83.4 Fifth Grade = 79.5 2013 testing has not yet taken place.
Lake Norman Charter School	Improved outcomes associated with technology access and integration; technology integration within language arts and science instruction (in collaboration with two teachers)	Meetings with the school's administrator and director; multiple instances of electronic communication with the administrator and director; provide classroom support or teach each Tuesday in the classrooms of two teachers	January 2011 to present	1 director, 1 administrator, 2 teachers	Pending grant submission (IES #84.305A); Ongoing professional relationships with two teachers; examinations of potential research studies with two teachers are currently underway.
Lincoln County	Preparation of new teachers and school based educators Enhancing Professional	Balanced Literacy staff development- focus on Writer's Workshop, Reader's Workshop, Guided Reading, Shared Reading, and	2012-2013	2 administrators; 16 classroom teachers, 20 UNC Charlotte	Preliminary data analysis about the program indicates a positive effect on strategies used for writing instruction and student performance

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	Development Improved classroom practices Improvement of the writing process for students. Rock Springs Elementary School	Independent Reading. Use of a Train the Trainer model. Student assessment data will be graphed, analyzed, and disaggregated by UNC Charlotte students enrolled in ELED 4121.		students	related to writing. Student writing samples have been evaluated with the use of local and state assessment rubrics.
Charlotte Mecklenburg	Increase percentage of students meeting growth goals in core content areas. Increase teacher retention. Build collaborative relationships. Kennedy Middle	Participate in staff meetings and share research. Explore & discuss best practices. Incorporate iPad use for engaging strategies. Meetings with administrative team	Fall 2012 – Spring 2014	2 administrators, 4 teachers, 3 staff members, 1 graduate assistant	NC EOG – TBD Documentation of attendance at staff development. Teacher Working Conditions Survey Teacher turnover rate Documentation of increase visibility of partnership with UNC Charlotte
Socrates Academy Charter School	Board of Directors – oversee administration and develop and approve policy for Socrates Academy. Assist with hiring of personnel. Hear grievances.	Monthly board meetings. Additional meetings as needed.	Fall 2012-ongoing	600+ students, 27 teachers, 2 administrators	Multiple years North Carolina Honor School of Excellence. Maintain high performance
Charlotte Mecklenburg	To increase reading and math achievement scores. Partner with UNC Charlotte Writing Project. Have UNC Charlotte interns tutor at the school site. Randolph Middle School	To continue to increase math and reading achievement scores as evidenced by the EOGs. Summer writing institute for teachers.	April 2012-May 2014	61 teachers; 3 administrators; 5 support staff ; 3 counselors;	Outcomes will be available after end of year testing Report forthcoming from writing project
Charlotte Mecklenburg	Evaluate effects of Letterland reading curriculum for K-1 students receiving EC services in 25 schools.	Assess students receiving Letterland as primary instruction in EC and comparison group.	January 2012-June 2014	1 district administrator, 25 school site administrators, 25 intervention teachers and Students in 25 implementation sites, 59 comparison sites	Will evaluate impact on students with disabilities and fidelity of implementation

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Cabarrus County	Develop learning strategies/literacy intervention courses across selected middle school pilot sites; Develop high school intervention classes to support graduation Integrate Content Enhancement via Smarter planning in content classes	Instructional Coaching and program facilitation; Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions	July 2012 to present	6 administrators, 50 teachers and their students, About ¼ of secondary students in Cabarrus County.	Forthcoming; early data is promising with students at middle school sites demonstrating significant growth
Cabarrus County	Participation on the School Improvement Team to specifically address school issues including identifying needs and recommendations for the School Improvement Plan (SIP) Harrisburg Elementary School	Monthly meetings - Quarterly review of all student performance data related to SIP goals which result in updated targets, evidence and recommendation	August 2012 – June 2013	3 administrators, 4 parents, 10 teachers	Revised SIP based upon student performance data
Union County	Develop and implement reading intervention to 1st grade English language learners to improve vocabulary development and reading achievement. Rock Rest Elementary	Implement Tier 2 reading intervention 4x per week with 1st grade students	March 2012 – March 2013	2 administrators, 20 students, 6 teachers, 1 reading specialist	Intervention ran from October 2012 – February 2013. Currently conducting data analysis.
Cabarrus County, Charlotte Mecklenburg, Gaston, Stanly, Anson, Davidson, Guilford, Lincoln, Rutherford	Implement Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)	Hold community-level, school-level, and individual team meetings	9/2011-4/2015	16 administrators, 66 Teachers, 180 Students,	Outcome data will be collected May to August 2013.
Cabarrus County	Healthy and Responsible Students: Reduce the number	Hispanic Community Outreach: Providing English language training to	August 2012 through June 2013	2 administrators, 4 teachers, 4 university	Direct Outcomes: Provides Hispanic parents with English language skills to better communicate with

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	<p>of unexcused absences by freshmen Leadership: Increase the parent membership and attendance of the School Leadership/Improvement Team Globally Competitive Students: Increase graduation rate among Hispanic students Central Cabarrus High</p>	<p>parents/caregivers of CCHS Hispanic and ESL students (including feeder elementary and middle schools). Possible sources of training are TESOL faculty/students from UNC Charlotte, foreign language department at UNC Charlotte and CCCHS, and Hispanic service fraternity at UNC Charlotte. Training of tutors and outreach volunteers Spanish to English workbooks and tutorial supplies Travel for parents and children</p>		<p>faculty, 2 graduate students, 4 families, 4 ELL families</p>	<p>CCHS faculty and staff Indirect Outcomes: Builds a partnership with local Hispanic community and Cabarrus County Schools. Hispanic parents can more effectively advocate for their children. Consequently, informed, enfranchised parents are more successful at helping their children achieve in school.</p>
<p>Cabarrus County</p>	<p>Work to create an equitable, literate school environment Stakeholder Involvement: Direct Outcomes: CEUs for Teachers Indirect Outcomes: 9-12 Learners Candidates collaborate with highly prepared, leaders who know and understand literacy development. Central Cabarrus High</p>	<p>University faculty targeted to support this work include: Dr. Scott Kissau (ESL & FL language acquisition/vocabulary), Dr. Tina Heafner (primary source analysis, content area reading & vocabulary skills), Dr. Paul Fitchett (primary source analysis & culturally responsive curriculum selection), Dr. Bruce Taylor (content area literacy), Dr. Heather Coffey (literacy and ELA specialist), Dr. Teresa Petty (math literacy), Dr. Kate Popejoy and Dr. DiBiase (science literacy).</p>	<p>August 2012 Full day of professional development provided</p>	<p>60 teachers, 3 administrators, 2 staff, 2 university faculty</p>	<p>Direct Outcomes: CEUs for Teachers UNC Charlotte Faculty Instruction Indirect Outcomes: 9-12 Learners Increased achievement Pre-post analysis of teacher impact on learner achievement (EOCs, Grades) Pre-post surveys Improvement in teacher efficacy Graduation Rates and Attendance of learners Teacher surveys for reflective evaluation of impact</p>
<p>Cabarrus County</p>	<p>21st Century Professionals: Increase teacher and teacher candidate effectiveness Central Cabarrus High</p>	<p>Offer Clinical Placements of UNC Charlotte Teacher Candidates for Yearlong Internships and Student Teaching in All Content Areas with active recruitment of STEM and FL subject areas</p>	<p>January 2012 through June 2013. Monthly meetings were held to establish project goals and plan for</p>	<p>20 teachers, 2 University supervisors, 2 administrators, 4 Student Teachers</p>	<p>Outcome goals are ongoing: To build meaningful relationships between mentors and mentees to create a positive framework for supporting preservice teacher growth and school academic</p>

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		<p>Candidates collaborate with highly prepared, culturally responsive visionary leaders who share common goals in promoting equitable, challenging, and attainable learning for all students</p> <p>University Evaluation of Cooperating Teachers and Teacher Candidates</p> <p>Evaluate learner achievement in classes with student teachers</p> <p>Agreement to accept a concentrated number of internship and student teaching candidates with expectation for a University Supervisor to be more visible and involved in instructional processes.</p> <p>\$1000 Funds were allocated for targeted workshops and retreats for mentors and mentees. Identification of specific programs will be determined through needs analysis and as they emerge in the professional dialogue among cooperating teachers and student teachers.</p>	sustainable program. Workshops were held to improve preparation of mentors in training preservice teachers.		<p>achievement goals</p> <p>To establish a professional learning community among stakeholders in teacher preparation with targeted professional development to expand opportunities for growth in a personal and engaged environment</p> <p>Central Cabarrus High School was selected as a STEM school which began in Fall 2012.</p>
Charlotte Mecklenburg	Increase reading proficiency to 85% as measured by the NC End-of-Grade Reading Comprehension Test Cornelius Elementary	Support the development and implementation of Lesson Study as a professional development model for all levels of teachers in grades 1 and 5	September 2012-present	1 administrator, 10 teachers	<p><i>EOG scores are not yet available.</i></p> <p>Teachers in grades 1 and 5 engaged in lesson study groups this year. We collected evidence of their planning, implementation, and reflection. We are using this data formatively to improve the process for fuller implementation next academic year. Teachers collected student outcome data on the lesson that was planned, implemented and observed. Based on this</p>

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					data, they made changes to instructional materials, structure of assignment, differentiation strategies for specific students and improved assessment data.

Support for Beginning Administrators

Faculty continued to serve as mentors to beginning principals who were identified by their district as most in need of additional development and ongoing mentoring. Since many of our graduates are employed in administrative positions prior to finishing their degree and many of our graduates are employed as Assistant Principals upon their graduation from UNCC, the faculty is engaged in constant communications with them about their work and other related issues. Faculty serving as university internship supervisors provided mentoring and individual professional growth to principal-mentors of interns in Cabarrus, Charlotte-Mecklenburg, Cleveland, Gaston, Iredell-Statesville, Kannapolis, Mooresville Graded, Rowan-Salisbury, Stanly and Union counties. Faculty continued to respond to requests of newly appointed administrators for strategies to address areas in external partnerships, new teaching standards, effective use of the Teacher Working Condition Survey results, Effective use of PLCs, using data for decision-making, strategies for teacher support and retention, school improvement teams, and student performance.

Support for Career Administrators

When making on-site visits, faculty supervisors of interns often meet with school principals at the request of those principals. These supervisor-principal meetings become professional development opportunities for the principal and coaching sessions for the supervisor. Faculty provided specific professional development activities for principals to enhance their knowledge of teacher empowerment, implementing professional learning communities, survey data analysis, and school improvement team processes. Another faculty member met on a monthly basis with a principal, leadership team, and school improvement team to assist in school planning and improvement. Faculty have conducted workshops and professional development for principals on topics such as 21st Century professionals, early literacy instruction, methods to assess school culture and climate, conducting successful PLCs, developing phonics for students with severe disabilities, and organizing a school for success around research and best practices.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	11
	Other		Other	
	Total	7	Total	15
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	39
	Other		Other	1
	Total	20	Total	43
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other		Other	1
	Total	1	Total	11

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

Masters	
MEAN GPA	3.34
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	43
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	993
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	1	41		5
Comment or Explanation:				

D. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		11	2			1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			2	26		
G Licensure Only		3	1		1	
Comment or Explanation						
Forty-seven of the 48 candidates are spring 2013 program completers. One student did not complete program requirements.						

E. Scores of school administrators on the SLA.

2011 - 2012 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	

F. 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 survey responses, survey results will not be reported at the institutional level this year.
