

IHE Master's of School Administration Performance Report

University of North Carolina Wilmington

2014 - 2015

Overview of Master's of School Administration Program

Graduates of the Master of School Administration (MSA) program become effective educational leaders who can inspire, engage and lead others towards a common vision. The MSA Program at the University of North Carolina Wilmington (UNCW) consists of a 36-hour program for degree seeking students and a 24-hour program for licensure only seeking students. The MSA Program accepts students as full-time, including Principal Fellows (PFs), part-time students seeking the full degree, and licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 500 hours each semester (fall and spring). Students are expected to complete internships in two different levels in public school settings. Many of the part-time students and licensure-only students work full time as teachers and start in the summer to accumulate hours; these students take the summer pre-leadership internship course, EDL 569, to gain additional experience at another level (elementary, middle, or high) than their respective teaching level where they will complete the internship. All internships are designed so that students see the beginning and conclusion of the school year.

The MSA program is aligned with the Watson College of Education (WCE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) and the North Carolina Standards for School Executives (NSSE). The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders who are able to serve as Effective Communicators, Reflective Practitioners, Technologically Proficient, well grounded in Content Knowledge, Pedagogy, Ethical and Professional Standards, and Informed-Decision-making. The program is consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Special Features of the Master's of School Administration Program

The MSA is delivered in a completely online format using both synchronous and asynchronous components. The course load is flexible, but the program is typically completed in about two years.

Candidates complete six hallmarks for the MSA program (or add-on licensure). The hallmarks are designed to prove proficiency in the NC Standards for School Executives. All are completed in the MSA coursework. Candidates in the add-on licensure program who do not complete all the courses work independently on the hallmarks for completion and inclusion in e-portfolios. Targeted hallmarks are as follows:

1. Curriculum Audit and Alignment Project
2. Strategic Stakeholder Empowerment Project
3. School-Community Relations, Communication and Engagement Plan
4. Written Case Study
5. Safe and Positive Culture Audit
6. School Improvement Plan

Students take ownership of these hallmarks, which when combined, form an e-portfolio. With the support of a chairperson, each student writes a proposal for the contents of the e-portfolio. They select three committee members to review the final e-portfolio. Students defend their e-portfolio by providing an overview of their work and choosing two-three artifacts to present in-depth. These artifacts represent the student's greatest area of growth in the program and allow the student the opportunity to critically analyze their knowledge, skills, and dispositions, particularly noting how these areas will contribute positively to the profession.

Please see the [MSA Handbook](http://uncw.edu/Ed/el/msa/handbook.html) (<http://uncw.edu/Ed/el/msa/handbook.html>) for specific program courses, rubrics, and assignment descriptions.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

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

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

Pender County Schools

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

Sampson County Schools

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

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

Whiteville City Schools

- Edgewood Elementary
- Whiteville Primary

Cape Fear Center for Inquiry Charter School

Charter Day School of Brunswick County

Island Montessori Charter School

**Priorities Identified in Collaboration with LEAs/Schools
Improved Collaborative Identification of Need and Utilization of Resources throughout SE
North Carolina.**

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

Activities and/or Programs Implemented to Address the Priorities

PDS Arrangement

The Watson College of Education's Professional Development System University-School Partnership is with 12 Public School districts, 1 Department of Defense School system, and 3 NC Charter Schools. The PDS Partnership was established a comprehensive university /school collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (last renewed in spring 2012) and School Applications and Annual Updates gathered from 146 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.

Start and End Date(s)

7/1/2014 to 6/30/2015

Number of Participants

Within the 147 schools we have 2,375 active partnership teachers who have had the initial training in Cognitive Coaching to work with WCE students.

Summary of the Outcome of the Activities and/or Programs

The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During fall 2014 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2014-2015 academic year. These conversations led the implementation of a more intensive professional development approach with selected schools. The Partnership in Action Schools Program started in the late spring of 2013. Three schools were selected. Each school was paired with two faculty members. The faculty members and school teams collaborated to develop a work plan for the year. Faculty members at provided professional development in meeting the needs of identified gifted students. Faculty members at the third school provided support to the school as they developed professional learning communities. The PDS Director is currently surveying school and faculty teams to obtain feedback about this initiative to revise the program.

The PDS Office also planned and facilitated 3 Professional Learning Days for over 300 partnership teachers. This year's theme celebrated the 175th Anniversary of NC Public Schools and brought together 23 faculty members across the Watson College of Education, College of Health and Human Services, and the College of Arts and Sciences as presenters. In addition, presenters joined us from our local schools, the Fort Fisher Aquarium, the NCAE, and the North Carolina Teacher of the Year.

Activities and/or Programs Implemented to Address Priority above

1. Technology Sessions & Webinars

This year PDS continued the partnership with WCE Technology Unit. In the past, they would respond to specific PD requests from schools. This year, the team hosted technology sessions for interested partnership teachers. This seems to be a productive use of the technology liaisons' time. Topics such as 'flipped classroom' catered to the needs of the teachers at the beginning and veteran teacher level. The sessions were customized to enhance technology use in the classroom at the Pre-K, elementary/middle, and high school classrooms. Surveys and feedback from the sessions are used on a regular basis to meet the needs of participants.

Start and End Date(s)

08/22/2014 and 03/25/2015

Session Titles and Number of Participants

Date	Session Titles	Participant #
August 22nd	BT Matters Introduction	35
September 25th	CFCI - Flipped Classrooms	30
October 17th	PDS Day of Learning - Tech Smack Down	33
November 7th	BT PD Day - Tailored Tech Tools for the Tiptop Techy Teacher	45
November 18th	Garner Ed Foundation - Games	25
January 20th	BT Matter - Tech Integration	28
February 27th	Beginning Teachers Make and Take	25
March 5th	Online Learning Personalized	7
March 20th	PDS Day of Learning - Tech Make Take	45
March 25th	PDS Day of Learning - Online Learning	20

Total number of participants for 2014-2015= 293

Summary of the Outcome of the Activities and/or Programs

The needs of the participants are surveyed from the school districts to tailor sessions to teachers/administrator needs.

Priority Identified in Collaboration with LEAs/Schools Professional Development of Teachers and /or Administrators

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

Activities and/or Programs Implemented to Address the Priorities

University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored new initiatives and maintained initiatives from 2012-2013—Partnership in Action Project, the Master Teacher Program and the Fall Superintendent Forum.

Start and End Dates(s)

7/1/2014 to 6/30/2015

Number of Participants

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

Summary of the Outcome of the Activities and/or Programs

In 2014-2015, **10,013** partnership teachers, school administrators, university faculty, interns and other school partners participated in **12** professional development conferences, **302** seminars, **112** partnership teacher orientations, teacher intern preparation (online session developed for each and now offered continuously), and **39** professional initiatives for a total of **465** sessions with **20,014** contact hours.

Activities and/or Programs Implemented to Address the Priorities

PDS continued an initiative from the previous year the Master Teacher Program and PDS brought together ten teachers from two of our partnership districts. The Master Teacher Program is a three year initiative that serves to highlight and strengthen the extraordinary work of our partnership teachers and WCE faculty. The mission of the Master Teacher Program is to collaborate with professional educators to reflect on current practices and impact the educational environment.

Start and End Dates(s)

Fall 2014-Spring 2015

Number of Participants

10 Teachers

Summary of the Outcome of the Activities and/or Programs

Teachers participated in extended professional development and worked with our teacher preparation programs to train our teacher candidates. Selected Master teachers served as guest speakers in teacher education courses and provided professional development at PDS Professional Learning Days for partnership teachers. In addition, Master Teachers spoke with faculty about the NC School Report Cards, advocacy efforts across our state, and provided feedback regarding the readiness of our graduates to enter their first years of teaching. The Master Teachers also created a Facebook page where they regularly post instructional strategies, lesson plans, and online resources.

Priority Identified in Collaboration with LEAs/Schools Professional Development of Teachers and /or Administrators

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

Activities and/or Programs Implemented to Address the Priorities

Many of the collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. To understand the context of research in local schools the PDS coordinated a session by administration from New Hanover County for faculty conducting Research in New Hanover County Schools. The PDS Office also supported faculty research and grant work in 2014-2015 by reaching out to districts regarding opportunities for partnership. This year, our office sought out partners based on initial conversations and previous needs assessments and helped to facilitate communication for the FLEX Literacy Study, i3 Grant, NC Quest Grant for Writing in Science, Science in Writing, NSF-Noyce Foundation Grant, and ELMS Project. The office of Teacher Education and Outreach also provided funding to faculty for Ambassador Grants which provided funding for conference research presentations and research meetings.

Start and End Date(s)

7/1/2014 to 6/30/2015

Number of Participants

Educators, students, and faculty

Summary of the Outcome of the Activities and/or Programs

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

Priority Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

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

Activities and/or Programs Implemented to Address the Priorities

Partnership in Action Schools Program: The Partnership in Actions (PIA) schools program is designed to nurture more intensive university-school collaborative sites in the following areas: teacher candidate preparation, professional development, research, and grant writing. After the intense selection process in 2012-2013 which identified 3 schools: Carolina Forest International Elementary School, Cedar Grove Middle School, and Heidi Trask High School, PDS hosted a meeting with selected schools and their faculty facilitators. This year 2013-14 teachers and administrators worked collaboratively with Watson College of Education faculty to address the needs of the chosen schools. Faculty at two schools provided professional development in literacy. Faculty at the high school worked with the school team to develop professional learning communities.

Start and End Date(s)

Spring 2014-Spring 2015

Number of Participants

3 schools and 6 WCE Faculty Members

Summary of the Outcome of the Activities and/or Programs

Faculty facilitators provided and/or arranged professional development opportunities for the school faculty, staff, and/or administrators. At least one of these faculty was designated a “faculty in residence” at the school and is on site at the school at least 10 days per year.

NHCS Administrators Retreat. A faculty member was a featured speaker at New Hanover County Schools’ administrators retreat on Aug. 7 2014. Principals and assistant principals from 44 schools attended the event, which focused on ways to build effective professional learning communities (PLCs) in schools. Sterrett, author of the recent ASCD book *Short on Time: How do I make time to lead and learn as principal?*, shared ways administrators can be innovative leaders and effective role models as they work to engage teachers, staff and students in their local school communities.

Start and End Date(s)

August 7, 2014

Number of Participants

100 Principals and Assistant Principals

Priority Identified in Collaboration with LEAs/Schools:

Provide Specifically Designed Professional Development for School Teachers/ Administrators

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

Activities and/or Programs Implemented to Address the Priorities

Dropout Prevention Coalition- 'Stopping the School to Prison Pipeline'

More than 150 school leaders, law enforcement officials and representatives of government and community agencies gathered at UNCW's Watson College of Education (WCE) to hear regional experts including Chief District Court Judge J.H. Corpening II and District Attorney Ben David discuss programs underway to stop the School to Prison Pipeline. Watson College faculty continue to support New Hanover County (NHC) in working to reverse the trend through a collaborative effort involving schools, law enforcement, community agencies and the courts. The goal is to put positive behavioral interventions in place and overhaul the discipline policy in area schools. Faculty members are also engaged in the New Hanover County Inter-Agency Collaboration.

Start and End Date(s)

12/11/2014

Number of Participants

150 attendees

Summary

The forum designed for school leaders, CTE directors, guidance counselors and other interested parties found this event as useful venue for sharing of ideas and resources.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

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

Activities and/or Programs Implemented to Address the Priorities

Watson College of Education hosted the Academically Intellectually Gifted Conference (AIG REBOOT). Focused on serving intellectually, academically and creatively gifted students in the classroom, teachers learned how to utilize technology to support advanced learning. Angela Housand, an associate professor in the Department of Instructional Technology, Foundations and Secondary Education. Stated, "We want to support teachers, parents, and administrators who do the hard work of providing specialized services for advanced learners in the classroom." Keynote speakers Ian Byrd and Brian Housand are this year's speakers. Byrd is a teacher and writer whose gifted education website draws 25,000 monthly visitors. Housand, an associate

professor and co-coordinator of the Academically and Intellectually Gifted Program at East Carolina University, is currently researching ways in which technology can enhance the learning environment, and is striving to define creative-productive giftedness in a digital age.

Start and End Date(s)

4/17/2015

Number of Participants

150 educators/university faculty

Summary

Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms to address technology use for AIG learners and how might these experiences influence their learning and teachers' teaching.

Rosenwald Conference

Every other year, the UNCW's Office of Institutional Diversity and Inclusion, Upperman African American Cultural Center, History Department and Watson College host a conference on African Americans and education. Started in 2009 by local teacher and historian Claudia Stack, this conference is designed to examine the history of education for African Americans in the southeast and to evaluate current educational contexts for African American students in public schools. It also examines the history of schools started with money from the Julius Rosenwald fund. Speakers included New York Times best-selling author Carole Boston Weatherford who has 46 books to her credit. Her books have won the Caldecott Honor and Coretta Scott King Award, NAACP Image Award, Carter G. Woodson Award from National Council for the Social Studies, the Jefferson Cup, the Lee Bennett Hopkins Poetry Award and two North Carolina Juvenile Literature Awards and she is the recipient of the North Carolina Award for Literature and two North Carolina Arts Council Fellowships. Other speakers included: Historian Glen Harris, educator and filmmaker, Claudia Stack, Felicia Brown, Chief Officer for Human Resources and Leadership Development for Duplin County Public Schools, George Edwards, professional preservationist.

Start and End Date(s)

4/10/2015

Number of Participants

80 attendees

Summary of the Outcome of the Activities and/or Programs

Breakout sessions provided opportunities to meet with other educators to discuss important issues in education past and present.

Priorities Identified in Collaboration with LEAs/Schools

Provide specifically designed literacy instruction through tutoring to students from local schools.

Activities and/or Programs Implemented to Address the Priorities

WCE supports eight Reading Recovery Teacher Training Centers and 19 school districts in North Carolina and Virginia. Local participating districts include New Hanover, Pender and Onslow. Across the state, Beaufort, Currituck, Edenton-Chowan, Elizabeth City Pasquotank, Harnett, Henderson, Hyde, Jones, Lenoir, Perquimans and Union counties participate in Reading Recovery's i3 grant. During the 2014-15 school year, this support reached 195 teachers and 1,250 first grade students.

AVID Program

Students enrolled in the secondary education program at the Watson College worked with students in the Striving to Achieve Excellence (STAE) program at Ashley, Laney and New Hanover High Schools, and students in the Advancement Via Individual Determination (AVID) program at North Brunswick High School. STAE and AVID are programs designed to increase student learning and performance by providing academic support and assistance with the development of study, time management and organizational skills. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The tutoring program gives students enrolled in the secondary education program who are preparing to be high school teachers an opportunity to work one-on-one with high school students. The program expands on the one-on-one tutoring experiences long provided through the Ed Lab to students enrolled in elementary, middle grades and special education programs at the college. Students in Laney High School's STAE program and North Brunswick's AVID program visited UNCW. During the full-day event, students listened to presentations on culture and diversity, international study and financial aid, and attended a panel presentation by students enrolled in education, nursing, sociology and business programs at the college.

Start and End Date(s)

4/27/2015

Number of Participants

45 attendees

Summary of the Outcome of the Activities and/or Programs

Laney High School STAE coordinator said the event was a wonderful and informative experience for students. "The tour was perfect, and the speakers and panel discussions were extremely enlightening," she said. "We all thought the total experience was fabulous!" Students said they learned a lot about colleges from the speakers, appreciated "how personal and dedicated each leader of the tour was towards the students," described the campus as "mesmerizing and breathtaking" and were surprised to learn that professors are on a first-name basis with students.

Digital Storytelling Project

Eighty students from nine elementary schools exhibited digital stories that they created and produced at the 7th annual Digital Storytelling Contest held at the Watson College of Education. Following the presentations, the students enjoyed a pizza lunch and visit with Sammy the Seahawk. They also visited the Book Fair, held in the atrium of the Education Building, where WCE's Curriculum Materials Center coordinator Kathryn Batten presented each child with a book to take home. Before departing the UNCW campus the students participated in a STEM activity. Participating schools were: Anderson, Bellamy, Carolina Beach and College Park Elementary Schools in New Hanover County; Burgaw, Cape Fear, Malpass Corner and Rocky Point Elementary Schools in Pender County; and Old Dock Elementary School in Columbus County.

Middle and High school students exhibited their stories at a second digital storytelling event at the college. They also enjoyed a complimentary lunch at Wagoner Dining Hall and toured the UNCW campus. Participating schools from New Hanover County were Noble, Trask and Williston Middle Schools and Ashley and New Hanover High Schools. Participating schools from Pender County were Burgaw and Cape Fear Middle Schools and Heide Trask and Topsail High Schools.

Date: 04/21/2015 and 04/23/2015

Number of Participants

80 Elementary students and 138 Middle/ High school students

Summary of the Outcome of the Activities and/or Programs

Participation in this very successful event has grown every year since the event's inception. This year, for the first time, the event was held on two separate days to accommodate a record number of student participants.

Priorities Identified in Collaboration with LEAs/Schools Professional Development of Teachers and /or Administrators

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

Activities and/or Programs Implemented to Address the Priorities

The First Years of Teaching Support Program continues to provide on-site support for teachers in several of our partnership districts. This year, 5 workshops were requested in individual schools and 9 workshops were provided at the district level for beginning teachers in Onslow and Pender Counties. In addition, 3 full day conferences were hosted in the Watson College of Education attended by 85 teachers from 9 districts. Finally, the program added 10 Promise of Leadership (POL) Award recipients mentored by 10 of our Watson faculty members. Faculty

members (20) participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. Support for these districts included classroom management, building relationships with students, engaging students with technology, and first year teachers' attitudes towards teaching. In addition, New Hanover County's beginning teacher support coordinators requested support in the facilitation of training for their lead mentors as they continue to grow their program.

Lastly, the coordinator of the FYTSP served as co-PI to secure a \$50,000 grant funded through the *Institute for Emerging Issues*. The grant money is used to design and implement a community-based support program for beginning teachers. The pilot program in Clinton City Schools began in the fall of 2014 and was completed in April 2015. Professional development consisted of 6 face-to-face and online sessions. Revision is currently in process to make the online modules free for the public July 1, 2015.

Start and End Date(s)

8/1/2014 to 6/30/2015

Number of Participants

Teachers and administrators

Summary of the Outcome of the Activities and/or Programs

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

**Priorities Identified in Collaboration with LEAs/Schools
Professional Development of Teachers and /or Administrators**

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

Activities and/or Programs Implemented to Address the Priorities

Many of the faculty engage in the schools on grants and projects with teachers and administrators. For example, Pender County Special Olympics; Center for Assistive Technology Presentations in New Hanover, Brunswick, and Onslow County; Project Based Learning at Cape Fear Middle School; Safer School Task Force, New Hanover County Schools, and others.

Start and End Date(s)

Fall 2014-Summer 2015

Number of Participants

WCE PDS office is in the process of collecting the information on the extensive work faculty do in the schools and agencies.

Summary of the Outcome of the Activities and/or Programs

TBD

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

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

Partners: Onslow County Schools

Summary: The Onslow County school system has responded to the call for 21st Century skills through an increased emphasis on integrated STEM instruction in K-8 classrooms and the implementation of themed schools which focus on STEM implementation developed by the North Carolina Department of Public Instruction's STEM Education Schools and Programs was used to evaluate the STEM attributes that describe a quality STEM education in our schools and classroom instruction. It has been determined that many of our teachers lack the professional development necessary to integrate math and science through the use of Project Based Learning. Fiscal Year: Total Budget – \$873,924.00.

Partners: Brunswick County Schools

Summary: Math Achievement Common Core or MACC will primarily be a high-school focused program proposed by Brunswick County Schools (BCS) to address targeted gaps or weaknesses in secondary-level mathematics (8-12). MACC will recognize the following four major goals and set forth a specific plan of action to address each one: 1) to increase teacher content knowledge in math; 2) to raise student math achievement; 3) to improve classroom instruction; and 4) to develop a sustainable partnership with the University of North Carolina Wilmington (UNCW). Fiscal Year: Total Budget: \$280,000.00.

Start and End Date(s)

2012-2015

Number of Participant

Approximately 100 teachers each year for a three year period.

Summary of the Outcome of the Activities and/or Programs

Both the grants were awarded and professional development was created. CESTEM will work with UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development.

**Priorities Identified in Collaboration with LEAs/Schools:
Provide Specifically Designed Professional Development for School Teachers/ Administrators**

Rationale:

Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.

Activities and/or Programs Implemented to Address the Priorities

The Southeast Education Alliance The following collaborative events were coordinated with Watson College of Education.

Event 1: CSTEM Conference

40 presentations held during the first K-12 STEM Education Conference hosted Jan. 9 by the Watson College Center for Education in Science, Technology, Engineering and Mathematics (CESTEM). About 150 teachers from public school districts across the region attended the conference, which was part of the continuing education opportunities that Watson provides annually.

Event 2: A Special Education faculty member developed a two-part series to foster special educator and general educator collaboration in the elementary classroom. At the first professional development training workshop in the series titled “Co-Teaching: Special Education and General Education Collaboration for Grades K-5,” held in October, teachers were introduced to strategies for implementing co-teaching. In a follow-up workshop on Feb. 3, teams comprised of a general educator and a special educator returned to the Watson College to hone their co-teaching skills.

Start and End Date(s)

Event 1: January 9, 2015

Event 2: October 2014 and February 3, 2015

Number of Participants

Participant teachers from school districts.

Event 1: 150

Event 2: 30

Summary of the Outcome of the Activities and/or Programs

**Priorities Identified in Collaboration with LEAs/Schools
Provide Specifically Designed Professional Development for School Teachers/ Administrators**

Rationale: WCE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources, allowing Watson College of Education Elementary Education Faculty access to students from diverse backgrounds.

Activities and/or Programs Implemented to Address the Priorities

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

Start and End Date(s)

Spring 2014

Number of Participants

40 students and university faculty

Summary of the Outcome of the Activities and/or Programs

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

WCE Meets with Columbus County School Board and Superintendent of Schools

The Professional Development System Office in the Watson College of Education hosted an informal dinner meeting Feb. 18 with Columbus County school officials to discuss the university's partnership with the school district, undergraduate and graduate programs offered by the Watson College and issues of priority to the district.

Columbus County Board of Education members Junior Dew, Monte Herring and Barbara Yates, Columbus County Schools superintendent Alan Faulk, assistant superintendent Jonathan Williams and district personnel Cassie Cartrette and Kathy Lewis attended the event. Associate deans Carol McNulty and Ann Potts, department chair Donyell Roseboro, PDS director Somer Lewis and faculty members Terri Collins, Robert Smith and Cindy Wiseman attended from the Watson College.

The leaders discussed teacher preparation programs, enrollment at Watson College and current trends in education. The group also explored ways to increase WCE field placements and internships in Columbus County to support teacher recruitment and retention in the district and strategies for supporting special education students through co-teaching and inclusion.

In Summary

The Watson College of Education continues to support the University's regional engagement and outreach goals through service to public schools. In the past year, WCE faculty demonstrated a strong commitment to activities and service related to public schools. Service

to public schools includes a wide variety of initiatives, only a few of which can be mentioned here. As Watson College faculty participate in service work, professional development in schools and also faculty have a longer commitments, through such projects as the Partnership in Action schools. Other professors have devoted hours of service to schools, for example under the guidance of a professor, Watson College students, and 32 Williston Middle School students gathered in the auditorium at the school for an end-of-year Poetry Slam performance. The middle school poetry project was established in 2011 to extend and deepen the learning experiences of beginning education students enrolled in EDNL 200 course through meaningful service to underserved area schools. What emerged was a 10-week, school-based field experience at historic Williston Middle School in New Hanover County. The program – now in its fourth year – has become a valued program at the school with many poets returning for both their sixth and seventh grade years. The poetry project is also a popular field experience for beginning education students looking for an authentic, challenging applied learning experience.

Likewise, faculty members continue to serve as tutors, as well as guest or keynote speakers. Faculty members served as senior or graduation project judges this year for local high schools and the Early College. Service to public schools also revealed a strong focus on diversity related topics. This is achieved through memberships on advisory boards for low achieving inner city children for example two faculty members are on the Advisory Board for the re-opened D.C. Virgo Middle School (majority minority (95%) and lower SES population (98% qualify for free and reduced lunch). Another faculty member is on the board of Cape Fear Community in Schools.

One faculty member worked with over 100 students from area schools to participate in a Digital Storytelling competition and they present their projects at Watson College. Others have worked with teachers to connect the Common Core requirements to develop model lesson plans in areas such as AIG. Another serves as the Director of the Dropout Coalition and plans and develops conferences and forums for discussion. Faculty members often involve candidates in initiatives. Many elementary faculty members work with schools during “block” experiences in which candidates serve in classrooms eight hours per week, in addition to a week of observation and two week full-time experience. Such experiences are mutually beneficially for students and candidates alike. Service to public schools also includes tutoring of students and support services to parents.

Watson College faculty members also support public schools through grant writing and review instructional materials, by serving as mentors to teachers, and by serving on executive boards. The ELMS project is a grant initiative housed at Watson College of Education which provides professional development for regional teachers working with English Language Learners. We currently have 80 in-service teachers who have either completed or are working toward their ESL add-on licensure. We also have 49 pre-service teachers who have either completed or are working toward their ESL add-on licensure. The project serves in-service teachers from across the state of North Carolina and pre-service teachers accepted to the Watson College of Education. Our participants are a diverse group of teachers from nearly every content area and grade level, and with a broad range of experience.

Grants represent another facet of involvement. Faculty members were invited to work with Measurement Incorporated of Durham, NC to support a national grant, i3 Reading Recovery: Scaling Up What Works. Reading Recovery is a highly effective, targeted approach to school reform focusing on first grade students experiencing difficulty learning to read and write, typically the lowest 20 percent of the class. The program calls for intensive, long-term professional development for teachers, preparing them for interventions with first graders that help them catch up with their peers and close the achievement gap. The grant supports the cost of training Reading Recovery teachers and thus increases the opportunity for children to participate in one-on-one learning.

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	4
	Other		Other	
	Total	3	Total	5
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other		Other	
	Total	4	Total	7
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	7
	Other		Other	
	Total	12	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	23
	Other		Other	
	Total	11	Total	30

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

MSA- Degree	
MEAN GPA	3.67
MEAN MAT New Rubric	406.00
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	296.90
MEAN GRE Traditional	1,033.75
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.9
NUMBER EMPLOYED IN NC SCHOOLS	58
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	9	2		9
Comment or Explanation:				

D. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	6	0	0	0	0	0
G Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	1	1	3	0	0	0
G Licensure Only	7	1	0	0	0	0
Comment or Explanation						