

# IHE Bachelor Performance Report

## UNC-Chapel Hill

2013 - 2014

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### Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's oldest state university, has educated generations of students. Authorized by the North Carolina Constitution in 1779, the University was chartered by the General Assembly on December 11, 1789, the same year George Washington was inaugurated as President. Since the nineteenth century, it has offered distinguished graduate and professional programs.

In the fall of 2013, the University enrolled 29,127 students. Students come to Carolina from all 100 North Carolina counties, all 50 states, and more than 100 other countries. Eighty-three percent of the 18,503 undergraduates enrolled in 2012 were from North Carolina. Most of the undergraduate student body is in residence and is comprised primarily of traditional college-aged students. However, the more than 10,000 graduate and professional students include many students who are engaged in part-time study while they continue with careers. Increasing numbers of nontraditional students seek undergraduate degrees or enroll through the University's Continuing Studies programs. In 2013, for the 13th consecutive year, UNC-Chapel Hill ranked fifth among the nation's top public universities according to the 2014 edition of the "America's Best Colleges" guidebook published by *U.S. News & World Report*.

The mission of The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States and the world through teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities. Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

UNC-Chapel Hill's School of Education has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week school that met that summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, making Education the third oldest professional

school at Carolina and one of only four founded in the 19th century. The School of Education was formally established as a professional school in 1913. Today we claim over 20,000 alumni, one of the largest alumni bases at UNC-Chapel Hill. As UNC-Chapel Hill draws talented students from around the state to its campus, the School of Education sends vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our online professional support, our advanced programs, research, and teacher education programs, we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national and international perspectives to local issues and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

### Special Characteristics

Although we are a relatively small School of Education, we have consistently maintained a top-tier national ranking as reported in *U.S. News & World Report*, most recently ranking 36<sup>th</sup> in the nation, up from 37<sup>th</sup> last year. Four of our programs ranked in the top 20 in their fields—curriculum and instruction, education administration and supervision, education policy and special education. With 54 full-time faculty members and an enrollment of 516 students, including graduate students, undergraduates and post-baccalaureate students, our faculty sustains a strong school-based teacher education program and a highly productive research and service agenda. As a research intensive university, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for North Carolina.

Our Masters' for Experienced Teachers (MEdX) is a 30-34 hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 10 to 20 students each, with teachers who work together often studying together. As of Summer 2014, a total of 73 teachers were currently enrolled in our M.Ed.X cohorts. We continue with our highly successful, cohort-based, part-time Master of School Administration Program for aspiring school administrators, in addition to our School Admin Add-On begun in August '06. We continue our support for lateral entry teachers through our licensure-only programs for Birth-Kindergarten, Middle Grades Education and Exceptional Children General Curriculum. Our Early Childhood and Special Education programs are distinguished by close ties to the Frank Porter Graham Child Development Institute (FPG).

An important avenue of collaborative program development between the School of Education and Arts and Sciences culminated in the approval of UNC-BEST, focusing on expanding the pipeline of math and science teachers through an innovative program aimed at math and science majors. Our first cohort of eight (8) graduates completed their degrees and qualifications for licensure in May 2009. The program has steadily grown in the past four years. Current enrollment in UNC BEST is 44, up from 38 the previous year. An Undergraduate Minor in Education was developed during the 2011-2012 academic year in collaboration with the College of Arts and Sciences. The minor continues to be in high

demand among our undergraduate population and, as of Fall 2013, we will have an active enrollment in the minor of 100 undergraduates. The first nine undergraduate students finished the minor in Spring 2013 with a culminating capstone project presentation well attended by both faculty and fellow minor students. During the 2013-2014 year, we had 40 additional students finish the undergraduate education minor. Finally, Fall 2012 was the beginning of our assured enrollment program for incoming freshmen. Assured enrollment is a premier program offered by select professional schools inviting enrolled first year students with outstanding credentials assured enrollment in the School of Education in their junior year as long as their coursework at UNC-CH meets all admissions benchmarks for the School and for licensure. We had six (6) first year students accept our assured enrollment offer for Fall 2012 and eight (8) for Fall 2013.

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

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

BIRTH-KINDERGARTEN (B-K): Birth-Kindergarten, A, M, licensure only, add-on; Preschool (Pre-K), add-on. ELEMENTARY EDUCATION (K-6): Elementary Education, A, M; Mathematics K-5, M, add-on; Science K-5, M, add-on; MIDDLE GRADES EDUCATION (6-9): Language Arts, A, M, licensure only, lateral entry; Mathematics, A, M, licensure only, lateral entry; Science, A, M, licensure only, lateral entry; Social Studies, A, M, licensure only, lateral entry. SECONDARY EDUCATION (9-12): English, M; Mathematics, A, M; Comprehensive Science, A, M; Comprehensive Social Studies, M; Classical Latin, M; Earth Science, A; Chemistry, A; Physics, A; Biology, A. SPECIAL SUBJECT AREAS (K-12): English as a Second Language, M, add-on; Reading, M, add-on; Music, A, M; Second Language Studies: French, M.; German, M; Japanese, M; Spanish M,. EXCEPTIONAL CHILDREN (K-12): Special Education: General Curriculum, M, add-on and lateral entry; SPECIAL SERVICE PERSONNEL (K-12): Curriculum Instructional Specialist, S, D; Instructional Technology Specialist: Computers, M; School Media Coordinator, M; School Administrator, M, S, D; School Counselor, S; School Psychologist, S, D; School Social Worker, M, S; Speech-Language Pathologist, S. (NOTE: We collaborate with programs in the School of Information and Library Science, School of Social Work and Department of Allied Health Sciences to qualify and recommend candidates for licensure as School Media Coordinators, School Social workers, and Speech-Language Pathologists. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>MASTER'S IN EDUCATION FOR EXPERIENCED TEACHERS:</b> ALAMANCE-BURLINGTON: Andrews Elem, Glenn Edwards Elem, Sylvan Elem, Yoder Elem, Western Alamance Middle ; CABARRUS COUNTY: Boger Elem; CHAPEL HILL-CARRBORO CITY: Ephesus Elem, Estes Hills Elem, Frank Porter Graham Elem, Glenwood Elem, McDougle Elem, Morris Grove Elem, Zora Rashkis Elem, McDougle Middle, Phillips Middle; CHATHAM: Perry Harrison Elem, Silk Hope Elem; DURHAM: Burton Magnet Elem, Creekside Elem, Forest View Elem, Hope Valley Elem, Lakewood Elem,	<p>(1) <i>Preparing 21<sup>st</sup> Century professionals</i> by providing support and education for career advancement to teachers at all levels and in a variety of discipline areas.</p> <p>(2) <i>Teacher Retention</i> through support, instruction and pay increases associated with obtaining an M.Ed</p> <p>(3) <i>Governance by 21<sup>st</sup> century systems</i> with the authorization of a Technology M.Ed. cohort</p> <p>(4) <i>Closing the</i></p>	<p>In 2000-01, the UNC-CH SOE dean and associate dean visited superintendents in 11 nearby LEAs. Top priority needs expressed by superintendents included recruitment/retention of quality teachers and access to graduate education for their teachers. As a result of conversations among the SOE deans and area superintendents, a collaborative plan was produced resulting in the creation of a Master's in Education Program for Experienced Teachers in 2002. It is a part-time, field-based program at the SOE designed to meet the needs of practicing</p>	<p>August 2000 to present</p>	<p>73 currently enrolled experienced teachers</p>	<p>In 2013-14, we graduated 56 students in 4 cohorts. Student evaluations completed at the end of every semester are consistently positive. The program graduated approximately 500+ career educators from 2003 through May 2014.</p> <p>In the Summer of 2014, we have 73 MEdX students currently enrolled in 4 cohort areas: Science, Elem Math, Secondary Math and Special Education.</p> <p>Teachers have stated that their M.Ed. study helped them</p>

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Rogers-Herr Middle LEE COUNTY: Glenn Edwards Elem; ORANGE: Cameron Park Elem, New Hope Elem, Pathways Elem, Gravelly Hills Middle PERSON: Stories Creek Elem; VANCE: Zeb Vance Elem; WAKE: Banks Road Year Round Elem, Barwell Elem, Carpenter Elem, Cedar Fork Elem, Combs Elem, Fox Road Elem, Fuller Gifted and Talented Elem, Highcroft Drive Elem, Hodge Road Elem, Knightdale Elem, Lincoln Heights Elem, Mills Park Elem, Morrisville Year Round Elem, Robyn Rowell-Barwell Elem, Turner Creek Elem, Wildwood Forest Elem, West Millbrook Middle	<p><i>Achievement Gap</i> via professional development in advanced curricular and instructional materials associated with graduate education</p> <p>(5) <i>Lowering Drop-Out Rates</i> via enhanced teacher competency in areas of Special Education, differentiated instruction, meeting the needs of exceptional and at-risk students and social justice emphasis</p>	educators who wish to pursue graduate study while continuing their full-time careers. Each year, new cohorts are formed in response to expressed needs from nearby school districts.			understand how to think more deeply about the subjects they are teaching. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong.
<b>AMERICA READS/COUNTS</b> New Hope Elem; CHAPEL HILL-CARRBORO: Car r-boro Elem; Estes Hills Elem; Morris Grove Elem;	<p>(1) <i>Preparing 21<sup>st</sup> century professionals</i> through engagement with identified low-performing students.</p>	Age appropriate books were used in tutoring sessions to guide this year's Global Youth Service Day project to provoke discussion about	Aug 2005 to present	36 tutors with 87 children	<u>America Reads/Counts</u> placed 36 tutors with 87 children for 4,236 hours of tutoring and training.

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Seawell Elem; Culbreth Middle; Holmes Day Care.	(2) <i>Closing the Achievement Gap</i> by providing one-on-one tutoring to low-performing students as well as support and engagement with successful students (i.e., college tutors).	social justice issues relevant to our learners. These discussions led to students composing stories, which they drafted, revised, edited and published with the help of their tutors, on topics ranging from bullying, fairness, friendship, and poverty. Each child and tutor was given a copy of the book which was also read to the community at the NC Day of Reading – Orange County. America Reads tutors also participated in National Literacy Action Week. One group organized a Spelling Bee Benefit for a literacy organization, one hosted a literacy carnival at Estes Hills Elementary, one hosted a documentary			

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		<p>about education, one created a national social media campaign about why literacy is important, and one organized a financial literacy scavenger hunt for middle school students.</p>			
<p><b>NC LITERACY CORPS ENGAGE:</b> ALAMANCE, BUNCOMBE, WILKES, GUILFORD, ORANGE, DURHAM, WAKE, WAYNE COUNTIES</p>	<p><i>(1) Preparing 21<sup>st</sup> century professionals through engagement with identified low-performing and ELL students and adults.</i></p> <p><i>(2) Closing the Achievement Gap by providing one-on-one tutoring to low-performing and ELL students as well as support and engagement with successful students (i.e.,</i></p>	<p><u>NC LiteracyCorps/ENGAGE</u> is a statewide AmeriCorps project focused on literacy/ELL tutoring for NC children and adults.</p>	<p>Aug 2004 to present</p>	<p>38 NC Literacy Corps/ AmeriCorps members; 1,013 volunteers serving 2,213 learners</p>	<p>38 NC LiteracyCorps AmeriCorps Members recruited 1,013 volunteers who contributed a total of 26,051 hours and worked with 2,213 learners.</p>

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	college tutors).				
<b>Research Triangle Schools Partnership (RTSP):</b> <b>Reconnect and Recharge seminars</b> Wake County; Orange County; Durham County; Union County; Charlotte-Mecklenburg Schools; Hoke County; Chapel Hill Carrboro Schools; Haywood County; Cabarrus County; Brunswick County; Chatham County; Iredell-Statesville; Person County	<i>(1)Preparing 21<sup>st</sup> Century professionals</i> by providing support, networking, and problem solving among new teachers, counselors and administrators (i.e., program graduates) as a professional development and continuing education opportunity.	<i>Reconnect and Recharge</i> , in its fifth year, is a collaborative project focused on teacher support of newly inducted teachers from our P-12 teacher education programs. Graduates from our various teacher education programs, from the P-12 teaching areas, met to explore the kinds of successes and challenges they face as teachers in the classroom. Together they problem solved issues of concern in the workplace, and discussed how to keep teacher education curricula in tune with the needs of teachers in today's classrooms. Participants met four (4) times during the school year for	Nov 2013 thru May 2014 (First begun in Fall 2009)	39 beginning teachers, counselors and administrators(in 1 <sup>st</sup> through 5 <sup>th</sup> years) from NC LEAs; R&R has served over 100 teachers across 5 years as well as approximately 22 administrators and counselors.	Findings consistently show that participants identified a number of critical dilemmas. Categories of dilemmas included: student-related, curriculum related, collaboration with colleagues, parent-teacher related, leadership issues, and internal conflicts. Student-related dilemmas included students who were not performing at grade level, challenging high-achieving students, and difficulty in motivating students. Curriculum issues included

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		<p>approximately four hours per session.</p> <p>For the 2nd year, alumni from our Masters in Counseling program and our Masters for School Administration program joined the R&amp;R sessions.</p> <p>There were thirty-nine participating educators from different school districts across North Carolina representing both rural and urban school settings. During each session, participants were organized in small focus groups, which included a facilitator, where they discussed dilemmas of practice in their school and classroom. In the morning, participants were grouped</p>			<p>structured and scripted curricula, curriculum that is not developmentally appropriate, and grading. Dilemmas concerning collegial collaboration included strained relationships with teaching assistants and older generation teachers, difficulty in receiving help from other colleagues, and ineffective Professional Learning Communities. Parent-teacher related dilemmas included limited parent involvement, parents that do not reinforce classroom rules and teacher expectations, and parent conferencing.</p>

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		<p>according to their role (e.g. teacher, counselor or administrator) and level they were currently teaching/working in (elementary, high school, etc). Within these groups, participants problem-solved issues of concern in their work, and also discussed how to keep teacher education curricula and experiences in tune with their needs. Responses were recorded and transcribed, and field notes were taken. We were particularly interested in determining the specific issues today's school personnel face. In addition, we were interested in examining the impact this project may have on the participants own practice.</p>			<p>Dilemmas related to internal conflicts included being respected as the “new” teacher, teachers not being held accountable for ineffectiveness and developmentally appropriate practice versus teaching to the test. The participants also discussed problem-solving strategies including differentiation and motivational strategies, finding support groups, and taking advantage of the autonomy provided in each individual classroom.</p> <p>Overall, participants felt the <i>Reconnect and Recharge</i></p>

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					<p>seminars greatly helped them in terms of support and problem-solving. Participants looked to and trusted their colleagues for help, were thankful of the various strategies and ideas received for their dilemmas, and were affirmed in knowing they were not alone when it came to issues in the classroom. Participants also felt appreciated that their dilemmas were heard and valued.</p>
<p><b>RTSP: <i>Mathematic Content Knowledge Book Study.</i></b> Orange County Schools</p>	<p><i>1)Preparing 21<sup>st</sup> Century professionals</i> by providing support, networking, and problem solving among preservice,</p>	<p>Professional Development Book Study on building mathematical knowledge around fractions and fraction learning progressions in</p>	<p>Aug '13- June '14; on-going</p>	<p>7 preservice teacher candidates and 15 teachers (including some teacher leaders in the district)</p>	<p>Teacher teams developed learning progressions for fractions. Student teachers completed edTPA portfolios for</p>

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	new teachers, and veteran teachers around mathematics in the elementary grades	elementary schools. This included student teacher placements in which cohort of student teachers also participated in the math professional development.			Math using lessons and knowledge gained from the ongoing professional development in concert with the cooperating teachers.
<b>RRVEC: Elementary Literacy Project.</b> Central Elementary School, Northampton County Schools	<i>1) Preparing 21<sup>st</sup> Century professionals</i> by providing support around literacy strategies and knowledge in the elementary grades	Literacy team (graduate students led by faculty) provided professional development and ongoing coaching in literacy for elementary teachers	Aug '13 Mar '14	20 teachers	Development of schoolwide literacy professional development plan and implementation of readers and writers workshop
<b>TUTORING: CHAPEL HILL-CARRBORO:</b> Rashkis Elementary, Mary E. Scroggs Elementary, McDougle Elementary, Frank Porter Graham Elementary School, Carrboro Elementary School, Grey Culbreth Middle School, McDougle Middle School, Smith Middle School,	<i>1) Preparing 21<sup>st</sup> century professionals</i> through engagement with identified low-performing or struggling students.  <i>(2) Closing the Achievement Gap</i> by providing one-on-one tutoring to	The Teaching Fellows Program along with the Undergraduate Minor in Education provided undergraduate students who served as tutors as well as in other capacities in area schools. The students also observe and assist teachers in various ways as needed.	Sept '13- April '14	40 Undergrads (i.e., Teaching Fellows and Ed minor students)	Undergraduate tutors provided ~ 800 hours of service to area schools. Teachers state that their students benefit greatly from the tutoring and support with undergraduates. They urge the SOE to continue collaborating with schools to

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Phillips Middle School, Carrboro High School, Chapel Hill High School and East Chapel Hill High School.	low-performing students as well as support and engagement with successful students (i.e., college tutors).				provide this much-needed service to K-12 students.
<b>LEARN NC: <i>Transatlantic Teacher Scholars.</i></b> Government contract awarded by American Battle Memorial Commission. Representative work in place with Chapel Hill-Carrboro Schools and Durham Public Schools.	<i>(1)Producing globally competitive students by providing professional development training for North Carolina social studies teachers to develop hands-on methodologies with Common Core focus.</i>	The goal of this newly funded project is to create a repository of best practice instruction through international collaboration between scholars, teachers, and students. Using Common Core alignment, these resources will allow classrooms to connect on a global scale.	July '13 – June '14, on-going	10 face to face participants; 24 online participants taking 3 online courses anticipated	Teacher cohorts design and test best practice approaches to creating a hands-on approach to the classroom with a goal of producing a one-of-a-kind teachers' guide aligned to the Common Core.
<b>LEARN NC: <i>Invest in Teachers.</i></b> Durham Public Schools, Carteret County Schools, Gaston County Schools, Pitt County Schools.	<i>(1)Closing the Achievement Gap by providing professional development training to teachers of content areas in middle and secondary</i>	Recruited and targeted content experts have designed a series of online course offerings that directly address the pedagogical, content, and technical needs of the NC	Feb– June 2014, on-going	Available to all NC teachers. Contracts target all teachers in DPS, CCS, GCS, PCS.	In partnership with North Carolina personnel and administration, LEARN NC offers a bundle of professional development and recertification

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	levels to integrate best practice strategies.	classroom. These courses are offered as general population courses or as investment packages to school divisions.			courses that are offered on a rolling basis. These courses provide guidance and practice for the integration of inquiry-based and Common Core-friendly strategies in content classrooms.
<b>LEARN NC: Family History Curriculum Design:</b> Warren County Schools, Wake County Schools, Buncombe County Schools, Durham Public Schools, Chapel Hill-Carrboro Schools, Lee County Schools.	(1)Teacher Leadership Capacity emphasized to support and sustain a network of like-minded North Carolina educators, thereby investing them in the profession on a deeper level	The goal of this project is to create an inquiry-based platform for teaching and learning that leverages the intrinsic hook of family history. Tertiary outcomes include climate and culture of classroom as well as professional leadership of teachers.	Nov '13 – Dec '14	12 face to face participants; 24 online participants taking 3 online courses anticipated	Teacher cohorts extend the scholarship and research of UNC School of Education and College of Arts and Sciences into classroom resources and materials.
<b>LEARN NC: ChronoZoom:</b> Contract with Microsoft Research involving Guilford County Schools.	(1)Preparing 21 <sup>st</sup> Century professionals by providing professional development for teachers on the best implementation strategies	The goal is to leverage the expertise and experience of teachers to make relevant, valuable resources for teachers to integrate new innovation in	Sept '13 – Apr '14	10 face to face participants; 24 online participants taking 3 online courses anticipated	Teacher cohorts create relevant, classroom-ready materials based on new technical innovations in order to provide NC

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	for technology and online resources.	technology. With a strong emphasis on instruction, these resources affect the planning, execution, and reflection of lessons.			teachers with the most up-to-date tools for the classroom.
<b>LEARN NC: <i>Ocracoke Alive</i>:</b> Orange County Schools, Hyde County Schools.	<i>(1)Preparing 21<sup>st</sup> Century professionals</i> by providing professional development for teachers on the best implementation strategies for technology and online resources.	This project aims to use the NC coastal environment as a lens with which to investigate state history, biology, environment, economics, and agriculture.	Aug '13 – June '14, on-going	Available to all teachers in NC.	Teacher cohorts extend the scholarship and research of UNC School of Education and College of Arts and Sciences into classroom resources and materials.
<b>CCEE (Carolina Center for Educational Excellence): <i>Mini-MUNCH Model U.N.</i>:</b> Carrboro High, Chapel Hill High, East Chapel Hill High and Leesville Road High.	<i>(1)Producing globally competitive students</i> by providing high school students opportunities to debate issues of global importance	A one-day training conference that provides students of local high school Model U.N. clubs the opportunity to practice in an informal setting. The training conference during this, the fifth year, enabled students to debate the political and cultural situation in Syria.	Nov '13	52 high school students with four sponsoring teachers (plus SOE staff to facilitate)	Students learned the procedures and rules in an informal setting using a current political “hot topic” so that they are better prepared for competitive Model U.N. conferences held at UNC and Duke.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### **a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

The SOE utilizes cutting edge technologies throughout all of its teaching candidacy programs in meaningful ways to promote student learning. All UNC pre-service teacher candidates are prepared to use digital and other instructional technologies that enhance the quality of instruction and assist them in managing instructional resources. Our programs provide methods courses in a variety of content areas with specific instruction on developing high-quality instructional unit plans that meet the needs of diverse students. In addition to the free online resources for teachers, the School of Education provides a variety of hardware and software for pre-service teachers to borrow so they can practice implementing instructional technology in their lessons (e.g., smart board, flip cams, geometry sketchpad). Pre-service teachers demonstrate their competency to deliver age-appropriate instructional strategies through unit plans documenting their ability to plan classroom teaching; video tapes providing evidence of implementation of these skills; and samples of student work with reflections on the extent to which students mastered the content being taught. Finally, faculty regularly model best instructional technology related practices in their own teaching and we partner with area schools who integrate technology in innovative and transformative ways as part of our student teaching experience and professional development.

### **b) 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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

UNC Elementary Education students have specific coursework designed to prepare them to teach reading and mathematics. The EDUC 413: *Language and Literacy Learning* course covers the theoretical and developmental aspects of language and literacy processes and practices. The course covers reading, writing, speaking, listening and viewing practices, from birth to age 12. The required EDUC 416: *Curriculum Integration: Science, Math and Technology* course focuses on children's development in mathematical and scientific ways of knowing and the use of technology to support this development. Pre-service teachers also have the opportunity to work with experienced teachers in developing children's understanding of reading and mathematics during the EDUC 493 Practicum: *Literacy and the Child* and EDUC 493: *Senior Practicum courses*. Additionally, students receive prior coursework in Mathematics and, beginning 2012-13, have completed edTPA assessments in elementary mathematics during their senior year

UNC has developed a specific course designed to enhance pre-service teachers' knowledge of special education students. EDUC 516: *Introduction to the Education of Exceptional Learners* offers an overview of the special education field and its relevance to the classroom teachers. The course is based on an interdisciplinary perspective toward serving exceptional learners and collaboratively coordinating services. Course content emphasizes inclusive programming and the teacher's role in facilitating students' unique learning needs. Additionally, UNC faculty have been collaborators with the NCSIP grant to incorporate math and reading foundations curriculum into existing literacy and math courses. This training which will become part of literacy and math courses provides a systemic approach to teaching reading which will be tested in MTEL. This will enable our pre-service teachers to make decisions about curriculum based on these foundations not a particular adopted curriculum. Finally, a new effort called Carolina ReadWrite, designed by faculty at UNC-CH, provides a responsive, individualized reading and writing instructional model which will enable preservice teachers to provide targeted diagnosis and instruction to their public school students. This component is in addition to foundational knowledge provided through coursework and student teaching. Finally, during 2013-2014, faculty began pre- and post-test assessments of preservice teachers knowledge in the areas tested by MTEL. While most preservice teachers performed very well by the time of the post-test, faculty are in the process of developing additional resources for those needing extra assistance. A summer online mathematics course is being developed and will be offered beginning in Summer 2015 to preservice and inservice teachers across the state who may need additional mathematics instruction. All of these curricular and professional development changes will enable students to be prepared for the MTEL.

- c) 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.**

UNC pre-service teachers receive specific instruction in applying formative and summative assessment within the classroom setting. However, our candidates and faculty members do not have access to the North Carolina assessment system that measures and predicts student improvement. That said, candidates are often in their placements during testing periods, and some proctor examinations, thus gaining hands on experience that way. In general, all candidates are exposed to these assessment systems during their internships and practica.

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

Although our programs focus on preparing pre-service elementary teachers to deliver high-quality instruction in literacy, mathematics, social studies and science, candidates integrate the arts into their classroom instruction as a means of engaging a broad range of students. Both sections of EDUC 567, *Elementary and Middle School Children's Literature*, integrate arts into the curriculum. Additionally, we have an ongoing partnership with the Ackland Art Museum on campus for art experiences related to the coursework. These experiences are embedded in the courses and classes are often held in the Ackland Art Museum as a result.



## 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	1
	Asian/Pacific Islander	4	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	14
	Hispanic	4	Hispanic	7
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	139
	Other		Other	4
	<b>Total</b>	<b>33</b>	<b>Total</b>	<b>172</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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)		
Elementary (K-6)		
Middle Grades (6-9)	1	1
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,280
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	29
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.25
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)	4	12		
Elementary (K-6)	7	27		
Middle Grades (6-9)	4	15		
Secondary (9-12)	1	16		
Special Subject Areas (K-12)	5	4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>21</b>	<b>74</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	36	100
Institution Summary	36	100

\* To protect confidentiality of student records, mean scores 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	4	86	3	2	0	0
U Licensure Only	0	0	0	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	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	143	94	59
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake Co Schs	660
Durham Public Schs	329
Chapel Hill-Carrboro Schs	271
Charlotte-Mecklenburg Schs	225
Guilford Co Schs	208
Winston-Salem/Forsyth Schs	150
Orange Co Schs	143
Alamance-Burlington Schs	102
Chatham Co Schs	95
Johnston Co Schs	71

**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.**

**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>
54	4	18