

# IHE Bachelor Performance Report

## University of North Carolina Wilmington

2014 - 2015

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### Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. UNCW's strength lies in three enduring values: commitment to the journey, love of place, and the power of ideas and innovation. The university, with 11,291 undergraduate students, touts a powerful academic experience that stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate, master's, and doctoral (2) levels. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School, and employs approximately 600 full-time instructional faculty and 260 part-time faculty. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. The student–faculty ratio is 17.2 to 1. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The university announced significant key leadership changes in the 2014-2015 academic year. An Interim Chancellor, Dr. William Sederberg, was appointed and led the charge to hire the permanent Chancellor. Dr. "Zito" Sartarelli was named as Chancellor and will begin July 1, 2015. An interim Provost (Dr. Marilyn Sheerer), an interim Vice Provost and Senior Vice Chancellor for Academic Affairs (Dr. Cathy Barlow), and the Associate Vice Chancellor for External Programs (Dr. Lori Messinger) were all named and will fill the positions on July 1. Finally, a search was conducted for the dean of the Watson College of Education. Dr. Van Dempsey will fill the position.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson College of Education was recently reviewed by the National Council for Accreditation of Teacher Education, and was formally recognized as an accredited College with "no areas of weakness." All education programs are approved by the State Board of Education.

## Special Characteristics

The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WCE established the Professional Development System (PDS) collaborative agreements with 12 school systems (including one Department of Defense and two early college high schools), and two charter schools in southeastern North Carolina. The PDS includes 145 schools and over 2,000 partnership teachers. In March of 2014, the PDS won the National Association of Professional Development Schools (NAPDS) award for Exemplary PDS Achievement. Watson students are required to complete extensive field experiences in PDS schools, and participate in regular site seminars that focus on instructional and classroom management practices.

In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software.

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

The advising program in the WCE is strong, with the vast majority of education and pre-education majors are advised by professional academic advisors\*. Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. A new advisor was recently hired to serve the Extension programs at Coastal Carolina, Brunswick and James Sprunt Community Colleges. All faculty continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2014-2015 academic year. UNCW was recently selected as an award recipient to disseminate the Hattie Strong Fellowship in which

two interns are each awarded \$5,000 during the internship semester. All students have access to career placement services and education job fairs while completing their internships. Employment rates of graduates continue to be very high. Watson College graduates are frequently recognized as quality educators; they achieve National Board Certification status, receive Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year recognitions.

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

The Watson College of Education at UNCW offers the following programs at the undergraduate level:

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

Many other programs are offered at the graduate level, and are included in the graduate report.

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

<p><b>Brunswick County Schools</b></p> <ul style="list-style-type: none"> <li>• Belville Elementary</li> <li>• Bolivia Elementary</li> <li>• Brunswick Co Early College</li> <li>• Cedar Grove Middle</li> <li>• Jessie Mae Monroe Elementary</li> <li>• Leland Middle</li> <li>• Lincoln Elementary</li> <li>• North Brunswick High</li> <li>• Shallotte Middle</li> <li>• South Brunswick High</li> <li>• South Brunswick Middle</li> <li>• Southport Elementary</li> <li>• Supply Elementary</li> <li>• Town Creek Elementary</li> <li>• Union Elementary</li> <li>• Virginia Williamson</li> <li>• Waccamaw Elementary</li> <li>• West Brunswick High</li> </ul>	<p><b>Camp Lejeune Department of Defense Schools</b></p> <ul style="list-style-type: none"> <li>• Bitz Intermediate</li> <li>• Brewster Middle</li> <li>• Heroes Elementary</li> <li>• Delalio Elementary</li> <li>• Lejeune High</li> <li>• Johnson Primary</li> <li>• Tarawa Terrace II Elementary</li> </ul> <p><b>Carteret County Schools</b></p> <ul style="list-style-type: none"> <li>• Atlantic Elementary</li> <li>• Beaufort Elementary</li> <li>• Beaufort Middle</li> <li>• Bogue Sound Elementary</li> <li>• Broad Creek Middle</li> <li>• Harkers Island Elementary</li> <li>• Morehead City Middle</li> <li>• Morehead City Primary</li> <li>• Morehead Elementary at Camp Glenn</li> <li>• Newport Elementary</li> <li>• Newport Middle</li> <li>• Smyrna Elementary</li> <li>• White Oak Elementary</li> </ul> <p><b>Columbus County Schools</b></p> <ul style="list-style-type: none"> <li>• Acme Delco Elementary</li> <li>• Acme Delco Middle</li> <li>• East Columbus High</li> <li>• Hallsboro Middle School</li> </ul> <p><b>Clinton City Schools</b></p> <ul style="list-style-type: none"> <li>• Butler Avenue Elementary</li> </ul>
<p><b>Duplin County Schools</b></p> <ul style="list-style-type: none"> <li>• BF Grady Elementary</li> <li>• Beulaville Elementary</li> <li>• Charity Middle</li> <li>• Chinquapin Elementary</li> <li>• East Duplin High</li> <li>• EE Smith Middle School</li> <li>• James Kenan High</li> <li>• Kenansville Elementary</li> </ul>	<p><b>New Hanover County Schools</b></p> <ul style="list-style-type: none"> <li>• Alderman Elementary</li> <li>• Anderson Elementary</li> <li>• Ashley High</li> <li>• Bellamy Elementary</li> <li>• Blair Elementary</li> <li>• Bradley Creek Elementary</li> <li>• Carolina Beach Elementary</li> <li>• Castle Hayne Elementary</li> </ul>

- N. Duplin Jr/Sr High
- North Duplin Elementary
- Rose Hill-Magnolia Elementary
- Wallace Elementary
- Wallace-Rose Hill High
- Warsaw Elementary
- Warsaw Middle

**Jones County Schools**

- Jones Middle

**Onslow County Schools**

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

**Pender County Schools**

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

- Child Development Center
- Codrington 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
- 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**

<ul style="list-style-type: none"> <li>• West Pender Middle</li> </ul> <p><b>Sampson County Schools</b></p> <ul style="list-style-type: none"> <li>• Union Elementary</li> <li>• Union High</li> <li>• Union Intermediate</li> <li>• Union Middle</li> </ul>	<p><b>Island Montessori Charter School</b></p>
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**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.

### **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**

Teachers, students, and faculty

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

The Watson College of Education and its affiliated Science and Math Education Center and other faculty 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 2014-15 teachers and administrators worked collaboratively with Watson College of Education faculty to address the needs of the chosen schools. For example, faculty at schools provided professional development in AIG support, and STEM professional development. 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**

**Rational: 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 teachers and 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**

**The Betty Holden Stike Education Lab** in the Watson College of Education is designed to be a critical component of the undergraduate elementary, special education and middle grades teacher preparation programs at UNC Wilmington. Students practice the methods they are

learning in their courses by teaching a child in a one-on-one setting, while being supervised by Ed Lab instructors. This past academic year, more than 300 children from counties surrounding UNCW are served by the Ed Lab's tutoring programs. The Education Lab provided 5,421 hours of individualized instruction for children from the local community. Children from New Hanover, Brunswick, Pender, and Columbus counties were served. The Onslow Extension Education Lab, located on the campus of Coastal Carolina Community College, provided more than 1,000 hours of individualized tutoring at the Extension site this academic year for children in and around the Jacksonville, NC area. The Ed Lab provided sponsorships/scholarships for 125 children this past academic year. Students in kindergarten through middle school who may not have had the opportunity to otherwise participate in Ed Lab programming were served with sponsorships/scholarships, valued at more than \$22,000.

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 7<sup>th</sup> 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:**

**Support for Career Teachers Seeking National Board Certification**

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

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

The National Board Support Program served 96 candidates from 21 districts during the initial, advanced, and renewal workshop series offered during the 2014-2015 academic year. In total, 13 workshops were offered. In addition, the program hosted 2 informational workshops and 2 by request in Duplin and Onslow Counties. The National Board Support Program also provided one on-site support workshop for 5 National Board candidates in Duplin County Schools. Lastly, the program collaborated with 11 NBCTs who served as readers for 28 candidates at all program levels.

**Start and End Date(s)**

7/1/2014 to 6/30/2015

**Number of Participants**

96 candidates and 11 readers

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

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

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

**Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs**

**Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support these endeavors.**

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

The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development. The Center administered professional development programs and outreach activities to serve teachers and students from 6 school districts in 2014-2015. This past year, CESTEM hosted 25 professional development (PD) programs and outreach activities.

For the Science Olympiad over 1000 middle school and high school students from Bladen, Brunswick, Columbus, New Hanover and Pender counties competed in the annual UNC Wilmington Regional Science Olympiad from 8:30 a.m. to 4 p.m. on Saturday, March 7<sup>th</sup>, at the University of North Carolina Wilmington. Sixty-four middle and high school teams competed in 46 activities that will test their skills and knowledge of science, technology, engineering and mathematics (STEM).

CESTEM will maintain the number of Professional Development (PD) opportunities, participants served, and contact hours offered to our partners; continue to market PD opportunities more directly to UNCW students, teacher candidates and K-12 teachers in the classrooms; and begin efforts to engage social media (Facebook, Twitter, Website) to increase PD workshop awareness and interest.

The 1<sup>st</sup> Annual K-12 STEM Education Conference was coordinated for teachers with keynote speakers; Tina Marcus, STEM Project Manager, NC Department of Public Instruction; Dr. Sam Houston, President and CEO of the North Carolina Science, Mathematics, and Technology Education Center.

The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools.

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

GE Hitachi STEM Event at WCE Middle school students participated in GE Hitachi's seventh annual "Girls in Technology Summit" held at the Watson College of Education on March 5. During the event, girls worked in teams to find creative solutions to real-world engineering problems. The event is designed to encourage girls in the fields of science, technology, engineering and mathematics. UNCW's Center for Education in Science, Technology, Engineering and Mathematics (CESTEM) hosted the summit. Duke Energy and New Hanover County Schools also partnered with GE Hitachi on the event.

**Start and End Date(s)**

2014-2015

**Number of Participants**

- For teachers in professional development- 518 participants, totaling 5,875 of contact hours of instruction, with most awarded licensure renewal or graduate credit hours.
- STEM Conference- 127 attendees
- UNC Wilmington Regional Science Olympiad- 1000 students
- GE Hitachi STEM Event at WCE-100 students

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

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

**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**

In both sessions, participants stated they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning.

### **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.

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

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

Other faculty members are on boards or advisory boards for special needs children, tutoring students with behavior and learning problems, and by conducting workshops aimed at developing teachers' cultural responsiveness.

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.

### **C. 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 students in the Watson College are required to complete EDN 303 *Instructional Technology*. Students must complete the course with a grade of C- or better. Additionally, faculty members are generally technology-savvy, demonstrating new tools and teaching applications to students

throughout their program. Interns are expected to use relevant technologies in their teaching and document this in their e-portfolios. In many circumstances our interns are digital natives and thus more expert in the use of technology than both faculty and veteran educators.

The Watson College is fortunate to have an Educational Technology Unit (ETU) where students and faculty can seek consultation about questions, ideas, and technology applications. Likewise, equipment can be checked out for use in the classrooms or for course assignments. The ETU has created many online tutorials to guide students in independent use of technology, such as Camtasia, digital storytelling, Taskstream, etc. The ETU regularly holds group sessions demonstrating uses of ipads in the classroom, smartboards, and other relevant classroom technologies. As a result of these combined efforts, in addition to working with the K-12 students, Watson students are very well prepared to integrate technology with the learning and teaching in the schools. They do so authentically and creatively.

**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.**

Before admission to the WCE, students must complete two content courses in English and two content courses in Math. The University Studies model requires students to complete 3 hours of Mathematics and Statistics; at least 6 hours of Aesthetic, Interpretive, and Literary Perspectives; 9 hours of Information Literacy; and 3 hours of Quantitative and Logical Reasoning. Once admitted to the WCE, students in the undergraduate elementary program take three courses and four lab experiences in language and literacy:

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

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

Students take two courses and three labs in elementary mathematics:

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

Faculty members are also working on developing online modules to assist in recalling the foundational knowledge needed for successful testing.

**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.**

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

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

Likewise, elementary candidates get hands-on experiences with many assessment models. They use the ClassScope Assessment System, which is a program used in NC Public Schools that allows teachers (and their interns) to monitor student progress and performance on the Common Core State Standards and the NC Essential Standards and objectives. Candidates also have experiences with the DIBELS data system (stored on handheld devices) that assesses students in the development of literacy benchmarks. Finally, this year interns in 3<sup>rd</sup> grade classes have assisted in the Read to Achieve reading passage assessments administered prior to the End of Grade tests.

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

*EDN 414, Integrating the Arts in the Elementary Curriculum*, is a requirement for all elementary education majors. The course is designed to provide experiences with visual art, music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary students. Attention is given to understanding the arts in culture, the needs of young children and youth in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis is placed on integrating arts instruction in other areas of the curriculum. The course contains a field experience component in which candidates are observed by teachers and/or supervisors. At the time of the NC Teacher Preparation program revisioning, the course was changed from a one credit hour to three credit hours, providing more time for course content and field experiences. This elaboration has increased attention in integrating visual art, music, drama, and dance to provide another entry point for teachers to reach K-6 students.

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

The Watson College of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online

support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are staples of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas.

The First Years of Teaching Support Program (FYTSP) continued to expand in 2014-2015 to include on-site support for Pender County Schools. WCE Hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. In total, teachers attended the sessions representing 9 schools districts. Faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote.

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

In 2014-15, teachers were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the -BT Professional Development Days planned for February and April.

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

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

An advisor from the college serves as the Alternative Licensure Coordinator and address the needs of lateral entry teachers and licensure-only students on an individual basis. The Coordinator serves this population through disseminating information on lateral entry process and requirements, and by developing individual plans of study for the alternative licensure programs offered by the WCE. The Coordinator communicates at least once per semester with each lateral entry teacher to monitor progress, works with the Regional Alternative Licensure Center, and holds extended office hours to accommodate teachers' schedules. In addition, the Coordinator provides letters to school district personnel upon request, detailing the university's admission policies and lateral entry accommodations and requirements for potential lateral entry hires. All WCE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access and support. UNCW applications for admissions, financial aid and scholarship information, and payment processes are also online for convenience. Other program accommodations address access and scheduling needs of lateral entry teachers. These include offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal, Brunswick, James Sprunt and Southeastern Community Colleges. The College of Arts and Sciences offer evening and online courses to provide access to lateral entry teachers needing academic concentration

courses. In addition, lateral entry teachers can substitute one year of successful teaching in a public school setting as documented by a letter from the principal for their internship requirement for licensure.

During 2014-2015 the Watson College continued to inform and support students who choose to pursue lateral entry positions and then use these experiences to satisfy internship requirements. The “Fresh Start” program is an attempt to remove a barrier for potential students seeking licensure only. This program allows students showing a cumulative GPA of less than 2.7 on their completed bachelor’s degree work at UNCW a “second chance” by resetting their GPA in order to reach the required 2.7. To qualify for “Fresh Start” candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor.

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

The National Board Support Program served over 96 initial, advanced, and renewal candidates during the 2014-2015 academic year. The program hosted 13 support workshops, as well as individual reader training to encourage NBCTs to continue to support initial, advanced, and renewal candidates. The program collaborated with 11 NBCTs who served as readers for 28 candidates at all program levels. The National Board Support Program also provided two on-site support workshops National Board candidates in Duplin County Schools. Lastly, the WCE NB Coordinator collaborated with the North Carolina Department of Public Instruction National Board Program Coordinator.

The First Years of Teaching Support Program continues to provide both online support for beginning teachers and mentors and partners with districts to support mentors as well. In 2014, WCE partnered with New Hanover County Schools to facilitate training for lead mentors and worked to partner New Hanover and Craven County Schools as the latter implements a district-based mentor program.

## 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	6	
	Asian/Pacific Islander	1	Asian/Pacific Islander	6	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	18	
	Hispanic	4	Hispanic	29	
	White, Not Hispanic Origin	70	White, Not Hispanic Origin	499	
	Other	1	Other	9	
	<b>Total</b>	<b>80</b>	<b>Total</b>	<b>567</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native		
	Asian/Pacific Islander		Asian/Pacific Islander	2	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	
	Hispanic		Hispanic		
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7	
	Other		Other		
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>10</b>	
Part Time					
	Male		Female		
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native		
	Asian/Pacific Islander		Asian/Pacific Islander	1	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2	
	Hispanic		Hispanic	4	
	White, Not Hispanic Origin		White, Not Hispanic Origin	28	
	Other		Other	1	
	<b>Total</b>		<b>Total</b>	<b>36</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native		
	Asian/Pacific Islander		Asian/Pacific Islander		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4	
	Hispanic	1	Hispanic		
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	10	
	Other		Other		
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>14</b>	

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)	2	2
Middle Grades (6-9)	1	1
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
<b>Total</b>	<b>3</b>	<b>3</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,177.06
MEAN SAT-Math	560.00
MEAN SAT-Verbal	565.20
MEAN ACT Composite	25.52
MEAN ACT-Math	24.54
MEAN ACT-English	24.75
MEAN PPST-Combined	531.47
MEAN PPST-Reading	179.87
MEAN PPST-Writing	176.05
MEAN PPST-Math	179.34
MEAN CORE-Combined	504.96
MEAN CORE-Reading	173.30
MEAN CORE-Writing	170.00
MEAN CORE-Math	168.29
MEAN GPA	3.43
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)	6	3		
Elementary (K-6)	99	51	2	1
Middle Grades (6-9)	14	2		
Secondary (9-12)	22	4		
Special Subject Areas (K-12)	17	9	1	
Exceptional Children (K-12)	30	11		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>188</b>	<b>80</b>	<b>3</b>	<b>1</b>
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	1	*
Elementary Education	159	98
MG Language Arts	1	*
MG Science	2	*
MG Social Studies	1	*
Spec Ed: Adapted Curriculum	12	100
Spec Ed: General Curriculum	33	100
Institution Summary	209	98

\* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	72	35	57	72	2	0
U Licensure Only	1	0	1	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	6	4	0	0	1
U Licensure Only	0	0	2	0	0	0
Comment or Explanation						

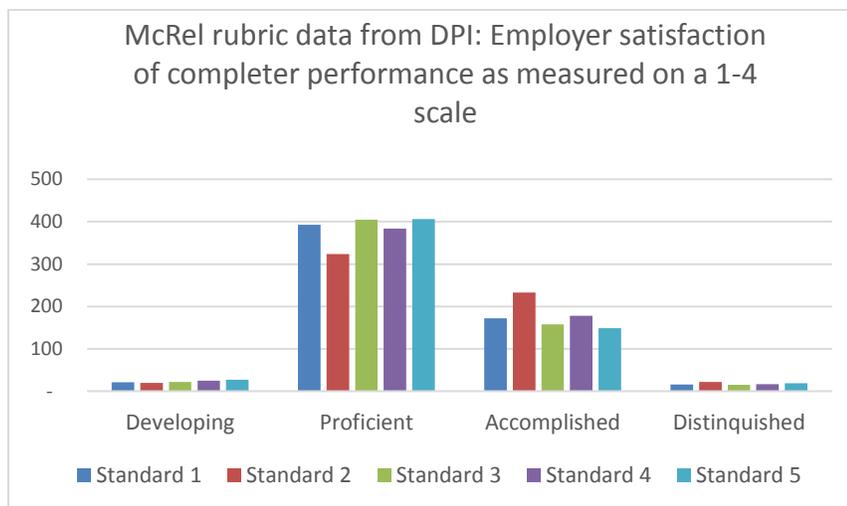
**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	279	91	57
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.**

<b>LEA</b>	<b>Number of Teachers</b>
New Hanover Co Schs	766
Onslow Co Schs	433
Wake Co Schs	296
Brunswick Co Schs	274
Pender Co Schs	250
Duplin Co Schs	179
Johnston Co Schs	125
Charlotte-Mecklenburg Schs	120
Sampson Co Schs	99
Columbus Co Schs	88

**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.**



<b>Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>	<b>Total</b>
Standard 1	21	393	172	16	602
Standard 2	20	324	233	22	599
Standard 3	22	405	158	15	600
Standard 4	25	384	178	17	604
Standard 5	27	406	149	19	601

### **III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
Full time and advisors	CAS, Music, PE/H, etc.	True part time
75	11	51