

IHE Bachelor Performance Report

UNC-Chapel Hill

2012-2013

Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, was the only public university within the United States to award degrees in the 18th century. It has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, enrolling in fall 2012 29,728 students from 97 of North Carolina's 100 counties, the 43 states, and 29 other countries. For the 12th consecutive year, UNC-Chapel Hill ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by *U.S. News & World Report*. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met that summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim 19,900 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking as reported in *U.S. News & World Report*, most recently ranking 37th overall, with four of our programs ranked in the top 20 in their fields. With 57 full-time faculty members and an enrollment this spring of nearly 720 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Our Masters' for Experienced Teachers (MEdX) is a 30-34 hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 10 to 20 students each, with teachers who work together often studying together. As of Summer 2013, a total of 104 teachers were currently enrolled in our M.Ed.X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators, in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG).

An important avenue of collaborative program development between the School of Education and Arts and Sciences culminated in the approval of UNC-BEST, focusing on expanding the pipeline of math and science teachers through an innovative program aimed at math and science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. The program has steadily grown in the past four years. Current enrollment in UNC BEST is 38, with 19 UNC BEST graduates finishing during the 2012-2013 academic year. An Undergraduate Minor in Education was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. The minor continues to be in high demand among our undergraduate population and, as of Fall 2013, we will have an active enrollment in the minor of 100 undergraduates. The first nine undergraduate students finished the minor in Spring 2013 with a culminating capstone project presentation well attended by both faculty and fellow minor students. Finally, Fall 2012 was the beginning of our assured enrollment program for incoming freshmen. Assured enrollment is a premier program offered by select professional schools inviting enrolled first year students with outstanding credentials assured enrollment in the School of Education in their junior year as long as their coursework at UNC-CH meets all admissions benchmarks for the School and for licensure. We had six (6) first year students accept our assured enrollment offer for Fall 2012 and we offered assured enrollment for an additional 15 for Fall 2013.

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

Program Areas and Levels Offered

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. **ELEMENTARY EDUCATION (K-6):** Elementary Education, A, M; Mathematics K-5, M, add-on; Science K-5, M, add-on; **MIDDLE GRADES EDUCATION (6-9):** Language Arts, A, M, licensure only, lateral entry; Mathematics, A, M, licensure only, lateral entry; Science, A, M, licensure

only, lateral entry; Social Studies, A, M, licensure only, lateral entry. SECONDARY EDUCATION (9-12): English, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; Classical Latin, M; Earth Science, A; Chemistry, A; Physics, A; Biology, A. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, M, add-on; Reading, M, add-on; Music, A, M; Second Language Studies: French, M.; German, M; Japanese, M; Spanish M., EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, M, add-on and lateral entry; SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M, S; Speech-Language Pathologist, S. (NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Summary of the Outcome of the Activities and/or Programs	Number of Participants
<p>MASTER’S IN EDUCATION FOR EXPERIENCED TEACHERS: ALAMANCE-BURLINGTON: Andrews Elem, Glenn Edwards Elem, Sylvan Elem, Yoder Elem, Western Alamance Middle ; CABARRUS COUNTY: Boger Elem; CHAPEL HILL-CARRBORO CITY: Ephesus Elem, Estes Hills Elem, Frank Porter Graham Elem, Glenwood Elem, McDougle Elem, Morris Grove Elem, Zora Rashkis Elem, McDougle Middle, Phillips Middle; CHATHAM: Perry Harrison Elem, Silk Hope Elem; DURHAM: Burton Magnet Elem, Creekside Elem, Forest View Elem, Hope Valley Elem, Lakewood Elem, Rogers-Herr MiddleLEE COUNTY: Glenn Edwards Elem; ORANGE: Cameron Park Elem, New Hope Elem, Pathways Elem, Gravelly Hills MiddlePERSON: Stories Creek Elem; VANCE: Zeb Vance</p>	<ol style="list-style-type: none"> (1) <i>Preparing 21st Century professionals</i> by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas. (2) <i>Teacher Retention</i> through support, instruction and pay increases associated with obtaining an M.Ed. (3) <i>Governance by 21st century systems</i> with the authorization of a Technology M.Ed. cohort (4) <i>Closing the Achievement Gap</i> via professional development in advanced curricular and instructional materials associated with graduate education (5) <i>Lowering Drop-Out Rates</i> via enhanced teacher competency in areas of Special Education, 	<p>In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master’s in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.</p>	<p>August 2000 to present</p>	<p>In 2011-2012, we graduated 60 students in 4 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated approximately 500 career educators from 2003 through May 2013.</p> <p>In the Summer of 2012, we have 93 MEdX students currently enrolled in 4 cohort areas: Literacy, ECIFS, Special Education and Math. In the summer of 2013 we currently have 36 students enrolled in cohorts for Science, Mathematics and Social Studies teachers.</p> <p>Teachers have stated that their M.Ed. study helped them</p>	<p>104 currently enrolled experienced teachers</p>

<p>Elem; WAKE: Banks Road Year Round Elem, Barwell Elem, Carpenter Elem, Cedar Fork Elem, Combs Elem, Fox Road Elem, Fuller Gifted and Talented Elem, Highcroft Drive Elem, Hodge Road Elem, Knightdale Elem, Lincoln Heights Elem, Mills Park Elem, Morrisville Year Round Elem, Robyn Rowell-Barwell Elem, Turner Creek Elem, Wildwood Forest Elem, West Millbrook Middle</p>	<p>differentiated instruction, meeting the needs of exceptional and at-risk students and social justice emphasis</p>			<p>understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006. This and similar documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice. The inclusion of teachers from China into the Masters Degree's combined core courses.</p>	
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<p>AMERICA READS/COUNTS: ORANGE: New Hope Elem; CHAPEL HILL-CARRBORO: Carrboro Elem; Estes Hills Elem; Morris Grove Elem; Scroggs Elem; Seawell Elem; Culbreth Middle; Holmes Day Care.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students.</p> <p>(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p><u>America Reads and Counts:</u> Age appropriate books were used in tutoring sessions to guide this year's Global Youth Service Day project to provoke discussion about social justice issues relevant to our learners. These discussions led to students composing stories, which they drafted, revised, edited and published with the help of their tutors, on topics ranging from bullying, fairness, friendship, and poverty. Each child and tutor was given a copy of the book which was also read to the community at the NC Day of Reading – Orange County. America Reads tutors also participated in National Literacy Action Week. One group organized a Scrabble benefit for a literacy organization, one created a documentary with their tutees, one hosted a documentary about public school teachers, and one organized a financial literacy</p>	<p>August 2005 to present</p>	<p><u>America Reads/Counts</u> placed 32 tutors with 100 children for 4,004 hours of tutoring and training.</p>	<p>32 tutors with 100 children</p>
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		game for middle school students.			
<p>NC LITERACYCORPS ENGAGE: ALAMANCE, ORANGE, DURHAM, WAKE, GUILFORD, MOORE AND FORSYTH COUNTIES.</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing and ELL students and adults.</p> <p>(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing and ELL students as well as support and engagement with successful students (i.e., college tutors).</p>	<p><u>NC LiteracyCorps/ENGAGE</u> is a statewide AmeriCorps project focused on literacy/ELL tutoring for NC children and adults.</p>	<p>August 2004 to present</p>	<p>38 NC LiteracyCorps AmeriCorps Members recruited 850 volunteers who contributed a total of 28,438 hours and worked with 1830 learners.</p>	<p>38 NC LiteracyCorps AmeriCorps members; 850 volunteers serving 1,830 learners</p>
<p>TUTORING PROGRAMS: AT-RISK TUTORING— CHAPEL HILL-CARRBORO CITY SCHOOLS: Scroggs, Seawell, McDougle Elem, Morris Grove, Ephesus Church Road, Glenwood, Carrboro, Franklin Porter Graham, Estes Hills Elementary Schools, Chapel Hill High School;</p>	<p>(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing students.</p> <p>(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).</p>	<p>Several years ago, Chapel Hill-Carrboro City Schools identified the need for tutoring for low-performing students, approached School of Education faculty and together created a collaborative plan for providing college students as tutors for area school children. Each year, teachers in area schools identify students who need tutoring, especially in reading, and they inform the School</p>	<p>September 2004 to present</p>	<p>Tutoring arising out of SOE teacher education programs served over 150 students, providing 60+ tutors. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.</p>	<p>66 tutors serving 150 students. (It should be noted that the faculty sponsor of this program was on medical leave during Fall 2012 and thus this program served only half as many students as normal due to his absence)</p>

		of Education of these needs. Through our At-risk Tutoring Program, the School of Education provides hundreds of undergraduate students each year to serve as tutors for the identified school children.			
TEACHING FELLOWS TUTORING: CHAPEL HILL-CARRBORO: Rashkis Elementary, Mary E. Scroggs Elementary, McDougle Elementary, Frank Porter Graham Elementary School, Carrboro Elementary School, Grey Culbreth Middle School, McDougle Middle School, Smith Middle School, Phillips Middle School, Carrboro High School, Chapel Hill High School and East Chapel Hill High School.	(1) <i>Preparing 21st century professionals</i> through engagement with identified low-performing or struggling students. (2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).	The Teaching Fellows Program provides 49 undergraduate students who serve as tutors as well as in other capacities in area schools. The students also observe and assist teachers in various ways as needed.	September 2012- April 2013	Teaching Fellows tutors provided close to 910 hours in 21 area schools. Teachers state that their students benefit greatly from the tutoring and urge the SOE to continue collaborating with schools to provide this much-needed service to area students.	49 Teaching Fellows serving 12 area schools
Research Triangle Schools Partnership (RTSP): Reconnect and Recharge seminars Wake County; Orange County; Durham County; Union County; Charlotte-Mecklenburg Schools; Hoke	(1) <i>Preparing 21st Century professionals</i> by providing support, networking, and problem solving among new teachers, counselors and administrators	<i>Reconnect and Recharge</i> , in its fourth year, was a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs.	November 2012 through May 2013 (Program first begun in Fall 2009)	Preliminary findings show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related,	39 beginning teachers, counselors and administrators (in 1 st through 5 th years) from 13 NC LEAs; R&R has served over 100

<p>County; Chapel Hill Carrboro Schools; Haywood County; Cabarrus County; Brunswick County; Chatham County; Iredell-Statesville; Person County</p>	<p>(i.e., program graduates) as a professional development and continuing education opportunity.</p>	<p>Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four (4) times during the school year for approximately four hours per session.</p> <p>This year, alumni from our Masters in Counseling program and our Masters for School Administration program joined the R&R sessions.</p> <p>There were thirty-nine participating teachers from approximately 13 different school districts across North Carolina representing both rural and urban school settings. During each session, participants were organized in</p>	<p>curriculum related, collaboration with colleagues, parent-teacher related, leadership issues, and internal conflicts. Student-related dilemmas included students who were not performing at grade level, challenging high-achieving students, and difficulty in motivating students. Curriculum issues included structured and scripted curricula, curriculum that is not developmentally appropriate, and grading. Dilemmas concerning collegial collaboration included strained relationships with teaching assistants and older generation teachers, difficulty in receiving help from other colleagues, and ineffective</p>	<p>teachers across 4 years as well as approximately 12 administrators and counselors.</p>
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		<p>small focus groups, which included a facilitator, where they discussed dilemmas of practice in their school and classroom. In the morning, participants were grouped according to their role (e.g. teacher, counselor or administrator) and level they were currently teaching/working in (elementary, high school, etc). Within these groups, participants problem-solved issues of concern in their work, and also discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's school personnel face. In addition, we were interested in examining the impact this project may have on the participants own practice.</p>		<p>Professional Learning Communities. Parent-teacher related dilemmas included limited parent involvement, parents that do not reinforce classroom rules and teacher expectations, and parent conferencing. Dilemmas related to internal conflicts included being respected as the "new" teacher, teachers not being held accountable for ineffectiveness, and developmentally appropriate practice versus teaching to the test. The participants also discussed problem-solving strategies including differentiation and motivational strategies, finding support groups, and taking advantage of the autonomy provided in each individual</p>	
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				<p>classroom.</p> <p>Overall, participants felt the <i>Reconnect and Recharge</i> seminars greatly helped them in terms of support and problem-solving. Participants looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.</p>	
<p>TARGETED READING INTERVENTION (TRI): Grant awarded. NC School Districts: Hertford County (Bearfield Primary; Riverview Elementary); Person County (North End Elementary, South Elementary, Stories Creek Elementary); Wayne County</p>	<p>(1) <i>Preparing 21st Century professionals</i> by providing professional development for rural K-1 teachers in regard to reading instruction for struggling readers (2) <i>Closing the Achievement Gap</i> by identifying and providing successful remediation for struggling readers at an early age</p>	<p>Targeted Reading Intervention (TRI) was implemented by faculty in 2004. TRI combines elements of dozens of teaching strategies. In the TRI program, a consultant works with one classroom teacher and one struggling reader at a time. In biweekly</p>	<p>May 2011 –June 2015</p>	<p>Results to date from pilot TRI sites are encouraging: Students who have received TRI have shown significantly greater gains in reading ability than control students who have received other forms of</p>	<p>During 2012-2013, TRI has served 82 teachers and 335 students</p>

(Brogden Primary, Carver Heights Elementary, North Drive Elementary, Northwest Elementary, School Street Elementary; Tommy's Road Elementary); Warren County (Mariam Boyd Elementary, South Warren Elementary, Vaughan Elementary)

coaching sessions, the consultant and teacher formulate instruction for that child, based on the diagnosis of the child's reading difficulties. Guided by the TRI consultant, the teacher provides 15 minutes of one-on-one interaction with the child every day until the child shows marked improvement. Since its inception, TRI has been implemented in a series of small, randomized clinical trials. Results to date are encouraging: Students who have received TRI have shown significantly greater gains in reading ability than control students who have received other forms of reading instruction. Continued funding of \$3.4 million from the Department of Education will provide the expansion of this successful program to 10 Title I schools, several of which will be in NC. To date, planning has begun on the current phase of the project.

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<p>LEARN NC: ESL Instruction in Content Areas: Durham Public Schools</p>	<p><i>(1) Closing the Achievement Gap</i> by providing professional development training to teachers of content areas in middle and secondary levels to integrate ESL best practice strategies.</p>	<p>Faculty are developing online training for all content-based teachers at the middle and secondary level to embed best practices of ESL instruction and differentiation in daily classroom model.</p>	<p>February 2013 – March 2014</p>	<p>In partnership with Durham Public School personnel and administration, we are developing a bundle of ESL training courses that will be offered on a rolling basis. These courses will provide guidance and practice for the integration of ESL strategies in content classrooms.</p>	<p>All DPS teaching faculty (3500 teachers)</p>
<p>LEARN NC: Transatlantic Teacher Scholars: Government contract awarded by American Battle Memorial Commission. (Determination of NC Schools still in negotiation).</p>	<p><i>1) Producing globally competitive students</i> by providing professional development training for North Carolina social studies teachers to develop hands-on methodologies with Common Core focus.</p>	<p>The goal of this newly funded project is to create a repository of best practice instruction through international collaboration between scholars, teachers, and students. Using Common Core alignment, these resources will allow classrooms to connect on a global scale.</p>	<p>August 2013 – December 2014</p>	<p>Teacher cohorts will design and test best practice approaches to creating a hands-on approach to the history classroom with a goal of producing a one-of-a-kind teachers’ guide aligned to the Common Core.</p>	<p>10 face to face participants; 24 online participants taking 3 online courses anticipated</p>
<p>LEARN NC: Technology Best Practices: Pitt County Schools</p>	<p><i>1) Preparing 21st Century professionals</i> by providing professional development for teachers on the best implementation strategies for technology</p>	<p>The goal of this project is to provide a bundle of customized online courses for teachers to be immersed in best online teaching practices.</p>	<p>September 2013 – April 2014</p>	<p>In partnership with Pitt County Schools, we will identify the areas of concern in technology training and online methodology. This bundle of courses will</p>	<p>250 anticipated users online</p>

	and online resources.			produce a 21 st guide to best online practice.	
LEARN NC: Attrition in the BRAC Region: (in partnership with the Kenan Fellows at NC State) Montgomery, Moore, Lee, Harnett, Richmond, Scotland, Hoke, Cumberland, Sampson, Robeson, and Bladen Public Schools	1) <i>Teacher Retention</i> by providing blended professional development to schools and teachers in the BRAC region with an emphasis on retention and attrition causes.	The goal of this project is to leverage the teacher leadership capacity of the Kenan Fellows to address specific causes of teacher attrition and identify specific solutions to teacher retention problems in the BRAC region.	February 2013 – December 2013	In partnership with the Kenan Fellows Program and 11 school divisions of the BRAC region, we will design a blended professional development model that specifically identifies key contributing factors in low teacher retention and high teacher attrition in these areas.	250 anticipated users online per division

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

FACULTY DOCUMENTED at least 75 INITIATIVES of public school service. Many taught classes in schools, provided professional development, collaborated on grants, and served on program, planning and teacher award committees. Our Professional Leadership and Practice division faculty continued to coordinate *Reconnect and Recharge* seminars for beginning teachers. A Music Education faculty member provided choral clinics in Durham, Wake, Orange, New Hanover and Guilford counties. One faculty member serves on the FirstSchool leadership team, making decisions regarding the program's work in N.C. Our School Psychology faculty consulted and provided training in schools in five districts. Our faculty oversaw a program that provided tutoring to approximately 135 at-risk students in local schools. Our Literacy faculty submitted a literacy proposal to the Roanoke River Valley Educational Consortium for professional development with teachers in those counties. Our Early Childhood faculty delivered Targeted Reading Intervention efforts to help struggling readers in 10 schools in four counties. Two Cultural Studies and Literacies faculty members provided professional development, presentations, workshops and consultation regarding Latino student development and needs in three school districts; one of them provided feedback on a Title II application. Another served on a think tank to examine next steps for development of a dual language program in Chapel Hill-Carrboro. A Teacher Education and Curriculum faculty member served as a board member of the Triangle Learning Community and advised an Orange County school team of teachers regarding equity issues. Two faculty members provided evaluation and consultation for Chapel Hill-Carrboro City Schools. A Cultural Studies and Literacies faculty member joined the superintendent of Durham Public Schools to observe middle schools and provide feedback on literacy instruction. A Policy, Leadership and School Improvement faculty member

coordinated the evaluation of the use of single-gender classrooms at an Orange County high school. A Teacher Education and Curriculum faculty member worked with K-5 teachers in Carrboro Elementary School to assist in the adoption of project-based learning curricula. Another provided mathematics workshops for Latina mothers in Chapel Hill-Carrboro City Schools. An Educational Leadership faculty member provided technical assistance to central office administrators in Alamance-Burlington and Orange County school systems. A Teacher Education and Curriculum faculty member served as a Schools-to-Watch report reviewer for schools in Orange and Moore counties.

FACULTY FROM ARTS AND SCIENCES DEPTS. AND PROFESSIONAL SCHOOLS COLLABORATE WITH OUR FACULTY, on continued implementation of our Minor in Education; the School of Information and Library Science on distance ed courses for teachers; UNC Libraries on teacher workshops on the DocSouth collection; the FPG Child Development Institute and the Center for Developmental Science on school-based research; the departments of Biology, Chemistry, Geology, Mathematics and Physics on our UNC-BEST program.

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

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

With an increase in the number of alumni entering the classroom we were able to continue to offer a summer professional development event to support UNC BEST alumni. We hosted our third “UNC BEST Alumni Retreat” held at the Friday Center in Chapel Hill on July 10th-12th. Sixteen alumni from the classes of 2009, 2010, 2011 and 2012 attended. The retreat focused on providing professional development in areas the graduates described as most needed. Notable changes between the summer alumni retreat of 2010 and 2011 was an increase in leadership taken on by the classes of 2009 and 2010. In addition to the presentations by UNC-BEST faculty, each of the alum lead a presentation for fellow alumni, sharing resources and strategies they had learned during their first two years of teaching.

During the 2012-2013 school year our graduates were engaged with our program in several ways; they networked through our social networking group on face book and LinkedIn; and served on a new teacher panel during one of our seminars where they answered questions and shared some of their experiences with student teachers. The Texas Instrument T³ conference provided our pre-service and in-service mathematics teachers with instruction on implementing instructional technology in the classroom. The North Carolina Council of Teachers of Mathematics Conference and North Carolina Science Teachers Association Professional Development Institute provided students and new teachers’ with an opportunity to network with other professional educators, exposed them to new science materials and equipment, and provided them with free hands-on inquiry based activities for their classrooms. This year three of our UNC BEST alumni presented sessions at the North Carolina Professional Development Institute for Science Teachers at Koury Convention Center in Greensboro NC.

Our faculty provide pre-service collaboration and job placement assistance. Our literacy faculty continue to expand assistance to new teachers in terms of reading foundations for differentiated instruction and through Targeted Reading Intervention programs in specified districts. Likewise, Mathematics education faculty member provided professional development for beginning mathematics teachers in Orange County schools, including instruction in dual-language settings. An Educational Leadership faculty member provided distance- and off-campus instruction for K-12 teachers in three counties.

An initiative in its fourth year is a professional development seminar series for new teachers called *Reconnect and Recharge* (R & R). During the current year, for the first time, we included school counselors and administrators in the R & R sessions. During the sessions held on campus on four Saturdays— in November, February, April, and June – we had 39 beginning teachers, counselors and administrators from 13 NC school districts. They worked together to explore the kinds of successes and challenges they were facing in their work and collaborate on how those challenges might be met. Teachers, counselors and administrators were divided into four groups (early childhood/early elementary; upper elementary; middle grades; secondary) to discuss case studies, individual experiences/challenges, and offer feedback and receive/offer support to other each other as school professionals. The focus of this initiative is to better support recent graduates who are new to the education profession and to use information to help keep the School of Education educator preparation programs relevant to the needs of today’s school personnel. During the four years of its’ existence, R&R has served over 100 teachers across as well as approximately 12 administrators and counselors (during this first year of their participation).

LEARN NC continues to demonstrate its commitment to providing quality professional development for North Carolina educators through web-based curriculum materials, online professional development, and community outreach. LEARN NC has aligned all of their existing resources to the Common Core standards. LEARN NC is using social media tools such as FaceBook and Twitter to support teachers with innovative resources. For example, LEARN NC has partnered with scholars at the University of North Carolina – Chapel Hill support lectures and conferences with Twitter Chats that create a conversation among teachers across the state (Dr. William Ferris, American Studies; SERMACS Conference – Department of Chemistry; National Conference on Minority Health Initiatives).

Pre-service teachers are provided with an array of opportunities which carry over to the first year(s) of their teaching experience. An exemplary program is the UNC BEST Summer Research Internship, currently in its’ third year, and funded by the HHMI grant in the UNC Biology Department. The UNC-BEST Research Internship provides 10-week summer research experiences for future science teachers in the UNC Baccalaureate in Science and Education (UNC-BEST) program. These internships allow UNC-BEST students to develop more accurate nature of science understandings and use their instructional expertise to create online curricula resources that will support deeper understandings among UNC undergraduate students, practicing science teachers and high school students. During the summer internship, the UNC-BEST interns work alongside a graduate student or postdoctoral fellow who serve as their research mentor. The research mentor helps the UNC-BEST intern learn the science and technology behind the various research methodologies the lab utilizes to pursue answers to their research questions. The UNC-BEST intern is involved in all the steps of the research process including setting up experiments and collecting, recording and interpreting data over the course of the internship. We believe these personal experiences are essential for them to be able to explain these methodologies to the others. Instead of communicating these understandings through a research paper or poster, the UNC-BEST students utilized their instructional expertise to develop online curriculum resources that explained the research they worked on in their summer laboratory experience. The educational websites they designed resembled “How Things Work” sites in that they offered rich, non-technical explanations,

including images, video clips and/or simulations that appeal to a broad audience including individuals with a limited science background. These resources and relationships continue to serve these beginning teachers once in the field.

Finally, the UNC TEACHING FELLOWS program provides four-year scholarships to outstanding North Carolina students who will become public school teachers. Unless state funding is restored, there will only be one more year of funding for the Teaching Fellows at UNC.

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

The Middle Grades program supports lateral entry teachers in all four core teaching areas and has worked with teachers in Chapel Hill-Carrboro and Orange County. We continued our collaboration with the School of Social Work and the School of Information and Library Science to provide support for provisionally licensed school social workers and school media specialists from across the state. Our licensure-only programs in birth-kindergarten education and in middle grades education attract mid-career transitioners who choose to complete comprehensive licensure programs preparing them to teach. The Special Education Lateral Entry/Add-On Licensure program continues to enroll students interested in the area of Special Education. After faculty were awarded an Online Lateral Entry Course Development grant in Fall 2008, two of the Special Education Lateral Entry courses were developed into hybrid online/face-to-face courses. Student feedback was recorded for the online format of these courses, and this feedback was incorporated to meet students' needs. These courses continue to be offered and the population served expanded. Finally, LEARN NC has demonstrated its commitment to improving teacher retention in North Carolina through customized web content, professional development courses and community outreach. LEARN NC continues to provide innovative resources, ideas and best practices to teachers across the state who are new to the classroom. For example, LEARN NC has organized and led professional development institutes across the state. LEARN NC also designed a series of online courses to directly address attrition. Many of the services provided to public schools also served lateral entry teachers employed at those schools even if the efforts were not targeted solely to lateral entry teachers particularly in schools in the Roanoke River Valley Consortium.

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

We offer opportunities for career teachers and aspiring administrators through two programs: M.Ed. for Experienced Teachers (M.Ed.X) and MSA (Off-campus and School Admin Add-on). We are in the process of developing a partnership with Academic Partners to offer our MSA as a fully online program available to those unable to travel to campus or the off-campus cohort locations. These part-time, field-based programs enable practicing educators to pursue graduate study while working.

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

The CCEE works closely together with the Chapel Hill-Carrboro, the Orange County, and the Durham County school districts. The center hosted professional development events and meetings for teachers,

counselors and school administrators totaling 2,589 hours. The use by K-12 students was in the amount of 1,411 hours. The CCEE offered two weeks of science summer camps to local middle grades students and a year-round science enrichment program to homeschooled children. It hosted four weeks of SciVentures summer camps organized by the Morehead Planetarium and Science Center. The CCEE organized a Model UN conference for middle school students on March 15, 2013 and a Model UN training conference for high school students on November 10, 2012.

Through the Research Triangle School Partnership (RTSP), faculty teams were awarded seed grants and supporting funds to continue the professional development and expand previous partnership efforts around Common Core State Standards in mathematics. Drs. Susan Friel and Gemma Mojica worked with inservice teacher teams and teacher candidates in a community of practice model using a book study format. Dr. Friel's professional development included cooperating teachers and their assigned student teachers in Orange County Schools and Chapel Hill Carrboro City Schools using *Mathematical Knowledge for Teaching: Extending Children's Mathematics: Fractions and Decimals*. Dr. Friel expanded this professional development to include a mathematics leadership team comprised of lead teachers in grades 3-5 in Orange County Schools, in cooperation with the director of elementary education in the district. Dr. Mojica's project, entitled "Connecting Theory to Practice: Book Study as a Model for Professional Learning" included teacher candidates in the math methods course and their cooperating teachers building share knowledge and practice using fraction units written during the methods block but taught during the student teaching semester. The professional development supported the teacher candidates and their cooperating teachers in planning, videotaping, and debriefing the teaching of lessons around fractions in grades 3-5.

Faculty members also extended partnership activities within the Roanoke River Valley Education Consortium around a literacy project called Reading Reach. The Reading Reach project is a consortium self-study of the literacy practices and needs to ultimately change the reading outcomes for elementary-age children in the consortium districts. In the partnership, Dr. Julie Justice convened a team of literacy faculty and graduate students with literacy expertise to focus on professional development and coaching in a comprehensive literacy overhaul for an elementary school in Northhampton County.

By hosting CONFERENCES, SPEAKERS AND PRESENTERS, we continued our interaction with area educators, serving hundreds of educators at campus events. The School's LEARN NC program provides a wide range of in-person and online professional development programs. Our faculty participate in professional development programs, including in local schools and participation at the Ocracoke Island School. A faculty member serves as a mentor for National Board Certified Teacher candidates. The School hosts the annual High School Journal conference, where teachers explore issues affecting education. In addition, the School hosts a variety of LECTURES, WORKSHOPS, SEMINARS, DISCUSSIONS AND PRESENTATIONS exploring current issues in education.

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

The MSA and School Administration Add-on programs had provided 43 administrative interns assigned to various Title I or low performing schools in Alamance-Burlington, Asheboro City, Camp Lejeune (DoD) Schools, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County, Durham County, Guilford County, Haliwa-Saponi Charter, Lee County, Moore County, Orange County, Southern Wake (Charter) Academy, Wake County, and Winston-Salem/Forsyth public schools. University field supervisors met with the interns and school principals a minimum of six times during

the year to help strengthen their leadership performance. Each intern undertook an instructional improvement project that focused on some aspect of helping at-risk students succeed academically.

A number of faculty, working through RTSP, collaborated with the Roanoke River Valley Education Consortium (Bertie, Northampton, Warren, Halifax, Weldon City, Hertford County Schools): From this ongoing collaboration with the six districts comprising the consortium, more specific work related to elementary literacy began in the summer and fall semester of 2011 culminating in an expanded proposal for literacy professional development, called Reading Reach, during Spring 2013. The Reading Reach project is a consortium self-study of the literacy practices and needs to ultimately change the reading outcomes for elementary-age children in the consortium districts. In the partnership, Dr. Julie Justice convened a team of literacy faculty and graduate students with literacy expertise to focus on professional development and coaching in a comprehensive literacy overhaul for an elementary school in Northampton County. This work is ongoing.

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

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

1. All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23):The SOE utilizes cutting edge technologies throughout all of its teaching candidacy programs in meaningful ways to promote student learning. All UNC pre-service teacher candidates are prepared to use digital and other instructional technologies that enhance the quality of instruction and assist them in managing instructional resources. Our programs provide methods courses in a variety of content areas with specific instruction on developing high-quality instructional unit plans that meet the needs of diverse students. In addition to the free online resources for teachers, the School of Education provides a variety of hardware and software for pre-service teachers to borrow so they can practice implementing instructional technology in their lessons (e.g., smart board, flip cams, geometry sketchpad). Pre-service teachers demonstrate their competency to deliver age-appropriate instructional strategies through unit plans documenting their ability to plan classroom teaching; video tapes providing evidence of implementation of these skills; and samples of student work with reflections on the extent to which students mastered the content being taught. Finally, faculty regularly model best instructional technology related practices in their own teaching and we partner with area schools who integrate technology in innovative and transformative ways as part of our student teaching experience and professional development.
2. Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724): UNC Elementary Education students have specific coursework designed to prepare them to teach reading and mathematics. The EDUC 413: *Language and Literacy Learning* course covers the theoretical and developmental aspects of language and literacy processes and practices. The course covers reading, writing, speaking, listening and viewing practices, from birth to

age 12. The required EDUC 416: *Curriculum Integration: Science, Math and Technology* course focuses on children's development in mathematical and scientific ways of knowing and the use of technology to support this development. Pre-service teachers also have the opportunity to work with experienced teachers in developing children's understanding of reading and mathematics during the EDUC 493 Practicum: *Literacy and the Child* and EDUC 493: *Senior Practicum courses*. Additionally, students receive prior coursework in Mathematics and, beginning 2012-13, have completed edTPA assessments in elementary mathematics during their senior year

3. Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) : UNC has developed a specific course designed to enhance pre-service teachers' knowledge of special education students. EDUC 516: *Introduction to the Education of Exceptional Learners* offers an overview of the special education field and its relevance to the classroom teachers. The course is based on an interdisciplinary perspective toward serving exceptional learners and collaboratively coordinating services. Course content emphasizes inclusive programming and the teacher's role in facilitating students' unique learning needs. Additionally, UNC faculty have been collaborators with the NCSIP grant to incorporate math and reading foundations curriculum into existing literacy and math courses. This training which will become part of literacy and math courses provides a systemic approach to teaching reading which will be tested in MTEL. This will enable our pre-service teachers to make decisions about curriculum based on these foundations not a particular adopted curriculum. Finally, Targeted Reading Intervention (TRI) a proven long term intervention designed by faculty at UNC, provides a coaching component in addition to foundational knowledge. All of these curricular changes will enable students to be prepared for the MTEL.
4. Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724): UNC pre-service teachers receive specific instruction in applying formative and summative assessment within the classroom setting. However, our candidates and faculty members do not have access to the North Carolina assessment system that measures and predicts student improvement. That said, candidates are often in their placements during testing periods, and some proctor examinations, thus gaining hands on experience that way. In general, all candidates are exposed to these assessment systems during their internships and practica.
5. Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724): Although our programs focus on preparing pre-service elementary teachers to deliver high-quality instruction in literacy, mathematics, social studies and science, candidates integrate the arts into their classroom instruction as a means of engaging a broad range of students. Both sections of EDUC 567, *Elementary and Middle School Children's Literature*, integrate arts into the curriculum. Additionally, we have an ongoing partnership with the Ackland Art Museum on campus for art experiences related to the coursework. These experiences are embedded in the courses and classes are often held in the Ackland Art Museum as a result.

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

In its' fifth year, UNC-BEST, a collaboration between the College of Arts and Sciences and the School of Education, is a model program that will help NC schools address the critical need for qualified science and math teachers. In partnership with Warren, Vance, Hertford and Guilford counties, we obtained an Office of Education grant (\$1.2mil) and expanded the program to include math, geological sciences, and chemistry. One facet of the grant involves recruiting from the partner areas to UNC for teacher education. Another facet involves placing UNC BEST graduates in the high-need partner districts. This effort has been continued although the 5th year of the grant funding has been cut. In another collaboration with the College of Arts and Sciences, the School of Education designed and received approval for an Undergraduate Minor in Education. The initial foci of this minor was in the areas of educational policy and learning and cognition. As we have added courses to the minor, we have included courses dealing specifically with underrepresented and minority populations in schools, including an emphasis on ESL and Hispanic learners. As of Fall 2013, our second applicant pool for the minor will begin, bringing to 100 the total number of undergraduates enrolled in the education minor. This undergrad minor is intended to provide an earlier exposure to education among undergrad students who may subsequently be interested in teaching. For undergrad students in other majors, the Education minor will provide a means toward a more informed and active citizenry about educational policy and issues. Our RESEARCH TRIANGLE SCHOOL PARTNERSHIP (RTSP) continues to focus on redesigning school and community partnerships through a variety of initiatives as part of the School and Community Project. A formal MOU was established with the Roanoke River Valley Ed Consortium (RRVEC) to include professional development opportunities and grant resources depending on mutual projects as described in Section F. Our PROFESSIONAL LEADERSHIP AND PRACTICE faculty continue to provide leadership and strategic focus upon consideration of public school needs in relation to our current and future programs, particularly in light of severe budget constraints. (See information previously presented in faculty service to public schools). Finally, in line with other parts of UNC-CH, the SOE has continued and expanded two significant global initiatives: One effort is in Thailand providing professional development in math and science for Thai teachers. The second involves collaboration with the Beijing Royal School whose founder sent eight Chinese teachers to the School of Education during 2012-2013 for further study of educational pedagogy in several content areas, including science and math. The first cohort of these Chinese teachers will graduate during Summer 2013 and return to the Beijing Royal School.

Supplemental Information (Optional)

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

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

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

School of Education's 2012-2013 recruitment plan continued to focus on increasing student enrollment and diversity within the teacher education programs. This plan identified specific goals, key strategies, and action plans to help meet targeted and projected enrollment numbers. We continue to use Facebook to promote individual academic programs as well as to recruit undergraduates to the Education major and minor. We are able to track interest on our Facebook site and are working with others around campus to increase our ability to track prospects from interest to enrollment.

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

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

In the UNDERGRAD/MAT STRAND, recruitment efforts resulted in an enrollment of 259 this year enrolled in programs leading to teacher licensure. This number has decreased because of the termination of the Teaching Fellows funding by the state. Additionally and as a result of the termination of funding for the Teaching Fellows, no new students were recruited into that program. The current number of enrolled students in the Teaching Fellows who self-identify as minority is approximately 24%, with our most recent class having the highest minority composition at 28.6%. An education course is offered in General College to more than 150 students provided tutoring opportunities in local schools, bringing some students into the education major. Similarly, a small percentage of our Undergraduate minor student population decides to enroll in the major. However, it is also the case that a higher percentage of these minor students apply to Teach for America. So, while these students are not licensed through UNC, we are confident that the exposure of future TFA teachers to the courses they take in the minor helps to support them as they enroll in their TFA training and begin their classroom teaching while in TFA. Finally, the assured enrollment program, begun Fall 2012, for outstanding first year students promises to bring more undergraduates into the School of Education in the future. At the GRADUATE AND POST-BACCALAUREATE LEVELS, our enrollment in professional education programs leading to licensure (excluding the MAT program counted above but including doctoral programs in C&I, Ed Leadership and School Psychology) was 441 during 2012-2013. Much of our graduate level success has been largely due to the continued popularity of our MEd Program for Experienced Teachers (MEdX) and our MSA Programs. As of Summer 2013, 104 teachers were enrolled in six cohorts of our MEd Program for Experienced Teachers. Our MSA Program enrolled 62 students last year in the off-campus and 30 students in our on-campus programs. The School Administration add-on licensure, approved August 2006, currently has 6 enrolled students. (Note: All enrollments include Fall 2012 through SSII 2013).

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

In our continued efforts to increase minority recruitment and retention rates at UNC, the SOE has focused on the following areas: building stronger relationships with campus organizations and community to recruit minority students, program accessibility, funding for minority students, and outreach opportunities. In July 2011, we hired a distinguished P-12 Educator, Martinette Horner, a former UNC-CH Teaching Fellow, teacher and assistant principal in North Carolina. Ms. Horner has begun and continued numerous outreach initiatives, many specifically targeted at recruiting minority students into the teaching profession. Another means of recruiting minority students is through Licensure Only and Lateral Entry efforts. These programs offer late afternoon and online classes which provide flexibility for diverse non-traditional candidates. Our collaborative efforts with the NC Community College System and the advent of the Carolina Student Transfer Excellence Program (C-STEP) and Carolina Covenant opportunity allow more students from low and moderate income homes to attend UNC-CH as junior transfers and graduate debt-free. Education advisors from community colleges, general college academic advisors, admissions advisors and personnel from the School of Education's Student Affairs Office have ongoing dialogue to ensure a smooth transition for community college students who wish to become education majors. As of Fall 2012, we have accepted our cohort of first year students into the assured enrollment program, several of whom are outstanding minority students and will welcome the second cohort in Fall 2013.

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

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

UNC Baccalaureate in Education and Science Teaching, (UNC-BEST), a fast track for the preparation of secondary science and math teachers, continues to expand the number of undergraduate science and math majors who will become licensed as secondary teachers. We continued to forge relationships and collaborate with Hertford County Schools, Warren County Schools, Vance County Schools, Vance-Granville Community College, and the Roanoke River Valley Education Consortium. *Reconnect and Recharge* is a project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. As of 2012-2013, we added School Counselors and School Administrators to the *Reconnect and Recharge* professional development seminars. Graduates from our various educator preparation programs met to explore the kinds of successes and challenges they face as professionals in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep education curricula in tune with the needs of teachers in today's classrooms. Participants met four times during the school year for approximately four hours per session and received a small stipend for participation.

As part of UNC's Honors Study Abroad Program, all undergraduate and MAT pre-service teachers had the opportunity to spend three weeks in classrooms at the Beijing Royal School in Beijing, China. This program will be expanded to include placements in Germany and Norway during 2013-2014. The School of Education faculty submitted an undergraduate Education minor which was approved in April 2011 in collaboration with the College of Arts and Sciences. As of Fall 2013, our second applicant pool for the minor will begin, bringing to 100 the total number of undergraduates enrolled in the education minor. We have continued to collaborate with the Department of Athletics as well as the Department of Exercise and Sports Science to provide more flexible structuring in our undergraduate programs so that more student athletes can become teachers.

Despite budget cuts and with support from our Provost, we continue to hire tenure and tenure track faculty to enhance the educational experience of our majors. During 2012-2013, we hired a Distinguished Full Professor in the area of Learning Sciences and Experiential Education who began her employment in January 2013. As of August 2013, we will have a Professor of Special Education and Literacy to join the tenured faculty as well as a Distinguished Chair of Educational Innovation.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	4	Hispanic	15
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	146
	Other		Other	9
	Total	36	Total	191
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	1
	Other		Other	
	Total		Total	1
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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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	

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)		
Elementary (K-6)		
Middle Grades (6-9)		1
Secondary (9-12)		1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	2
Comment or Explanation:		
We have significantly decreased our numbers in lateral entry programs due to low demand.		

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

	Baccalaureate
MEAN SAT Total	1,281
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	28
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	N/A
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.43
Comment or Explanation:	
*-Less than five scores reported.	

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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)	5	9		
Elementary (K-6)	10	20		
Middle Grades (6-9)	3	20		
Secondary (9-12)	3	17		
Special Subject Areas (K-12)	3	10		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	24	76		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	56	100
Institution Summary	56	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	90	8			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only						
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	71	92	55
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Wake County Schools	989
Durham Public Schools	513
Chapel Hill-Carrboro Schools	378
Charlotte-Mecklenburg Schools	359
Guilford County Schools	328
Forsyth County Schools	243
Alamance-Burlington Schools	183
Orange County Schools	173
Chatham County Schools	142
Cumberland County Schools	110

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
42	6	11