

# IHE Bachelor Performance Report

## UNC-Wilmington

2012 - 2013

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### Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. UNCW's strength lies in three enduring values: commitment to the journey, love of place, and the power of ideas and innovation. The university, comprised of 13, 733 students, touts a powerful academic experience that stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate (52 majors) and master's levels (38 degrees), and two doctoral programs: educational leadership and administration and marine biology. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

In the 2012-2013 year, UNCW enjoyed the second year of our new Chancellor, Dr. Gary Miller. He continues to emphasize innovation, research, and community engagement. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson College of Education is accredited by the National Council for Accreditation of Teacher Education, and all programs are approved by the State Board of Education.

### Special Characteristics

Dr. Kenneth Teitelbaum continued in his second year as Dean of The Watson College of Education (WCE) at UNCW. The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs.

To accomplish these goals, the WCE has established Professional Development System collaborative agreements with 12 school systems (including one Department of Defense and two early college high schools), and two charter schools in southeastern North Carolina. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software. State-of-the-art computer facilities located in the Education Building provide hardware and software. A wireless upgrade project was completed in 2013, providing an additional 36 (3 originally) wireless access points for students. The update allows for the increased use of tablets, laptops, and mobile technology for our students.

All of the programs in the WCE have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies. Most courses are web-enhanced or online, and students develop electronic portfolios. The Watson College of Education has equipped two additional classrooms for Distance Educational capabilities, so that candidates, who would normally not have access to the main campus, will be able to access class remotely from a home computer or laptop. Approximately 15 classes were conducted in these rooms. These efforts have increased student accessibility, particularly in surrounding rural areas of North Carolina that struggle to place highly-qualified teachers.

The advising program in the WCE is strong, and all education and pre-education majors are advised by academic advisors and full-time faculty members. Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. Extension programs are located at Coastal Carolina, Brunswick and James Sprunt Community Colleges. The university has adopted a revised version of basic studies, university studies, which centers on inquiry and competency-based curriculum. Because of these significant and nuanced changes, which require significant logistical and administrative actions, the faculty members of WCE have been given the opportunity to opt-out of program advising, providing more stability in the advising experience for the student. Faculty members who opt out of advising will continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2012-2013 academic year, including Teaching Fellows and Principal Fellows. Students have access to career placement services and education job fairs while completing their internships, and employment rates of graduates are very high. Watson College graduates continue to be recognized as quality educators; many have achieved National Board

Certification status, and several received Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year.

### **Program Areas and Levels Offered**

The Watson College of Education at UNCW offers the following programs at the undergraduate level: Education of Young Children (birth –kindergarten), Elementary Education (grades K–6), Middle Grades Education (grades 6–9), and Special Education (grades K–12 in general curriculum and adapted curriculum). Licensure for grades 9–12 is offered in the following areas: Biology, Chemistry, English, Geology, Mathematics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education & Health, French, Music, and Spanish. (Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed above.) Add-on licensure will continue to be offered in Teaching English as a Second Language (TESL) and Academically and Intellectually Gifted (AIG) at the undergraduate (TESL) and graduate levels (TESL and AIG). Many other programs are offered at the graduate level, and are included in the graduate report.

All undergraduate programs are consistent with the Watson College of Education’s mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

<p><b>Brunswick County Schools</b></p> <ul style="list-style-type: none"> <li>• Belville Elementary</li> <li>• Bolivia Elementary</li> <li>• Brunswick Co Early College</li> <li>• Cedar Grove Middle</li> <li>• Jessie Mae Monroe Elementary</li> <li>• Leland Middle</li> <li>• Lincoln Elementary</li> <li>• North Brunswick High</li> <li>• Shallotte Middle</li> <li>• South Brunswick High</li> <li>• South Brunswick Middle</li> <li>• Southport Elementary</li> <li>• Supply Elementary</li> <li>• Town Creek Elementary</li> <li>• Union Elementary</li> <li>• Virginia Williamson</li> <li>• Waccamaw Elementary</li> <li>• West Brunswick High</li> </ul>	<p><b>Camp Lejeune Department of Defense Schools</b></p> <ul style="list-style-type: none"> <li>• Bitz Intermediate</li> <li>• Brewster Middle</li> <li>• Heroes Elementary</li> <li>• Delalio Elementary</li> <li>• Lejeune High</li> <li>• Johnson Primary</li> <li>• Tarawa Terrace II Elementary</li> </ul> <p><b>Carteret County Schools</b></p> <ul style="list-style-type: none"> <li>• White Oak Elementary</li> </ul> <p><b>Columbus County Schools</b></p> <ul style="list-style-type: none"> <li>• Acme Delco Elementary</li> <li>• Acme Delco Middle</li> <li>• East Columbus High</li> <li>• Hallsboro Middle School</li> </ul> <p><b>Clinton City Schools</b></p> <ul style="list-style-type: none"> <li>• Butler Avenue Elementary</li> </ul>
<p><b>Duplin County Schools</b></p> <ul style="list-style-type: none"> <li>• BF Grady Elementary</li> <li>• Beulaville Elementary</li> <li>• Charity Middle</li> <li>• Chinquapin Elementary</li> <li>• East Duplin High</li> <li>• EE Smith Middle School</li> <li>• James Kenan High</li> <li>• Kenansville Elementary</li> <li>• N. Duplin Jr/Sr High</li> <li>• North Duplin Elementary</li> <li>• Rose Hill-Magnolia Elementary</li> <li>• Wallace Elementary</li> <li>• Wallace-Rose Hill High</li> <li>• Warsaw Elementary</li> <li>• Warsaw Middle</li> </ul> <p><b>Jones County Schools</b></p> <ul style="list-style-type: none"> <li>• Jones Middle</li> </ul>	<p><b>New Hanover County Schools</b></p> <ul style="list-style-type: none"> <li>• Alderman Elementary</li> <li>• Anderson Elementary</li> <li>• Ashley High</li> <li>• Bellamy Elementary</li> <li>• Blair Elementary</li> <li>• Bradley Creek Elementary</li> <li>• Carolina Beach Elementary</li> <li>• Castle Hayne Elementary</li> <li>• Child Development Center</li> <li>• Codington Elementary</li> <li>• College Park Elementary</li> <li>• D.C. Virgo Middle</li> <li>• Dorothy B Johnson Pre-K Center</li> <li>• Eaton Elementary</li> <li>• Forest Hills Elementary</li> <li>• Gregory Math/Sci/Tech Elementary</li> <li>• Hoggard High</li> <li>• Holly Shelter Middle</li> </ul>

**Onslow County Schools**

- Blue Creek Elementary
- Carolina Forest Elementary
- Dixon Elementary
- Dixon High
- Dixon Middle
- Hunters Creek Elementary
- Jacksonville Commons Elementary
- Jacksonville Commons Middle
- Morton Elementary
- New Bridge Middle
- Parkwood Elementary
- Queens Creek Elementary
- Richlands Primary
- Silverdale Elementary
- Southwest Elementary
- Southwest High School
- Swansboro Elementary
- Thompson Early Childhood Center

**Pender County Schools**

- Burgaw Elementary
- Burgaw Middle
- Cape Fear Elementary
- Cape Fear Middle School
- Malpass Corner Elementary
- North Topsail Elementary
- Pender Early College High
- Pender High
- Rocky Point Primary
- South Topsail Elementary
- Topsail High
- Topsail Middle
- (Heidi) Trask High
- West Pender Middle

**Sampson County Schools**

- Union Elementary
- Union High
- Union Intermediate
- Union Middle

- Holly Tree Elementary,
- Howe Pre-K
- Isaac Bear Early College High
- JC Roe Pre-K Center
- Lake Forest Academy
- Laney High
- Mary C. Williams Elementary
- Mary Sidberry Mosley PLC
- Murray Middle
- Murrayville Elementary
- Myrtle Grove Middle
- New Hanover High
- Noble Middle
- Ogden Elementary
- Parsley Elementary
- Pine Valley Elementary
- Rachel Freeman Elementary
- Roland-Grise Middle
- Snipes Academy of Arts & Design
- Sunset Park Elementary
- Trask Middle
- UCP Developmental Preschool
- Williston Middle
- Wilmington Early College High
- Winter Park Model Elementary
- Wrightsboro Elementary
- Wrightsville Beach Elementary

**Whiteville City Schools**

- Edgewood Elementary
- Whiteville Primary

**Cape Fear Center for Inquiry Charter School****Charter Day School of Brunswick County**

## **Priorities Identified in Collaboration with LEAs/Schools**

### **Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina.**

**Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.**

## **Activities and/or Programs Implemented to Address the Priorities**

### **1. PDS Arrangement**

The Watson College of Education's Professional Development System University-School Partnership is with 12 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership was established a comprehensive university /school collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 145 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2012, Watson College of Education Interim Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2012 – 2015.

### **Start and End Date(s)**

7/1/2012 to 6/30/2013

### **Number of Participants**

In 2012-2013, 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333 seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously) and 15 professional initiatives for a total of 418 sessions with 19,665 contact hours.

### **Summary of the Outcome of the Activities and/or Programs**

The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Partnership Agreements for 2012-2015 have been signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During fall 2012 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2012-2013 academic year. These conversations led to the ongoing development of online professional development modules for our regional partners.

## **Activities and/or Programs Implemented to Address Priority above**

### **2. Technology Sessions & Webinars**

This year PDS piloted a new effort with our technology liaisons. In the past, they would respond to specific PD requests from schools. This year, hosted one technology session per semester for interested partnership teachers. This seems to be a productive use of the technology liaisons' time. Two webinars were offered for partnership teachers (one for the fall and one for the spring). In the fall a faculty member facilitated a webinar on literacy. In the spring the Director of PDS worked with coordinator for New Hanover County Schools to host a webinar on online learning.

### **Start and End Date(s)**

10/ 8/2012 and 2/11/2013

### **Number of Participants**

Total of 30 teachers, 12 participants for the fall webinar and 11 participants in the spring.

### **Summary of the Outcome of the Activities and/or Programs**

The pilot meets the needs of the participants and the PDS office will survey for topics from the school districts to tailor sessions to teachers/administrator needs.

### **Priority Identified in Collaboration with LEAs/Schools**

#### **Professional Development of Teachers and /or Administrators**

**Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.**

## **Activities and/or Programs Implemented to Address the Priorities**

1. University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored new initiatives and maintained initiatives from 2011-2012—Partnership in Action Project, the Master Teacher Program and the Fall Superintendent Forum.

### **Start and End Dates(s)**

7/1/2012 to 6/30/2013

### **Number of Participants**

Teachers, administrators, K-12 students, university faculty, community leaders

### **Summary of the Outcome of the Activities and/or Programs**

In 2012-2013, a total of 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333 seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and 15 professional initiatives for a total of 418 sessions with 19,665 contact

hours. Fifteen cultural arts events hosted for teachers and students in the region involved a total of 5,333 participants.

**Activities and/or Programs Implemented to Address the Priorities**

2. PDS continued an initiative from the previous year the Master Teacher Program and PDS brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates. The selected Master teachers decided to provide videos of their exemplary practice to upload and share with WCE faculty and also create an advocacy message that can be disseminated regularly.

**Start and End Dates(s)**

Fall 2012-Spring 2013

**Number of Participants**

12 Teachers

**Summary of the Outcome of the Activities and/or Programs**

In 2012-2013, a total of 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333 seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and 15 professional initiatives for a total of 418 sessions with 19,665 contact hours. Fifteen cultural arts events hosted for teachers and students in the region involved a total of 5333 participants.

**Priority Identified in Collaboration with LEAs/Schools**

**Professional Development of Teachers and /or Administrators**

**Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.**

**Activities and/or Programs Implemented to Address the Priorities**

Many of the collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. To understand the context of research in local schools the PDS coordinated a session by administration from New Hanover County for faculty conducting Research in New Hanover County Schools. Also the newly initiated Director for Grants in WCE developed a series of workshops for faculty.

**Start and End Date(s)**

7/1/2012 to 6/30/2013

**Number of Participants**

Teachers, students, and faculty

### **Summary of the Outcome of the Activities and/or Programs**

The Watson College of Education and its affiliated Science and Math Education Center and other faculty currently have over 2.5 million in active external funding and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

#### **Priority Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale Recognizing the need for high quality professional development for specified needs.**

#### **Activities and/or Programs Implemented to Address the Priorities**

Partnership in Action Schools Program: This year the PDS launched the Partnership in Actions (PIA) schools program to nurture more intensive university-school collaborative sites in the following areas: teacher candidate preparation, professional development, research, and grant writing. Schools will be selected every three years. Teachers and administrators in these schools will also work collaboratively with Watson College of Education faculty and administrators in the governance of the partnership. Schools applied and a selection committee was formed. Using the committee's suggestions, a rubric was used to select the schools. Twelve schools applied and 3 were selected: Carolina Forest International Elementary School, Cedar Grove Middle School, and Heidi Trask High School. PDS hosted a meeting with selected schools and their faculty facilitators. There were nine people on the committee and we had a total number of 13 meetings (including interviews with schools).

#### **Start and End Date(s)**

Spring 2013

#### **Number of Participants**

3 schools and 6 WCE Faculty Members

### **Summary of the Outcome of the Activities and/or Programs**

Faculty facilitators will provide and/or arrange professional development opportunities for the school faculty, staff, and/or administrators. At least one of these faculty will be designated a "faculty in residence" at the school and will be expected to be on site at the school at least 10 days per year.

#### **Priority Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with Dropout Prevention Coalition to combine and develop resources.**

#### **Activities and/or Programs Implemented to Address the Priorities**

Dropout Prevention Coalition: WCE assists in supporting the Dropout Prevention Program. A Symposium in WCE was held. Former State Senator Howard Lee was the keynote speaker. Presentations were given from 14 successful area programs. WCE co-sponsored the 25th Annual At-Risk Youth National Forum "Investing for a Lifetime: Education is Economic Development", Community member Rev. Clifford Barnett was a keynote speaker.

WCE hosted *Successful and Innovative Programs to Ease the Transition from Middle School to High School*. The roundtable event featured 13 successful middle school and high school programs designed to help students successfully transition to the 9th grade.

**Start and End Date(s)**

Fall 2012- Spring 2013

**Number of Participants**

30 DPC attendees and presenters, 60 attendees from area school districts.

**Summary**

A majority of participants rated this conference as excellence.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Administrators**

**Rationale: Recognizing the need for high quality professional development for specified needs. WCE assists in providing resources for and teachers/administrators.**

**Activities and/or Programs Implemented to Address the Priorities**

AIG Mini-Conference This conference addressed the needs of Academically Gifted and Intellectually Gifted students in southeastern North Carolina.

**Start and End Date(s)**

4/23/2013

**Number of Participants**

47 teachers and university faculty

**Summary**

Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide specifically designed literacy instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.**

**Activities and/or Programs Implemented to Address the Priorities**

Columbus County Enrichment Project designed to meet the literacy needs of middle grades students in southeastern North Carolina.

**Start and End Date(s)**

7/1/2012 -7/31/2012

**Number of Participants**

Participants included 30 middle school students, 19 UNCW students as tutors.

### **Summary of the Outcome of the Activities and/or Programs**

Students from Columbus County, North Carolina were presented with effective literacy strategies and orientation to a university.

#### **Priorities Identified in Collaboration with LEAs/Schools**

**Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of beginning teachers and in our region.**

#### **Activities and/or Programs Implemented to Address the Priorities**

The First Year Teacher Support Program hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. In total, 65 teachers attended the sessions representing 8 schools districts and 1 charter school in our PDS Partnership. 20 faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. 11 teachers from 6 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the final BT Professional Development Day in April.

Finally, FYTSP continues to provide both online support and mentor training. Currently, the online Blackboard Forum hosts 48 beginning teachers and 50 eMentors. FYTSP also partnered with New Hanover County Schools in the fall to provide a two-day Mentor Training for 175 beginning teacher mentors.

#### **Start and End Date(s)**

7/1/2012 to 6/30/2013

#### **Number of Participants**

Teachers and administrators

### **Summary of the Outcome of the Activities and/or Programs**

A majority of the participants who completed an evaluation of the Beginning Teacher Professional Development Days ranked individual presentations as being Very Good or Excellent.

#### **Priorities Identified in Collaboration with LEAs/Schools**

**Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and in our region, particularly in addressing Diversity of the classrooms.**

#### **Activities and/or Programs Implemented to Address the Priorities**

Culturally Responsive Teaching Professional Development: The Teacher in Residence, and PDS Director did a series of five workshops on culturally responsive teaching.

**Start and End Date(s)**

Fall 2012-Spring 2013

**Number of Participants**

30 teacher participants across five sessions at Burgaw Middle School and 36 participants at the session with Silverdale Elementary.

**Summary of the Outcome of the Activities and/or Programs**

Continued discussion on culturally responsive practice will continue by school request.

**Priorities Identified in Collaboration with LEAs/Schools**

**Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.**

**Activities and/or Programs Implemented to Address the Priorities**

“What Works”: Meet the Community Non Profits: Collaborative and Innovative Initiatives Students and faculty were able to discover and interact with the community non-profits. A series of presentation highlighting initiatives, strategies, research, grant opportunities and outreach connections were formed. The community non-profits included: Oasis, Girls on the Run, Communities and School of the Cape Fear, Children’s Museum, Kids Making it, Residential Adolescent Achievement Center, Cape Fear Habitat for Humanity, Cape Fear Literacy Council, First Book of New Hanover County, Good Shepherd Ministries, Phoenix Employment Ministries of Wilmington and Cape Fear Clinic.

**Start and End Date(s)**

9/27/2012, 10/25/2012, 11/29/2012, 2/23/2013, 3/29/2013, and 4/19/2013

**Number of Participants**

Over a hundred UNCW students and staff attended and dialoged with the directors of the non-profit organizations.

**Summary of the Outcome of the Activities and/or Programs**

Developed awareness for faculty and students about local agencies and how increase meaningful service learning opportunities for our students.

**Priorities Identified in Collaboration with LEAs/Schools**

**Support for Career Teachers Seeking National Board Certification Rationale WCE believes in a continuum of support for all levels of career development from Pre-service through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.**

**Activities and/or Programs Implemented to Address the Priorities**

The WCE National Board Support Program served initial, advanced and renewal candidates during 2012-2013. The program hosted 20 support workshops and provided 3 information sessions in an effort to recruit candidates. The program coordinator traveled to Duplin, Pender, New Hanover and Brunswick County schools to provide one on one support for candidates. In total, the WCE program served 18 renewal candidates from 8 counties; 22 initial candidates from 10 counties; and 1 advanced candidate. The program also collaborated with 5 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels.

**Start and End Date(s)**

7/1/2012 to 6/30/2013

**Number of Participants**

41 candidates and 5 Readers

**Summary of the Outcome of the Activities and/or Programs**

Data from both the initial support program participants indicated that 100% would recommend the Watson College's National Board Support Program to future candidates.

**Priorities Identified in Collaboration with LEAs/Schools**

**Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support these endeavors.**

**Activities and/or Programs Implemented to Address the Priorities**

The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered professional development programs and outreach activities to serve teachers and students from 6 school districts in 2012-2013. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools.

Co-sponsoring programs with the Cape Fear Museum, Hosted the Southeast North Carolina Regional Science and Engineering Fair, Youth Engineering Expectations affiliated to The Leadership Academy for Female Engineers.

**Start and End Date(s)**

2012-2013

**Number of Participants**

Over a 1000 students attended the Science Olympiad

### **Summary of the Outcome of the Activities and/or Programs**

Teachers received of instruction and were awarded either licensure renewal or graduate credit hours, addressing its goal to serve teachers in our region. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are delivered through programs like the NC Southeast Regional Science Fair, Science Olympiad, Family Science and Mathematics Nights and Star Lab Portable Planetarium presentations.

The scientific process was involved in the development of a scientific project that resulted in a science fair exhibition. The students learned to recognize problems, plan an experiment, gather and analyze data, and draw conclusions.

### **Priorities Identified in Collaboration with LEAs/Schools Professional Development and Outreach to Public Schools**

#### **Activities and/or Programs Implemented to Address the Priorities**

CESTEM partnered with Brunswick and Onslow County to write two MSP grant proposals. Both grants were funded by NCDPI. Grants for work with schools included Project Based Math and Introductory Bio Technology workshop for High School Teachers.

Math Achievement Common Core or MACC will primarily be a high-school focused program proposed by Brunswick County Schools (BCS) to address targeted gaps or weaknesses in secondary-level mathematics (8-12). MACC will recognize the following four major goals and set forth a specific plan of action to address each one: 1) to increase teacher content knowledge in math; 2) to raise student math achievement; 3) to improve classroom instruction ; and 4) to develop a sustainable partnership with the University of North Carolina Wilmington (UNCW).

#### **Start and End Date(s)**

2012-2013

#### **Number of Participant**

Teachers

#### **Summary of the Outcome of the Activities and/or Programs**

Both the grants were awarded and professional development was created. CESTEM will work with UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.

### **Priorities Identified in Collaboration with LEAs/Schools Professional Development and Outreach to Public Schools**

#### **Activities and/or Programs Implemented to Address the Priorities**

Integrating Computing and Mathematics Education (INCOME): This project aims to assist middle grade mathematics teachers and teacher mentors to become highly knowledgeable and pedagogically skilled in integrating computing with mathematics in their teaching by developing simulations and models that illustrate key concepts in arithmetic, algebra, geometry, statistics and mathematical reasoning.

**Start and End Date(s)**

2012

**Number of Participants**

Teachers

**Summary of the Outcome of the Activities and/or Programs**

UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to teachers each year for 2012-13

**Priorities Identified in Collaboration with LEAs/Schools  
Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

Hosted the K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.

**Start and End Date(s)**

2012-2013

**Summary of the Outcome of the Activities and/or Programs**

One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

**Priorities Identified in Collaboration with LEAs/Schools  
Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

The North Carolina Biotechnology Center awarded CESTEM a grant to host “Introductory Biotechnology Workshop for High School Teachers” for Summer 2012. The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.

**Start and End Date(s)**

2012-2013

**Summary of the Outcome of the Activities and/or Programs**

One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

**Priorities Identified in Collaboration with LEAs/Schools  
Provide Specifically Designed Professional Development for School Teachers/ Administrators  
Rationale Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.**

### **Activities and/or Programs Implemented to Address the Priorities**

The Southeast Education Alliance and Watson College of Education, collaboratively assisted in the delivery of seven conferences to serve the needs of partnership school districts and Watson College of Education Faculty and staff—*The Leadership and the Learning Center Series* lead by Dr. Brian McNulty focused on Administrative leadership, Title of the conferences included: *The Collaborative Leader, The Data leader, The Standard Core Leader and Supporting New Teacher’s Success, Preparing Leaders for the SMARTER Balanced Assessment* with Dr. Sue Gendron and *Teaching with Poverty in Mind* with Eric Jensen and *The Coaching Leader*.

### **Start and End Date(s)**

Fall 2012-2013

### **Number of Participants**

Participants included 359 Administration and teachers from school districts, 32 UNCW, WCE Faculty and 23 State Agency and staff.

### **Summary of the Outcome of the Activities and/or Programs**

Participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson College of Education Dean is a member.

### **Priorities Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Guidance Counselors and Social Workers Rationale Recognizing the need student career counseling guidance toward attending college. WCE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the students to explore opportunities at Watson School of Education. Students explored break- out sessions which focused on Health/Science Education. Workshops designed and lead by Watson College of Education and selected UNCW Faculty.**

### **Activities and/or Programs Implemented to Address the Priorities**

Outreach Connections with Brunswick and Duplin County Schools, The Office of Teacher Education and Outreach in the Watson College of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2012-2013, students visited the Watson College of Education, the School of Nursing, the Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson College of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch.

### **Start and End Date(s)**

2/23/2012-3/2/2012

**Number of Participants**

Students, teachers, and guidance counselors

**Summary of the Outcome of the Activities and/or Programs**

Brunswick County 8th graders and 30 Duplin County 8 and 9th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

**Priorities Identified in Collaboration with LEAs/Schools**

**Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale and Watson College of Education Students Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson College of Education Elementary Education Faculty access to students from diverse backgrounds.**

**Start and End Date(s)**

4/16/2013

**Number of Participants**

45 Students and university faculty

**Activities and/or Programs Implemented to Address the Priorities**

The Watson College of Education collaborated with the Duplin and New Hanover County College Ready Programs with D.C. Virgo Preparatory Academy and Burgaw Middle School students. In collaboration with Watson College of Education faculty, students and staff, 5 faculty members participated with lively interactive thought-provoking activities for the students. Additionally, connections were formed with Watson College of Education Teaching Fellows, Upperman African American Cultural Center and Centro Hispano Students.

**Summary of the Outcome of the Activities and/or Programs**

Students were introduced to higher education at UNCW and provided with information about how to prepare for college.

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

The Watson College of Education continues to support the University's regional engagement and outreach goals through service to public schools. In the past year, WCE faculty demonstrated a strong commitment to activities and service related to public schools. Service to public schools includes a wide variety of initiatives, only a few of which can be mentioned here. As Watson College faculty participate in service work, professional development in schools and also faculty have a longer commitments, one faculty member served directly in a classroom as a teacher over several months. Other professors have devoted hours of service to schools.

Likewise, faculty members continue to serve as tutors, as well as guest or keynote speakers. Six faculty members served as senior or graduation project judges this year for local high schools and the Early College. Service to public schools also revealed a strong focus on diversity related topics. This is achieved through memberships on advisory boards for low achieving inner city children for example two faculty members are on the Advisory Board for the recently re-opened D.C. Virgo Middle School (majority minority (95%) and lower SES population (98% qualify for free and reduced lunch). One faculty member is the Chair of the Board and provides assistance to the school's personnel, a critical task, she also volunteered on a weekly basis, attended monthly board meetings, and 26 events/meetings. Another faculty member is on the board of Cape Fear Community in Schools.

Other faculty members are on boards or advisory boards for special needs children, tutoring students with behavior and learning problems, and by conducting workshops aimed at developing teachers' cultural responsiveness. For example, one faculty member acts as the co-director and co-founder of the Hillcrest program. This program aims to provide educational opportunities and programs to historically under-served populations.

One faculty member worked with over 100 students from area schools to participate in a Digital Storytelling competition and they present their projects at Watson College. Others have worked with teachers to connect the Common Core requirements to develop model lesson plans in areas such as AIG. Another serves as the Director of the Dropout Coalition and plans and develops conferences and forums for discussion. Faculty members often involve candidates in initiatives. For example, faculty members in 2012-2013 served diverse elementary and middle school students by holding classes on site and hosting a 9-week poetry project culminating in a poetry slam.

Many elementary faculty members work with schools during "block" experiences in which candidates serve in classrooms eight hours per week, in addition to a week of observation and two week full-time experience. Such experiences are mutually beneficially for students and candidates alike. Service to public schools also includes tutoring of students and support services to parents.

Watson College faculty members also support public schools through grant writing and review, review of instructional materials, by serving as mentors to teachers, and by serving on executive boards. There were over 25 workshops in which Watson faculty members served as organizers or leaders. The ELMS project is a grant initiative housed at Watson College of Education which provides professional development for regional teachers working with English Language Learners. In 2013, 55 teachers and administrators attended professional development on Response to Intervention (RtI) and English Language Learners (ELLs).

The Watson College of Education Lab served 230 children by providing 5230 hours of tutoring in 2012-2013. Watson faculty members are also engaged in activities related to the community and the profession through membership and leadership positions in professional organizations at the local, regional and national level.

Grants represent another facet of involvement. Faculty members were invited to work with Measurement Incorporated of Durham, NC to support a national grant, i3 Reading Recovery: Scaling Up What Works. Reading Recovery is a highly effective, targeted approach to school reform focusing on first grade students experiencing difficulty learning to read and write, typically the lowest 20 percent of the class. The program calls for intensive, long-term professional development for teachers, preparing them for interventions with first graders that help them catch up with their peers and close the achievement gap. UNCW received a \$56,000 federal Reading Recovery grant in October, 2011 and continues with over 75 teachers currently involved. The grant supports the cost of training Reading Recovery teachers and thus increases the opportunity for children to participate in one-on-one learning. However, the grant requires private matching funds of \$600 per teacher to purchase books and other materials to be used directly by children

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

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

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

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

The First Years of Teaching Support Program (FYTSP) continued to expand in 2012-2013 to include and support an online forum for members of the program. WCE Hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. In total, 65 teachers attended the sessions representing 8 schools districts and 1 charter school in our PDS Partnership. 20 faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote.

Mentor training, both ongoing through the partnership trainings and in graduate level courses, is a key service component delivered by the WCE. The First Years of Teaching website includes resources and links where teachers update contact information and receive resources. Online support includes analysis and reflection on new teacher practices and includes the new NC Professional Teaching Standards and 21st Century Skills.

In 2012 -13, 11 teachers from 6 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the final BT Professional Development Day in April.

This award program provided professional development to 11 school districts. Our plans include continuing support, through professional development of mentors, in supporting teachers as they implement the Common Core. FYTSP also provided leadership opportunities and professional development, open to area beginning teachers, which is facilitated by beginning teachers.

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

The Watson College of Education (WCE) Alternative Licensure Coordinator office addressed the needs of 2 lateral entry teachers and 105 licensure-only students in the 2012-2013 academic year. The Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for the alternative licensure programs offered by the WCE. The Coordinator communicated at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules. In addition, the Coordinator provided letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WCE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access and support. UNCW applications for admissions, financial aid and scholarship information, and payment processes are also online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offered evening and online courses to provide access to lateral entry teachers needing academic concentration courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by a letter from the principal for their internship requirement for licensure.

The Watson College also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. The "Fresh Start" program is another attempt to remove a barrier for potential students. Students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to WCE to complete a licensure-only plan of study for lateral entry candidacy are candidates for "Fresh Start". To qualify for "Fresh Start" candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor. The WCE also provides support for lateral

entry teachers in the public schools. Lateral entry teachers have access to online teaching materials provided through the WCE First Years of Teaching Support Program and other professional development.

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

In 2012-2013 our National Board Support program served initial, advanced and renewal candidates. The program hosted 20 support workshops and provided 3 information sessions in an effort to recruit candidates. The program coordinator traveled to Duplin, Pender, New Hanover and Brunswick County schools to provide one on one support for candidates. In total, the WCE program served 18 renewal candidates from 8 counties; 22 initial candidates from 10 counties; and 1 advanced candidate. The program also collaborated with 5 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels. In June 2012, we hosted a two day Pre-Candidacy Workshop to prepare potential candidates who will embark on the process during the 2012-2013 school year.

Finally, FYTSP continues to provide both online support and mentor training. Currently, the online Blackboard Forum hosts 48 beginning teachers. Teachers in their first, second and third year of teaching registered for this support. The online forum includes an archive of instructional videos, a forum for questions, alumni updates and a wide range of technology tools organized by discipline. The online forum also contains links to grant websites for teachers, as well as RSS feeds to various education blogs. The eMentor program also expanded to include 50 mentors.

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

The Watson College of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 48 school systems helping struggling readers. 649 teachers worked with 5,500 1st grade students. The Watson College of Education and the UNCW Office of Cultural Arts provided 15 cultural arts opportunities for public school children. Curricula were written and taught to the students to enhance their experience at on campus cultural events. Training for teachers was provided to ensure that this was a quality learning engagement for all participants.

Watson College of Education faculty hosted the Science Olympiad attended by more than 1000 middle and high school students from all over southeastern North Carolina. The school also hosted the Jr. Seahawks Science Academy. Over 50 middle school students from underrepresented populations attended. The academy is designed to help these students increase confidence and enthusiasm about considering college as an option and math and science as a career. The Watson School also brought 30 at-risk Columbus County (Chadbourne Middle School) students to the Watson School for a month-long literacy- focused tutoring experience. A major effort at the Watson College this year was to bring at-risk students to the University to introduce them to and make the college experience a reality in their lives. This year we invited students from Brunswick County and the newly opened D.C. Virgo. Watson College of Education faculty members were involved with numerous consulting and research opportunities with low-performing and at-risk schools in the areas of math, science, reading, writing, classroom management.

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

Other faculty members connect service learning in the methods courses. Candidates in methods courses provide afterschool and evening programming and tutoring for children and support for their parents who are guests at the Homeless Shelter.

The teacher recruiter surveyed program coordinators to see how each program addresses diversity and minority recruitment. The Diversity committee also had a sub-committee focused on collecting information about what faculty are doing in courses related to addressing Diversity and meeting the needs of all learners.

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

All programs continued to run the re-visioned undergraduate programs and continued collecting information for the NC electronic evidence review. Faculty members are very involved in making this a useful process for program review and using it as a tool for students to demonstrate their proficiency in the identified six areas. Two faculty members served on electronic evidence "expert work groups" to assist in the roll-out of the state review process. Likewise, three representatives from UNCW attended the training session for program evidence review and conducted pilot reviews in the summer of 2012.

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

#### **Current efforts or future plans to respond to the S724 and H23 provisions**

- 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 students in the Watson College are required to complete EDN 303 Instructional Technology. Students must complete the course with a grade of C or better. Additionally, faculty members are generally technology-savvy, demonstrating new tools and teaching applications to students throughout their program. Interns are expected to use relevant technologies in their teaching. We find that in some circumstances our interns become the teachers to veteran educators in the use of technology, in addition to what they teach their PK-12 students.

The Watson College is fortunate to have an Educational Technology Unit (ETU) where students can seek consultation about questions, ideas, and technology applications. Likewise, equipment can be checked out for use in the classrooms or for course assignments. The ETU has created many online tutorials to guide students in independent use of technology, such as Camtasia, digital storytelling, Taskstream, etc. The ETU regularly holds group sessions demonstrating uses of ipads in the classroom, smartboards, and other relevant classroom technologies. As a result of these combined efforts, in addition to working with the students who are largely “digital natives,” Watson students are very well prepared to integrate technology with the learning and teaching in the schools. They do so naturally and authentically.

**b. Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)**

Before admission to the WCE, students must complete two content courses in English and two content courses in Math. Once admitted to the WCE, students in the undergraduate elementary program take three courses and four lab experiences in language and literacy:

- EDN 340, Reading Foundations, with a reading lab experience working with children
- EDN 344, Literature in the Elementary School, connected to a field experience
- EDN 348 Communication Arts, with two field experiences conducted in the classroom.

The elementary reading program was recognized in the 2013 Teacher Preparation Program Effectiveness Report as performing particularly well.

Students take two courses and three labs in elementary mathematics:

- EDN 322 Number and Algebraic Reasoning with a field experience
- EDN 325 Geometry, Measurement, Data and two associated field experiences in classrooms.

**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.**

UNCW has traditionally enjoyed a very high Praxis pass rate. Most recent data indicate a 98% pass rate compared to the average pass rate from all institutions in NC at 97%. We believe that students who are admitted to the Watson College bring significant content knowledge.

Admissions to the Watson College of Education require

- completion of requisite courses in content with grades of C or better
- overall GPA of 2.7 (as opposed to the state required 2.5)
- passing scores on the Praxis I.

The content course requirement ensures the methods courses in reading and mathematics can focus on pedagogy. The Watson College will continue to focus on best teaching practices, whether these skills are assessed through the Praxis test or the MTEL. In the past we have held sessions to give students an idea of the test format, etc., and this will continue to be done with the upcoming MTEL. We expect our students to continue to excel in this area.

- 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)**

Elementary Education candidates participate in planning formative and summative assessments in each of the methods content courses. Each lesson is required to contain at least one type of assessment. Assessments are implemented in the field component of the courses, and candidates use this as one important element in the reflection phase of teaching.

At the Watson College, elementary candidates conduct an assessment project as part of the state-approved electronic evidence portfolio. In this project, candidates collect data on student learning before instruction, during instruction, and post instruction. Candidates conduct analysis of the data and reflect on their own teaching as indicators of student performance. These data are then reported through graphs (composed with technology) and text and submitted via the TaskStream platform. All students must submit a 'proficient' evidence in order to be recommended for licensure.

Likewise, elementary candidates get hands-on experiences with the ClassScape Assessment System. This program, used in NC Public Schools, allows teachers (and their interns) to monitor student progress and performance on the Common Core State Standards and the NC Essential Standards and objectives. Candidates also have experiences with the DIBELS data system (stored on handheld devices) that assesses students in the development of literacy benchmarks.

- e. Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)**

EDN 414, Integrating the Arts in the Elementary Curriculum, is a requirement for all elementary education majors. The course is designed to provide experiences with visual art, music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary students. Attention is given to understanding the arts in culture, the needs of young children in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis is placed on integrating arts instruction in other areas of the curriculum. The course contains a field experience component in which candidates are observed by teachers and/or supervisors. At the time of the NC Teacher Preparation program revisioning, the course was changed from a one credit hour to three credit hours.

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

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

The assessment director has implemented a continual assessment model which should serve WCE well in our upcoming accreditation and also future CAEP requirements. More importantly the assessments are used continuously for program refinement and development. Another emphasis is to align the programs, courses and assessments of candidates to the newly developed Mission and Value statement that ensures we develop teacher who can meet the needs of learners in schools.

**Supplemental Information (Optional)**

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

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

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

The Watson College of Education's full-time recruiter completed his fifth year in this position, continuing to advance the WCE's goal of recruiting students into the field of education, particularly targeting minority students. Among many of the activities pursued in this endeavor, the recruiter traveled regularly to meet with high school students in the southeast part of the state, and met with freshman and prospective transfer students during visits to each of our regional community colleges. Once a month, he spent full days at our local community college (Cape Fear) recruiting and providing advising support to students looking to transfer to UNCW. WCE extension site advisors also participated in activities aimed to recruit prospective transfer students including hosting information tables at fall festivals and on Camp LeJeune Marine Base. On campus, the recruiter visited and presented to 47 different sections of freshman First-Year Seminar (UNI 101) with the goal of promoting

an interest in both teaching and the Watson College of Education's programs. Additionally, he held information sessions on campus for both general information about WCE programs, as well as information sessions specific to Math and Science majors looking to pursue a teacher licensure.

The recruiter worked to raise the visibility of education programs and encourage interest in the teaching profession among minority students. For example, he organized campus visits for minority students from Bladen County, as well as for students in the STAE program (formerly AVID) from local counties. He worked closely with UNCW's Centro Hispano Office and the Upperman African-American Center, enlisting the help of UNCW minority students in recruitment initiatives. A more traditional role included meeting with students who had not declared a major to provide information to help them evaluate studying to become a teacher. Some of the events at which presentations were made include: "Seahawk Saturday," "Dare to Soar," and "Just Juniors." Additionally, the teacher recruiter worked with other faculty members of the WCE Diversity Committee to propose a scholarship for minority students. They are currently working with the Advancement Office to secure funding for the scholarships.

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

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

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

The WCE partnership with Isaac Bear Early College has also been successful in recruiting high-achieving, diverse public school students. As an early college high school, students participate in an accelerated high school education program which offers honors courses to prepare students for the rigor of

college. They are able to earn up to 60 hours of college credit during their four years of high school. Isaac Bear enrolled 236 students in the 2012-2013 school year (41% male, 59% female, 21% minority, 79% white, and 45% first-generation college). Students have presented research to education candidates, competed in international science fairs, and each student complete 55 hours of community service per year.

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

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

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

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

Issues of diversity continue to be a focus of the Watson College of Education. Programs continue to consider the prevalence of diversity in the curriculum. The Elementary Education program has voted to implement a new diversity course in 2014, and has begun the curriculum approval process. The Watson Diversity Council has proposed a scholarship for diverse students with a strong mentoring component, and is now in conversation with the Advancement Office to secure funding from private

donors. Additionally, in an effort to examine educational issues from multiple perspectives, the WCE held its first film festival. The festival featured three films dealing with topics of teacher preparation, working with diverse students (socio-economic status, race, ethnicity, and ability level), and the topic of bullying. All three evenings of the festival were well-attended by students and community members, and were followed by discussion, led by panel participants. These discussions were engaging and focused on issues of advocacy for children. The WCE launched a public speaker series in 2012-2013. Two speakers were sponsored by the Watson College of Education: Ron Clark, of the Ron Clark Academy in Atlanta, GA, and nationally known for his engaging teaching style, joined us in fall. Dr. Sonia Nieto, Professor Emerita of Language, Literacy and Culture at the School of Education, University of Massachusetts Amherst, and notable researcher in the field of diversity and teacher education, joined us in the spring semester. Both events included sessions that were open to the public community.

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

Our international opportunities continue to grow. In fact, UNCW has been cited as having the second highest rate of international travel in the UNC system. These participants face challenges they do not necessarily face at local schools, and are able to view education in a different context. In many cases, candidates face the challenge of teaching with limited resources. They gain insightful reflections in working with international colleagues. In fact, approximately 7 students are currently working as full time teachers in the countries they visited. The leadership skills and the global perspective these students develop is invaluable to their future teaching careers. A new International Program Coordinator, named in 2012-2013, continues to propel the committee in new directions that will strengthen and promote meaningful international opportunities for students in the WCE.

## 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	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	3	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	21
	Hispanic	4	Hispanic	28
	White, Not Hispanic Origin	78	White, Not Hispanic Origin	590
	Other	3	Other	13
	<b>Total</b>	<b>92</b>	<b>Total</b>	<b>663</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	20
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>21</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	6
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	34
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>45</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	24
	Other		Other	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>27</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	8
Elementary (K-6)	0	19
Middle Grades (6-9)	1	11
Secondary (9-12)	0	2
Special Subject Areas (k-12)	0	2
Exceptional Children (K-12)	1	5
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>2</b>	<b>47</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,182
MEAN SAT-Math	566
MEAN SAT-Verbal	573
MEAN ACT Composite	25
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-Combined	526
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-Combined	N/A
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.39
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	9		6
Elementary (K-6)	36	148	2	7
Middle Grades (6-9)		23		5
Secondary (9-12)	7	28		1
Special Subject Areas (K-12)	1	26		1
Exceptional Children (K-12)	8	30	1	
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>53</b>	<b>264</b>	<b>3</b>	<b>20</b>
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	175	99
Spec Ed: Adapted Curriculum	4	*
Spec Ed: General Curriculum	30	100
Institution Summary	209	99
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	135	110	39	11	2	0
U Licensure Only	8	2	1	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	5	6	3	1	3	0
U Licensure Only	2	3	3	2	0	0
Comment or Explanation:						

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

<b>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	331	92	53
Bachelor	State	4,761	92	60

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

<b>LEA</b>	<b>Number of Teachers</b>
New Hanover County Schools	868
Onslow County Schools	540
Brunswick County Schools	319
Pender County Schools	297
Wake County Schools	291
Duplin County Schools	209
Johnston County Schools	145
Charlotte-Mecklenburg Schools	126
Columbus County Schools	119
Sampson County Schools	119

**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.**

The instrument we use to determine program completer satisfaction and employer satisfaction ranges from 1 (strongly disagree) to 5 (strongly agree). In aggregate, the majority of responses fall between 4-5. We have collected a significant amount of data, and can supply specific data upon request.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
78	6	42