

IHE Bachelor Performance Report

UNC-Charlotte

2012 - 2013

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2012-13, more than 25,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral-research intensive institution and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is also North Carolina's only urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through its seven academic colleges - Arts and Architecture, Business, Computing and Informatics, Education, Engineering, and Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. The campus welcomed its third class of 17 Levine Scholars in fall 2012. This is UNC Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. This facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaborative, and health and community engagement.

Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse undergraduate and graduate student body reflects the diversity of the region, and we have strong representation of international students enrolled in University programs. The College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 159 schools and a highly diverse enrollment of more than 141,000 pupils who are 32% white, 42% African American, 18% Hispanic, 5% Asian, and 3% American Indian or multiracial. There are more than 15,000 students learning English as a Second Language and approximately half the students qualify for free or reduced lunch. The College provides a leadership role

in teacher recruitment and retention initiatives. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College of Education enrolls approximately 3,000 students in undergraduate and graduate licensure and non-licensure programs and serves lateral entry teachers following an alternative licensure pathway through the RALC. The College works in partnership with the Teach for America (TFA) program to serve individuals in their initial licensure programs. The College also hosts Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI/State Board approved; the M.A. and Ph.D. programs in Counseling are CACREP accredited. The College of Education is committed to accepting and offering classes for all qualified applicants, as well as providing a GPA forgiveness route for adults who can re-establish academic credentials and work toward a teaching license. To enhance enrollment opportunities for principal preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum), and Dual Elementary Education/Special Education. Teaching English as a Second Language and Child and Family Development are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education in the College of Education. The secondary education minor is available to majors in English, math, biology, chemistry, earth sciences, physics, history, and geography. Finally, the College of Education collaborates with the College of Liberal Arts and Sciences to prepare teachers in foreign languages and with the College of Arts and Architecture to prepare teachers in the arts education fields of visual art, dance, music, and theatre. The Graduate Certificate in Teaching programs, designed as post-baccalaureate routes to initial teacher licensure for second career professionals, offer teacher preparation in the following fields: child and family development (B-K licensure), elementary education, middle grades education (English language arts, math, science, or social studies), secondary education (comprehensive science, comprehensive social studies, English, math), special education (general and adapted curriculum), art education, theatre education, second language education, and teaching English as a second language. Successful completion of all of these academic programs results in candidates being recommended for the North Carolina initial teaching license. A number of Graduate Certificate in Teaching initial licensure programs in the fields noted above provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs are as follows: M.Ed. in Child and Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision; and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. Add-on licensure programs include: Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology, and School Administration (principalship).

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

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

LEAs 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, Stanly, Cabarrus, Iredell-Statesville, Mooresville City	New teacher support; enhanced professional development for beginning teachers; external support for teacher development.	Summer Institute: One day professional development day before the first day of school. Seminar: Networking and professional development 6 times throughout the year. Teacher Toolbox Tuesdays: pre-education professional development linking current pre-service students with current classroom teachers.	August 2011 - May 2014 under current grant	95 teachers	Higher retention of teachers in high needs schools; increased collaboration of teachers across schools; connectedness of teachers to the University.
Charlotte-Mecklenburg	Improve teaching and learning in Charlotte Mecklenburg schools by developing and retaining strong teachers, building teachers' knowledge, cultivating their enthusiasm for teaching, fostering collaboration and empowering them as leaders.	Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, Charlotte Mecklenburg teachers (referred to as Fellows) learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. In addition to presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other Charlotte Mecklenburg teachers and the community. These special events feature college and university faculty members and other experts, providing teachers with new content as well as diverse perspectives and opportunities to engage in cultural opportunities they can share with their students.	CTI Local Seminars: April-Dec 2012, and April - Dec 2013; Yale National Intensive Seminars: July 7-20, 2011; and July 9-20, 2012. CTI special events: Oct 16, 2012, Feb 1, 2013, and Feb 7 2013.	93 Charlotte Mecklenburg teachers completed CTI 2012 seminars; 6 teachers and 2 faculty participated in Yale National Seminars; 104 teachers began CTI Local seminars in April 2013; and more than 400 teachers attended CTI's multidisciplinary special events.	CTI Seminars: In 2012, 93 Charlotte Mecklenburg teachers (who teach more than 12,000 students) completed CTI seminars at Davidson College and UNC Charlotte, and developed original curriculum units they will implement in their own classrooms. These Fellows plan to share their curriculum units personally with more than 500 teachers. The units are also shared with teachers internationally on the CTI and Yale National Initiative websites. Questionnaire responses provided by 93 teachers reinforce CTI's positive impact on teachers: 95% agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it; 98% agreed that participation in their seminar helped them grow professionally and intellectually; 92% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject. Additionally, CTI Fellows are being retained at twice the rate compared with Charlotte Mecklenburg district averages (12.5% to

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					<p>27.5% over three-year period). CTI Fellows' students proficiency rate is nearly 15 percentage points higher than district averages. 6 CTI Fellows and 2 university and college faculty engaged in national seminars and collaborated with teachers from across the country in the Yale National Summer Intensive in July 2012. In April 2013, a new cohort of 104 teachers began CTI local seminars to be completed in December 2013. Special Events: CTI's multidisciplinary, educational events in 2012-2013 included: Exploding Canons: Sustainability (230 people, including more than 100 teachers); Exploding Canons: All the Time in the World (100 participants, 50 teachers); Teachers as Scholars: Civil Rights Literature (100 participants, 50 teachers). As part of these special events, teachers engaged in Q&A and networking; attended art, science and social studies exhibitions; as well as the faculty-led discussion forums.</p>
<p>Anson County, Charlotte Mecklenburg, Hickory City, Rowan-Salisbury</p>	<p>New teacher support; enhanced professional development for beginning teachers; external support for teacher development.</p>	<p>North Carolina New Teacher Support Program Summer Institute: Five day professional development before the first day of school; networking and professional development 6 times throughout the year; in-classroom coaching support (1:20 ratio for coach to teacher) with master teachers.</p>	<p>February 2012 - June 2014 under current grant</p>	<p>150 classroom teachers</p>	<p>Higher retention of teachers in high needs schools; increased collaboration of teachers across schools; connectedness of teachers to the University.</p>
<p>The Charlotte Teachers Institute (CTI) is an educational partnership among UNC</p>	<p>Priorities: Improve teaching and learning in Charlotte Mecklenburg schools by developing and retaining strong</p>	<p>Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, Charlotte Mecklenburg teachers (referred to as Fellows) learn new content, work</p>	<p>CTI Local Seminars: April-Dec 2012, and April – Dec 2013; Yale National</p>	<p>93 Charlotte Mecklenburg teachers completed CTI 2012 seminars; 6 teachers and</p>	<p>CTI Seminars: In 2012, 93 Charlotte Mecklenburg teachers (who teach more than 12,000 students) completed CTI seminars at Davidson College and UNC Charlotte, and developed</p>

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Charlotte, Davidson College and Charlotte Mecklenburg	<p>teachers, building teachers' knowledge, cultivating their enthusiasm for teaching, fostering collaboration and empowering them as leaders. Rationale: Research shows teacher quality is the single most important school-based factor in student performance. Keeping and supporting strong, resourceful teachers in the classroom is vital as demands on teachers grow and class sizes increase. Effective professional development programs, which empower teachers and support their intellectual and personal growth, have emerged as critical tools for improving teacher quality and retaining effective teachers.</p>	<p>collaboratively with other district teachers, and develop curriculum units for their own classrooms. In addition to presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other Charlotte Mecklenburg teachers and the community. These special events feature college and university faculty members and other experts, providing teachers with new content as well as diverse perspectives and opportunities to engage in cultural opportunities they can share with their students.</p>	<p>Intensive Seminars: July 7-20, 2011; and July 9-20, 2012. CTI special events: Oct 16, 2012, Feb 1, 2013, and Feb 7 2013.</p>	<p>2 faculty participated in Yale National Seminars; 104 teachers began CTI Local seminars in April 2013; and more than 400 teachers attended CTI's multidisciplinary special events.</p>	<p>original curriculum units they will implement in their own classrooms. These Fellows plan to share their curriculum units personally with more than 500 teachers. The units are also shared with teachers internationally on the CTI and Yale National Initiative websites. Questionnaire responses provided by 93 teachers reinforce CTI's positive impact on teachers: 95% agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it; 98% agreed that participation in their seminar helped them grow professionally and intellectually; 92% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject. Additionally, CTI Fellows are being retained at twice the rate compared with Charlotte Mecklenburg district averages (12.5% to 27.5% over three-year period). CTI Fellows' students proficiency rate is nearly 15 percentage points higher than district averages. 6 CTI Fellows and 2 university and college faculty engaged in national seminars and collaborated with teachers from across the country in the Yale National Summer Intensive in July 2012. In April 2013, a new cohort of 104 teachers began CTI local seminars to be completed in December 2013. Special Events: CTI's multidisciplinary, educational events in 2012-2013 included: Exploding</p>

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					Canons: Sustainability (230 people, including more than 100 teachers); Exploding Canons: All the Time in the World (100 participants, 50 teachers); Teachers as Scholars: Civil Rights Literature (100 participants, 50 teachers). As part of these special events, teachers engaged in Q&A and networking; attended art, science and social studies exhibitions; as well as the faculty-led discussion forums.
Charlotte-Mecklenburg, Union County, Kannapolis City	Students will increase problem solving skills through MINDSET implementation	Professional Development activities; classroom visits; development of assessment tools	2008-continuing through 2013	24 teachers	Developed and piloting assessment instrument on problem solving and student attitudes. Preliminary analysis shows growth in problem solving and changes in attitudes about mathematics in STEM careers
Charlotte-Mecklenburg; Kannapolis City; Buncombe County; Avery County; Orange County; Elizabeth City	Develop teacher skills and knowledge to implement Assessing Mathematics Concepts program into K-2 mathematics (Project APLUS)	Professional development activities; classroom implementation visits; grade-level school meetings; leadership development of lead teachers	8/2012 – continuing through 6/2015	310 Current year teachers; 6 IHE faculty (UNC Charlotte, UNC, ECU)	Data on student achievement is being compiled and data on teachers' use of the assessment system
Charlotte Mecklenburg; Union County; Gaston County; Fort Mill, SC	GLIMPSE – work with Jr. Achievement to assist middle grades teachers in better understanding STEM careers	2 day workshop with follow-up in school activities and development; job shadowing opportunities for middle grades students	Summer 2012-ongoing	75 students; 35 teachers; 12 IHE faculty	Survey of teachers indicates a change in their understanding of STEM careers and their ability to make career connections in instruction
Charlotte-Mecklenburg, Kannapolis City, Orange, Buncombe, Avery, and Elizabeth City	Supporting teachers' participation in our Mathematics Science Partnership grant focused on K-2 assessment	Designing online professional development, provide support for teachers, respond to their questions	2012-present	300 teachers total for 2012-2013	Teachers reported high instances of using formative assessment in their mathematics teaching. Teachers reported being more prepared to collecting and analyzing math data for their students
Charlotte Mecklenburg, Avery	Evaluation of Professional Development	Classroom observations, interviews and surveys	June 2012-June 2013	Teachers: 189 Students: 4722	Teachers learned how to assess students in their mathematics skills and use

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County, Buncombe County, Kannapolis, Elizabeth County, and Orange County	Workshops for the Assessment Practices to Support Mathematics Learning and Understanding for Students (APLUS) project				the information to inform their pedagogy.
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; a dean of students; an academic facilitator; 3 counselors; a media specialist; an IB/testing coordinator; a resource officer; 32 staff members; and 1,177 students	Outcomes will be available after end of year testing. Report forthcoming from writing project.
Charlotte Mecklenburg	Professional Development; Common Assessments; Communication; Pre-K Program expansion University Meadows	SUMIT/Induction/Teacher Retention – Project Supervisor. Provided funding for printing A-Z reading program and differentiated instruction/assessment planning days. Attended monthly staff meetings, received weekly staff emails. Monthly Pre-K 101 sessions presented at staff meetings and CHFD course taught on site.	2012-2013 school year for goals and activities in this chart	1 principal 1 assistant principal 1 dean of students 2 academic facilitators 900 P-5 students (165 Pre-K) 42 teachers	Final Evaluation Results for SUMIT for the 2012-2013 school year will be available June 2013. Final Evaluation Results for Pre-K 101 will be available June 2013.
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 Charlotte Mecklenburg 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	I assisted with the evaluation of the Wolf Trap program – a program	I met with officials of Charlotte Mecklenburg and the Charlotte Arts and Science Council to plan evaluation	September 2012 – May 2013	Teachers: 10 Students: 387	Students demonstrated marginal improvements in pre-literacy skills; however, they demonstrated

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	designed to infuse the arts into the Charlotte Mecklenburg pre-school curriculum in order to enhance student learning outcomes.	activities of multiple residencies in pre-school environments within the district. I observed and evaluated several residencies and rendered a summative evaluation of my findings at the end of the year.			significant increases in their appreciation for the arts.
Charlotte Mecklenburg	Increase percentage of students meeting growth goals in core content areas. Increase teacher retention. Build collaborative relationships. Kennedy Middle School	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	Presently 2 administrators, 4 teachers, 3 staff members, and one graduate assistant are directly involved and all staff are indirectly involved.	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
Charlotte Mecklenburg	To improve student mathematics achievement in Grade 5 McKee Road Elementary School	Create a math lab to help struggling students. Identify students. Plan individualized tutorial program.	October 2012 to May 2013	3 administrators, 6 teachers, and 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)
Charlotte-Mecklenburg	Supporting building-level elementary mathematics facilitators (coaches)	Co-facilitate and lead professional development to elementary mathematics facilitators	2010-Present	90-100 each month	Facilitators report feeling prepared to support teachers' math instruction Facilitators report a deeper understanding of the Common Core State Standards and expectations for students.
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	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.	2 school lead administrators are involved in the program at each school, along with at least 1 assistant principal at each school. Each semester, on average, 3 Project Supervisors are involved at each school. On	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

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	school site, for the entire Year-Long Internship process. David Cox Road Elementary School and University Meadows Elementary School			average, 15-20 Student Teachers are involved along with a proportionate number of Cooperating Teachers and elementary students.	
Charlotte Mecklenburg	Increase reading proficiency to 85% as measured by the NC End-of-Grade Reading Comprehension Test Cornelius Elementary School	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	EOG scores are not yet available. 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 data, they made changes to instructional materials, structure of assignment, differentiation strategies for specific students and improved assessment data.
Charlotte Mecklenburg	To increase literacy/reading proficiency rates by 10% of the EOG tests and meet overall high growth targets (grades 4-5); by 10% in grade 3 and with an overall 90% readiness for the next grade level in grades K-2. To increase math proficiency rates by 10% of the EOG tests and meet overall high growth targets (grades 4-5), by 10% in grade 3 and with an overall 90% readiness for	Grade level PLCs will meet to create a year-long plan of implementing Common Core State Standards integrated with Essential Standards. Grade Level PLCs will create English Language Arts common assessments aligned to the Common Core State Standards. University Students in Methods Class work with “bubble” students ½ hour once a week in literacy. Professional Development geared towards strengthening instructional rigor and meaningful differentiation in literacy. Mentor Yearlong Interns from UNC Charlotte with	PLC’s begin summer 2012-continue through 2014 Rigor Training-2012 ELED 3223 meeting on campus-2012 UNC Charlotte IMB 2011-2012 Book groups-2011-2013	The staff at David Cox Road Elementary consists of 52 certified teachers and 14 instructional assistants: 100% with clear licensure, 40% advanced degrees, 34% National Board Certified, 94% 4+ years teaching and	K-2 students will show 10% gain in proficiency on year-end Dibels testing 3-5 grade students will show 10% gain in proficiency on EOG Reading test Students will show growth on English Language Arts Common Assessments from pre to post assessments. Grade Level Yearlong Plans aligned to English Language Arts Common Core State Standards. End of Year (EOY) Dibels scores will be shared at the end of May 2013. EOY EOG scores will be shared in June 2013. Students are showing

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	<p>the next grade level in grades K-2. To improve the overall school culture in ways that will foster the needed academic growth. Student survey respondents will show 5% growth from pre/post school-based survey (10 questions). David Cox Road Elementary School</p>	<p>Professional Development workshops and school based University Supervisors. Include Interns in Staff Professional Development. America Reads UNC Charlotte tutors tutor students reading below grade level. Grade level PLCs will meet to create a year-long plan of implementing Common Core State Standards integrated with Essential Standards. Grade Level PLCs will create math common assessments aligned to the Common Core State Standards. University Students in Methods Class work with “bubble” students ½ hour once a week in math. Professional Development geared towards strengthening instructional rigor and meaningful differentiation in math. Mentor Yearlong Interns from UNC Charlotte with Professional Development workshops and school based University Supervisors. Include Interns in Staff Professional Development. Develop/implement school-based student and family spirit activities to foster more family involvement. UNC Charlotte participation and presence at events. Yearlong Interns from UNC Charlotte contribute to Curriculum events with David Cox families.</p>		<p>an average teaching experience of 12.2 years. The school has a total enrollment of 928 students, 64% free and reduced lunch, 69.8 % African-American, 11.6% Caucasian, and 10.8% Hispanic.</p>	<p>growth on all common assessments as documented by teachers. No University Students worked with “bubble” David Cox (DC) students this year – due to logistics and timing, University Classes were not held at David Cox. Every grade level has participated in multiple rigor projects throughout the year. PLCs continued to meet and define how to create and evaluate rigor projects. Yearlong interns have been included in all staff Professional Development this year. America Reads UNC Charlotte tutors tutor students reading below grade level. K-2 students will show 10% gain in proficiency on year-end math readiness testing 3-5 grade students will show 10% gain in proficiency on EOG Math test Students will show growth on Math Common Assessments from pre to post assessments. Grade Level Yearlong Plans aligned to Math Common Core State Standards. End of Year (EOY) scores will be shared at the end of May 2013. EOY EOG scores will be shared in June 2013. Students are showing growth on all common assessments as documented by teachers. No University Students worked with “bubble” David Cox (DC) students this year – due to logistics and timing, University Classes were not held at</p>

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					<p>David Cox. Every grade level has participated in multiple rigor projects throughout the year. PLCs continued to meet and define how to create and evaluate rigor projects. Yearlong interns have been included in all staff Professional Development this year. UNC Charlotte staff and Intern attendance at David Cox family events. Student survey response will be communicated in May 2013. Yearlong interns participate in Curriculum Events.</p>
Charlotte Mecklenburg	PDS School site: Content Area Literacy Mallard Creek High School	Literacy team member	9/2010-present	Committee: 18 Staff: 110	Designed and implemented school wide literacy initiative
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. Hidden Valley Elementary School	Monthly meetings with entire faculty Work within teacher's classrooms Model teaching in classrooms	July 2012-May 2013	80 Teachers 4 Admin	The outcomes are ongoing and will be based on improvement in literacy scores.
Charlotte Mecklenburg	Professional Development in Content Area Literacy James Martin Middle School	Twice monthly full staff workshops	8/2011-present	88 faculty/ staff	Placed students from Content Area Reading courses to work directly with teachers to support students
Charlotte Mecklenburg	Support beginning teachers to encourage them to remain in the teaching profession and keep them at James Martin Middle School.	Professional Development session regarding Differentiation and Planning with the 8 beginning teachers. Half-day planning session with 8 beginning teachers to investigate differentiation in action. Teachers visit classroom of a teacher that demonstrates expertise differentiating instruction. Reading (books and articles)	January 2013 – Met with teachers to develop plan March 2013 – Differentiation on PD Session March-April 2013 –	8 beginning teachers	Established group of early career teachers and collaborated with them on inquiry based professional develop. The teachers identified the topic of differentiation as a key need. Hosted three sessions on differentiation: a meeting in March, a half-day workshop in April and a full day

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		<p>related to differentiation and online discussion forum to support dialogue between teachers.</p> <p>Half-day professional development for 8 beginning teachers to begin developing lessons for the next academic year that integrate the strategies we have been discussing this semester.</p>	<p>Readings and online discussion forum</p> <p>April 2013 – half-day professional development</p> <p>May 2013 – half-day professional development</p>		<p>workshop in May. Purchased books that the teachers helped to select and discussed those and an article for this work at the school.</p> <p>Impact on student learning is unclear but the teachers have indicated that they are implementing new strategies for differentiation. We will focus on learning outcomes as we continue this work next year.</p>
Charlotte Mecklenburg	<p>Professional Development (culturally responsive teaching and classroom management)</p> <p>Oakdale Elementary School</p>	<p>Professional Development Year-round;</p> <p>Professional Development Summer Institute</p>	August 2011-present	2 administrators, 50 teachers, teacher candidates	Data from PD evaluations; UNC Charlotte Diversity Grant recipient, IES and PDS Grant pending
Charlotte-Mecklenburg, Gaston County	<p>Develop a phonics curriculum (Go Talk Phonics) for students with severe disabilities and limited verbal skills who are unable to participate in traditional phonics instruction.</p> <p>(Huntersville Elementary, Blythe Elementary, Ranson Middle, Oakdale Elementary, Alexander Graham Middle, Beverly Woods Elementary, Metro, Whitewater Middle)</p> <p>(Gardner Park Elementary, Catawba Heights Elementary, Lingerfeldt Elementary, Lowell Elementary, McAdenville Elementary, Pinewood Elementary, Webb Street, WC Friday</p>	<p>Conduct research on the effectiveness of the curriculum in teaching phonics skills. Making decisions about student progress based on data and making recommendations to improve student performance as needed.</p> <p>Teacher training on literacy and phonics instruction for this population.</p> <p>Monitoring teacher implementation of curriculum and suggestions for increasing fidelity of instruction as needed.</p>	<p>Start Date: 8-15-2012 (continued from 7-2010)</p> <p>End Date: 6-7-2013 (grant end date 12-13)</p>	Charlotte Mecklenburg – 12 teachers, 18 students GCS – 10 teachers, 13 students	<p>The study is still in progress. While both groups scores on the phonics assessment is increasing, the performance of the treatment group is greater than the control group. The treatment group performance on this assessment is approximately 9 points greater than the control group. One student has already completed the curriculum and is reading commercially available decodable books. Three other students are on track to complete the curriculum by the end of the year. All students are making progress through the curriculum at a slower pace and are somewhere between levels 2 and 5 (out of 8 levels).</p>

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	Middle)				
Charlotte Mecklenburg	Enhance teacher's skills and resources to teach state standards through our research Exceptional Children's Services, Albemarle Rd Elementary, Oakhurst Elementary, Mint Hill Middle School	Study on Teaching Common Core	August 20, 2012-May 15, 2013	Common Core: 12 students with autism or moderate/severe Intellectual Disabilities 6 SPED teachers	Most students made gain in learning Common Core State Standards
Charlotte Mecklenburg	Go Talk Phonics	Study on Emergent Readers	August 20, 2012-May 15, 2013	15 students	Go Talk: study is still in progress, but 6/8 experimental are showing progress
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 and up to 59 comparison sites – total N still to be determined	Will evaluate impact on students with disabilities and fidelity of implementation
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	3 Charlotte Mecklenburg administrators and 350 Charlotte Mecklenburg Afterschool teachers; 1 Charlotte Mecklenburg administrator, 15 elementary teachers Beverly Woods; 36 elementary teachers Endhaven	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	Students, educators	Earth Systems	March 4-6,	3	Strengthen NASA and the

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Mecklenburg	and faculty may explore and experience unique space and aeronautics content through NASA's education opportunities.	Forces & Motion	2013	administrators and 60 Charlotte Mecklenburg teachers	Nation's future workforce, Attract and retain students in STEM disciplines and Engage Americans in NASA's mission
Charlotte Mecklenburg	The Global Learning and Observations to Benefit the Environment (GLOBE) program is a worldwide hands-on, primary and secondary school-based science and education program.	Climate Change and Literacy Earth Systems GIS	October 11 & 13, 2012	12 Charlotte Mecklenburg teachers	Promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system working in close partnership with NASA, NOAA and NSF in study and research about the dynamics of Earth's environment.
Charlotte Mecklenburg	STEM Student Research	Science and mathematics teachers learn, through a hands-on approach, research methodology for designing student STEM research projects.	June 26-28, 2012	10 Charlotte Mecklenburg middle and high school teachers	Standards Addressed: CCSS W1/W2 & NCES for Science
Charlotte Mecklenburg	SITE K-2 Science institute participants will actively learn science content and apply curriculum topic study strategies to link standards and research to instruction.	Earth Systems, Force & Matter, and Living Organisms	June 25-29 2012; October 26 & 27, 2012; February 22 & 23, 2013	1 administrator and 18 Charlotte Mecklenburg PreK-2 teachers	Improve content understanding and implement best instructional strategies.
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 and 27 Charlotte Mecklenburg 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 and 9 Charlotte Mecklenburg high school biology teachers	Content misconceptions, concept mapping and reading strategies
Charlotte Mecklenburg	Provide participants an overview of the Elementary SO hands-on, interactive, challenging and	Elementary Science Rocks & Minerals Weather Landforms Human Body Forces & Motions	October, 2012 at Newell Elementary	1 administrator 40 Charlotte Mecklenburg elementary teachers, 2	The NCSO events are designed to enhance and strengthen both science content and process skills.

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	inquiry-based events	Electricity Design and Construct Events		Homeschool teacher coaches; 2 private school elementary teacher coaches	
Charlotte Mecklenburg	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	March 2, 2013 85 teams of 18 Charlotte Mecklenburg students each participated; 55 Charlotte Mecklenburg teachers; 3 Charlotte Mecklenburg Administrators May 18, 2013 66 teams of 15 Charlotte Mecklenburg students each participated; 40 Charlotte Mecklenburg teachers; 2 Charlotte Mecklenburg administrators	The NCSO events are designed to enhance and strengthen both science content and process skills.
Charlotte Mecklenburg Middle School Alliances	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 and Charlotte Mecklenburg teachers	Provide educators with content knowledge and activities for the classroom.
Charlotte Mecklenburg	Grade 3 – 12 Science Competition	Biology Physical Science Engineering & Technology Earth and Environmental Science	February 22-23, 2013	30 Charlotte Mecklenburg schools and teachers participate	Promote science research; science literacy and communication.
Charlotte Mecklenburg	To prepare teachers to effectively work with students from diverse backgrounds and prepare this population for the new common core standards. Joseph Grier Elementary School	Ongoing Professional Development, Classroom Visits and Curricular Planning	August 2012 – May 2013	65 Teachers	To be developed.

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Charlotte Mecklenburg	Support beginning teachers to encourage them to remain in the teaching profession and keep them at James Martin Middle School.	Professional Development session regarding Differentiation and Planning with the 8 beginning teachers. Half-day planning session with 8 beginning teachers to investigate differentiation in action. Teachers visit classroom of a teacher that demonstrates expertise differentiating instruction. Readings (books and articles) related to differentiation and online discussion forum to support dialogue between the teachers. Half day professional development for 8 beginning teachers to begin developing lessons for the next academic year that integrate the strategies we have been discussing this semester.	January 2013 – Met with teachers to develop plan for professional development March 2013 – Differentiation on PD Session March-April 2013 – Readings and online discussion forum April 2013 – half day professional development May 2013 – full day professional development	8 beginning teachers	Established group of early career teachers at James Martin and collaborated with them on inquiry based professional develop. The teachers identified the topic of differentiation as a key need. Hosted three sessions on differentiation: a meeting in March, a half-day workshop in April and a full day workshop in May. Purchased books that the teachers helped to select and discussed those and an article in a blog created for this work at the school. Impact on student learning is unclear but the teachers have indicated that they are implementing new strategies for differentiation. We will focus on learning outcomes as we continue this work next year.
Charlotte Mecklenburg	Mentoring of local middle school students to participate in Middle Grades University Westerly Hills Academy, Ridge Rd., James Martin, MLK, Jr., Randolph, and Northridge Middle Schools	Middle Grades University mentoring program (Local middle school students receive assigned mentors and experience 2-3 on-campus events each semester centering on campus life)	April 2012-May 2013	36 identified middle level students; 9 middle level education undergraduate students; 3 UNC Charlotte faculty members and 1 TeenHealth Connection staff member	To better acclimate middle level students to the prospect of college life and the pathway needed to achieve future college success
Charlotte Mecklenburg	Addressed need for an anti-bullying program to help decrease the number of violent incidents at the school. Implemented a Lunch Buddy program for students in 7 th grade “Bobcats” team. James Martin Middle School	Anti-bullying campaign	April 2012-June 2012	120 students 4 teachers	

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Charlotte Mecklenburg	Program Evaluation Collect and analyze data on School achievement. To provide support for student Achievement. Garinger High School	A major grant was submitted to NCDPI to help support this school. Currently waiting to hear the outcome of the grant submission.	August 5 th , 2013 – July 1 st , 2018	40	Currently working with the school but also waiting for the funding to carry out the full investigation.
Cabarrus County	Healthy and Responsible Students: Reduce the number 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 School	Hispanic Community Outreach: Providing English language training to 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.	August 2012 through June 2013	2 administrators, 4 teachers, 4 university faculty, 2 graduate students, 4 families 4 ELL families involved in community outreach as an offshoot of this project	Direct Outcomes: Provides Hispanic parents with English language skills to better communicate with 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.
Cabarrus County	Works 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 School	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).	August 2012 Full day of professional development provided	60 teacher participants, 3 administrators, 2 staff and 2 university faculty members 8 contact hours	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.
Cabarrus County	9-12 Tutoring program to help struggling social studies learners	Structure of Tutoring: Small group and individual tutoring led by UNC Charlotte social studies methods	2003 through present (2013 and	58 UNC Charlotte teacher education	Impacts on candidate learning are measured through candidate growth as documented in their

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	<p>improve academic performance in social studies courses and on the End of Course Test. Purpose: to support student understanding of social studies by offering intervention strategies for improving student reading comprehension, test taking skills, and study habits. Additionally, this project provides a service learning opportunity for preservice teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address student learning outcomes. Targeted Participants: Tutoring is targeted for struggling students in 9th, 10th, and 11th grade social studies courses. However, all students enrolled in World History, Civics and Economics, U.S. History, and AP U.S. History are invited to participate. Letters were sent to all parents/guardians with special invitations made by teachers to parents/guardians of struggling students. Central Cabarrus High School</p>	<p>preservice teachers. UNC Charlotte preservice teachers are advised by corresponding CCHS social studies teachers on the topic for the week. Candidates work with students on homework, readings, and preparation for tests. Candidates focus on reading strategies, study skills, and test taking skills. Candidates model comprehension strategies for students. Monitoring of Progress: Tutoring participants complete homework and study self-analysis logs to help students monitor their study habits. Logs are discussed weekly to provide feedback for students. The self-regulation guide is to be used to help students monitor their academic progress. Students use this log to self-assess their study habits and strategies by evaluating how well they perform on assignments and tests in comparison to their predicted grade. Students document where and how they study or complete homework. Students predict what grade they make and with what level of certainty that they expect to make that grade. As a follow-up students then compare their actual grade with their predicted grade. If there is a significant difference in their predicted grade and actual grade then students are advised to evaluate their study environment and the strategies that they used. The purpose is to help students recognize what works and what doesn't. UNC Charlotte preservice teachers use these self-regulation guides to introduce new strategies and to help students monitor the use of current strategies. Candidates also review these</p>	<p>continuing) Within the academic year of 2012-2013, the project began August 25, 2011 and concluded on May 8, 2012 Class meetings on site at CCHS from 12:45 to 3:45 once a week on Wednesdays. The tutoring program is held from 2:15 to 3:30 PM.</p>	<p>candidates participated in the tutoring program for a total of 20 contact hours per semester. 118 secondary students participated in the tutoring program.</p>	<p>reflective journals. All candidates indicated growth in their understanding of how students learn and increased knowledge of pedagogical strategies for helping students learn social studies. Of the students who attended consistently (approximately 70%), everyone made a C or better in their social studies course. New MSL (Measures of Student Learning will be administered in spring 2013. These data were not available within reporting period.</p>

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		<p>weekly to see how students are progressing.</p> <p>UNC Charlotte preservice teachers conduct a diagnostic analysis of student reading, studying, and learning strategies. These are used to develop weekly intervention plans to target instruction in areas of need.</p>			
Cabarrus County	<p>Professional Partnerships for Mentoring and Collaboration: 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 Candidates collaborate with highly prepared, culturally responsive visionary leaders who share common goals in promoting equitable, challenging, and attainable learning for all students To build meaningful relationships between mentors and mentees to create a positive framework for supporting preservice teacher growth and school academic achievement goals To establish a professional learning community among stakeholders in teacher preparation with targeted professional development to</p>	<p>University Evaluation of Cooperating Teachers and Teacher Candidates Evaluate learner achievement in classes with student teachers 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. Targeted workshops and retreats for mentors and mentees. Attendance at professional conferences for both 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>	August 2011 through June 2013	<p>Cooperating teachers and teachers working with clinical placement students. Total participants: 30 58 preservice teachers participated; 3 UNC Charlotte faculty participated UNC Charlotte Faculty Instruction (Dr. Myra Dietz, Dr. Tina Heafner)</p>	Ongoing project evaluation led by Bridget Jones, STEM School Coordinator

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
	<p>expand opportunities for growth in a personal and engaged environment Central Cabarrus High School</p>				
Cabarrus County	<p>Globally Competitive Students: Target Struggling Social Studies Learners Improved performance on EOC in Civics & Economics and U.S. History Improved academic performance in World History, Civics & Economics, and U.S. History Increase graduation rate 21st Century Professionals: Increase teacher and teacher candidate effectiveness Central Cabarrus High School</p>	<p>Onsite Facilitation of Social Studies Methods Course & After School Tutoring Program for Social Studies Learners Stakeholder Involvement: Administrators, social studies teachers, ELL resource teacher and technology instructors, as well as a university faculty member support onsite instruction. Direct Outcomes: Teacher-Methods Instructor-Teacher Candidate Collaboration Teacher created instructional demonstrations for exemplary practice UNC Charlotte Faculty Instruction (Dr. Heafner) Authentic Application of Research-based Best Practices for Improving Learner Content Comprehension, Vocabulary Development, and Self-Regulation Academic Engagement of 9-12 Learners Curriculum Materials and Tutoring Supplies Tutoring materials and curriculum resources were purchased. Expenditures were \$1000.</p>	<p>2003 through present (2012 and continuing) Within the academic year of 2012-2013, the project began August 24, 2012 and concluded on May 9, 2013 Class meetings on site at CCHS from 12:40 to 3:40 once a week on Wednesdays. The tutoring program is held from 2:15 to 3:30 PM.</p>	<p>46 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. 125 secondary students participated in the tutoring program.</p>	<p>Pre-post analysis of preservice teacher impact on student learning outcomes (EOCs, Grades) using an open-ended questionnaire which includes some Likert items to measure motivation and engagement of students. Mastery of courses content through successful development of Instructional Unit Plan (EE#3). 100% of all candidates achieved a rating of proficient or accomplished on the EE#3 scoring rubric.</p>
Cabarrus County	<p>21st Century Professionals: Increase teacher and teacher candidate effectiveness. Central Cabarrus High School</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 Candidates collaborate with highly prepared, culturally responsive visionary leaders who share common goals in promoting equitable, challenging, and attainable</p>	<p>January 2012 through June 2013. Monthly meetings were held to establish project goals and plan for sustainable program. Workshops</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 achievement goals To establish a professional learning community among stakeholders in teacher preparation with targeted professional development to</p>

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
		<p>learning for all students University Evaluation of Cooperating Teachers and Teacher Candidates Evaluate learner achievement in classes with student teachers 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. \$1000 Funds were allocated for targeted workshops and retreats for mentors and mentees. Identification of specific programs will be determined though needs analysis and as they emerge in the professional dialogue among cooperating teachers and student teachers.</p>	<p>were held to improve preparation of mentors in training preservice teachers.</p>		<p>expand opportunities for growth in a personal and engaged environment Central Cabarrus High School was selected as a STEM school which will begin in fall 2012.</p>
Cabarrus County	<p>Working individually with three beginning teachers Concord Middle School</p>	<p>Classroom observations, meetings and conferencing, sharing and discussing resources, meeting with administrative team</p>	<p>October 1- May 1</p>	<p>3 teachers</p>	<p>Better classroom management, confidence, stronger lesson planning skills</p>
Cabarrus County	<p>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 (NC DPI, KU CRL CLC Project): Concord High School, Concord Middle School, Mount Pleasant High School, Winkler Middle School</p>	<p>Instructional Coaching and program facilitation; Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions</p>	<p>July 2012 to present</p>	<p>DPI EC Department; KU CRL School Transformation team; Project addresses approximately 6 administrators with deep involvement, approx. 50 teachers and their students. Whole school projects are addressing 1/4 of secondary students in Cabarrus County.</p>	<p>Forthcoming; early data is promising with students at middle school sites demonstrating significant growth</p>
Cabarrus County	<p>Develop learning strategies/literacy</p>	<p>Ongoing planning meetings; professional development</p>	<p>July 2011 to present</p>	<p>1 Program Specialist for</p>	<p>Limited data at this point. Anecdotal data appears</p>

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	intervention courses in middle and high school ESL classes	workshops; follow-up evaluation and planning sessions		ESL and approximately 10 teachers and their students	positive
Cabarrus County	Develop high school intervention classes to support academic achievement and provide curriculum assistance	Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions	July 2010 to present	1 High School Director, 1 EC Instructional Specialist	NA—IEP data
Cabarrus County	Develop high school intervention classes to support graduation	Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions	May 2009 to present	1 High School Director, 1 EC Instructional Specialist, 7 intervention teachers and their 500-700 students annually	Students passing English I and English EOC at a rate of 95% and 90% respectively. Full data can be obtained upon request.
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	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	8/12-6/13	3 administrators, 4 parents, 10 teachers	Meeting notes Revised SIP based upon student performance data
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	August 2011-On-going	4 administrators, 977 P-5 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.
Union County	Develop and	Implement Tier 2 reading	March 2012	2	Intervention ran from

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	implement reading intervention to 1st grade English language learners to improve vocabulary development and reading achievement. Rock Rest Elementary School	intervention 4x per week with 1st grade students	– March 2013	administrator s 20 students 6 teachers 1 reading specialist	October 2012 – February 2013. Currently conducting data analysis.
Union County	Increase vocabulary acquisition and generalization of Latino students with a learning disability in reading through a peer-mediated, computer-assisted morphograph instruction Rock Rest Elementary School	One student tutor was trained to deliver the computer-assisted morphograph instruction to three tutees in learning three prefixes (pre-, in-, de-) and English vocabulary with the targeted prefixes. The computer-assisted instruction was designed using the PowerPoint program embedded with explicit instruction, scripted lesson, visual cues (e.g., pictures), and auditory prompts (e.g., pronunciation of words).	February-April 2013	4 fifth-grade Latino students with a learning disability in reading	All four students increased the number of correct responses on measures (i.e., word definitions and multiple choice questions; with potential points of 12 for each prefix) of vocabulary acquisition and generalization, and maintained the skills at 1-week and 2-week maintenance checks.
Rowan-Salisbury	Advise a group of 6th grade teachers who began implementation single gender classrooms on their team beginning with the 2010-11 school year. Investigating whether single gender groupings, paired with 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	2012-13 school year: This year the principal opted to pull the program back from the 7th grade and confine it only to 6th grade. Met regularly with teachers and principal to review status of program, offer suggestions, monitor program expansion. Served as Program Evaluator (Hart). Data collected will include: From Students: 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. From Teachers: Individual interviews on their perceptions of teaching single gender From Principal: Individual interview on her perceptions of implementation of single gender at school site – admin perspective.	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 scores will not be back from the state until October 2013. See previous column for list of data to be collected.
Gaston	Go Talk Phonics	Study on Emergent Readers	August 20,	14 students	Go Talk: study is still in

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County			2012-May 15, 2013		progress but 5 of the 7 experimental students are showing clear progress
Kannapolis City	Develop and implement reading intervention to learners in need. Disseminate findings to practitioners through conference presentations. Publish results in peer reviewed journal of research. Forest Park Elementary School	Implement Tier 2 fluency intervention with 3rd and 4th grade students falling below benchmark on standardized fluency measures.	Jan. 2012-Jun. 2012.	1 administrator 6 students 6 teachers 1 school psychologist	Increased fluency scores. Significant differences between pre and post scores on measures of word identification and comprehension.
Kannapolis City	To improve parent-teacher conferences by involving 5 th and 6 th grade students. Kannapolis Intermediate School	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, 48 classroom teachers	Based on surveys of teachers and parents, involving students in teacher/parent conferences was more effective than teacher/parent only conferences.
Kannapolis City, Shady Brook Elementary	Improve teachers best practices for STEM education. Improve students understandings of STEM fields.	Primary goal this year has been to gather more supplies for the STEM lab	2012-2014	2 administrators, 12 teachers, unknown number of students	Purchased supplies for STEM lab.
Kannapolis City	Supporting mathematics instruction in elementary schools, Shady Brook Elementary School	Co-teach math lessons and support teachers' mathematics instruction	2009-present	School-wide	Fourth Grade teachers report a better understanding of Common Core standards. Teachers who I have co-taught with report having a stronger sense of high-level tasks and questions to pose during their teaching.
Charlotte Bilingual Preschool	Assist in helping Latino preschoolers with early literacy development in English.	Conducted research on a dialogic reading intervention with Latino preschoolers.	September 2012 - present	1 Center Interim Director, 3 teachers, 4 Latino preschoolers and their families	Single-subject case design indicates that the dialogic reading intervention was effective in increasing the students' English oral language skills. Data will be shared with the director and teachers in the next month.
Pine Lake Preparatory, NC Charter School, Iredell County	Increase the accuracy in solving multi-step equations of one 10th-grade student with a learning disability	One high school student participated in learning how to solve multi-step equations (e.g., $9w - 24 = 2w + 18 + 4w$) using a computer-assisted instruction program that combined explicit teaching strategies (e.g., model-test,	March-May 2013	1 10th-grade student with a learning disability	The preliminary results on the five-problem multi-step equation probes showed that the student responded correctly on those steps that were taught during the intervention phase. Instruction and progress

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		multiple examples, performance feedback) and perceptual learning (i.e., demonstrating differences and similarities visually) for 10 minutes each day, three times per week.			monitoring will continue until May 2013.
Iredell-Statesville: middle school and high school	Develop learning strategies intervention courses across middle schools; Develop high school intervention classes to support graduation Integrate Content Enhancement via Smarter planning in content classes	Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions	January 2012 to present	Director of Middle Schools and RTI Coordinator; Project addresses approximately 100 teachers and their students.	Forthcoming; early data is promising
The Learning Collaborative Preschool, Charlotte	Strengthen and sustain parent involvement in their child's education. Improve teacher knowledge about building a parent classroom collaboration Enhance, expand family support services Develop a means to document and measure the programs impact.	Descriptive study of current parent involvement is being conducted. Teacher survey to determine their needs has been conducted. Developing a 10 week parent program to support this goal and components. Current measurements are being examined to determine the best measure for the program	Sept 2011 – Spring 2014. will be conducted in 2013-2014.	1 administrator, 40+ parents, 64 preschool students, 8 teachers, 1 family coordinator	Parent evaluation tool is being developed Professional Development offered to teachers on parent engagement. outcomes will be in 2014.
Lincoln County	Preparation of new teachers and school based educators. Enhancing Professional Development. Improved classroom practices. Improvement of the writing process for students. Rock Springs Elementary School	Balanced Literacy staff development- focus on Writer's Workshop, Reader's Workshop, Guided Reading, Shared Reading, and 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.	2012-2013	2 administrators, 16 classroom teachers, and 20 UNC-Charlotte students.	Preliminary data analysis about the program indicates a positive effect on strategies used for writing instruction and student performance related to writing. Student writing samples have been evaluated with the use of local and state assessment rubrics.
Socrates Academy Charter School	Board of Directors – oversee administration and develop and approve policy for Socrates	Monthly board meetings. Additional meetings as needed.	Fall 2012-ongoing	600+ students, staff, administration	Multiple years North Carolina Honor School of Excellence. Maintain high performance

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	Academy. Assist with hiring of personnel. Hear grievances.				
Socrates Academy Charter School	Improve student conceptual understanding of mathematics. Improve student Math EOG scores.	Professional development for teachers; Demonstration teaching; Teacher observation & feedback; Parent math night; Grade level planning consultation.	Start = August 2006; End - continuing	2 administrators, 560 P-8 students, 17 math teachers	Since inception, 2 nd , 4 th , and 6 th graders all scored above the national average for peers on the Iowa Test 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.
Governor's Charter School	Application analysis and recommendations to State Board of Education for all submitted charter school applications and monitor progress/ renewal/ nonrenewal of existing charter schools.	Read and analyze all public charter documents and evaluate schools.	Selected for Council 2011-2014	15 Council Members	Successful, high quality charter public schools in North Carolina. Unsuccessful schools are closed.
NC DPI	Measure Indicator 14 for reporting to the Federal Government.	Collected and analyzed data describing students with IEPs who exited the school system. 22 LEAs.	Annually, last 9 years	2 Special Education Directors at NC DPI	Produced the report for IDEA on Indicator 14.
NC DPI	Serve on the NC Technical Advisory	I attend meetings in Raleigh to review technical issues around	Two times a year	We report to Tammy	We serve as an advisory committee to the

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
	Committee for Accountability	NC testing program.		Howard.	Accountability group.
Twenty-six LEAs	Work with schools and districts on a tiered approach to interagency collaboration on transitional outcomes for students with disabilities. Involve three levels of interagency collaboration (i.e., community-level team, school-level team, and individual level team). The community-level team provides administrative leadership for the total array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.	Implemented training to all “intervention schools” about using interagency collaboration for improving postschool outcomes for students with disabilities.	Started in September 2011 and will continue until June 2014.	45 teachers and/or transition specialist have been trained.	Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start collecting school and student data in summer 2012.
NC Positive Behavior Intervention and Support (PBIS) Initiative (serving more than 1000 schools in over 85% of the country’s/	Improved academic and social outcomes for students	Ongoing professional development and evaluation support including collaboration with National Center on Positive Behavioral Interventions and Supports	April 16, 2012 – April 15, 2013	State and local education agencies as well as practicing teachers and other professionals (approximately 10,000,	Schools implementing PBIS in NC increased. Office discipline referral data from schools implementing PBIS compare favorably with national averages. Consistent decrease in suspensions across schools implementing PBIS in NC. Levels of behavior risk

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local education agencies in the state)				indirectly)	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. 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/bric/gpreports.htm
Regional LEAs	The North Carolina Science Festival is a statewide celebration of science and its impact on education, culture and economics within North Carolina.	Weather-Clouds Physics Bottle Rockets Watershed Model	April 21, 2013	1000+ Visitors including regional LEA teachers	Promote science education and activities throughout NC
Charlotte Mecklenburg, regional science teachers	Environmental Education Workshops help provide educators with the basic knowledge, skills and abilities needed to deliver high-quality environmental education.	Hydrology Conservation Sustainability Biodiversity Ecosystem Wetlands	October 11 & 13, 2012 November 1 & 2, 2012 December 13 & 15, 2012 March 7 & 9, 2013; April 25 & 27, 2013	30 Charlotte Mecklenburg K-12 teachers, homeschool teachers, informal educators	The goal of environmental education in North Carolina is to increase environmental literacy and promote natural resource stewardship.
Charlotte Mecklenburg,	GIS Day is playing a powerful role in creating geographic	Earth System Science GIS Climate Change	JM Alexander & Morehead	Charlotte Mecklenburg students;	GIS Day is an opportunity to showcase student work.

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	awareness throughout our world. JM Alexander and Morehead STEM Academy		STEM Academy, Spirit Square, November 14, 2012 & Class meetings from Sept – November	UNC Charlotte faculty; GIS county and city professionals; businesses	
AP Institutes	AP Institutes provide teachers of AP courses certification and renewal opportunities that allow them to meet the College Board’s requirements for AP courses	Certified AP instructors provide 40 hours of instruction featuring the latest in content and pedagogical components so that participants can provide effective AP instruction	2012 Summer (June 2012 through August 2012)	148 secondary teachers; 6 university professors; 5 master teachers	148 certificates of completion
AP Review Day	Provide a review opportunity for high school students taking AP courses	Review sessions conducted by AP instructors and university faculty	April , 2013	Students – 625 Teachers – 10, Faculty – 2	Sessions completed with over 600 contact hours of instruction provided for AP students
M.E.T.A.S: Mathematics, Education, Technology and Education	The goal of the METAS Program is to broaden the pool of Hispanic students obtaining their high school diplomas, continuing their education to obtain certification in a trade, receiving an Associate’s Degree from a Community College or getting a Bachelor’s Degree from a College or University.	These students will be involved in challenging and informative sessions that will take place during Saturday Academies (12 Saturdays during a school year) and Summer Scholars Programs.	Academic Year Summer 2012-13 Academic Year	Participants: Students – 50, Teachers – 3, Others (bus drivers) – 4, Coordinator: 1, Assistant Coordinator: 1. Saturday Academy Participants: Students – 25, Teachers – 2, Others (bus drivers) – 4, Coordinator: 1, Assistant Coordinator: 1.	Students are exposed to college campus. Students are given the opportunity to take challenging classes and do more hands on activities.
MSEN Day	Students from six North Carolina University campuses sites for MSEN program participated in a day long math and science competitions at UNC Charlotte	Student teams compete against other MSEN site teams in 13 hands on competitions and one oratorical and one interactive art activities. The winners received trophies and medals. US Army Color Guards opened and closed the event activities for the day. There was a talent presentation for greek youth group of students at the end of the program	April 13, 2013	Dean of College of Education, UNC Charlotte Provost and a key note speaker were invited to speak to MSEN participants	Students gained confidence and worked as teams to support one another. This is a very important attribute for building sound communities and promotes more learning among young adults.

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				and high light the importance of high level education. Students 480 , coaches, parents and volunteers 125 I coordinator and 1 staff , 18 teachers and facilitators	
NC MSEN Pre-College Program	The Pre-College Program was designed to broaden the pool of students who graduate from high school prepared to pursue mathematics and science at the university level and move into careers in Science, Technology, Engineering and Mathematics (STEM).	The program offers rigorous science and mathematics based academic enrichment classes (through Saturday Academy [12 Saturdays during the school year] and Summer Scholars [15 consecutive days during the summer] Programs), and activities (college tours, motivational speakers, and other trips) to students in grades 6-12 (targeting under represented students being minorities and females). We actively recruit students from the six school systems surrounding UNC Charlotte area.	Summer, 2011 2011-2012 Academic Year Summer 2012, Academic year 2012=13	Saturday Academy 2011-12: Participants – students – 376, Teachers – 25, Parents – 100. PRODUCE Student Volunteers – 38, Staff – 3. Summer Scholars 2010: Participants – Students – 253, Teachers – 24, Staff – 3, Parents – 25, Volunteers – 2	Students were able to get the enrichment services they needed. Students received more hands on activities. Students are more knowledgeable about STEM.
Research Experience for 11th and 12th Grade Student Internship Program	This program is designed to engage participants in rigorous, inquiry-based instruction and research experience and also to help participants to develop a greater understanding of the research process, how to utilize technology and acquire the fundamental skills used in all research.	Students selected for this program are 11th or 12th graders who spend 6 to 7 weeks with a research professor on campus, from this they develop a project which they will use to participate in local and national science fairs and competitions	Academic year component – 2011-12 Academic year component – 2012-13	Summer Participants: Students – 6, Teacher Advisors – 2, Coordinator: 1, Assistant Coordinator: 1, Academic year: Students – 6, Coordinator: 1, Assistant Coordinator: 1.	Students were exposed to research laboratories. Students were able to develop a research project. Students were able to present in several competitions and events.

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Summer Ventures in Science and Mathematics	This is one of five programs in NC that provide a residential experience for rising high school juniors and seniors to study a STEM field.	Intensive study in a STEM area including lab and field components. Selection of a research topic, review of literature in the field, collection/analysis/ and presentation of data.	June 1 – July 30, 2012	Students – 98, Teacher Advisors – 9, University faculty: 4, Master teachers: 6	Students completed research projects including a research paper and presentation. Papers are available on the CSTEM website.
Urban Student Alliance for STEM Education	Recognition as a student group coming in fall 2011. The goal of the organization is to promote an awareness of the importance of STEM education and to provide opportunities for professional development and growth related to STEM content and pedagogy.	Foundational meetings on beginning a new organization; election of officers; planning initiatives for the upcoming launch of the group. Student Affiliate with NC Council of Teachers of Mathematics.	Fall 2012- Spring 2013	Participants: Students – 48, Faculty 6	Group has elected officers and begun the official process to be recognized by the University; members have assisted at science and mathematics events sponsored by the CSTEM
Cabarrus County	Apprentice math teachers in order to create CCGS as a teacher apprenticeship school for UNC Charlotte methods students, C.C. Griffin Middle School	Co-teaching and model teaching with three math teachers; was awarded a UNC Charlotte PDS grant to continue our collaboration next year	February, 2013-ongoing	2 administrators 3 math faculty 50 students Will involve all math faculty next year	UNC Charlotte PDS grant for continuing collaboration
Community School of Davidson	Teacher-Research Initiative: The purpose of this initiative is to collaborate with teachers in understanding how students develop as writers across the grades.	Meet once a month. Write analytic one-pagers. Share analytic one-pagers at meetings. Disseminate knowledge gained from the group at faculty meetings and school conferences.	Ongoing for the last 4 years (2009-2013)	6 Teachers	The outcomes are noted qualitatively using analysis based on one pagers written and shared by teachers.
Sugar Creek Charter School	Raise students' reading performance on the EOG; improve students' reading comprehension	Professional development for 10 teachers focusing on comprehension strategy instruction and guided reading. The aim is for the teachers to deliver effective comprehension instruction to their students, thereby improving their reading comprehension.	Year 1: (2011 – 2012) intervention provided to two classrooms Year 2: (2012 – 2013) intervention	Year 1: (2011-2012) Teachers: 2 Students: Control – 47 Treatment – 47 Year 2: (2012-2013) Teachers: 10 Students:	Year 1: (2011-2012) Pre-test data was collected in the fall. Post-test data was collected in the spring. Data analysis is ongoing. Year 2: (2012-2013) Pre-test data for students and teachers was collected in the fall. Post-test data

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
			scaled up to include all 1 st , 2 nd , and 3 rd grade teachers & students. Includes a component to provide existing staff members professional development so they can support the intervention	Control – 50 Treatment - 50	will be collected in late spring. Data analysis is ongoing.
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.
Sugar Creek Charter School	Develop a culturally relevant K-12 STEM Curriculum for K-8 schools	Ongoing. Observation of Classrooms, After-School Programs, Curricula Guides, etc.	January 2013 – December 2014	Five (5) Administrators and 40 Teachers	Fully Developed culturally relevant STEM curriculum for K-8 schools that can be implemented in traditional public schools, charter schools, and other educational entities
Freedom School Partners, Inc.	Priorities identified include providing access to university campus and resources for K-8, at-risk youth; curriculum and instruction conducive to grade-level advancement; and engaging scholars in field trips and tours that promote contact with professionals and access to careers that traditionally they do not have exposure.	Scholars follow a literacy-based curriculum that integrates conflict resolution, social action, and social, cultural, and historical awareness. Daily activities include breakfast, Harambee! (morning assembly/celebration), integrated reading curriculum, “Drop Everything and Read” (DEAR) time, lunch, enrichment activities and field trips, and afternoon snack before dismissal.	June 11-July 27, 2012	One (1) Campus Liaison One (1) Site Coordinator One (1) Assistant Coordinator/ Floater Six (6) Servant Leader Interns Sixty (60) K-8 students	For the third consecutive year, the Center for Adolescent Literacies at UNC Charlotte found that over 90% of CDF Freedom Schools scholars maintain or gain in their reading ability while participating in the summer program. Freedom School Partners contracted with UNC Charlotte to evaluate its Children’s Defense Fund Freedom Schools® summer programs to determine the impact on the reading ability of students served in Charlotte. During the summer 2012, FSP served 1,550 students at twenty-five sites for six weeks.

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					<p>Students ranging from Kindergarten through 8th grade engaged in the literacy-based CDF Freedom Schools curriculum.</p> <p>The Center for Adolescent Literacies' study sampled 172 scholars at 10 sites. Gains were made by all age groups. Students in 3rd through 8th grade gained over a year in reading ability.</p> <p>On average, students in K – 2nd grade gained just under a full year in reading ability.</p>

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

This summary provides examples of faculty engagement with North Carolina public school professionals, community stakeholders, and P-12 service providers. Faculty provide professional development (PD) for teachers, principals, school counselors, LEA central office, and North Carolina Department of Public Instruction (NCDPI) personnel in a variety of areas including: special education services; urban education; drop-out prevention; diversity; literacy coaching; authentic assessment practices; grant-writing; use of technology; RTI implementation; content area literacy; inquiry-based science; conducting research projects; designing and implementing service learning projects; interpreting assessment data; critical literacy in early childhood; and conducting research on effective practice, recruitment, development, appraisal, and retention of teachers and staff as 21st century professionals. NCDPI and the College of Education collaborated on the following programs that exemplified these PD activities: 21st Century Classroom, Arts, Common Core Curriculum, NCDPI Community Learning Centers (CLC) Spring Network Meeting, Education Value-Added Assessment System (EVAAS), English Language Arts (ELA), English Language Development (ELD), English Language Learners (ELL), Fidelity Support Checks, Guidance, Healthful Living, Information Technology Essential Standards (ITES), Literacy, Math Essentials, NCDPI New Administrators Training, NCDPI Jump\$tart Coalition Summit for Financial Literacy, North Carolina Educator Evaluation System (NCEES), PLAN Assessment Training, Social Studies, Science, NCDPI Regional Roundtable Meetings, NCDPI Read to Achieve Regional Meeting, NCDPI Summer Leadership Training, Teacher Effectiveness/New Accountability Model, Race to the Top, and World Language. The Southwest Education Alliance (SWEA) is a consortium of 13 school districts that the College of Education serves. The College of Education supported the SWEA by facilitating its “job-like meetings” for the following committees: Auxiliary Services, Elementary School, Finance, High School, Instructional Program, Middle School, Personnel, Principal Advisory, Race to the Top Coordinators, and the Superintendents Council. Special events sponsored by the College of Education and SWEA included the: Collaborative Decision Making Training; Home Base IIS Implementation Training; and the Superintendents Meeting with State Board of Education

Chairman, Dr. Bill Harrison. Other professional development activities include the: Attachment Security as a Map for Healing Interactions in Play Therapy; Dr. Bob Barret Lecture Series – Multicultural Issues in Counseling Conference; Child and Family Development Conference; Genesis Project Cognitive Behavioral Training; Distinguished Speaker Series featuring Dr. Tony Zeiss, Central Piedmont Community College (CPCC) President; International Society for Performance Improvement (ISPI) training workshops; UNC Charlotte Regional K-12 STEM Conference; Dr. Jonnie H. McLeod Substance Abuse Institute; Multicultural Play Therapy Training Center Conference; National Board Certification Workshops; Oakdale Professional Development Institute; Play Therapy: More Than Words Conference; Office of Field Experiences Professional Development Day; Service Learning 101; Teacher Toolbox; NC-MSEN Statewide Institute for Teaching Excellence; and UNC Charlotte Community TouchPoints Project. On-going school and community collaborations include: Teacher Cadet College Partnership; First 3 Beginning Teacher Support Program; and Professional Development Schools (PDS) partnerships. Additional service provided to K-12 students includes: mentoring; tutoring; hosting groups on campus; assisting with senior exit projects; conducting demonstration lessons; judging science, math, and writing contests; and conducting diagnostic evaluations. Examples of K-12 student service are: Camp Invention, Celebration of Teaching, Duke TIP Recognition Ceremony, Explorers Post #49 Meetings, Freedom School, Julia Robinson Mathematics and Computing Festival, Math CAMMP, Middle Grades University, Nathaniel Alexander Elementary School Tour, National History Day, NC-MSEN Pre-College Program Saturday Academy, Summer Scholars, MSEN Day, NC Summer Ventures Program, Oakdale Elementary School Tour, Science Fair, Science Olympiad, and the United Way Teaming Up For Literacy.

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

UNC Charlotte continues to work as an anchor institution for the NC New Teacher Support Program, a Race to the Top Initiative, to support over 140 new teachers in the lowest 5% performing schools in the region. The support includes professional development, coaching, and networking opportunities. In cooperation with the Omicron Pi chapter of Kappa Delta Pi at UNC Charlotte a program for pre-service and in-service teachers called First 3 was created. This project was submitted and received funding from the Z. Smith Reynolds Foundation to support three strands of support (pre-service professional development sessions, the Urban Youth in Schools Internships for non-education majors, and in-service support in the first three years of teaching). This year the program supported over 80 teachers from the area. The College of Education has assisted over 70 Teach for America (TFA) teachers with special sections of online and face-to-face graduate-level coursework tailored for their particular needs and backgrounds. TFA teachers were enrolled in middle/secondary education courses, elementary education, Spanish Education, Special Education and TESL.

A central focus of UNC Charlotte's eight Professional Development Schools (PDS), along with projects at other schools, is supporting beginning teachers through induction programs with regular meetings and other professional learning activities such as demonstration lessons, collaborative planning, designing and implementing assessments of student learning, reviewing assessment data, preparing for EOG tests, teacher observations and evaluation, stress management, effective questioning, informal and formal classroom observations, supporting technology integration, and assisting with classroom management and lesson design. PDS induction programs also involved supporting the mentors in working with mentees, thereby

providing additional service to beginning teachers. Grant-funded activities included a focus on assisting teachers to provide effective instruction in mathematics, science, and language arts to students with and without disabilities. Faculty assisted a number of schools to implement Response to Intervention (RTI). UNC Charlotte faculty often visit the classrooms of first-year teachers that they supervised in student teaching to give feedback and support, and they keep in touch through email for problem-solving, moral support, and celebrating successes. When working in PDS and grant-affiliated schools, as well as when supervising student teachers and visiting beginning teachers, faculty take time to respond to requests and offer suggestions to problems that beginning teachers are experiencing. Faculty have presented workshops and conference sessions for beginning teachers, targeting topics such as integrating technology, enhancing reading comprehension, implementing writer's workshop, the challenges of being a first year teacher, and best instructional practices in a wide variety of curricular areas.

Faculty have intentionally placed groups of clinical students with beginning teachers to provide "extra hands and eyes" in their classrooms. Through a generous gift from the George and Page Bradham Foundation, the UNC Charlotte Beginning Teacher Award was awarded for the 10th year. This year's recipient was Marie Davis, a teacher at East Union Middle School in Union County. The Center for Math, Science, and Technology Education offered workshops and institutes for hundreds of teachers and students during 2012-13. Particularly targeting new teachers were professional development sessions on K-2, 3-5, and 6-8 science; and secondary biology, chemistry, algebra, geometry, and advanced functions and modeling. The Celebration of Teaching, sponsored by the North Carolina Teacher Cadet Program and the College of Education, provided opportunities for aspiring and new teachers to participate in workshops, classroom observations, campus tours, and a presentation by the 2012 North Carolina Teacher of the Year, Darcy Grimes.

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

UNC Charlotte provides programs leading to teacher licensure for three different groups of adults: lateral entry teachers in a variety of fields, those who are seeking lateral entry positions, and those who wish to complete a teacher preparation program to become fully licensed before entering the classroom. We also served lateral entry teachers following licensure plans issued by the Regional Alternative Licensing Center (RALC). The Office of Teacher Education Advising Licensure and Recruitment (TEALR) including the Teacher Recruiter provide lateral entry teachers with specific guidance and plans of study. Once admitted to a teacher education program, they are advised within their respective departments by advisors and faculty. Graduate-level courses are offered in an intensive program (Graduate Certificate in Teaching) in the areas of B-K, elementary, middle grades, and special education; the secondary fields of English, math, comprehensive social studies, and comprehensive science; and the K-12 fields of art, theatre, French, German, Spanish, and English as a Second Language. The Master of Arts in Teaching (MAT) mirrors the Graduate Certificate coursework in Phase I of this two-part masters program. Candidates may apply to the MAT during their last semester in the Graduate Certificate in Teaching program. (Phase II of the MAT leads to the M license.) All coursework is offered on campus in the evenings and weekends, with admitted students able to start programs in fall, spring, or summer. In order to better serve the adult population, critical programs offer online courses throughout the year with reduced tuition through Distance Education. Through these multiple venues, we served more than 700 adults. Praxis II preparation workshops are offered for lateral entry teachers and for those seeking lateral entry positions. The partnership with Teach for America (TFA) continues to bring more college graduates from other fields into the teaching

profession. We provided specially tailored coursework to over 70 TFA teachers who are in lateral entry positions in Charlotte-Mecklenburg Schools for the 2012-13 school year. UNC Charlotte also supported state-wide efforts in lateral entry support through providing coursework for teachers in the NC Teacher Corp and NC INSPIRE programs. PDS induction programs also provide support for lateral entry teachers. Mentors were provided for lateral entry teachers beginning in Spring 2012 and continued through the 2012-13 academic year. These mentors provided support and supervision on an individual basis. In collaboration with school administrators and after reviewing school level evaluations of the lateral entry teachers, the mentors completed one to three observations depending on the needs and confidence of the teachers. Support seminars were conducted with topics that pertained directly to the lateral entry teaching experience. Online seminars and remote observations were available for teachers who could not travel to campus. Seminars were tailored for the specific needs of lateral entry teachers which are typically different than the needs of traditional graduate candidates. Sixty-nine lateral entry teachers participated in the mentor program.

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

UNC Charlotte serves career teachers through campus-based and distance education graduate programs, Professional Development Schools (PDS), institutes, and conferences. We offer Master's and Doctoral programs addressing over 20 different advanced licensure or leadership areas. The Master of Arts in Teaching allows teachers who have cleared their lateral entry licenses to build upon their previous degrees and earlier graduate coursework to obtain advanced licensure in specialized areas. An array of distance education (DE) programs, either online or face-to-face, make add-on or advanced licensure more easily available to career teachers. The statewide DE Academically/Intellectually Gifted add-on licensure program enrolled approximately 120 students. Other DE programs included the M.Ed. in Middle Grades Education (Cabarrus County), M.Ed. in Reading Education (Rowan County), and the Master of School Administration (Gaston County and Union County). In addition, the Graduate Certificate program in Instructional Systems Technology licensure and the Elementary Mathematics licensure program offered online courses to teachers in the Charlotte area. The Center for, Science, Technology, Engineering and Math Education (C-STEM) has provided services to career teachers through a wealth of activities such as AP Institutes in many targeted areas of science, English, social studies, and mathematics, and their annual January conference for over 600 teachers. Add-on advanced licensure programs in Educational Administration (012) and Supervision (113) served 41 and 20 students respectively. Coursework for graduate and/or renewal credit was offered through CMSTE in many areas of math and science, such as environmental education and AP institutes. Faculty in the College of Education and colleagues in the English Department offer the UNC Charlotte Writing Project Institute each summer, followed by seminars and conferences during the academic year. Professional development schools and other teachers were involved in professional development through collaboration in areas such as co-planning, demonstration lessons and support using reform-based pedagogies. Teachers also continued their professional growth through grant-writing, action research projects, project evaluation, development of Professional Learning Communities, and conference presentations. Faculty provided workshops and/or mentoring on topics such as integration of technology, student assessment, improving relationships with families and agencies, co-teaching and inclusion, RTI, classroom management and behavioral support, and improving instructional practices in various areas such as science, math, early and adolescent literacy, and writing. Faculty served on school boards, boards of directors, school leadership teams. Faculty

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

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

The Unit serves low performing schools through systematic, on-going partnerships as well as through individual faculty efforts. The College's Professional Development Schools (PDS) program partners with 12 low-performing schools across 5 districts, including seven who have recently not made Adequate Yearly Progress. Projects included reading workshop pedagogies, integrating culturally-responsive pedagogies, science inquiry, social studies tutoring and technology integration into classrooms. The RAISE Project focused on developing literacy and mathematics instructional methods for students with significant intellectual disabilities; the project developed literacy, mathematics and science curriculum, trained teachers to implement it, monitored implementation, and presented data analyses of results. The APLUS mathematics project included over 70 hours of professional development to over 400 teachers in 6 low-performing districts across the state. The project focused on preparing Kindergarten and First Grade teachers to use formative assessment data to plan mathematics instruction. Also, various projects in other schools focused on students at risk for low achievement and/or dropping out of school. To support diverse learners, teachers, and families in the urban schools of CMS, faculty worked with administrators and agencies such as the Workforce Development Committee, the Dropout Prevention Committee, Mecklenburg Child Development Services, the Mecklenburg Local Interagency Coordinating Council and its Child Find subcommittee, the Greater Enrichment Program, and the Latin American Coalition. Faculty have conducted program evaluation for CMS schools, a Discovery Education project in a low-performing rural district, a 1-to-1 technology initiative in a neighboring district, district-based mathematics assessments in a local district, and the new state Teacher Evaluation Instrument. The Child and Family Development faculty continued to provide off-campus B-K coursework to CMS Bright Beginnings and More-at-Four teachers in high-need areas. The Center for Educational Outreach hosted the CMS Emerging Leaders program, which served 125 high school students from impoverished neighborhoods. With CMS and Teen Health Connection, the Middle Grades University program provided enrichment activities for 100 middle school students in urban schools. Faculty served on advisory committees, participated in redesigning K-3 curriculum for students at risk of reading failure, visited / observed classrooms, made presentations about ideas for meeting the diverse needs of middle and high school students, and consulted with teachers regarding strategies for assessing and managing difficult behavior. One faculty member focused on a project with the principal, social worker and teachers in a high-needs school to provide systematic social skill instruction to students who were at risk for developing challenging behaviors. Another faculty member helped CMS analyze large data sets to find ways to close the achievement gap. Distance education programs offered at the request of school systems offer on-site courses that address the instructional needs of low-performing students (e.g., the M.Ed. in Reading Education in Rowan-Salisbury).

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

Current efforts or future plans to respond to the SB724 and HB23 provisions are:

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23).
 - All candidates receive preparation in using instructional technologies for teaching and learning through required and elective coursework that emphasize updated Web 2.0 tools, e.g. EIST 4100/5100, ELED 3111, ELED 4121, MDSK 3151/6162. Updated technologies are integrated into coursework, including SmartBoards, iPad cart classroom sets, and mobile technology. Competency in using instructional technology is demonstrated during student teaching and measured on the *Student Teaching Assessment Rubric* and the *Certificate of Teaching Capacity*.
- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724).
 - Candidates complete two reading methods courses and four mathematics courses, two in math content and two in math methods. Updated requirements in these courses are based partly on collaboration and feedback from school partners. Elementary education faculty have been trained in *READ 3*, which is incorporated into READ 3224, one of the required reading methods courses. Special education faculty have been trained and certified by DPI and are implementing the *North Carolina Reading Foundations and Mathematics Foundations curricula* based on research-validated reading and mathematics instructions. Additionally, candidates may earn a minor in reading education, leading to the add-on reading license. They may earn a concentration in mathematics or the add-on license in elementary mathematics at the graduate level.
- c) 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) *Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.*
 - As noted in item b) above, research-validated strategies for reading and mathematics instruction are provided in required methods coursework. Special education candidates take pre- and post-tests for the *NC Reading/Mathematics Foundations curricula*. During student teaching candidates are placed in classrooms with cooperating teachers who have been certified in *Foundations* and can assess candidate performance. Candidates currently must pass Praxis II. In preparation for the new MTEL, recommendations from elementary education faculty task force are being implemented, including a timeline for transition to the MTEL. Faculty have taken the MTEL practice tests, resulting in curriculum modifications and the creation of workshops and on-line modules for candidates.
- d) 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).
 - Candidates in elementary education and special education complete required coursework in measuring and evaluating student learning, e.g., ELED 4121 and SPED 3173. Faculty have been trained in *READ 3*, the technology-based assessment system used in our partner schools, and it will be part of courses in the elementary and special education programs, e.g., READ 3224/5200 and SPED 4275/5275, using classroom sets of iPads.
- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724).

- Candidates are required to take at least two arts courses, one of which must be an arts activity course. Candidates may take additional coursework toward a concentration in visual and performing arts. During the ELED 4220 course on integrating curriculum, candidates complete an integrated instructional unit that must include art curriculum. Instructional competence is demonstrated during student teaching and measured on the *Student Teaching Assessment Rubric*. A new faculty position has been created for an arts education specialist to coordinate future efforts in arts instruction across the curriculum.

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

Special emphasis has been given to ensuring that elementary education candidates are prepared for the MTEL, currently known as the *North Carolina Foundations of Reading and General Curriculum*. A task force comprised of 18 faculty members from elementary education and special education met during the year and developed recommendations. The UNC Charlotte College of Education's North Carolina Foundations of Reading/General Curriculum Task Force developed the following recommendations:

- Practice Tests:** Students will take the practice test for General Curriculum and the subtest for mathematics in EDUC 1100 or in EDUC 2100
- Program Entry:** All initial licensure students must take the test for General Curriculum and the subtest for mathematics as a requirement for the initial licensure programs. Program admission is not dependent on passing. TEALR will report scores to Elementary Education and Special Education Program advisors. The scores will be used to identify students who need information on available online resources to help them improve. Advisors will also make recommendations about additional coursework students may want to take to increase content knowledge.
- Foundations of Reading Test:** Initial licensure students will take the Foundations of Reading Test after successfully completing READ 3226, READ 5300, or SPED 4275. Initial licensure students will have access to lists of resources (books, articles, and websites), 5 multiple choice questions (per reading topic), and 1 essay question (per reading topic) before taking the Foundations of Reading Test for the first time. They will also have access to online modules before they take the Foundations of Reading Test the first time. If students fail the reading Foundations of Reading Test one time, they will be required to complete the online reading modules. If students fail the Foundations of Reading Test two times, they will be asked to take faculty led face-to-face workshops.
- General Curriculum (includes the Math subtest):** Initial licensure students will have access to lists of resources (books, articles, and websites) and online modules before taking the General Curriculum Test for the first time. They will also have access to online modules before they take the General Curriculum Test for the first time. If students fail the reading General Curriculum Test one time, they will be required to complete the online reading modules. If students fail the General Curriculum Test two times, they will be asked to take faculty led face-to-face workshops. Undergraduate students who have not passed the test for General Curriculum, the Foundations of Reading Test, or the subtest for mathematics will retake these tests before entering their student teaching internships. Graduate students who have not passed the test for General

Curriculum, the Foundations of Reading Test, or the subtest for mathematics will retake these tests the semester prior to the student teaching semester. Students who have not passed these tests before entering student teaching may enroll in the workshops or access online resources to increase their preparedness.

- e) **Summer MTEL Course:** Students who have not successfully passed one or more sections of these tests may enroll in a summer MTEL course to help them improve their performance.

Supplemental Information (Optional)

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

In 2012-2013, UNC Charlotte engaged in several activities that improved the performance of students on the Praxis I and Praxis II examinations. To assist with the Praxis I examinations, 4 workshops were conducted for 68 students seeking admission to a teacher education program. Participants registered for Praxis I overview workshops and/or content area workshops in mathematics, reading/writing, or both. Registration priority was given to students who had previously failed the Praxis I examination and to first-time examination takers. These intense workshops were taught by a professor of elementary education and professor of mathematics education. There were 28 students in the Praxis I overview workshops. There were 16 participants in the mathematics workshops. Of the participants who subsequently reported their mathematics Praxis I scores, 37% showed improvement. There were 21 participants in the reading workshops. There were 8 participants in the writing workshops. Of the participants who subsequently reported their reading/writing Praxis I scores, 27% showed improvement. To assist with the Praxis II examinations, faculty at UNC Charlotte in both the College of Education and the College of Liberal Arts and Sciences were given the opportunity to take Praxis II Specialty Area examinations in their licensure areas at no personal expense. The purpose of this initiative was to ensure the familiarity of teacher education faculty members with the Praxis testing requirements in their areas of expertise. Students are given free access to Study Island for Praxis I preparation. This self-paced, diagnostic-based tool is helpful in strengthening weak areas for candidates. Faculty members were also invited to plan and conduct Praxis II examination preparation workshops for pre- and in-service teachers. A total of 198 students participated in 14 workshops designed to prepare students for their respective Praxis II tests. Students' evaluations of the workshops suggested that the workshops improved significantly the students' ability and confidence to take and pass the examinations. Praxis II specialty area workshops were conducted in elementary education, special education, history/social studies, middle grades mathematics, and secondary mathematics. Faculty are currently planning to deliver workshops that will help students succeed on the Massachusetts Test for Education Licensure.

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

The College of Education recruits students into professional education through special programs, conferences, and institutes as well as on-going efforts by the Teacher Recruiter, the Undergraduate and Graduate Admissions Offices, and the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). The College's marketing campaign, "Pathway to

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

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

The presence of minority faculty and professional advisors in the initial licensure teacher education programs exceeds 20%, thus providing more role models for underrepresented groups. The marketing campaign for career changers includes recruiting materials that feature racial, gender, and age-related minority teachers and a variety of majority and minority students, providing a visual representation of the population of schools. TeamTeach members include minority students who participate in recruitment activities. The College actively participates in the University’s Minority Faculty Recruitment and Retention Committee, the Committee for Instructional Success, the University Transition Opportunities Program (UTOP), TRACE: Transferring Resources for Advancing the College Experience. The Center for Science, Technology, Engineering, and Mathematics (C-STEM) Education houses the NC-MSEN Pre-College Program that focuses on recruiting minority students in middle and high schools to STEM-related majors including teacher education. The College’s efforts to support high school Teacher Cadet programs have a targeted focus on high schools with a high minority presence, and these partnership efforts are supported by the College’s Office of Educational Outreach (OEO). OEO annually hosts the Bob Barrett Lecture Series – Multicultural Issues in Counseling that provides opportunities for educators to address diverse issues in the field and actively engage underrepresented groups that may not consider the educational realm as a career path. Racing Against Childhood Obesity Conference explores factors which underlie the current obesity epidemic and what is working in childhood obesity prevention and intervention, including differences in race and class. The NC Department of Public Instruction (NCDPI) and the College hosted the Literacy for English Language Learners (ELLs) Institute to train teachers of ELLs in strategies for integrating academic language and literacy development into their

content lessons. NCDPI and the College hosted ExC-ELL Extended to provide additional training to teachers already implementing the Expediting Reading Comprehension for English Language Learners (ExC-ELL) protocol. The Summer Supervision Institute provides professionals opportunity to develop their supervision skills and roles including diversity issues in supervision. The Multicultural Play Therapy Center Conference targets professionals for development in play therapy skills, promote inclusion and to value diversity. The workshops for Praxis I are open to all students but were established with a particular focus on assisting minority students in clearing the test barrier. The 2+2 agreements with community colleges, the Graduate Certificate in Teaching program, and the Summer Pathway to Teaching program all attract more minority students by facilitating entrance into and progress through teacher education programs. The visits to community colleges by the Teacher Recruiter and Undergraduate Admissions are rich opportunities for recruiting minority students into teacher education.

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

As part of the university's Quality Enhancement Plan, the College of Education implemented its Freshman Engagement Project to increase the success of new undergraduate students. This project, called *Prospect for Success*, is for freshmen who have indicated the intention of majoring in teacher education. Two required introductory courses have been revised to include curriculum that fosters three student learning outcomes that are fundamental to success as a teacher education candidate: commitment to success, inquiry, and cultural and self awareness. The new Minor in Urban Youth & Communities admitted their first students during this academic year. Its goal is to increase civic engagement of undergraduates across campus in area urban schools. The Center for STEM Education, in partnership with Discovery Place, received a grant for "STARS-Science Teacher Astronomy Research Sessions" to offer space focused professional development for 30 middle grades teachers in the Charlotte region. UNC Charlotte was selected as an IHE partner of the NC State Improvement Project focused to improve reading and mathematics outcomes for children with special needs. The project will provide Foundations training for pre-service candidates and in-service teachers so that they are prepared to implement research-based reading and mathematics instruction involving explicit, systematic and multisensory methodologies. The Graduate Certificate in Autism Spectrum Disorders admitted their first students in Fall 2012 with 32 students. All strands of the MEd program in Elementary Education (Math, Instructional Systems Technology, AIG, Special Education, and TESL) have been established online and online courses for the entire program were written during the 2012-13 academic year for full online implementation in Fall 2013.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	56
	Hispanic	4	Hispanic	46
	White, Not Hispanic Origin	94	White, Not Hispanic Origin	599
	Other	9	Other	26
	Total	119	Total	741
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	11
	Hispanic	3	Hispanic	4
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	26
	Other	1	Other	6
	Total	29	Total	48
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	8
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	57
	Other	1	Other	2
	Total	27	Total	71
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	3	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	41	Black, Not Hispanic Origin	171
	Hispanic	10	Hispanic	45
	White, Not Hispanic Origin	113	White, Not Hispanic Origin	512
	Other	5	Other	28
	Total	172	Total	771

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)	16	45
Elementary (K-6)	90	178
Middle Grades (6-9)	92	182
Secondary (9-12)	124	235
Special Subject Areas (k-12)	51	121
Exceptional Children (K-12)	62	160
Vocational Education (7-12)		
Special Service Personnel (K-12)	0	0
Other	0	0
Total	435	921
Comment or Explanation:		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions.		

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

	Baccalaureate
MEAN SAT Total	1,179
MEAN SAT-Math	558
MEAN SAT-Verbal	563
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	532
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.22
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				
LC Completed program and applied for license				
Prekindergarten (B-K)		15		10
Elementary (K-6)	15	138	15	54
Middle Grades (6-9)	1	33	4	47
Secondary (9-12)		43	5	67
Special Subject Areas (K-12)		22	5	32
Exceptional Children (K-12)	8	29	13	56
Vocational Education (7-12)				
Special Service Personnel				3
Total	24	280	42	269
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	247	100
Spec Ed: Adapted Curriculum	23	100
Spec Ed: General Curriculum	32	100
Institution Summary	302	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	10	126	106	5	26	12
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	8	4	1	3
U Licensure Only	129	95	52	4	20	11
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	702	95	64
Bachelor	State	5,823	90	55

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

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	2,158
Cabarrus County Schools	840
Union County Public Schools	573
Gaston County Schools	466
Rowan-Salisbury Schools	378
Iredell-Statesville Schools	251
Cleveland County Schools	237
Lincoln County Schools	229
Stanly County Schools	207
Kannapolis City Schools	167

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
119	18	71