

IHE Bachelor Performance Report

UNC Charlotte

2014 - 2015

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 2014-2015, more than 27,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's 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 fifth class of 15 Levine Scholars in fall 2014. The Levine Scholars Program admitted its inaugural class in 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 164 schools and a highly diverse enrollment of more than 145,000 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 a little over 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 has for many years hosted a very successful Teaching Fellows and continues to host 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 program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers 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, or 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 offered 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: 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
Randolph Middle School, Charlotte-Mecklenburg Schools	To provide teachers and staff with strategies for a balanced literacy component in writing that will help to increase student scores on the EOG	Partnership with the UNCC Writing Project Teacher Consultants which include workshops throughout the semester and a summer institute	August to June annually	Administrator, Academic facilitator, professional development facilitator, and over 60 teachers and staff	Research narrative from the Writing Consultants about the success of the collaboration as well as student EOG results
Cabarrus County Schools/Central Cabarrus High School	Decrease the achievement gap between minority and White students Work to engage faculty with research-based instructional practices Partner with faculty to examine pertinent issues social studies and literacy-based research Offer social studies methods course onsite	Developed a professional development workshop for faculty. The workshop was developed using data from a needs-assessment survey disseminated to school faculty and staff Presented one workshops at professional development session: Using Seminar in the classroom Supervisor of the social studies tutorial program held in conjunction with the undergraduate methods course held on campus Developed the Teacher-Scholar program—partnering university faculty with	August 2011 to the Present	2 administrators and 4 teachers on the PDS committee over 100 faculty members took part in the professional development workshops >30 CCHS faculty have taken advantage of the teacher-scholar program	improvement on social studies benchmark tests. Development of culturally responsive teaching workshops tailored to the individual needs of departments Faculty post-PD surveys indicated a high level of satisfaction with the workshop. Sustained collaboration between UNCC faculty and CCHS faculty and staff

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		professional learning communities at the school to develop research-based curricula.			
HM Winkler Middle School, Cabarrus Schools	Improve literacy outcomes for adolescent learners	Professional Development in Learning Strategies and Content Enhancements Observations of teachers implementing the strategies Consulting with teachers/problem solving	ongoing	100 students	(This is the Cabarrus County comparison data described above.)
Cabarrus - Performance Learning Center Cabarrus Co.	Academic enhancement through motivational interviewing	Increase motivation for academic achievement and school success	January 2015-ongoing	30 students	Data collection that includes outcome of the small group interventions
Beverly Hills Elementary School, Cabarrus County Schools	<p>1. To reduce disruptive behavior and increase academic engagement of four African American male students in third, fourth, and fifth grade through Tier II Check-In Check-Out (CICO) intervention and Tier III function-based self-management program</p> <p>2. To decrease the classroom rule violations related to schoolwide behavioral expectations of three African American kindergarten students through culturally responsive social skill instruction</p> <p>3. To determine feasibility and acceptance of the interventions for school personnel, parents, and participants</p>	<p>1. Trained the assistant principal as CICO implementer to train teachers, mentors, parents, and students on the intervention implementation</p> <p>2. Implemented CICO with four African American students and function-based self-management program with one African American student</p> <p>3. Conducted ethnography interviews with three parents of African American kindergarten students to obtain perceptions about culturally responsive social skill instruction</p> <p>4. Implemented computer-assisted culturally responsive social skill instruction with six kindergarten students in peer tutoring format (three targeted African American students and three peers)</p> <p>5. Conducted parent questionnaires, school personnel questionnaires, and student questionnaires</p>	Aug. 2014 - May 2015	1 assistant principal, 7 teachers, 6 parents, 10 students	<p>1. CICO implementation fidelity was 100% for CICO and 92-100% for function-based self-management</p> <p>2. All four African American students receiving CICO) decreased their level of disruptive behavior and increased level of academic engagement in the classroom based on direct observations</p> <p>3. Parents' inputs from the ethnography interviews were used to develop the culturally responsive social skill lessons</p> <p>4. The three African American kindergarten participants receiving culturally responsive social skill instruction reduced number of rule violations</p> <p>5. Results indicate that teachers perceived CICO to be effective, participants viewed CICO to be enjoyable, and parents perceived CICO to be useful in supporting their children's social behavior.</p>

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		to obtain their opinions about the interventions			
Beverly Hills Elementary School and Royal Oaks Elementary School, Cabarrus County Schools	(Project ESPISE-3P)1. To describe the components of effective schoolwide positive behavior intervention and support (PBIS) implementation in PBIS exemplar or model schools in North Carolina 2. To investigate attitudes and perceptions of administrators, PBIS team members, teachers, students, and parents on the schoolwide PBIS 3. To develop and implement classroom-level behavioral supports to improve socially appropriate behaviors of students	1. Conducted (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 2. Attended PBIS team meetings and training sessions 3. Worked with teachers and PBIS teams to develop and implement research-based behavioral intervention that is practical/feasible for teachers to implement	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	1. Observations of team meetings and classroom functioning were conducted. Data analysis is currently underway. 2. Data on Schoolwide Evaluation Tool (SET), number of discipline referrals, statewide reading and math scores, school staff responses via interviews, and field notes were collected. Similarity and differences across the two schools were noted in terms of effectiveness of PBIS implementation. 3. Effectiveness of the classroom-level interventions were evaluated based on student data on social behaviors.
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 Department; KU CRL School Transformation team; 4-7 schools at varying times; Project addresses 5pprox... 6-12 administrators with deep involvement, 5pprox... 300 teachers and their several thousand 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
Cabarrus County Middle Schools	Integrate Content Enhancement via Smarter planning in content classes	Professional Development for all middle school science and social studies teachers in Cabarrus County Schools Instructional Coaching and program facilitation	July 13 to present	Approx. 10 middle schools	Data forthcoming (internal to Cabarrus schools)
Lake Norman	Identify areas of need	Diversity Scan Surveys	April, 2015-	90 Teachers;	To be determined

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Charter School	for diversity/cross cultural relationship development. Diversity/Cross Cultural Relationship Building with Faculty in order to develop competence with other faculty, students, parents and other stakeholders within the school community.	Focus group interviews with faculty, students, and parents. Professional development workshops on building cultural competence and culturally responsive teaching practices.	April 2016	Students; Parents	
Sugar Creek Charter School (SCCS)	expand earlier work to include the entire literacy curriculum and raise students' overall achievement in reading	Provide professional development for 6 teachers focusing on comprehension strategy instruction and guided reading. The aim is for the teachers to deliver effective comprehension instruction to their students, thereby improving their reading comprehension. Literacy Curriculum Framework implemented by all K – 5th grade teachers. Provide professional development to support curriculum use.	August 2011 - ongoing	(2014-2015) Teachers: 6 Students: 130	Data collected during the first two years of the project indicated that students successfully learned comprehension strategies and there was a significant relationship between knowing comprehension strategies and reading comprehension. Data analysis continues for this project.
Community School of Davidson	Writing Workshop institute The purpose of this initiative is to collaborate with teachers in understanding how students develop as writers across the grades	Meet online once a month. Meet twice a semester at face-to-face grade level meetings Disseminate knowledge gained from the group at faculty meetings and school conferences.	60 total hours Ongoing for the last 6 years (2009-2015)	15 Teachers	The outcomes are noted qualitatively using analysis based on one pagers written and shared by teachers.
Sugar Creek Charter School	Expand existing work to include the entire literacy curriculum and raise students' overall achievement in reading	Professional development for 6 teachers focusing on comprehension strategy instruction and guided reading. The aim is for the teachers to deliver effective comprehension instruction to their students, thereby improving their reading comprehension Literacy Curriculum Framework developed	August 2011 - ongoing	6 teachers, approximately 130 students	Kindergarten teachers are conducting comprehension strategy instruction in their classrooms along with guided reading.

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		and implemented by all K – 5th grade teachers. Professional development provided to support curriculum use.			
James Martin Middle School, Charlotte Mecklenburg Schools	Content Area Literacy: Strategies to support reading comprehension and academic word awareness among middle school learners	Professional development for teachers focused on content area reading comprehension and vocabulary acquisition in ELA, math, science, and social studies.	March through April 2014	25 teachers	Direct Outcomes: Curriculum applications to support student learning outcomes Indirect Outcomes: ongoing mentoring to help with advancement of pedagogical ideas
Albemarle Road Elementary School, Charlotte Mecklenburg Schools	Preparing new teachers and other school-based educators to better meet the needs of ELLs through collaboration and mentoring Encouraging new and practicing teachers to engage in multicultural self-reflection to improve their practice	Undergraduate pre-service Students 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.	September 2014–June 2015	1 administrator, 25 classroom teachers, 80 English Language Learners	More positive feelings of multicultural self-efficacy of pre-service teachers.
David Cox Road Elementary School, Charlotte-Mecklenburg Schools	(K-2): 80% of students will meet or exceed more than one year’s growth as determined by final MAP testing. (3-5): To increase reading proficiency rates by 10% on EOG tests AND meet overall high growth status. To increase literacy/reading proficiency rates by	1. Provide on-going Professional Development to help teachers and teacher candidates plan quality “literacy” instruction that includes a balanced literacy framework that also incorporates supplemental research-proven literacy strategies. Grade level teams will meet to create theme-based	April 20, 2014-April 2016.	46 certified teachers 10 instructional assistants One administrator 852 students	Results are not available at this time; however we anticipate that Student reading logs will show an increase in number of books read. Measure of Academic Progress (MAP) reading results 100% of students meeting projected growth. Reading 3D Text Reading Comprehension (TRC) results 100% of students meeting projected growth. Focus Walk-throughs and

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	<p>10% of the EOG tests and meet overall high growth targets (grades 4-5); by 10% in grade 3 and with an overall 90% readiness for the next grade level in grades K-2.</p> <p>Focus: 1. Supporting multiple learners and 2. Developing a common Shared Professional Vision of Teaching & Learning Grounded in Research and Practitioner knowledge.</p>	<p>balanced literacy units. Mentor Yearlong Interns from UNCC with Professional Development workshops and school based University Supervisors. Include interns in Staff Professional Development. America Reads UNCC tutors tutor students reading below grade level. University clinical students will observe literacy instruction to identify balanced literacy components and provide feedback to teachers and to the instructional leadership team.</p>			<p>Learning Walks annotated for teachers will show implementation of all Balanced Literacy components.</p>
<p>Hidden Valley Elementary School, Charlotte Mecklenburg Schools</p>	<p>Balanced Literacy in K-5 The purpose of this initiative is to provide professional development for teachers in the area of writing instruction. Specifically, I spent one day a week at the school teaching, co-teaching, and observing in a selection of K-5 classrooms.</p>	<p>Day-long weekly coaching Work within teachers' classrooms Model teaching in classrooms Observe instruction in classrooms Debrief with teachers</p>	<p>140 total hours in the school September 2014-March 2015</p>	<p>24 Teachers 2 Admin</p>	<p>Exceeded expectations of growth in literacy on the 2014 EOGs.</p>
<p>Polo Ridge Elementary School, River Gate Elementary School/Charlotte Mecklenburg Schools</p>	<p>Writing Workshop Institute in collaboration with the Humanities Department we designed, created, and facilitated a Writing Workshop Institute. I spent 5 days teaching Writer's Workshop and modeling in classrooms in specific classrooms.</p>	<p>5 Face-to-face meetings Work within teachers' classrooms Model teaching in classrooms Designed, created, and delivered professional development to teachers.</p>	<p>35 total hours in the school January 2015-March 2015</p>	<p>14 Teachers</p>	<p>Teacher surveys.</p>
<p>Charlotte-Mecklenburg Schools</p>	<p>Support school-based mathematics leaders in an ongoing basis during the year</p>	<p>Conduct professional development sessions about the Common Core, standards-based pedagogies, and other current issues in</p>	<p>2010-present</p>	<p>100 coaches/facilitators; 102 elementary schools</p>	<p>Facilitators have reported their gains in content knowledge, knowledge of pedagogy, and their growing comfort leading their teachers in their school in areas related to planning and</p>

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		<p>mathematics education. Support district leaders in the creation of instructional units and refinement of pacing guides. Provide feedback to Title I office about assessment items.</p>			teaching mathematics.
Cornelius Elementary, Charlotte-Mecklenburg Schools	Increase reading proficiency to 85% as measured by the NC End-of Grade Reading Comprehension Test (Grades 3, 4,5)	<p>Year 2: supporting the Balanced Literacy professional development and implementation for classroom teachers Year 2. The Professional development will continue to be focused on improving reading comprehension by integrating the Common Core Standards in Literacy with the Essential Standards in Science/Social Studies. This work will coincide with the whole school initiative of developing Balanced Literacy and personal relationships. Yearlong Interns from UNC Charlotte will be placed with teachers who are engaged in Balanced Literacy implementation and will participate in all aspects of the process.</p>			<p>Year 2 formative and summative assessments to determine growth throughout the school year and to determine differentiation in instruction and re-teaching strategies (Measures include, but are not limited to school created common assessments, Measure of Academic Progress (MAP) given three times a year, and EOG proficiency and growth in Reading).</p>
Charlotte Mecklenburg Schools, Mallard Creek High School	PDS School site: Content Area Literacy	Professional Development	9/2010-present	110	Designed and implemented school wide literacy initiative
Newell Elementary School; University Meadows Elementary School/ Charlotte Mecklenburg Schools	Support students' literacy	Site-based professional development	1/2015-present	18	delivery of relevant resources, ongoing support of school literacy efforts
University Meadows, Charlotte	Induction/Teacher Retention	Monthly support meetings for Induction Program entitled	August 2014 to May 2015	8 beginning teachers	Participant surveys will be distributed at the final SUMIT meeting in May, 2015

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Mecklenburg Schools		SUMIT – Support for University Meadows Induction Teachers – with first year teachers			
Highland Creek Elementary School, Charlotte-Mecklenburg Schools	<p>Increase the percentage of students performing on grade level to 88.1% in Reading. This is a 4% increase in this discipline. 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. 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>Teacher candidates and staff to review formative assessment and progress monitoring data during team planning sessions. Adjusted flexible groups as needed and create a school wide RTI block for each grade level. This enabled teachers to work with homogeneous group of students to increase their reading level. Staff also used the data to make decisions on professional development needs. Provided Dreambox training for all teachers and monitored usage using teacher reports and grade level reports. Provide new teachers and mentors with professional development to support the development of guided reading within the classrooms. Provided professional development for staff and teaching candidates on how to incorporate guided reading texts into the science and social studies curriculum. Grade-Level/ Admin collaborated and included teacher candidates in discussions on essential skills, instructional strategies, common assessments, and strategies for remediation, rigor and enrichment. Provided more opportunities for students to read using leveled guided reading texts.</p>	2012-2015	<p>51 regular education classroom teachers 14 teacher assistants 8 special area teachers 1 Literacy Facilitator 1 Math Facilitator 2 Guidance counselors 3 EC teachers 1 EC TA 1 TD teacher 1 Principal 1 AP 2 Dean of Students</p>	<p>Formal benchmarks were created using running records to see growth and concrete learning (TRC). Data charts were created by staff showing how student achievement is rising according to formative assessment data collected. 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. Teacher Candidate evaluations showed an increase in STAR scores during the course of the semester. Outcomes for the 2014-2015 school year are not yet available and will be reported on the annual report submitted in 2016.</p>

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CMS, Instructional Technology Specialists, Charlotte-Mecklenburg Schools	Provide instructional technology workshops to teachers in CMS Advertise UNCC IST Program	Present technology workshops as professional development for technology facilitators and technology coaches.	November 13th, 2014 April 2nd 2015	2 sessions – approximately 30 teachers 2 sessions – approximately 10 teachers	Workshop on technology integration. Workshop on Gaming in Education
CMS - Cato Early Engineering High School	College and Career Readiness	Implement school wide guidance lessons	January 2015-present On-going collaboration	100 ninth graders	Data collection that includes outcome of the school counseling guidance intervention on career and college readiness
CMS EC Department	Evaluate effects of FLEX Literacy for 3-5 students receiving EC services in 9 schools 2014-2015. Add 9 schools 2014-2015. Third cohort of 9 schools to be added 2015-2016.	Assess students receiving FLEX Literacy as primary instruction in EC and comparison group.	Year 1: August 2014- June 2015 Year 2: August 2015- June 2016.	Year 1:1 district administrator 9 school site administrators 9 intervention teachers and Students in 9 implementation sites and 9 comparison sites	Analysis of year 1 to begin June 2015.
Literacy Alive! Read-In Project with Nathaniel Alexander Elementary School /Charlotte-Mecklenburg Schools	This project promotes the importance of education and attending college. Through this project, our goal is to assist the public schools in their goal of preparing students to be college ready by informing elementary students about what college is like, the importance of doing well in school to prepare for college, and how college can fit into dreams for the future.	Fall activities include letter writing campaign to write “notes of encouragement” to the elementary students and delivery to each class (November). The spring activities are the read-in event where all 2nd grade classes visit UNC Charlotte and become “49ers for a Day.” Day-long activities include campus tours, STEM activities, lunch, college life panel, and interactive read-aloud. During the read-aloud, volunteers read the book Dream and encourage students to dream what it would be like to attend college. At the conclusion of the event, all students are presented with a resource bag (leveled book, bookmark, post-it-notes, and pencil).	November 2014-March 2015	150 2nd grade students and their teachers (7)	Many student learners showed gains in literacy; increased collaboration and partnership with Governor’s Village Schools
Gaston County Schools	Support teachers in the implementation of the Common Core Mathematics Standards	Provide 1 half-day professional development session to every Grade 3-5 teacher in the district (3 days total)	March, 2015 - present	150 teachers	Teachers have reported an increased adoption of standards-based pedagogies District leaders have reported a greater understanding of the Common Core Mathematics

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					Standards
Iredell-Statesville Public Schools	Increase teacher/admin awareness of grading practices and procedures related to English Learners for increased authentic assessments.	Professional development with district ESL department, school-based elementary and secondary teams of administrators and teachers.	Spring 2014 – Fall 2015	Administrator=5-10 Teachers=50-75 School Counselors=TBD P12 Students= results to be applied with all P12 English learners.	Intended outcomes center on focused district data collection with English learners and overall grading/authentic assessment patterns/ultimately impacting grade-to-grade promotion and high school graduation rate.
5 Kannapolis School District	Provide prolonged professional development to elementary and mathematics teachers	Goal is to raise awareness of the need to teach using a standards based approach and curriculum K-12	November 2015- November 2016 or beyond	Approximately 150 K-12 teachers	# of teachers implementing a standards-based curriculum and teaching approach doubles Students' mathematics achievement scores raises in proficiency
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	Currently, we have 2 administrators and an estimated 15 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, preservice teachers, and administrators.
Shady Brook Elementary; Kannapolis City Schools	Provide support to 4th grade teachers regarding mathematics instruction.	Co-planning and co-teaching activities throughout the year Data analysis meetings to look at data.	2008- present	4 teachers	Gains in student learning on curriculum-based assessments and the end of grade tests. Higher frequency of implementation of standards-based mathematics pedagogies and data-based instruction.
OSSEP--On-Site Secondary Education Clinical Project in partnership with: A.L. Brown High School, Kannapolis City Schools	The purpose of this project is to develop, implement, and evaluate an On-Site Secondary Education Program (OSSEP) that will provide a place-based teacher education environment for students in the Department of Middle, Secondary, and K12 Education (MDSK) Minor in Secondary Education program.	Teacher candidates will engage in unique instructional activities that encourage discipline-specific collaboration with practitioners and students at the school site. The research questions associated with this project will analyze whether OSSEP improves teaching efficacy, civic engagement, and preparedness of preservice teachers (PSTs).	Summer 2014 through Fall 2014— Development of course syllabi; Spring 2015— OSSEP Implementation.	Administration at A.L. Brown High School will help identify the teachers and classes. UNC Charlotte will teach the two courses in the program once a week on campus at A.L. Brown and once a week on campus at UNC Charlotte. Originally planned for 15-20 UNC Charlotte student volunteers, the first cohort ended up being 13 students	Several different surveys are being used for this program as well Focus Group data collection. At the time of this report there is no disaggregated data to share because we are merely in the collection phase. The following surveys will be administered at three different points during the semester. Teachers' Sense of Efficacy Scale, Culturally Responsive Teaching Self-Efficacy Scale, and the Bringing Theory to Practice Toolkit Assessment

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				<p>in various content areas in MDSK. Two sets of teacher volunteers from the high school were identified UNC Charlotte students in both 4140 and 3151 concurrently BUT not in the OSSEP program will be used as our control group. There are roughly 20 of these students.</p>	
<p>Rock Springs Elementary School, Lincoln County Schools</p>	<p>I-Preparation of new teachers and school based educators II-Enhancing Professional Development III-Improved classroom practices III-Improvement of the writing process for students</p>	<p>I-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. II-A train the trainer model will be used to provide staff development. III-Beginning teachers will receive continuous training and support throughout the school year. IV-Student assessment data will be graphed, analyzed, and disaggregated by Rock Springs staff and students enrolled in ELED 4121. V-Based on student performance, students will be assigned to flexible intervention groups. VI-Students will be assessed on an ongoing basis through the school year to monitor for progress. VII-Progress will be evaluated to determine when to alter strategies or move students to a different flexible group to increase student performance.</p>	<p>Spring 2014-Fall- 2015</p>	<p>Two school administrators, Media Specialist, and eight School Improvement Team members. This will include the full Rock Springs faculty and students participating in ELED 4121</p>	<p>I-Based on DIBELS, Benchmark Assessment, Read to Achieve data, and DRA to accurately monitor and assist students to grow academically. II-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.</p>

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		VIII – Students may be referred by the classroom teacher through the Response to Intervention Program (RTI) and the Student Services Team (SST).			
Mooresville Graded School District	Support teachers in the implementation of the Common Core Mathematics Standards	Provide ongoing professional development to teachers regarding standards-based pedagogies. Provide feedback to district leaders about quarterly assessment items.	July, 2013-present	Approx. 200 teachers	Teachers and administrators have reported a higher frequency of standards-based pedagogies and high-level mathematical tasks in their classroom. Teachers have reported a higher level of comfort teaching the Common Core Standards.
Asheville City Schools, Davidson County, Thomasville City, Henderson County	NC Guide to the SIOP Model training and implementation with selected elementary and secondary teams, to include classroom Elementary School Dual Language Program Expansion Data collection and analysis (qualitative interviews with teachers and administrators) to expand current DL Programs	Professional development with district ESL department, school-based elementary and secondary teams of administrators and teachers.	Spring 2014 – ongoing	Administrator=5-10 Teachers=30 School Counselors=TBD P12 Students=P12 English learners from schools selected for training and coaching; ESL Teachers=5 Administrator=15-20 Teachers=50-75 (with the second cohort focused on social studies and science teachers)	Intended outcomes center on focused district data collection and analysis of school-based student outcome results with English learners for increased achievement impacting grade-to-grade promotion and high school graduation rate. 2) Intended outcomes are for results to be shared with the district for program expansion recommendations/teacher preparation
CMS, Kannapolis City, Buncombe County, Orange County, Avery County, Elizabeth City	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 Intensive support with CMS facilitators to plan and design the Summer, 2014 professional development workshops	Provide a summer professional development institute and online support during school year to K-2 teachers about formative assessment in mathematics.	(Grades 1-2); 2014-2015 (Grades 2-3), Summer, 2015-continuation work with CMS and Buncombe	Yr 3- 200 teachers	All years: Teachers reported gains in how prepared they felt to use formative assessment in their math classrooms. Participants have completed follow-up activities which involved implementing data-based instruction (85% in Year 1, 85% in Year 2, 80% in Year 3).
Transition for 5 LEAs	We are working with schools and districts on a tiered approach to interagency	We have implemented training to all “intervention schools” about using interagency	Started in September 2011 and will continue until	45 teachers and/or transition specialist have been trained.	Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start data

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	collaboration on transitional outcomes for students with disabilities. We involve three levels of interagency collaboration (i.e., community-level team, school-level team, and individual level team). The community-level team provides administrative leadership for the total array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual-level team writes the IEP including the transition component.	collaboration for improving postschool outcomes for students with disabilities.	June 2015.		analysis in the summer of 2015.
Avery county, Buncombe county, Charlotte Mecklenburg county, Kannapolis county, Elizabeth county, and Orange county	Evaluation of Professional Development Workshops for the Assessment Practices to Support Mathematics Learning and Understanding for Students (APLUS) project	Classroom observations interviews, and surveys.	June 2014 – June 2015	Teachers: 210 Students: 5823	Teachers learned how to assess students in their mathematics skills and use the information to their improve pedagogy.
Charlotte-Mecklenburg Schools: Huntersville Elementary, Blythe Elementary, Ranson Middle, Oakdale Elementary, Alexander	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.	1) Conduct research on the effectiveness of the curriculum in teaching phonics skills. 2) Make decisions and provide recommendations on student progress based on data to improve student performance. 3) Teacher training on literacy and phonics	Start Date: 7-1-2010 End Date: 6-30-2014	CMS – 12 teachers, 18 students GCS – 10 teachers, 13 students	While all students made gains in literacy skills, the treatment group (Early Reading Skills Builder) had greater gains in reading skills than the control group (who received vocabulary and story-based lessons) at the end of the study. In interviews at the end of the school year, all of the teachers noted how much they had learned about systematic

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Graham Middle, Beverly Woods Elementary, Metro School, Whitewater Middle Gaston County Schools: Gardner Park Elementary, Catawba Heights Elementary, Lingerfeldt Elementary, Lowell Elementary, McAdenville Elementary, Pinewood Elementary, Webb St School, WC Friday Middle		instruction for this population. 4) Monitoring teacher implementation of curriculum and suggestions for increasing fidelity of instruction.			instruction and literacy that they could apply to other students and other content areas.
The Charlotte Teachers Institute (CTI) is an educational partnership among UNC Charlotte, Davidson College and Charlotte-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.	Through semester-long seminars, led by faculty from UNC Charlotte and Davidson College, CMS teachers learn new content, work collaboratively with other district teachers, and develop curriculum units for their own classrooms. In addition to presenting seminars, CTI collaborates with local cultural organizations to present multidisciplinary educational programs for other CMS teachers and the community.	CTI Seminars: April-Dec 2015. CTI special teacher events: Sept. 30, 2014; Oct. 21, 2014; March 3, 2015.	94 CMS teachers completed CTI 2014 seminars; 104 teachers began CTI Local seminars in April 2015; and more than 200 teachers and community leaders attended CTI's multidisciplinary special events.	88% of CTI Fellows taught all or part of their curriculum unit between January and May 2014. These units were taught to a total of nearly 5,000 CMS students in 2014, and were shared with nearly 600 additional teachers. Since 2009, 78% of CTI teachers are still teaching in CMS classrooms, and including those who are working in administrative roles 85% are still employed in CMS. CTI teachers' students are proficient at a 77% rate compared with the district proficiency rate of 63%. In addition, 94% of CTI teachers met or exceeded growth as measured by the EVAAS system.
Huntersville Elementary School, Blythe Elementary School, Beverly Woods Elementary School,	(The Solutions Project) 1. Develop curriculum materials and a teacher manual for teaching mathematical problem solving to students with	Activities for Year 2 of the Solutions Project: 1. Developed the criterion word problem solving tests and conducted pilot studies to test the utility of the criterion word problem solving tests	July 1, 2013 - June 30, 2016	6 teachers, 21 students with moderate to severe intellectual disability	1. Four versions of criterion word problem solving test (CWPST) were created. Test was administered on a bimonthly basis for at least eight data points; students are scored on their ability to solve the six written word problems using 12 word problem solving

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Bradley Middle School, Kennedy Middle School, Carmel Middle School, Charlotte-Mecklenburg Schools Socrates Academy, Charter School	moderate and severe intellectual disability 2. Assess the feasibility and potential for efficacy of the intervention for improving problem solving	2. Continued with teacher implementation of the interventions 3. Implemented inclusion and generalization activities 4. Assessed generalized problem solving with students 5. Completed the development of the intervention manual			steps. 2. Approximately 20% of all lessons taught by teachers were reviewed for procedural fidelity measure. Fidelity was 50% to 100% with a mean of 89.9%. Teachers with low fidelity were asked to self-monitor with further coaching. 3. Measures of generalization included generalization to untrained problems (through CWPST), across materials (e.g., delivered through computer-based video instruction, virtual vs. concrete manipulatives, video instruction), across activities, across standards (different 5th grade math standards), and across settings and instructors. Nine elementary to middle school students improve word problem solving skills after receiving the intervention. 4. Five teachers received training to teach 11 students on discriminating and solving three word problem types (group, change, compare). Ten of 11 students showed steady improvement. 5. Components of the implementation manual have been drafted but the finalized version of the manual will not be completed until summer of 2015.
Cabarrus County, Gaston County, Stanly County, Anson, CMS, Davidson County, Fort Mill School District, Guilford County, Lincoln County, Rutherford County	Implement CIRCLES	Hold community-level, school-level, and individual team meetings	9/2011-4/2015	Admin. – 68 Teachers –70 Students – 500	We do not disaggregate data by LEA, see below for a summary of all outcome to date.
Charlotte-Mecklenburg, Cabarrus, Kannapolis	Beginning teacher support; enhanced targeted professional development for	Summer Institute: One day professional development day before the first day of	August 2014-May 2015 Under new grant	76 teachers (36 on-campus cohort; 40 off-campus cohort)	Higher retention of teachers in high-needs/low-wealth schools; increased collaboration of teachers across schools;

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City, Union, Stanly County	beginning teachers; external support for teacher development	school. Seminars: Monthly networking and targeted professional development workshops and networking events (14) Teacher Toolbox Tuesdays: A series of 22 professional development workshops throughout the year linking current pre-service students with current classroom teachers			connectedness of teachers to the University
Charlotte-Mecklenburg, Cabarrus, Kannapolis City, Union, Stanly	Annual Celebration of Teaching conference designed to promote teaching as a profession; conference targets Teacher Cadet classes in area high schools	Day-long conference included hour-long workshops, campus tours, lunch, keynote speaker NC Teacher of the Year, and recognition ceremony	October 30, 2014	4 LEAs attended (64 students and 4 teachers)	Recruitment of high school seniors into the teaching profession and specifically to UNC Charlotte
Charlotte Bilingual Preschool	Identifying Red Flags in ELL Preschoolers	Conducted professional development workshop on Identifying Red Flags	Oct 29, 2014	Center Director, 8 teachers and staff	CBP teachers were more aware and knowledgeable of identifying learning and behavioral problems in their children.
Charlotte Islamic Academy	Provide teacher feedback on instruction assist with teacher licensure	Observe classroom teachers and provide feedback on the NC evaluation instrument Implemented a Beginning Teacher Support Program at the school so teachers could get licensure credentials	Started August 2013-present	1 administrator 13 Teachers K-12 school	Instructional feedback helps teachers improve teaching which impacts student learning. Beginning teachers get mentor support and teachers are able to get and maintain licensure status
Monroe High School, Union County Schools	Social Studies Reading and Vocabulary Interventions: Target Struggling Social Studies Learners Improved scaffolding of student learning in social studies	Professional development for middle and secondary social studies teachers in Union County.	August 2014	60 social studies middle and secondary teachers participated in two professional development workshops.	Evaluations of professional development. Pedagogical and curricular applications of strategies and techniques modelled in workshops.
Union County Schools	Support teachers in the implementation of the Common Core Mathematics Standards	Provide 3 half-day professional development sessions to teachers in each grade level (9 days total)	August, 2015-present	Approx. 240 teachers	Teachers have reported an increased adoption of standards-based pedagogies District leaders have reported a greater understanding of the Common Core Mathematics Standards
Wake County Public Schools	1) Update district policies regarding intake procedures and	Collaborative Team Planning and with WCPS ESL	Spring 2014 – Fall 2015	Administrator=10-20 Teachers=5-10	Intended outcomes center on focused district data collection with newly arrived English

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	high school promotion requirements with newly-arrived English Learners 2) ESL Curriculum re-mapping to interface with other K-12 content areas	Department, Center for International Education Team, and Student Services Department		School Counselors=TBD P12 Students= all newly-arrived secondary school students beginning Fall 2014.	learners with the goal of ultimately increasing/ impacting high school graduation rate. Intended outcomes include sample lessons with content and language objectives, aligned with WIDA standards, CCSS, and NC Essential Standards.

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

For the 2014-15 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, SPED 4279/5279. 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.

Teacher education candidates in all initial programs are required to take coursework that teaches them how to integrate technology for instructional purposes. This coursework serves as a prerequisite for methods courses. Candidates are required to use a variety of assessment tools, such as Reading 3D, in order to collect and analyze data to support instructional decision-making practices. They develop lesson plans that show how they can use technology appropriately to maximize student learning. Throughout 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. In addition, they are required during student teaching 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.*

All elementary education and special education candidates complete two reading methods courses and four mathematics courses (two in mathematics content and two in methods). 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 are certified in *Foundations* and can assess candidate performance. Candidates currently must pass Praxis II. Elementary Education and Special Education have collaborated to create modules that can be used to assist (remediate) students attempting to pass the Foundations of Reading exam. Content area specialists in the Elementary Education Department have compiled a list of recommended resources for students to use in preparation for the General Curriculum exam. 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. One faculty member has been trained in READ 3, the technology-based assessment system used in our partner schools. READ3 is introduced to candidates as a part of courses in the elementary education and special education, 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 and assessed during student teaching and measured on the Student Teaching Assessment Rubric. An arts education specialist that works with both the College of Education and the College of Arts and Architecture coordinates communication and examines arts integration 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	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	6	Asian/Pacific Islander	13
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	63
	Hispanic	5	Hispanic	43
	White, Not Hispanic Origin	70	White, Not Hispanic Origin	551
	Other	3	Other	33
	Total	94	Total	707
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	6
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	18
	Other	1	Other	3
	Total	19	Total	28
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	38
	Other	1	Other	5
	Total	14	Total	50
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	4	Asian/Pacific Islander	12
	Black, Not Hispanic Origin	37	Black, Not Hispanic Origin	152
	Hispanic	6	Hispanic	35
	White, Not Hispanic Origin	108	White, Not Hispanic Origin	382
	Other	7	Other	25
	Total	162	Total	606

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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total		
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	1,189.19
MEAN SAT-Math	568.89
MEAN SAT-Verbal	566.50
MEAN ACT Composite	25.45
MEAN ACT-Math	*
MEAN ACT-English	24.00
MEAN PPST-Combined	530.94
MEAN PPST-Reading	179.56
MEAN PPST-Writing	174.22
MEAN PPST-Math	176.83
MEAN CORE-Combined	498.74
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.18
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	14	1	15
Elementary (K-6)	40	128	14	37
Middle Grades (6-9)	14	10	16	28
Secondary (9-12)	9	25	19	24
Special Subject Areas (K-12)	5	7	8	22
Exceptional Children (K-12)	8	48	10	74
Vocational Education (7-12)				
Special Service Personnel				
Total	79	232	68	200
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
ESL	5	100
Elementary Education (grades K-6)	240	99
English	4	*
Middle Grades - Language Arts	5	100
Middle Grades - Math	3	*
Middle Grades - Science	7	100
Middle Grades - Social studies	2	*
Math (grades 9-12)	2	*
Science (grades 9-12)	2	*
Social Studies (grades 9-12)	2	*
Spanish	8	100
Spec Ed: Adapted Curriculum	23	100
Spec Ed: General Curriculum	67	100
Institution Summary	370	99
* 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	16	82	110	63	8	1
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	4	6	2	1	4
U Licensure Only	103	84	27	23	11	20
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	571	94	66
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Charlotte-Mecklenburg Schs	1,721
Cabarrus Co Schs	726
Union Co Schs	471
Gaston Co Schs	359
Rowan-Salisbury Schs	269
Cleveland Co Schs	188
Lincoln Co Schs	185
Iredell-Statesville Schs	178
Stanly Co Schs	165
Kannapolis City Schs	149

- 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	73