

IHE Bachelor Performance Report

UNC Charlotte

2013 - 2014

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2013-2014, more than 26,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie Foundation Doctoral/Research Intensive institution and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is also North Carolina's only urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges - Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its fourth class of 15 Levine Scholars in fall 2013; totaling 59 Levine Scholars since the inaugural class of 2010. This is UNC Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. The Center City facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaboration, and health and community engagement.

Special Characteristics

The College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 1.5 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 160 schools and a highly diverse enrollment of more

than 142,000 pupils who are 32% white, 42% African American, 18% Hispanic, 5% Asian, and 3% American Indian or multiracial. There are more than 15,000 students learning English as a second or additional language, and approximately half the students qualify for free or reduced lunch.

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

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum), Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education in the College of Education. The secondary education minor is available to majors in English, math, biology, chemistry, earth sciences, physics, history, and geography. Finally, the College of Education collaborates with the College of Liberal Arts and Sciences to prepare teachers in foreign languages (French, German and Spanish), and with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theatre. The Graduate Certificate in Teaching programs, designed as post-baccalaureate routes to initial teacher licensure for second career professionals, offer teacher preparation in the following fields: child and family development (B-K licensure), elementary education, middle grades education (English language arts, math, science, or social studies), secondary education (comprehensive science, comprehensive social studies, English, math), special education (general and adapted curriculum), art education, theatre education, second language education, and teaching English as a second language. Successful completion of these academic programs results in candidates being recommended for the North Carolina initial teaching license. A number of Graduate Certificate in Teaching (initial licensure programs in the fields noted above) provide candidates with the option of continuing

their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs are as follows: M.Ed. in Child and Family Studies; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. Add-on licensure programs include: Curriculum and Supervision, Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology, and School Administration (principalship).

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

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

| LEAs/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 & End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
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| Regional NSTA Charlotte Area LEAs | Professional Development regional meeting for Science/STEM teachers in the Southeast US | Conference presentations and exhibits to promote science education and best practices | November 7-9, 2013 | 2200 K-12 teachers participated | Promote science education, content, literacy, math and engineering integration |
| Annual NC Junior Science & Humanities Symposium Charlotte Mecklenburg Schools and surroundings LEAs | JSHS is designed to challenge and engage students (Grades 9-12) in science, technology, engineering or mathematics (STEM) research | Science, Technology, Mathematics, Engineering | March 16 & 17, 2014 | 20 NC teachers and 80 students, CMS and statewide | JSHS aims to prepare and support students to contribute as future scientists and engineers -- conducting STEM research on behalf of or directly for the Department of Defense, the Federal research laboratories, or for the greater good in advancing the nation's scientific and technological progress. |
| Environmental Education Institutes: Charlotte Mecklenburg Schools and homeschools | Environmental Education Workshops help provide educators with the basic knowledge, skills and abilities needed to deliver high-quality environmental education. | Environmental Education Institutes: Hydrology Conservation Sustainability Biodiversity Ecosystem Wetlands | October 24 and 26, 2013 November 21 & 23, 2013 December 13 & 15, 2012 May 29 & 30, 2014 | 30 CMS K-12 teaches, homeschool teachers, informal educators | The goal of environmental education in North Carolina is to increase environmental literacy and promote natural resource stewardship. |
| Charlotte-Mecklenburg Schools (CMS). | The Charlotte Teachers Institute (CTI) is an educational partnership among UNC Charlotte, Davidson College and Charlotte- | Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, CMS teachers (referred to as Fellows) learn new content, work collaboratively with | CTI Local Seminars: April-Dec 2013, and April – Dec 2013; Yale National Intensive | 98 CMS teachers completed CTI 2013 seminars; 5 teachers and 3 faculty participated in Yale National Seminars; 104 teachers began | CTI Seminars: In 2013, 98 CMS teachers (who teach more than 12,600 students) completed CTI seminars at Davidson College, UNC Charlotte, the Bechtler Museum of Modern Art and the Levine Museum of the New South; and developed original |

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| | <p>Mecklenburg Schools (CMS). Priorities: Improve teaching and learning in CMS schools by developing and retaining strong teachers, building teachers' knowledge, cultivating their enthusiasm for teaching, fostering collaboration and empowering them as leaders. Rationale: Research shows teacher quality is the single most important school-based factor in student performance. Keeping and supporting strong, resourceful teachers in the classroom is vital as demands on teachers grow and class sizes increase. Effective professional development programs, which empower teachers and support their intellectual and personal growth, have emerged as critical tools for improving teacher quality and retaining effective teachers.</p> | <p>other district teachers, and develop curriculum units for their own classrooms. In addition to presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other CMS teachers and the community. These special events feature college and university faculty members and other experts, providing teachers with new content as well as diverse perspectives and opportunities to engage in cultural opportunities they can share with their students.</p> | <p>Seminars: July 8-20, 2013; and July 7-19, 2014. CTI special events: Oct 22, 2013, March 15, 2014.</p> | <p>CTI Local seminars in April 2014; and more than 200 teachers attended CTI's multidisciplinary special events.</p> | <p>curriculum units they will implement in their own classrooms. These Fellows plan to share their curriculum units personally with more than 630 teachers. The units are also shared with teachers internationally on the CTI and Yale National Initiative websites. Questionnaire responses provided by 98 teachers reinforce CTI's positive impact on teachers: 96% agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it; 97% agreed that participation in their seminar helped them grow professionally and intellectually; 93% agreed that, as a result of the seminar, they now have higher expectations of their students' ability to learn about the seminar subject. CTI is committed to retaining high quality teachers. Over a four year period, 2009-2013, the CMS district turnover rate among all classroom teachers was 26.4%, and the turnover rate among CTI eligible teachers was 27.1%. However, among those teachers who participated in CTI seminars the 4-year turnover rate was only 12.5%, less than half the district turnover rate. That is, over a four year period nearly 3 in 10 teachers in the district leave the classroom, however only 1 in 10 leave the classroom if they have participated in CTI. In 2013, CTI Fellows were retained in CMS at a 96.8% rate. For a 4-year period (2009-2013), CTI Fellows were retained at an 87.5% rate. For a 3-year period (2010-2013), CTI Fellows were retained at a 88.8% rate.</p> <p>Not only are CTI teachers committed to the classroom, they are high quality teachers. CTI teachers' students are grade-level proficient at a 63.0 % rate, 15.8% better than students in the district and 18.7% better than students in North Carolina.</p> |

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| | | | | | Overall 70% of 2012 Fellows' students met or exceeded growth using the new Education Value-Added Assessment System (EVAAS) developed by SAS. Impressively, nearly 80% of Fellows' students met or exceeded growth on subject specific tests like English, reading biology, science, and math. |
| Cabarrus County Schools: ESL Language Intervention (Professional Development and Program Development) | Develop learning strategies/literacy intervention courses in middle and high school ESL classes | Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions | July 2011 to present | 1 staff 10 teachers and their students | Limited data at this point. Anecdotal data appears positive |
| Cabarrus County Schools Learning Strategies Intervention Programming (Steering Committee) | Develop high school intervention classes to support academic achievement and provide curriculum assistance | Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions | July 2010 to present | 2 staff | NA—IEP data |
| Cabarrus County Schools (NC DPI, KU CRL CLC Project): Concord High School, Concord Middle School, Mount Pleasant High School, Winkler Middle School | Develop learning strategies/literacy intervention courses across selected middle school pilot sites; Develop high school intervention classes to support graduation Integrate Content Enhancement via Smarter planning in content classes | Instructional Coaching and program facilitation; Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions | July 2012 to present | DPI EC Dept.; KU CRL School Transformation team; approx. 6 administrators with deep involvement, approx. 50 teachers and their students. Whole school projects are addressing ¼ of secondary students in Cabarrus County | Forthcoming; early data is promising with students at middle school sites demonstrating significant growth |
| Harrisburg Elementary School, Cabarrus County Schools | Participation on the School Improvement Team to specifically address school issues including identifying needs | Monthly meetings Quarterly review of all student performance data related to SIP goals which | 8/13-6/14 | 3 Admin 4 parents 10 teachers | Meeting notes Revised SIP based upon student performance data |
| Pitts School Road Elementary School, Cabarrus County Schools | Improve student conceptual understanding of mathematics Enhance teacher's use of Manipulative Materials to connect objects to algorithms | Professional development for teachers; Demonstration teaching; Teacher observation & feedback; Parent math night; | August 2011-present | 4- Admin P-5 Students = 977 Teachers = 56 | Math EOG baseline established with new state testing in 2013 2014 testing has not yet taken place. |

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| | | Grade level planning consultation | | | |
| Cabarrus County Schools/Central Cabarrus High School | <p>To maintain a significant partnership between CCHS and UNC Charlotte College of Education</p> <p>Decrease the achievement gap between minority and White students</p> <p>Work to engage CCHS faculty with research-based instructional practices</p> <p>Partner with CCHS faculty to examine pertinent issues social studies and literacy-based research</p> <p>Offer social studies methods course onsite at CCHS</p> | <p>Maintained PDS partnership and provided assistance in how grant monies should be spent. Spearheaded grant writing for grant renewal.</p> <p>Developed a professional development workshop for CCHS faculty. The workshop was developed using data from a needs-assessment survey disseminated to school faculty and staff</p> <p>Presented two workshops at professional development session:</p> <p>Use of Structured Academic Controversy in the Classroom Lynching photography as a pedagogy for teaching about race relations in the U.S Supervisor of the social studies tutorial program held in conjunction with the undergraduate methods course held on CCHS campus</p> <p>Developed the Teacher-Scholar program—partnering university faculty with professional learning communities at the school to develop research-based curricula.</p> | August 2011 to the present | <p>2 Admin 4 teachers on the PDS committee over 100 faculty members took part in the professional development workshops developed in collaboration with UNC Charlotte faculty</p> <p>At two workshops, over 25 faculties attended.</p> <p>>30CCHS faculty have taken advantage of the teacher-scholar program</p> | <p>Improvement on social studies benchmark tests</p> <p>Development of culturally responsive teaching workshops tailored to the individual needs of CCHS departments</p> <p>Faculty post-PD surveys indicated a high level of satisfaction with the workshop. We plan to implement again in the Fall of 2014.</p> <p>Sustained collaboration between UNCC faculty and CCHS faculty and staff: UNCC faculty is working with the math PLC, developing Algebra and Geometry curricula</p> <p>2 UNCC faculty have worked with English PLCs to work on historical inquiry and discipline-specific literacy projects</p> <p>1 UNCC faculty is working with the STEM academy to develop inquiry-based curriculum in the sciences</p> |
| Central Cabarrus High School, Cabarrus County Schools | 9-12 Tutoring program to help struggling social studies learners improve academic performance in social studies courses and on the Common | Small group and individual tutoring led by UNC Charlotte social studies methods pre-service teachers. UNC Charlotte pre-service teachers are advised by | 2003 through present (2014 and continuing) Within the academic year of 2013-2014, the project | 50 UNC Charlotte teacher education candidates participated in the tutoring program for a total of 20 contact hours per semester. | Impacts on candidate learning are measured through candidate growth as documented in their reflective journals. All candidates indicated growth in their understanding of how students learn and increased knowledge of pedagogical |

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| | <p>Exams. Purpose: to support student understanding of social studies by offering intervention strategies for improving student reading comprehension, test taking skills, and study habits. Additionally, this project provides a service learning opportunity for pre-service teachers to work directly with students to improve their understanding of individual student needs and interventions that can be used to help address student learning outcomes.</p> <p>Targeted Participants: Tutoring is targeted for struggling students in 9th, 10th, and 11th grade social studies courses. However, all students enrolled in World History, Civics and Economics, U.S. History, and AP U.S. History are invited to participate. Letters were sent to all parents/guardians with special invitations made by teachers to parents/guardians of struggling students.</p> | <p>corresponding CCHS social studies teachers on the topic for the week. Candidates work with students on homework, readings, and preparation for tests. Candidates focus on reading strategies, study skills, and test taking skills. Candidates model comprehension strategies for students. UNC Charlotte pre-service teachers conduct a diagnostic analysis of student reading, studying, and learning strategies. These are used to develop weekly intervention plans to target instruction in areas of need.</p> | <p>began August 25, 2013 and concluded on May 8, 2014 Class meetings on site at CCHS from 12:45 to 3:45 once a week on Wednesdays. The tutoring program is held from 2:15 to 3:30 PM.</p> | <p>90 secondary students participated in the tutoring program.</p> | <p>strategies for helping students learn social studies. Of the students who attended consistently (approximately 70%), everyone made a C or better in their social studies course. Common Exams (formerly MSL--Measures of Student Learning) administered in spring 2013. All students engaging in tutoring passed Common Exams.</p> |
| <p>Central Cabarrus High School, Cabarrus County Schools</p> | <p>Targeted Professional Development and Teacher-Scholar Collaboration Stakeholder Involvement: Direct Outcomes: CEUs for Teachers Indirect Outcomes: 9-12 Learners University faculty research and professional</p> | <p>UNC Charlotte Faculty University faculty targeted to support professional development and ongoing research-based instructional changes</p> | <p>August 2013 Full day of professional development provided August 2013- June 2014 Ongoing professional development and research initiatives</p> | <p>60 Teachers 3 Admin 2 Staff 8 university faculty members 8-10 contact hours</p> | <p>Direct Outcomes: CEUs for Teachers UNC Charlotte Faculty Instruction Indirect Outcomes: 9-12 Learners increased achievement Teacher surveys for reflective evaluation of impact</p> |

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| | development opportunities | | | | |
| Central Cabarrus High School, Cabarrus County Schools | Professional Partnerships for Mentoring and Collaboration Offer Clinical Placements of UNC Charlotte Teacher Candidates for Yearlong Internships and Student Teaching in All Content Areas with active recruitment of STEM and Foreign Language subject areas Candidates collaborate with highly prepared, culturally responsive visionary leaders who share common goals in promoting equitable, challenging, and attainable learning for all students | University Evaluation of Cooperating Teachers and Teacher Candidates Evaluate learner achievement in classes with student teachers Agreement to accept a concentrated number of internship and student teaching candidates with expectation for a University Supervisor to be more visible and involved in instructional processes. Targeted workshops and retreats for mentors and mentees. Attendance at professional conferences for both mentors and mentees. Identification of specific programs will be determined through needs analysis and as they emerge in the professional dialogue among cooperating teachers and student teachers. | August 2013 through June 2014 | Cooperating teachers and teachers working with clinical placement students. Total participants: 30 50 pre-service teachers participated; 3 UNC Charlotte faculty participated UNC Charlotte Faculty Instruction | Ongoing project evaluation led by STEM School Coordinator Outcome goals: To build meaningful relationships between mentors and mentees to create a positive framework for supporting pre-service teacher growth and school academic achievement goals To establish a professional learning community among stakeholders in teacher preparation with targeted professional development to expand opportunities for growth in a personal and engaged environments |
| Concord Middle School, in Cabarrus County Schools | Working individually with beginning and experienced teachers | Sharing and discussing resources, meeting with school liaison | August 2013- June 2014 | | Closing out formal partnership of 18 years |
| Beverly Hills Elementary School and Royal Oaks Elementary School, Cabarrus County Schools | (Project ESPISE-3P) To describe the components of effective schoolwide positive behavior intervention and support (PBIS) implementation in PBIS exemplar or model schools in North Carolina To investigate attitudes and perceptions of administrators, PBIS team members, teachers, students, | Conduct (a) school building, classroom, and team meeting observations, (b) reviews of school archival records and PBIS staff and parent/student handbooks, and (c) interviews with administrators, PBIS team members, teachers, students, and parents Attend PBIS team meetings and training sessions | Nov. 2014 - June 2015 | 2 principals, 2 assistant principals of instruction In each school: 6-7 PBIS team members, 3-4 teachers, 3-4 students, and 2-3 parents | Implementation of informal observations of team meetings, classroom functioning is currently underway. Data on Schoolwide Evaluation Tool (SET), number of discipline referrals, statewide reading and math scores, school staff responses via interviews, and field notes will be collected Effectiveness of the classroom-level intervention will be evaluated based on student data on social behaviors |

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| | <p>and parents on the schoolwide PBIS</p> <p>To develop and implement classroom-level behavioral supports to improve socially appropriate behaviors of students</p> | <p>Work with classroom teachers and PBIS teams to develop and implement research-based behavioral intervention that is practical and feasible for teachers to</p> | | | |
| <p>Clover Garden School (charter) Burlington, NC</p> | <p>New teacher support; enhanced professional development for beginning teachers; enhanced professional development for all teachers on staff; assistance with teacher evaluation for administrators and teachers</p> | <p>Before school year: Teacher Induction/Orientation</p> <p>Summer: professional development workshops focused on implementation of CCSS/NCES and research-based instructional strategies</p> | <p>July-August 2013</p> | <p>4-Admin 6 Beginning Teachers 45 Teachers total</p> | <p>Higher retention of teachers in charter school; inclusion of research-based strategies in instruction for increased student achievement</p> |
| <p>Sugar Creek Charter School (SCCS)</p> | <p>Raise students' reading performance on the EOG; improve students' reading comprehension</p> <p>Expand earlier work to include the entire literacy curriculum and raise students' overall achievement in reading</p> | <p>Provide professional development for 5 teachers (4 classrooms) focusing on comprehension strategy instruction and guided reading. The aim is for the teachers to deliver effective comprehension instruction to their students, thereby improving their reading comprehension. Develop the Literacy Curriculum Framework to be implemented by all 1st – 5th grade teachers. Provide professional development provided to support its use.</p> | <p>Year 1: (2011 – 2012) Intervention provided to two classrooms.</p> <p>Year 2: (2012 – 2013) Intervention scaled up to include all 1st, 2nd, and 3rd grade teachers & students. Included a component to provide existing staff members professional development so they could support the intervention.</p> <p>Year 3: (2013 – 2014) Intervention scaled up to include all 4th and 5th grade teachers and students.</p> <p>Year 3: SCCS implemented</p> | <p>Year 1: (2011 – 2012) Teachers: 2 Students: Control – 47 Treatment – 47</p> <p>Year 2: (2012 – 2013) Teachers: 10 Students: Control – 50 Treatment – 50</p> <p>Year 3 (2013 – 2014) Intervention: Teachers: 5 Students: approximately 100</p> <p>Year 3 (2013 – 2014) Curriculum: Teachers: 16 Students: all 1st – 5th grade students (approximately 350 students)</p> | <p>Year 1: (2011 – 2012) Pre-test data was collected in the fall. Post-test data was collected in the spring. Data indicated that treatment students learned comprehension strategies, with a significant relationship between knowing comprehension strategies and reading comprehension</p> <p>Year 2: (2012 – 2013) Pre-test data for students and teachers was collected in the fall. Post-test data was collected in the spring. Data analysis is ongoing.</p> <p>Year 3: (2013-2014) – data has not yet been collected</p> |

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| | | | the Literacy Curriculum Framework in 1 st – 5 th grades. | | |
| Sugar Creek Charter School | Develop a culturally relevant K-12 STEM curriculum for K-8 schools | Ongoing. Observation of Classrooms, After-School Programs, Curricula Guides, etc. | January 2013 – June 2014 | 5 Admin 40 Teachers | Fully Developed culturally relevant STEM curriculum for K-8 schools that can be implemented in traditional public schools, charter schools, and other educational entities |
| Vance High School, Charlotte-Mecklenburg Schools | Improve Student outcomes by working with administrative and school leadership teams to enact transformative student engagement initiatives. | Planning stages | Planning Jan 2014- May 2014 Initiative May 2014- May 2015 | Administrative team- 4 9-12 teachers- 15-20. | Data to be collected during implementation |
| Kennedy Middle School, Charlotte-Mecklenburg Schools | Professional Development School Partnership Grant partner Increase % of students meeting growth goals in core content areas. Increase teacher retention. Build collaborative relationships | Participate in staff meetings and share research outcomes to improve teacher practice. Explore & discuss best practices. Multiple meetings with administrative team & UNCC faculty. | April 2013 – April 2014 | 1 Principal 1 AP 4 teachers. One teacher brought a bus of students to UNCC. All staff participated in staff development. | Outcomes should be data-based and whenever possible emphasize impact on student learning. Documentation of attendance at staff development. Teacher Working Conditions Survey. Teacher turnover rate. Documentation of increased visibility of partnership with UNCC. Schools scores did not increase, however, average state scores decreased significantly due to new testing for the state. |
| Director of Talent Development, Charlotte-Mecklenburg Schools | Member of Gifted Student Strategic Planning Committee | Monthly meetings throughout the year. Brainstormed and created the strategic plan with other committee members. | August – 2012- August 2013 | 20 committee members. Gifted population of CMS students. | Produced Strategic Plan for Gifted Students of CMS. |
| SOLUTIONS PROJECT Charlotte Mecklenburg Schools Exceptional Children's Services | To develop and evaluate an intervention to teach word problem solving to students with moderate intellectual disability | Developed teaching scripts and word problems Validated with experts Field tested with 8 students and 4 teachers | Project began in October 2013; will run through June 2016 | 4 teachers 8 students | Students have begun to acquire new mathematical responses (too early in study to say more) |
| CSESA PROJECT Myers Park High School Charlotte Mecklenburg Schools | A school wide project to enhance services for students with autism spectrum disorders | Developed alternate achievement literacy for high school Field tested in self-contained class Initiated and supported inclusion in ELA class | CSESA Project began with MPHS in May 2013 and runs through June 2014 | 2 special education teachers 3 ELA teachers 4 students with ASD directly 4 peers nondisabled directly 12 students with ASD | 4 students with ASD improved their ability to comprehend grade-aligned text and generalized their skills to ELA (general ed) classes; this was their first experience of inclusion in an academic high school class 4 peers without disabilities |

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| | | | | 40 students without disabilities indirectly | <p>learned how to teach students with ASD</p> <p>2 special education and 3 general education (ELA) high school teachers learned how to use this literacy approach</p> |
| <p>Highland Creek Elementary School, Charlotte-Mecklenburg Schools</p> | <p>PDS Grant implementation</p> <p>Increase the percentage of students performing on grade level to 88.1% in Reading. This is a 4% increase in this discipline.</p> <p>Close the achievement gap between Hispanic students (59.4% Proficient) and White students (90.5% Proficient) by 3% as measured by End of Grade tests.</p> <p>Increase the number of 5th grade students who are “Proficient” in Science from 86% (2010-11 EOG Results) to 90% as evidenced by 2011-12 EOG scores.</p> | <p>In collaboration with PDS partners, school staff and teacher candidates, HCES provided differentiated instruction for all students using guided reading resources. Staff used guided reading resources to focus on Hispanic students to lessen the achievement gap.</p> <p>Provided opportunities for teacher candidates and staff to review data including formative assessment and progress monitoring data during team planning sessions. This enabled the team to adjust flexible groups as needed and make decisions on professional development needs.</p> <p>In collaboration with PDS partners HC was able to provide new teachers and mentors with professional development to support the development of guided reading within the classrooms</p> <p>Grade-Level/ Admin collaborated and included teacher candidates in discussions on essential skills to be taught, instructional strategies, common assessments to determine student learning and strategies for remediation, rigor and enrichment.</p> | <p>2012 -2014</p> | <p>51 regular education classroom teachers</p> <p>14 teacher assistants</p> <p>8 special area teachers</p> <p>1 Literacy Facilitator</p> <p>1 Math Facilitator</p> <p>1 Guidance Counselor</p> <p>3 EC teachers</p> <p>1EC TA</p> <p>1TD teacher</p> <p>1 Principal</p> <p>2AP</p> <p>1Dean of Students</p> | <p>Formal benchmarks were created using running records to see growth and concrete learning</p> <p>Data charts were created by staff showing how student achievement is rising according to formative assessment data collected</p> <p>Data tracking was used for staff participation in PDS activities, staff surveys, and increased levels of leadership were assessed through the use of the new teacher evaluation instrument</p> <p>Teacher Candidate evaluations showed an increase in STAR scores during the course of the semester.</p> <p>Outcomes for the 2013-2014 school year are not yet available and will be reported on the annual report submitted in 2015. Data below is based on the 2012-2013 school year.</p> <p>As expected, schools across the state experienced significant drops in proficiency scores as a result of the revised cut score adjustment that better aligns with the rigorous expectations of Common Core. Experienced the same type of drop as every other school across the state.</p> <p>Even so, there is a lot to be proud of when analyzing the data for HCES.</p> <p>The overall growth index exceeded expectations. Only 29% (8/28) of the schools in the NLC accomplished this (largely because of 5th grade science). 5th grade science growth index (where 0.0 meets expected) was 10.1 3rd in the NLC.</p> |

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| | | <p>Provided more opportunities for students to read using leveled guided reading texts.</p> <p>Provided professional development for staff and teaching candidates on how to incorporate guided reading texts into the science and social studies curriculum.</p> | | | <p>Overall math growth index was 5.3; second only to Torrance Creek (7.2)</p> <p>Our current school composite is 64.3; approximately a 25 point difference from the previous year. It doesn't mean students learned any less as can be seen from the growth indexes. These results are also consistent with many neighboring schools and, as we increase our proficiency with the Common Core, we will help our students be better at meeting the expectation. Research narrative from the Writing consultants about success of the collaboration as well as student EOG results</p> |
| <p>Randolph Middle School, Charlotte-Mecklenburg Schools</p> | <p>To provide teachers and staff with strategies for a balanced literacy component in writing that will help to increase student scores on the EOG</p> | <p>Partnership with the UNCC Writing Project Teacher Consultants which include workshops throughout the semester and a summer institute</p> <p>Middle Grades class taught at school site which will provide interns</p> | <p>Aug. to June – annually</p> | <p>1 Admin 1- Academic facilitator 1- professional development facilitator over 60 teachers/staff Class size depends on number of students enrolled in the course</p> | <p>Faculty participation / survey</p> |
| <p>University Meadows Elementary School, Charlotte-Mecklenburg Schools</p> | <p>To maximize academic achievement in a personalized 21st century learning environment for every child to graduate career and college ready</p> | <p>Professional Development</p> <p>Induction Program – SUMIT – Supporting University Meadows Induction Teachers Provided monthly support meetings for first year teachers</p> <p>Provided quarterly support meetings for second and third year teachers</p> <p>Provided guest speaker, COED Teacher-in-Residence, to share ideas and resources for effective student engagement</p> | <p>Aug. to June</p> | <p>6 beginning teachers 13 experienced teachers</p> | <p>Participant survey will be completed at the final SUMIT meeting on June 2, 2014</p> <p>Participant survey was completed on April 29, 2014. On a four point scale, the average score for the total of the survey questions was 3.5 Balanced Literacy was identified as an area for additional support. The 2014-2016 funded PDS grant includes plans for teachers to observe Balanced Literacy in other schools</p> |
| <p>Druid Hills Elementary School Charlotte</p> | <p>Student Initiated Research Infusing Diversity/ multicultural concepts</p> | | <p>Fall 2013- summer 2014</p> | | <p>Research results will be known in in the summer on the effectiveness of culturally responsive pedagogy in the</p> |

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| Mecklenburg Schools | into math lessons and measuring the effect. | | | | classroom |
| Huntersville Elementary School, Bradley Middle School, Blythe Elementary School, Beverly Woods Elementary School, Charlotte-Mecklenburg Schools | <p>The Solutions Project</p> <p>To develop and field test a method to teach students with moderate/severe intellectual disability to solve mathematical problems:</p> <p>(a) to develop curriculum materials and a teacher manual for teaching mathematical problem solving to students with moderate and severe intellectual disability</p> <p>(b) to assess the feasibility and potential for efficacy of the intervention for improving mathematical problem solving</p> | <p>Created word problem format and developed word problems</p> <p>Created scripted lessons and graphic organizers for teaching math problem solving for students with moderate/severe intellectual disability; Created model videos to demonstrate instruction</p> <p>Trained teachers to use scripts and receive feedback from teachers for further improvement of the instruction</p> | July 1, 2013 - June 30, 2016 | 5 teachers, 12 students with moderate to severe intellectual disability | <p>Guidelines for Writing Word Problems were developed; 15 themes with five corresponding word problems were developed and approved by experts and teachers</p> <p>A total of 23 scripts with graphic organizers and model videos for the word problem solving lessons were developed across two iterations and currently under field test</p> <p>Five teachers attended three 1-day professional development workshops to learn about teaching math word problem solving</p> <p>Implementation fidelity data of the teachers' instruction are currently collected and will be used to modify the instruction and to improve teachers' implementation skills</p> |
| Charlotte Mecklenburg Schools Exceptional Child Program | Evaluate effects of Letterland reading curriculum for K-1 students receiving EC services in 25 schools 2013-2014. Add 25 schools 2014-2015. | Assess students receiving Letterland as primary instruction in EC and comparison group. | <p>Year 1: January 2012- June 2014</p> <p>Year 2: August 2014- June 2015.</p> | <p>Year 1: 1 district admin 25 school site admin 25 intervention teachers Students in 25 implementation sites and up to 59 comparison sites – total N still to be determined</p> <p>Year 2: 1 district admin 25 school site admin 25 intervention teachers Students in 25 implementation sites and up to 59 comparison sites – total N still to be determined</p> | Analysis of year 1 to begin June 2014. |
| Charlotte-Mecklenburg | Support school-based mathematics leaders | Monthly professional development sessions | 2010-present | 100 coaches/facilitators | Facilitators have reported their gains in content knowledge, |

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| Schools, School-based mathematics coaches/facilitators | in an ongoing basis. | about the Common Core, standards-based pedagogies, and other current issues in mathematics education. | | | knowledge of pedagogy, and their growing comfort leading their teachers in their school in areas related to planning and teaching mathematics. |
| Oakdale Elementary School Charlotte Mecklenburg Schools | Professional Development (culture integrations). PD Grant | Professional Development Year-round Professional Development Summer Institute | August 2013-May 2014 | | Data from PD evaluation (survey post test data) |
| The Governor's Village Schools in Charlotte Mecklenburg Schools: Nathaniel Alexander Elementary School Morehead K-8 STEM Academy James Martin Middle School ReadWriteServe Program community partnerships | This is part of the UNC Charlotte campus-wide partnership with these CMS Schools. Goals include: -Tutoring and mentoring students -Providing classroom support and supplies -Professional development for teachers -Special programming for students -Campus beautification Provide literacy tutoring to K-12 students who are currently below grade level in reading | ReadWriteServe Program community partnerships: Recruitment and placement of UNC Charlotte faculty, staff and students as tutors/mentors/readers Collection of school supplies Workshops for teachers Volunteerism opportunities including campus clean up Recruit UNC Charlotte students, staff and faculty as tutors for America Reads, America Counts, Literacy PALS and Literacy for Democracy programs. | Since 2010 (ongoing) August 2005 to present (ongoing) February, 2014 to present (ongoing) | Varies. Key programs reach a significant number of teachers and students. In other ways, all students and faculty are touched by these programs. School principals and literacy/academic facilitators. Approximately 12 teachers | Many student learners showed gains in literacy. Collaboration is in early stages of development but we have been able to provide targeted professional development to early career teachers in the 9 th grade academy. |
| Mallard Creek High School Charlotte Mecklenburg Schools | PDS School site: Content Area Literacy | Literacy Team member | 9/2010-present | Committee: 18 Staff: 110 | Designed and implemented school wide literacy initiative |
| Highland Creek Elementary School Charlotte Mecklenburg Schools | Support teacher candidates and school site personnel | Intensive Methods Block Clinical Experience | 3/2011-4/2011 | 10 | 5 students were placed at HCES and successfully completed all components of the IMB Clinical Experience |
| Middle Grades University Charlotte Mecklenburg Schools | Identify students at-risk of academic failure and offer appropriate interventions | University connections/experiences over 40 contact hours | 8/2010-present | 25 middle school students 10 Middle Grades teacher candidates | Improved student achievement |
| Cochrane Collegiate Academy Charlotte | Support teacher's support of students content area knowledge | Planned appropriate instruction/methods for meeting the needs of students | 8/2013-12/2013 | 1 teacher 110 students | Improved student achievement |

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| Mecklenburg Schools | | | | | |
| James Martin Middle School, Charlotte-Mecklenburg Schools | <p>Assist novice teachers with development of curriculum and strategies for meeting the needs of all learners.</p> <p>Work with one team of 7th grade teachers to provide support for middle school students in the form of mentoring and tutoring.</p> <p>Continued service-learning partnership with 7th grade team of students</p> | <p>Teachers will receive professional development focusing on daily and long-range unit level planning developed by school academic facilitators and UNC Charlotte partners.</p> <p>Teachers will use the CMS pacing guide and planning tools including the Unit Design Map to develop high-quality instructional units</p> <p>Teachers will receive additional subject area support from UNC Charlotte consultants as needed</p> <p>UNC Charlotte staff and school academic facilitators will include in professional development on planning, resources to implement literacy and learning strategies in those plans</p> <p>Lesson plans will reflect the CAL literacy component.</p> <p>Planned and implemented an anti-bullying campaign for one team and the entire 7th grade. (Week of Collaboration Activities, Blues Night, Anti-bullying Assembly)</p> <p>Mentored students through a “lunch buddies” program</p> <p>Tutored students in ELA and Math</p> | <p>Summer 2013-Spring 2014</p> <p>January 2013-May 2013</p> | <p>1 Admin 9 Teachers</p> <p>120 students 3 teachers</p> | <p>Surveys will provide formative and summative assessment measures. At the beginning of the project, the 8-10 early career teachers will be surveyed regarding a range of measures including their sense of self-efficacy in teaching their students, their teaching practices and the impact on student learning. We will also use these formative assessments to gather information about areas of need and interested for professional development. Similar surveys will be given at the end of the school year to measure change across these areas. In addition to surveys, we will document progress on the professional development efforts by having teachers share lesson plans and self-reflections at three points in time during the year.</p> <p>The principal was given a banner with anti-bullying campaign slogan (“Think before you speak. Don’t make others weak.”) to hang in front of school.</p> <p>Each student on the team with whom my service-learning course worked was given a t-shirt bearing the anti-bullying campaign slogan, “Think before you speak. Don’t make others weak.”</p> <p>All 7th grade students participated in an anti-bullying assembly in which the parents and community were invited. This assembly had audience participation, which encouraged team building.</p> <p>Program evaluation revealed that teachers were satisfied with the service component of the partnership and would like for us to return in the future with our program.</p> |
| Albemarle Road | Preparing new teachers and other | Undergraduate pre-service students | Sept- Dec 2013 (cohort 1) | 1 admin 2 ESL teachers | More positive feelings of multicultural self-efficacy of |

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| Elementary School Charlotte Mecklenburg Schools | <p>school-based educators to better meet the needs of ELLs through collaboration and mentoring</p> <p>Encouraging new and practicing teachers to engage in multicultural self-reflection to improve their practice</p> <p>Supporting the retention rates of new and veteran teachers by creating support network-providing tools for teachers to become advocates and better mentors to pre-service teachers.</p> | <p>enrolled in a required course: TESL 4204 Inclusive Classrooms for Immigrant Students are assigned to an ARES teacher participating in this project. They completed a 20-25 hour field-based clinical experience with ELL students in this teacher's classroom and write a case study of their experience at the end of the semester. ARES teachers met with UNCC students weekly to discuss their experiences working with the ELLs in their classrooms and provide support as needed throughout the semester.</p> | Jan-May (cohort 2) | 20 classroom teachers 40 ELLs per semester | pre-service teachers (as written in self-reflections) Classroom teachers report that their ELLs have improved vocabulary and comprehension in specific areas |
| Joseph Grier Elementary School Charlotte Mecklenburg Schools | To prepare teachers to effectively work with students from diverse backgrounds and prepare this population for the new common core standards | Ongoing Professional Development, Classroom Visits and Curricular Planning | August 2012 – Present | 65 Teachers | Data to be collected after implementation |
| James Martin Middle School, Charlotte-Mecklenburg Schools | Support beginning teachers to encourage them to remain in the teaching profession and keep them at James Martin Middle School. | <p>Professional Development session regarding Differentiation and Planning with the 10 beginning teachers.</p> <p>Two afterschool planning sessions with beginning teachers to investigate planning.</p> <p>Two afterschool professional development sessions for beginning teachers on literacy across content areas</p> <p>Two afterschool professional development sessions on teacher evaluation.</p> | January 2013 – Met with teachers to develop plan for professional development March 2013 – Planning PD Sessions April 2013 – Literacy PD Sessions May 2013 – full day professional development | 10 beginning teachers | <p>Established group of early career teachers at James Martin and collaborated with them on inquiry based professional develop. The teachers identified the topic of differentiation as a key need.</p> <p>Hosted two professional development sessions on planning: both in March.</p> <p>Hosted two professional development sessions on literacy.</p> <p>Hosted two professional development sessions on teacher evaluation.</p> <p>Impact on student learning is unclear but the teachers have indicated that they are implementing new strategies</p> |

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| | | | | | learned through the professional development sessions. |
| Statewide Institute of Teaching Excellence (SITE) K-5 Science for CMS Elementary Schools Charlotte Mecklenburg Schools | SITE K-5 Science institute participants will actively learn science content and apply curriculum topic study strategies to link standards and research to instruction. | Leadership and Content in Earth Systems, Force & Matter, and Living Organisms | June 17-21 2013; October 2013 March 2014 | 1 administrator and 28 CMS Elementary Science and Science Facilitators | Improve content understanding and implement best instructional strategies. |
| Field Hydrology Institute for CMS teachers Charlotte Mecklenburg Schools | To create an ecologically literate society and improve and inspire science education and conservation efforts worldwide through field-based student-scientist partnerships. | Hydrology, Water Management, Water Quality, Groundwater, NC water standards, stream and wetlands restoration. | July 7-July 12, 2014 | 13 CMS teachers | Understand hydrology in NC through participatory field science in the NC mountains, piedmont and coastal areas. Apply the scientific method and appropriate tools on a real-world conservation projects; Increase interest in science and awareness of conservation sciences and water resources. |
| Elementary Science Olympiad Tournament Coaches Training for CMS teachers Charlotte Mecklenburg Schools | Provide participants an overview of the Elementary SO hands-on, interactive, challenging and inquiry-based events | Elementary Science Rocks & Minerals Weather Landforms Human Body Forces & Motions Electricity Design and Construct Events | October, 5, 2013 Newell Elementary | 1 administrator 20 CMS elementary teachers, 2 homeschool teacher coaches; 2 private school elementary teacher coaches | The NCSO events are designed to enhance and strengthen both science content and process skills. |
| GLOBE Climate Literacy Institute for CMS teachers Charlotte Mecklenburg Schools | The Global Learning and Observations to Benefit the Environment (GLOBE) program is a worldwide hands-on, primary and secondary school-based science and education program. | Climate Change and Literacy Earth Systems GIS and Carbon Cycle | October 24 and October 26, 2013 | 12 CMS teachers | Promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system working in close partnership with NASA, NOAA and NSF in study and research about the dynamics of Earth's environment. |
| Science Olympiad - CMS schools Middle & High Tournament Elementary Tournament Charlotte Mecklenburg Schools | Provide participants an overview of the Science Olympiad hands-on, interactive, challenging and inquiry-based events | Build and Construct Events-application of engineering design; testing events in physical science, life science and earth and environmental science | March 8, 2014 and May 17, 2014 | March 8, 2014 83 teams of 18 CMS students each participated; 55 CMS teachers; 3 CMS Administrators May 17, 2014 58 teams of 15 CMS students each participated; 40 CMS teachers; 2 CMS | The NCSO events are designed to enhance and strengthen both science content and process skills. |

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| | | | | Administrators | |
| Science Instruction for GIS Day Presentation JM Alexander and Morehead STEM Academy Charlotte Mecklenburg Schools | GIS Day is playing a powerful role in creating geographic awareness throughout our world. | Earth System Science GIS Climate Change | JM Alexander & Morehead STEM Academy, Spirit Square, November 20, 2013 & Class meetings from Sept – November | CMS students; UNC Charlotte faculty; GIS county and city professionals; businesses | GIS Day is an opportunity to showcase student work. |
| Annual Regional Science Fair CMS teachers & Students Charlotte Mecklenburg Schools | Grade 3 – 12 Science Competition | Biology Physical Science Engineering & Technology Earth and Environmental Science | February 7-8, 2014 | 30 CMS schools and teachers participate | Promote science research; science literacy and communication. |
| CMS Middle School Alliances Charlotte Mecklenburg Schools | Different topics cover 6-8 standard course of study in science, NC | Physics; Earth Systems; Life Systems | Sept. 21, 2013 January 11, 2014 April 5, 2014, May 10, 2014 | 1 administrator and 12 CMS teachers average per session | Provide educators with content knowledge and activities for the classroom. |
| All (NCDPI initiative) | Measure indicator 14 for reporting the Federal Government | Collected and analyzed data describing students with IEPs who exited the school system. | Annually (last 10 years) | Two Special Education Directors at NC DPI | Produced the report for IDEA on Indicator 14. |
| Iredell-Statesville Schools: Middle School and high School | Middle School and high School Learning Strategies and Content Enhancement Intervention Program Development: Develop learning strategies intervention courses across middle schools; Develop high school intervention classes to support graduation Integrate Content Enhancement via Smarter planning in content classes | Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions | January 2012 to present | 1-Director of Middle Schools 1-RTI Coordinator Approximately 100- teachers and their students. | Forthcoming; early data is promising |
| Kannapolis City Schools Shady Brook Elementary | Improve teachers best practices for STEM education Improve students understandings of STEM fields | Gather more supplies for the STEM lab Engineering is Elementary workshop | 2012-2014 | 2-Admin 12- teachers unknown number of students | Successfully purchased necessary supplies as well as held a successful EiE PD for the teachers at Shady Brook |
| Shady Brook | Provide support to | Co-planning and co- | 2008-present | 3 teachers | Gains in student learning on |

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| Elementary; Kannapolis City Schools | 4th grade teachers regarding mathematics instruction. | teaching activities throughout the year Data analysis meetings to look at data. | | | curriculum-based assessments and the end of grade tests. Higher frequency of implementation of standards-based mathematics pedagogies and data-based instruction. |
| Kannapolis City Schools/A.L. Brown High School | To provide opportunities for teacher professional leadership among the high school teachers Develop working relationship between MDSK faculty and teachers/leadership at A.L. Brown High School Provide engaged, informing clinical experiences and possibly | Received a SOTL grant (\$15,610) to revise MDSK course work and pilot an on-site, monitored clinical experience for the minor in secondary education candidates Met with school leadership to plan and coordinate the project | October 2013 to the present | 2 admins estimated 6 A.L. Brown faculty members involved in the project | We have numerous metrics in place to gauge the effectiveness of this project including: Scales of Teaching Self-Efficacy Scales of Culturally Responsive Teaching Interviews and focus groups with teachers, pre-service teachers, and administrators. |
| Rock Springs Elementary School, Lincoln County Schools | Preparation of new teachers and school based educators Enhancing Professional Development Improved classroom practices -Improvement of the writing process for students | Balanced Literacy staff development training will be on site and in-house. Staff development will focus on Writer's Workshop, Reader's Workshop, Guided Reading, Shared Reading, and Independent Reading. A train the trainer model will be used to provide staff development. Staff members who have received prior training will be the trainers. Beginning teachers will receive continuous training and support throughout the school year. Student assessment data will be graphed, analyzed, and disaggregated by Rock Springs staff members and UNC Charlotte students enrolled in | Spring 2014 | 2 Admin 1-Media Specialist 8 School Improvement Team members. During 2013-2014 school year, this will include the full Rock Springs faculty and students participating in ELED 4121 | Based on DIBELS, AIMS web, Benchmark Assessment, Read to Achieve data, and DRA to accurately monitor and assist students to grow academically. UNCC students who are participating in ELED 4121 will have the opportunity to analyze real time data as it is occurring in an elementary school setting. This will enhance their educational experience prior to student teaching. |

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| | | <p>ELED 4121.</p> <p>Based on student performance, staff members and University students will assign students to flexible intervention groups.</p> <p>Students will be assessed on an ongoing basis through the school year to monitor for progress.</p> <p>Progress will be reviewed and evaluated to determine when students should move to a different flexible group and when strategies need to be altered to increase student performance.</p> <p>Students who need additional assistance may be referred by the classroom teacher through the Response to Intervention Program (RTI) and the Student Services Team (SST).</p> | | | |
| Central Piedmont Community College | Infuse Early Childhood Special Education in Child Development courses | Meet with CPCC faculty and administrators. Develop infusion matrices for 12+ courses | January 2012- Current | 7 Full-Time Child Development Faculty 2 Adjunct Faculty | Insure that by the end of Spring 2013 all core syllabi reflect ECSE content. |
| Mitchell Community College | Infuse Early Childhood Special Education in Child Development courses | Meet with MCC faculty and administrators. Develop infusion matrices for 12+ courses | August 2013- Current | 2 Full-Time Child Development Faculty 4 Adjunct Faculty | Insure that by the end of Spring 2014 that all core syllabi reflect ECSE content. |
| Mooresville Graded School District | Support teachers in the implementation of the Common Core Mathematics Standards | <p>Provide ongoing professional development to teachers regarding standards-based pedagogies.</p> <p>Visit classrooms and</p> | July, 2013- present | Approximately 100 teachers | <p>Teachers and administrators have reported a higher frequency of standards-based pedagogies and high-level mathematical</p> <p>Teachers have reported a higher level of comfort teaching the Common Core Standards. tasks</p> |

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| | | provide feedback about mathematics instruction. | | | in their classroom. |
| Charlotte-Mecklenburg Schools Lake Wylie Elementary and Kannapolis City Schools, Shadybrook Elementary | The <i>Engineering is Elementary</i> ® (EiE) project fosters engineering and technological literacy among children. | Thinking Inside the Box: Designing a Plant Package To Get to the Other Side: Designing Bridges Catching the Wind: Designing Windmills Water, Water Everywhere: Designing Water Filters | August 20, 2013 Feb. 22, 2014 | 1 CMS Admin 20 teachers 1 Kannapolis City Schools Admin 20 teachers | EiE is creating a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics. |
| Cabarrus, Cleveland, CMS, Davidson, Fort Mill, Guilford, Lincoln, Rutherford, Stanly | Implement Project CIRCLES | Hold community-level, school-level, and individual team meetings | 2/2012 – 4/2015 | Cabarrus= Admin. – 1 Teachers – 16 Students –40 Cleveland= Admin. – 3 Teachers – 9 Students –40 CMS= Admin. – 2 Teachers – 3 Students -40 Davidson= Admin. – 2 Teachers – 8 Students -40 Fort Mill= Admin. – 2 Teachers – 4 Students -40 Guilford= Admin. – 1 Teachers – 6 Students -40 Lincoln= Admin. – 3 Teachers – 6 Students -40 Rutherford= Admin. – 1 Teachers – 4 Students -40 Stanly= Admin. – 2 Teachers – 10 Students -40 | We do not disaggregate data by LEA; |

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| Transition for 5 regional LEAs | Working with schools and districts on a tiered approach to interagency collaboration on transitional outcomes for students with disabilities. Involve three levels of interagency collaboration (i.e., community-level team, school-level team and individual level team). The community-level team provides administrative leadership for the total array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representative from community agencies that may provide services to the student after graduation. The individual team writes the IEP | We have implemented training to all “intervention schools” about using interagency collaboration for improving post school outcomes for students with disabilities. | Started in Sept 2011 and will continue until June 2014. | 45 teachers and/or transition specialists. | Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start data analysis in summer of 2014. |
| CMS Exceptional Children’s Services; Gaston Exceptional Children’s Services (multiple schools in each site) | GO TALK PHONICS PROJECT, with Exceptional Children’s Services To develop and evaluate an intervention to teach phonics to students who are nonverbal. | Developed curriculum Early Reading Skills Builder Evaluated using randomized control trials designExtended curriculum | Project began with schools in August 2012; ends June 20 14 | 30 students 12 teachers | Students in experimental group made significantly more progress on phonics measures than students in control group |
| Avery County, Buncombe County, Charlotte Mecklenburg County, Kannapolis County, Elizabeth | Evaluation of Professional Development Workshops for the Assessment Practices to Support Mathematics Learning and Understanding for | Classroom observations, interviews, and surveys. | June 2013- June 2014 | Teachers: 210 Students: 5823 | Teachers learned how to assess students in their mathematics skills and use the information to their improve pedagogy. |

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| County and Orange County | Students (APLUS) project. | | | | |
| Charlotte Mecklenburg Schools Huntersville Elem., Blyth Elem., Ranson Middle, Oakdale Elem., Alexander Graham Middle, Beverly Woods Elem., Metro School, and Whitewater Middle Gaston County Schools Gardner Park Elem., Catawba Heights Elem., Lingerfeldt Elem., Lowell Elem., McAdenville Elem., Pinewood Elem., Webb St School, WC Friday Middle | Develop a phonics curriculum (Early Reading Skills Builder) for students with severe disabilities and limited verbal skills who are unable to participate in traditional phonics instruction. | Conduct research on the effectiveness of the curriculum in teaching phonics skills. Making decisions about student progress based on data and making recommendations to improve student performance as needed Teacher training on literacy and phonics instruction for this population Monitoring teacher implementation of curriculum and suggestions for increasing fidelity of instruction as needed. | 7/1/2010 - 6/30/2013 (grant extended) | CMS – 12 teachers 18 students GCS – 10 teachers 13 students | The study is still in progress. All students have made gains in literacy. The treatment group had greater gains in phonics than the control group at the end of the study last year (June). Control students are receiving phonics instruction this year and have also made great gains. |
| Charlotte Mecklenburg, Cabarrus, Kannapolis-City, Union, Stanly | New teacher support; enhanced professional development for beginning teachers; external support for teacher development | Summer Institute: One day professional development day before the first day of school. Seminar: Networking and professional development 9 times throughout the year. Teacher Toolbox Tuesdays: Professional development 18 times throughout the year linking current pre-service students with current classroom teachers | August 2013-May 2014 under current grant | 125 teachers | Higher retention of teachers in high needs schools; increased collaboration of teachers across schools; connectedness of teachers to the University |
| Kannapolis City Schools: Shadybrook Elementary School | Student Initiated Research Projects: To mentor students in conducting research while also teaching students with | -Students developed research proposals for 3 separate studies on teaching listening comprehension to students with | Projects began in November 2013 and will all conclude by May 2014. | 9 students 1 special education teacher | 9 students with ASD or intellectual disability have improved their ability to comprehend literature that aligns to their assigned grade level; one teacher improved her |

| 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 & End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|--|---|---|--|--|--|
| Charlotte-Mecklenburg Schools; Albermarle Elementary, | disabilities new skills. | moderate/severe disabilities. | | | ability to teach ELA using the research procedures |
| Charlotte Mecklenburg Schools, Kannapolis City, Buncombe County, Orange County, Avery County, Elizabeth City | APLUS MSP Grant on Formative Math Assessment Support K-2 teachers in the use of a web-based formative assessment system. Support K-2 teachers' use of data-based instruction. Impact student learning related to number sense | Provide a summer professional development institute and online support to K-2 teachers about formative assessment in mathematics. | 2012-2013 (Grades K-1); 2013-2014 (Grades 1-2); 2014-2015 (Grades 2-3) | 300 teachers per year across the 6 districts | Years 1 and 2: Teachers reported gains in how prepared they felt to use formative assessment in their math classrooms. Year 1: Teachers who used the formative assessment system more than twice during the year had statistically significant gains compared to those teachers who used it only twice. Years 1 and 2: 85% of participants completed online follow-up activities which involved implementing data-based instruction. |
| Charlotte-Mecklenburg Schools; Kannapolis City Schools; Buncombe County Schools; Orange County Schools; Avery County Schools; Elizabeth City | Use formative assessment to guide instruction related to students' number understanding. | Assessment Practices to Support Mathematics Learning and Understanding of Students : Use of the Assessing Math Concepts program to assess student number understanding. | Oct. 2013-May 2014 | 340 classroom teachers | Teachers receive 80 hours of pd related to number understanding and formative assessment processes. |
| Cabarrus County Schools; Charlotte Mecklenburg Schools | Noyce chemistry teachers as mentors for UNCC students | Work with three chemistry teachers to become mentors for UNCC chemistry students in the Noyce program | June 2013-ongoign | 3 teachers | Training and support for three chemistry teachers to take leadership roles in working as mentors. |
| Charlotte Mecklenburg Schools, Lincoln County Schools, Union County Schools, Gaston County Schools, Greensboro City Schools, Durham City Schools | Annual K-12 STEM conference designed to promote best practices in science and math teaching | Series of hour-long presentations for elementary, middle and high school science and math teachers | January 7, 2014 | 10 LEA Administrators and 221 teachers | Classroom Best Management Practices, STEM inquiry activities, update on NC STEM curriculum, development of professional learning communities. |
| Gaston County Schools and Charlotte | Engineering PBL for Middle School Teachers Teachers Engineering | Engineering Design Process, NGSS Engineering middle school connection, | August 1, 2013 October 8, 2013 | 22 Gaston County Middle School Teachers | Promotes understanding of the Engineering Design Process, problem solving and team work. Content in design and |

| 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 & End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|--|--|---|-------------------------|---|---|
| Mecklenburg Schools Eastway Middle School | Activities: Instruction focuses on problem/project to provide direction to student learning and to allow students to engage in science, technology, engineering and mathematics (STEM) teamwork in order to propose solutions to identified problems. | problem based learning and challenge projects. | | 10 CMS teachers and 50 students and parents | redesign direct learning and understanding. |
| Charlotte Mecklenburg Schools: Whitewater Academy, River Oaks Academy, Mountain Island Elementary- Gaston County Schools Rankin Elementary, Catawba Heights Elementary- Gaston | Annual Catawba River Festival at Duke Energy Explorium: The event provides fifth graders an overview of STEM critical skills and introduces them to careers requiring science, technology, engineering and math | Hands-on lessons in science, technology, engineering and math (STEM) at two dozen kiosks operated by dozens of volunteers from colleges, businesses and non-profit environmental groups | Sept. 27, 2014 | 540 students Whitewater Academy, River Oaks Academy and Mountain Island Elementary in Mecklenburg County and Rankin Elementary and Catawba Heights Elementary in Gaston County | Promote science literacy; careers and communication |
| Rowan County Schools, Charlotte Mecklenburg Schools, and Cabarrus County Schools Knox Middle (Rowan); Berry Hill STEM (CMS), JN Fries Middle (Cabarrus) | The North Carolina Science Festival is a statewide celebration of science and its impact on education, culture and economics within North Carolina. | Students presented STEM Work including Bottle Rockets, robots, etc. Weather-Clouds Physics Watershed Model | April 13, 2014 | 1000+ Visitors including regional LEA teachers | Promote science education and activities throughout NC |
| Charlotte Bilingual Preschool | Assist in helping Latino preschoolers with early literacy development in English. | Conducted research study on a dialogic reading intervention with Latino preschoolers. | Fall 2012 – Spring 2013 | Center Director, 3 teachers, 4 preschoolers and their families | Single-subject case design indicated that the dialogic reading intervention was effective in increasing the students' English oral language skills. Data was shared with the director and teachers in Spring 2013. Manuscript has been submitted on this study. |
| Charlotte Bilingual | Assist in helping Latino preschoolers | Conducted research study on dialogic play | January 2014 - present | Center Director, 3 teachers, | Single-subject case design indicates that the dialogic play |

| 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 & End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|--|--|--|--|---|---|
| Preschool | and their mothers with early language development in English. | with Latino mothers and their preschool children. | | 4 preschoolers and their families | intervention is effective in increasing the students' English oral language skills. Data will be shared with the director and teachers in the next month. |
| Best Practices in Urban Education Institute at UNCC Charlotte Mecklenburg Schools | Best Practices in Urban Education Institute at UNCC: Professional development related to urban education | Develop curriculum and implement workshops | April 8, 2014- June 26, 2014 | Approximately 25 | Provide teachers in CMS with knowledge and skills that will be applied in classrooms through teaching and relationship building with students and families. |
| Monroe Middle School Union County Public Schools | Provide services to improve the performance of PLCs, teachers' lesson planning, lesson delivery, and student assessment. | Observed, met, and provided feedback to subject area PLCs at each grade-level (6-8) on lesson planning and student assessment. Provided written feedback and suggestion to Principal after each meeting. Conducted walkthroughs with administrative team of 40 teachers in grades 6-8 in the subject areas of Social Studies, Math, English Language Arts, and Science. Provided written feedback and suggestions to Principal following each walkthrough. | October 2013 to March 2014. Included nine daylong visits totaling 72 hours | 3 Admin 2 school curriculum specialists 40+ teachers 4 district curriculum specialists. | Improvement in lesson planning with alignment to District and NC curriculum maps as demonstrated through written plans, classroom walkthroughs, and PLCs |
| Rock Rest Elementary School, Union County Public Schools | To increase grade-level academic vocabulary knowledge of fourth- and fifth-grade Latino English learners with learning disabilities To determine feasibility and acceptance of intervention | Trained students to implement computer-assisted vocabulary intervention using a reciprocal peer tutoring format Conducted parent questionnaires, teacher questionnaires, and student questionnaires | January –May 2014 | 4 fourth-grade Latino English learners with learning disabilities 2 fifth-grade Latino English learners with learning disabilities | All six participants improved the number of correct responses on vocabulary assessment and generalized vocabulary knowledge to connected text. Results of social validity questionnaires indicate that teachers perceived intervention to be effective, participants viewed the intervention to be enjoyable, and parents perceived the culturally relevant features of the intervention to be of great importance |

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.

All candidates receive preparation in using instructional technologies for teaching and learning through required and elective coursework that emphasize updated Web 2.0 tools, e.g. EIST 4100/5100, ELED 3111, ELED 4121, MDSK 3151/6162. Updated technologies are integrated into coursework, including SmartBoards, iPad cart classroom sets, and mobile technology. Competency in using instructional technology is demonstrated during student teaching and measured on the Student Teaching Assessment Rubric and the Certificate of Teaching Capacity.

Candidates in all initial programs are required to take coursework that teaches them how to integrate technology for instructional purposes. Elementary Education candidates complete one course on technology and instructional design which serves as a prerequisite for methods courses. Candidates develop lesson plans that show how they will use technology appropriately to maximize student learning. These same candidates in Elementary Education are required to use a variety of assessment tools such as Reading 3D in order to collect and analyze data in order to support instructional decision-making practices. Through their coursework and student teaching, candidates are provided the opportunities to learn and demonstrate strategies for the integration and use of technology that best support their teaching and learning objectives, and very importantly, how to reflect upon the use of technology to engage and support student learning in all instructional practices including modification and/or differentiation for all learners.

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.

Candidates complete two reading methods courses and four mathematics courses, two in mathematics content and two in mathematics methods. One faculty member in Elementary Education has been trained in READ 3, a technology-based assessment program used in one of our partner schools. Special Education faculty have been trained and certified by DPI and are implementing the North Carolina Reading Foundations and Mathematics Foundations curricula based on research-validated reading and mathematics instructions. Special education candidates take pre- and post-tests for the *NC Reading/Mathematics Foundations curricula*. During student teaching candidates are placed in classrooms with cooperating teachers who has been certified in *Foundations* and can assess candidate performance. Candidates currently must pass Praxis II. Also, in preparation for the new Foundations of Reading and General Curriculum licensure exams, recommendations from Elementary Education faculty task force are being implemented, including a timeline for transition to the Foundations of

Reading and General Curriculum licensure exams. Some faculty have taken the Foundations of Reading and General Curriculum practice tests, resulting in curriculum modifications and the creation of workshops and on-line modules.

- 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.**

Candidates in elementary education and special education complete required coursework in measuring and evaluating student learning, e.g., ELED 4121 and SPED 3173. As stated above, one faculty member has been trained in READ 3, the technology-based assessment system used in our partner schools, and is part of courses in the elementary and special education programs, e.g., READ 3224/5200 and SPED 4275/5275, using classroom sets of iPads.

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

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

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|------------|--------------------------------|------------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | 4 |
| | Asian/Pacific Islander | 4 | Asian/Pacific Islander | 12 |
| | Black, Not Hispanic Origin | 9 | Black, Not Hispanic Origin | 60 |
| | Hispanic | 8 | Hispanic | 42 |
| | White, Not Hispanic Origin | 80 | White, Not Hispanic Origin | 592 |
| | Other | 6 | Other | 32 |
| | Total | 107 | Total | 742 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | 1 | Asian/Pacific Islander | 2 |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 6 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 27 |
| | Other | | Other | 8 |
| | Total | 16 | Total | 44 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 6 |
| | Hispanic | | Hispanic | 5 |
| | White, Not Hispanic Origin | 14 | White, Not Hispanic Origin | 45 |
| | Other | 1 | Other | 1 |
| | Total | 16 | Total | 58 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | 2 |
| | Asian/Pacific Islander | 5 | Asian/Pacific Islander | 16 |
| | Black, Not Hispanic Origin | 40 | Black, Not Hispanic Origin | 167 |
| | Hispanic | 12 | Hispanic | 44 |
| | White, Not Hispanic Origin | 119 | White, Not Hispanic Origin | 451 |
| | Other | 10 | Other | 29 |
| | Total | 186 | Total | 709 |

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|--|---|--|
| Prekindergarten (B-K) | | 1 |
| Elementary (K-6) | 8 | 21 |
| Middle Grades (6-9) | 8 | 37 |
| Secondary (9-12) | 6 | 28 |
| Special Subject Areas (k-12) | 3 | 20 |
| Exceptional Children (K-12) | | 10 |
| Total | 25 | 117 |
| Comment or Explanation: | | |
| UNC Charlotte does not track lateral entry candidates except Teach for America. Lateral entry and graduate certificate candidates follow the same program of study. At the end of the program, during student teaching, all lateral entry candidates are identified (Teach for America and others). Candidates enrolled in student teaching and the newly enrolled Teach for America candidates are included in the “enrolled in courses” numbers. | | |

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

| | Baccalaureate |
|-----------------------------------|----------------------|
| MEAN SAT Total | 1,184 |
| MEAN SAT-Math | 563 |
| MEAN SAT-Verbal | 565 |
| MEAN ACT Composite | 26 |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-Combined | 531 |
| MEAN PPST-R | 179 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 180 |
| MEAN CORE-Combined | N/A |
| MEAN CORE-R | N/A |
| MEAN CORE-W | N/A |
| MEAN CORE-M | N/A |
| MEAN GPA | 3.26 |
| 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) | 3 | 11 | | 7 |
| Elementary (K-6) | 13 | 147 | 11 | 66 |
| Middle Grades (6-9) | 1 | 25 | 4 | 55 |
| Secondary (9-12) | 2 | 41 | 5 | 46 |
| Special Subject Areas (K-12) | 1 | 16 | 1 | 32 |
| Exceptional Children (K-12) | 4 | 30 | 1 | 85 |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 24 | 270 | 22 | 291 |
| 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 | 198 | 100 |
| Spec Ed: Adapted Curriculum | 15 | 100 |
| Spec Ed: General Curriculum | 41 | 100 |
| Institution Summary | 254 | 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.

| Full Time | | | | | | |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 21 | 115 | 66 | 53 | 5 | 8 |
| U Licensure Only | 10 | 2 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 1 | 0 | 10 | 6 | 1 | 3 |
| U Licensure Only | 141 | 94 | 23 | 23 | 14 | 11 |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2012-2013 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 504 | 99 | 71 |
| 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.

| LEA | Number of Teachers |
|----------------------------|---------------------------|
| Charlotte-Mecklenburg Schs | 1,739 |
| Cabarrus Co Schs | 722 |
| Union Co Schs | 469 |
| Gaston Co Schs | 358 |
| Rowan-Salisbury Schs | 294 |
| Cleveland Co Schs | 193 |
| Iredell-Statesville Schs | 191 |
| Lincoln Co Schs | 188 |
| Stanly Co Schs | 166 |
| Kannapolis City Schs | 153 |

- 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

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|--|--|---|
| 118 | 12 | 59 |