



# **IHE Performance Report**

**1999-2000**

**St. Augustine's  
College**



## IHE Performance Report

### St. Augustine's College

1999-00

#### Overview of the Institution

St. Augustine's College is a historically black, Episcopal church-related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church; part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves. Today, the College prepares students for graduate and professional experiences through the Divisions of Business; Education; Liberal and Interdisciplinary Studies; Natural Sciences and Mathematics and Allied Health; Urban, Social, and International Studies. Additionally, the Division of Military Science oversees the College's notable Army Reserve Officer's Training Corps (ROTC) program. St. Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 36 academic disciplines within its five academic divisions. St. Augustine's College is committed to the needs of the community. The College houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20) respectively. Accredited by the Southern Association of Colleges and Schools, the Department of Education is also accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction. The College holds membership in several professional organizations.

#### Special Characteristics

There are a number of special characteristics about the St. Augustine's College Teacher Education Program. One of those special characteristics is the diversity among students enrolled in the Department of Education. Considering the fact that the College is a private, historically black institution, more than 33% of the students formally admitted into the teacher education program are non-black. Despite the national shortage of males in teacher education, 43% of the students officially admitted in the Department are male. Additionally, the program has an exceptional record of responding to the professional development needs of public school personnel. Due in part to a highly dedicated faculty, courses are regularly offered during evening hours and on the weekends. St. Augustine's College is the first College in the state to house a charter school on its campus. These developments have resulted from intense recruitment efforts and the institutions commitment to the production of high quality teacher educators. The program offers a special service to prospective majors as they prepare for program entrance examination through the PRAXIS Lab. This lab staffs a mathematics specialist, a reading and writing specialist, and a part-time administrative assistant to assist students in preparation for the PRAXIS Examinations through use of the computer-based instructional program LearningPlus and providing workshops on topics including but not limited to, critical thinking skills and test taking skills.

#### Program Areas and Levels Offered

The Division of Education is committed to providing high quality professional preparation for the students of St. Augustine's College. Through the Department of Education, the bachelor's degree is offered in nine- (9) State and nationally accredited programs. The majors, Elementary Education (K-6; Exceptional Children's Education (K-12); and Physical Education (K-12); are housed solely in the Department of Education. The Department works collaboratively with the other four divisions of the College to prepare majors in its other programs. To that end, the Department of Education also offers programs in English Education (9-12); and Music Education (K-12) in collaboration with the Division of Liberal and Interdisciplinary Studies. Along with the Division of Urban, Social and International Studies, the Social Studies Education (9-12)program is offered. Working closely with the Division of Business, the Business Education (7-12)program is offered. Biology Education (9-12), and Mathematics Education (9-12) are offered through joint efforts of the Division of Natural Sciences, Mathematics and Allied Health, and the Department of Education.

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

### **A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

The Department of Education has a strong commitment to promoting activities that strengthen public schools and the quality of public education. Such services fit in perfectly with the College's efforts to promote community service among faculty, staff, and students. Members of these groups have voluntarily contributed their time to a number of teacher professional development and student academic enrichment activities. The department has successfully fostered ongoing relationships with several schools in the Raleigh area and in rural areas of North Carolina. The Department of Education is especially well positioned to expand its charter school activities as a result of an opportunity to lease on-campus space to SPARC Academy Charter School. The College's services to public schools (funded and non-funded) for the 1999-00 academic year was an extension of continuing efforts to produce high quality teachers and education for the children of North Carolina. The contributions of the College to States "Closing the Gap" Initiative have been led by the Department of Education on its campus. During the 1999-2000 academic year the Department of Education has secured \$133,000 in grants to support these efforts. Faculty members evaluate and make regular site visits of students placed in public schools through the early field placements, student teaching, and lateral entry placements. Faculty members in the Department of Education provide instructions in physical education and mathematics at SPARC Academy and Sankore Charter School. The Teacher Education Council approved a proposal which allows mock teaching by prospective student teaching be conducted in classrooms with children at the appropriate age group. Students at SPARC Academy and Sankore Charter provide real life instructional environments for students prior to student teaching.

### **B. Brief description of efforts to assist low-performing schools.**

During the 1999-2000 academic year, the Department of Education's faculty members provided assistance for low-performing schools through faculty development and technical assistance with student and program assessment. Work was done with Sankore Charter School and Laurinburg Charter School.

### **C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.**

The Department of Education provided leadership through its Technology Task Team in securing a \$300,000 grant from the Bush Foundation in 1999-2000. The Bush Grant is a Faculty Development Initiative that focuses on instructional technology and improving student learning through the use of technology. The grant will benefit the Department of Education as well as other programs at the College. The Department of Education has representation on the DPI Technology Task team in an effort to develop standards for the State of North Carolina. Additionally, the Department of Education has encouraged the College to adapt technology competency standards for all students during their matriculation. By 2003, all students at St. Augustine's College will be required to demonstrate achievement of the technology standards. Teacher Education majors will continue to have the requirement however; this initiative will enhance the quality of the experience for teacher education majors.

### **D. Brief description of efforts to serve lateral entry teachers.**

The Department of Education houses one of the most productive Alternative Teacher Education Programs in the state. The program was energized with the acquisition of a \$250,000 grant over a three-year period from the Ford Foundation/ United Negro College Fund entitled Second Chance. The 1999-00 academic year marked the third year of institutionalization of the program. The program consists of four (4) 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings during the week. One development in the program during the 1999-00 academic year were the decision to provide a full-time secretary for the program. Program offerings increased and site evaluations were provided for lateral entry students. A comprehensive evaluation plan was developed for the Alternative Teacher Education Program. The Department of Education

hosted its first Summer Institute for Lateral Entry faculty during the summer of 1999-2000. Thirty-five (35) lateral entry teachers were enrolled in the Institute that provided instructions in Instructional Technology, Classroom Management, Cooperative Learning, Infant & Child First Aid and CPR, and Curriculum Planning and Development.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

The Department of Education houses a PRAXIS Lab staffed with a director, quantitative specialist, reading and writing specialist, and a secretary. The institution with Title III funding supports the lab. During the 1999-00 academic year, the LearningPlus program supported 200 student log-ons for students interested in becoming teacher education majors. Additionally, one on one and individual assessments and work with each student major (traditional and Alternative Teacher Education Program) was conducted by faculty members. Students must enroll in the Basic Test Taking Skills course during their first four semesters of matriculation at the College or until all sections of the PRAXIS I exam are successfully passed. PRAXIS Lab staff monitors student readiness to sit for the PRAXIS I Examination. Several workshops are conducted in the PRAXIS Lab for faculty and students. Faculty from the Liberal Arts and Sciences often conduct the workshops.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

Efforts to recruit students into professional education programs leading to licensure consist of advertisements in the local newspaper (News and Observer), on the Colleges radio (WAUG 750 am) and television (WAUG TV-68) stations, and public service announcements on other local radio and television stations. The Departments website, the distribution of brochures at local and statewide recruitment fairs, and partnership with the Colleges Recruitment Office are some of the opportunities that the unit takes to recruit students. Letters are also written and cards are sent to students that have expressed an interest in attending St. Augustine's College by the department head and program coordinators. Some recruitment scholarships are also offered. A Divisional Recruitment and Retention Plan guides the Departments efforts to recruit. In 1999-2000 faculty members from the Department of Education took the opportunity to travel with the College's recruitment staff members on two recruitment trips (South Carolina and North Carolina). The Department also hosted a reception for undecided majors at the College during 1999-2000.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

A variety of recruitment strategies have been utilized. As a Historically Black College, over sixty percent (60%) of the programs majors are minority-black. Female student outnumber males in the program by 2-1. The Department sees its efforts to recruit a greater number of students in general and particularly males as a tangible goal. Recruitment efforts are conducted with families, groups, and individuals from the Hispanic populations. Scholarships have been offered to potential students from the Hispanic populations. Every effort is taken to encourage the more than 700 youth being served through the summer and after school programs to consider teacher education as a profession.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

Through the administration of an Action Plan, faculty in health education courses taken by education majors delivers an instructional module on HIV/AIDS. Several faculty members participated on state and national appointed task teams and on committees during the year of record. Two education majors submitted poster presentations and were selected to present at a national conference in Atlanta, GA, during the 1999-2000 academic year. The unit to support initiatives that would provide scholarships for teacher education majors submitted two additional grants. While neither of the initiatives were funded, they provided faculty the opportunity to brainstorm and implement strategies for the encouragement of minority students to pursue teacher licensure. Students that complete the approved program of study are strongly encouraged by faculty, to complete all test requirements prior to graduation. Faculty assisted students in earning over \$90.000 in external scholarships during the 1999-2000 academic year.

**I. Brief description of programs designed to support beginning teachers.**

Beginning teachers are provided support through the use of our Curriculum Lab and PRAXIS Lab and through faculty development workshops. PRAXIS Lab staff often provide support to graduates as they prepare for PRAXIS II examinations. Surveys are sent to graduates, newsletters, and they are invited to return to campus during our End-of-the- Year Program. They are invited back to the College for sessions with the undergraduate students and as guest speakers. The Graduate Follow-up Task Team for the unit is currently developing strategies that will align with the Performance Based Licensure policies. The unit also recognizes and awards graduates that have done an outstanding job in their school during the End-of-the-Year Program. Former students are encouraged to email, phone, and/or fax faculty in the unit for guidance as beginning teachers.

**J. Brief description of programs designed to support career teachers.**

Career teachers are provided supports through the use of the Curriculum Lab, staff development workshops, grant writing, and continuing education coursework. The Department was involved in grant writing with faculty at more than ten public schools and four school systems during the 1999-2000 academic year. Faculty members have attended Parent Teacher Association meetings at more than seven local schools during the past year.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

All SCDE faculty are involved in the evaluation of their students/advisees in the public schools during the Early Field Experiences and Student Teaching. They work closely with public school personnel in the mentoring and assessment of student performance. Individual faculty members conduct staff development workshops. A three-member faculty team conducted a Summer Professional Development Institute. One hundred percent (100%) of the teacher education faculty members provided professional assistance to schools during the 1999-2000 academic year. Many faculty members attend PTA meetings, and conduct a number of activities related to the development of our students. Faculty in the arts and sciences worked closely with faculty in the Department of Education through the development of grants, and working with students through the PRAXIS Lab seminars. Faculty from both Departments also attended the U.S. Department of Education Regional Conference and the Closing the Gap Conference in 1999-2000.

## II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other	1	Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>8</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	36
	Hispanic		Hispanic	
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	9
	Other	1	Other	1
	<b>Total</b>	<b>25</b>	<b>Total</b>	<b>46</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

#### COMMENTS OR EXPLANATIONS:

Full-time for Undergraduate students is 12-17.5 credit hours. For Licensure-Only students, full-time is determined by enrollment in at least six credit hours.

**PART-TIME STUDENTS**

	<b>MALE</b>	<b>FEMALE</b>
Undergraduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>Total</b>
Licensure-Only	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>Total</b>
Graduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>Total</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	23	23	23
Middle Grades (6-9)			
Secondary (9-12)	16	16	16
Special Subject Areas (K-12)	11	11	11
Exceptional Children (K-12)	11	11	11
Vocational Education (7-12)	10	10	10
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>71</b>	<b>71</b>	<b>71</b>

**COMMENT OR EXPLANATION:****C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	177	
MEAN PPST-W	174	
MEAN PPST-M	NA	
MEAN CBT-R	325	
MEAN CBT-W	320	
MEAN CBT-M	321	
MEAN GPA	3.53	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
N = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)								
Elementary (K-6)	1		1					
Middle Grades (6-9)								
Secondary (9-12)			3					
Special Subject Areas (K-12)	1		2					
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>2</b>		<b>6</b>					

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

<b>Specialty Area/</b>	<b>1998-99 Student Teacher Licensure Pass Rate</b>	
<b>Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	2	*
English (9-12)		
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)		
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	1	*

\* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		4	1			
U Licensure Only	9	12	15	6		
Master's degree						
G Licensure Only						

<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

**COMMENT OR EXPLANATION:**

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	7	14%	43%

H. Top 10 LEAs employing teachers affiliated with this college/university.  
 Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Wake	131
Nash	28
Durham Public	25
Franklin	23
Halifax	22
Johnston	15
Charlotte-Mecklenburg	14
Wayne	13
Cumberland	11
Vance	11

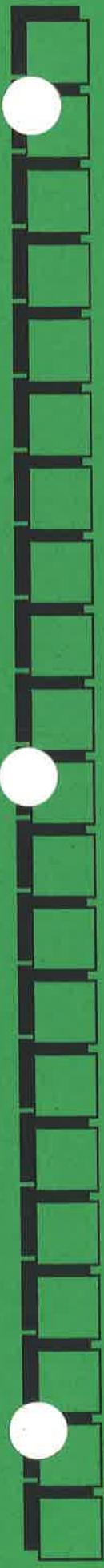
I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general			
preparation for managing the classroom	3.00		
preparation for using technology as an instructional tool	2.00		
preparation for meeting the needs of diverse learners	3.00		
preparation in curriculum content and delivery strategies	4.00		
Number of surveys received	1	0	0
Number of surveys mailed	2	2	2

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
12	2	2

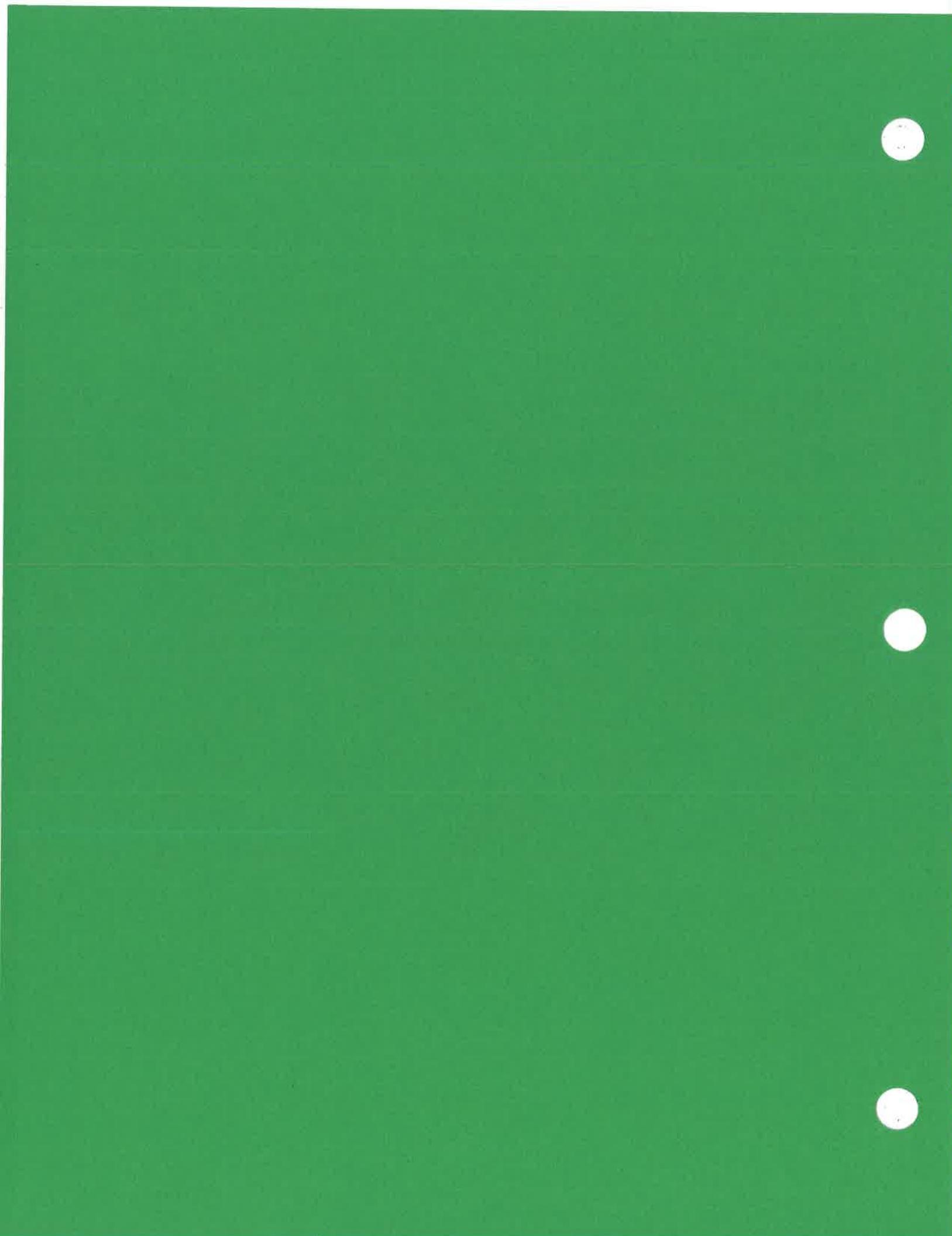




# **IHE Performance Report**

**1999-2000**

**UNC-Asheville**



## IHE Performance Report

### UNC - Asheville

1999-00

#### Overview of the Institution

UNC-Asheville is a four-year state-supported national liberal arts university set in the heart of the Blue Ridge and Great Smoky Mountains. The UNCA campus, including the Botanical Gardens, occupies 265 wooded acres about one mile from downtown Asheville. With 3125 undergraduate students and 161 full-time and 126 part-time faculty, UNCA maintains a 16:1 student-faculty ratio. Our size allows diversity in the student population and, at the same time, individual attention. Personal interaction between students and faculty in and out of the classroom develops an academic atmosphere in which all share in the pursuit of learning and inspires a learning environment characterized by lively discussion and spirited debate. The primary mission of UNCA is to offer an undergraduate liberal arts education of superior quality for serious and able students. The university is committed to a liberating education emphasizing the central role of humane values in thought and action, the free and rigorous pursuit of truth, and a respect for differing points of view and heritage. It aims to develop men and women of broad perspective who think critically and creatively and who communicate effectively. The University of North Carolina system has awarded UNCA the unique designation as its singular undergraduate liberal arts university.

#### Special Characteristics

UNC-Asheville is one of 16 members of the national Council Of Public Liberal Arts Colleges (COPLAC). We also host one of the 15 Teaching Fellows programs in North Carolina. UNC-Asheville was the founding institution for the national Undergraduate Research Program, which provides academic-year and summer student research and travel grants. In Summer 2000, we served as one of the original 3 NC TEACH campuses, in collaboration with Western Carolina University. We are the only UNC school designated as a Liberal Arts institution. As such, our Humanities core has served as a national model for other liberal arts universities, as has our Arts & Ideas capstone course and required arts lab(s). We also offer a unique interdisciplinary studies program which allows students to study topics that transcend traditional disciplines. These include courses in African Studies, Arts Courses, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and a graduate program leading to the Master of Liberal Arts. In addition, we are the home of the Center for Creative Retirement, College for Seniors, and the Asheville Graduate Center. UNC-Asheville was named a "best buy" by the Fiske Guide to American Colleges and Universities for a 7th consecutive year.

#### Program Areas and Levels Offered

UNCA offers the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts degrees in the arts and humanities, the natural and social sciences, and selected pre-professional and professional programs firmly grounded in the liberal arts. The university also offers a multidisciplinary Master of Liberal Arts degree program. Cooperative Programs include a Bachelor of Science in Nursing with Western Carolina University and a Bachelor of Science in Engineering with North Carolina State University. Special Programs include: Travel Abroad, Humanities, Undergraduate Research, African Studies, Health Promotion, Honors, and Teaching Fellows. The university is committed to serving the community in ways that complement its educational mission. It makes resources such as the nationally recognized Center for Creative Retirement available to students at all stages of life for personal growth. Through the Asheville Graduate Center, the university offers programs for advanced professional study. The UNCA Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Class A Teaching Licensure in the following areas: Elementary Education (K-6); Middle School (6-9) in Language Arts, Mathematics, Science, and Social Studies; Secondary Education in Biology, Chemistry, English, Latin, Mathematics, Physics, Science, and Social Studies; and K-12 programs in Art, Foreign Languages, Reading, and Theater Arts. Housing one of the smallest faculties in the UNC system, the education department is still able to provide programs equal to those of much larger campuses, and we maintain one of the most active University School Teacher Education Partnerships.

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

### **A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

Education faculty collaborated with public schools in many capacities. One faculty member taught weekly science lessons in a 1st grade classroom for the full academic year. One faculty member and a 4th grade teacher shared teaching duties for the entire academic year, team-teaching daily in the public school and on campus in a reading methods course. A faculty member regularly assisted with local art classes, including public school special education classes, Super Saturday classes on campus, and lead public school tours and studio classes at the Asheville Art Museum. He also collaborated with a local art teacher and art methods students to digitize over 200 pieces of children's art works for exhibition on an electronic gallery and hang 60 actual pieces of art in a campus computer laboratory. Another faculty member designed multicultural literature "tubs" with area teachers for use in the elementary schools, helping them select quality multicultural literature for inclusion in their classrooms. Another faculty member had methods students' design "story sacks" for use in area schools, and at 1 school the art teacher received an additional grant for her 5th graders to create them for use with kindergarten classes. One professor worked with grades 6-9 science teachers to develop a resource curriculum based on the Standards Course of Study for a unit on Chimney Rock Park. Another professor conducted collaborative research with a 9-12 history teacher for presentation at the International Reading Association national conference. Department members and approximately 50 education students read to students in area schools for Read Across America Day. All department members participated in "Bulldog Day," when faculty-lead teams of freshmen performed service projects in area schools. Faculty served as senior exit project assessors in local high schools. Faculty tutored students in area schools. One department member proctored end-of-grade tests. Several faculty coordinated UNCA and public school students for the Very Special Arts Festival to co-sponsor a snow-cone and spin-art booth for 800-1000 students with special needs. Faculty served as examiners for the annual UNCA-WNC Knowledge Bowl. Approximately 20 LEA faculty or administrators were guest speakers for seminars or methods courses on campus. Two faculty members serve on charter school advisory boards. All department members serve on the USTEP steering committee and on one or more subcommittees. LEA teachers and administrators also serve on the steering committee and subcommittees, and annually attend a 3-day retreat to plan and coordinate the USTEP grant. Several other retreats were held with LEA and UNCA faculty to coordinate and align K-16 curricula with NCATE and INTASC standards. LEA representatives from 3 school districts serve on the Teaching Fellows Advisory Council and on the Council for Teacher Education. The Education Department places students for methods courses and student teaching, mentoring and tutoring, and is involved with the delivery of other services to 3 school districts totaling 68 schools and 490 teachers.

### **B. Brief description of efforts to assist low-performing schools.**

The Report Card for the ABC's does not identify any schools in our area as low-performing. However, there are schools with large populations of students who are potentially at-risk. These include students with socio-economic disadvantages and limited English proficiency. Activities with these schools included tutoring and mentoring programs (PIL, CREED, AVID, A2A, CIS, described elsewhere in this report), serving as guest teachers and providing consultation as needed for curricular assistance. We placed student teachers and methods students in these schools. Workshops related to serving at-risk students were made available for pre-service students, student teachers, Initially-Licensed Teachers and Lateral Entry teachers. Guest LEA speakers have presented on topics such as effective parent-teacher conferencing and serving students with special needs. As an additional resource for all schools, including schools with at-risk populations, e-mail accounts are provided to all cooperating teachers and USTEP participants, as are campus "privilege" cards which grant access to the library, health and fitness center, computer labs, and other programming on campus at no charge.

### **C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.**

For pre-service teachers, basic technology skills are introduced in EDUC 310 Introduction to Education, K-12 (4sh). Students take a series of technology workshops on various software

applications and have to pass a test to demonstrate basic skills competency. Transfer and post-baccalaureate students who may be exempt from EDUC 310 are advised to take CSCI 107: Introduction to Computers and Multimedia. Technology assignments are embedded throughout all subsequent methods courses. These accumulate in a technology portfolio which is turned in during the student teaching semester. A course/technology matrix was created to ensure that each licensure track covered all the required competencies. Extensive web sites are maintained by our education technology specialist to serve as tutorials, link to other helpful sites, clarify and define terminology, and provide guidance to the types of evidences that would satisfy the technology portfolio requirements. Each faculty member maintains a homepage, and several include links to student homepages created for specific courses. A lab assistant was on duty in the lab to help students with technology-related projects. Faculty used technology in their own teaching and designed assignments for students to demonstrate the use of technology in their own lessons and teaching experiences. An Instructional Technology Specialist was available to assist pre-service teachers with this. Activities at UNCA that provided assistance to in-service teachers' use of technology included providing them with e-mail accounts, access to computer labs, and making equipment and software available through students placed in their classrooms for field experiences. Orientation sessions for cooperating teachers were held to familiarize them with the educational technology competencies and to involve them with the assessment of students' portfolios. A federal grant (Preparing Tomorrow's Teachers to Use Technology) was received for just over one million dollars to be shared among UNCA, ASU, WCU, and Warren Wilson College (Appalachian Rural Teacher Technology Alliance). This was granted, and is being implemented in the 2000-2001 academic year and will directly impact technology training and implementation among pre-service and in-service teachers. In addition, teleconferences downloaded at UNCA are made available to students and area teachers. Continuing education classes on educational technology are offered at UNCA on Saturdays.

**D. Brief description of efforts to serve lateral entry teachers.**

The Policy and Procedures manual was updated to accommodate and facilitate the licensure of lateral entry teachers. Post-bacc licensure students with an undergraduate GPA 2.5+ are exempt from the PRAXIS PPST. Post-baccs with an undergraduate GPA between 2.3 and 2.5 meet with an advisor to form a Plan of Study for a minimum of 9 s.h. in the area of weakness identified by a transcript analysis. Upon achieving at least a 3.0 on the Plan of Study, the student is eligible for admission into the licensure program. Lateral entries may also request a waiver of portions of our program for which they can demonstrate competence, based on professional experience. Requests are reviewed by the Education Committee and are supported upon verification by appropriate school personnel. These include crediting lateral entry teachers with prior field experiences and crediting student teaching in their own classrooms when appropriate. We staff a full-time field placement officer in our department who maintains contact with all principals and personnel officers, monitors lateral entry teachers, and arranges mentoring by content or methods faculty when needed. Courses rotate days and times to accommodate lateral entry teachers. We offered summer courses and used NBPTS certified LEA instructors as adjunct instructors for evening courses. Our Coach 2 Coach assists with the training of mentors of lateral entry teachers. USTEP provides a support group for ILTs, open to lateral entries. We launched our first on-line course, EDUC 342: Diagnosing and Correcting Reading Difficulties, K-12 (4 s.h.). The faculty member who teaches this is on a university-wide distance learning committee and will help guide the department in consideration of additional on-line courses. Advisors work closely with lateral entry teachers to plan their schedules, monitor their progress, and serve as liaisons to the school. After-school appointments are available. We disseminated information to post-baccs about lateral entry and NC TEACH. For the inaugural class of NC TEACH our field placement officer assisted with recruiting and identifying candidates. She also interviewed candidates as part of the screening process. UNC-A served as a host site for NC TEACH, in partnership with WCU, providing the facilities and an instructor for a portion of the instruction.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

One of our strengths lies in our requirement that each student major in a specific content area while also completing the requirements for licensure. This ensures that secondary and middle grades licensure students are "experts" in their content area. This prepares them for their specialty area exam, as well. Elementary licensure students may major in any degree program at UNCA. This also prepares them rigorously in a content area. In addition, a university-wide Writing Across the Curriculum Program ensures that all students develop critical thinking and writing skills regardless of

their major. UNCA maintains a university-wide Reading Center, Writing Center, and Math Lab to which we direct students who are in need of additional preparation. The department maintains a library of materials available for study including Tests at a Glance, Learning Plus books and videos, and commercial PRAXIS preparation materials. Each year Education faculty, Arts & Sciences faculty and LEA faculty have taken various PRAXIS exams and presented test-taking strategies to students in general, and in content areas specifically. Subsequent retreats have been held among these faculty to determine best ways to address PRAXIS requirements in the classroom. Content areas emphasized for 1999-2000 included foreign languages, history, math, science, social studies, and theatre arts. K-16 alignment of curricula was considered with respect to the NCDPI Standard Course of Study, INTASC standards and NCATE. Initiated this past year was a year-end program review of each licensure track. Program coordinators were provided with PRAXIS passing rates and scores for each of their program completers, results of student surveys and interviews, and were asked to submit a report at a department meeting reflecting on the strengths and weaknesses of the program, and identifying strategies for improvement.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

USTEP formed a committee to address recruitment and the attraction of minority candidates. The committee included the Director of Admission, the Teaching Fellows Director, the USTEP director, and LEA and student members. Recommendations were incorporated into the university recruitment plan. Faculty and licensure students made personal contacts with potential students and their families at Admissions open-houses. We also made presentations to local schools about careers in teaching and interviewed of high school students seeking research and teaching fellowships. Education faculty and Arts and Sciences faculty participated in a recruiting luncheon and workshop for Teaching Fellows finalists and their parents. The Teaching Fellows Director developed a Teaching Fellows Ambassadors Group which visited high schools across the state, giving workshops to high school students on issues in teaching, interviewing skills, and UNCA. She followed up with personal letters and phone calls to interested students. Teaching Fellows and Education Department brochures were updated. A new Education Department mailer was customized with information about our programs. These were used in high school counselors' offices, open houses, and sent to interested individuals. Information about all licensure tracks was available on the internet, along with e-mail addresses and phone numbers for program advisors. The Admissions officers also attended various college recruitment events around the state and region. Applicants for admission to UNCA completed surveys indicating potential areas of interest. A list of applicants indicating "education" was sent to the Education Department for follow-up contacts. These included incoming freshmen, transfers, and post-baccalaureate students. Upon admission, the chairperson of the department met collectively with these students for an overview of the program and general advising, then directed each student to meet with the appropriate program advisor. Advisors did transcript analyses when appropriate and helped with registration for classes. Freshmen were assigned START advisors who track students through the first 2 years of general education classes and help guide their programs toward their degree as well as licensure.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

UNCA hired a special assistant to the chancellor in charge of diversity and multicultural concerns. UNCA committees invested in minority recruitment include the African Studies Advisory Council, the Council on Teacher Education, the Enrollment Services Committee, Financial Aid and Scholarship Committee, First Year Experience Advisory Committee, International Programs Advisory Committee, Minority Affairs Commission, and the Teaching Fellows Advisory Council. UNCA Admissions held a Multicultural Recruitment Day. They sponsored Camp College in summer 2000, a residential experience for minority students from Asheville and Charlotte. A minority recruitment officer resides in Charlotte. UNCA took part in a summer travel program to Ghana, attended by a high number of African American students. An African American Teaching Fellow was hired by the Admissions office. Other licensure graduates served as regional contacts for recruitment. We continued our Teacher Cadet Program, dual enrolling high school seniors at UNCA to attend a UNCA education class tuition-free. In Fall 1999, 6 out of the 9 students enrolled were African American. Two African American members of the previous year's class were enrolled at UNCA. Other K-16 tutoring and mentoring programs include: CREED, Partners-In-Learning, Asheville-to-Asheville, Achievement Via Individual

Determination, and Communities In Schools. These provide students with classroom support and bring them to UNCA to experience a university setting, attend university events, and receive additional academic preparation. These continue through the summer months. They are coordinated among the Key Service Learning Center, the Education Department Outreach Coordinator, and the vice chancellor's office. UNCA students working with these programs are drawn from the African-American Colloquium, Education Department methods courses, and across campus from courses requiring service learning.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

Two faculty members taught a summer technology course on campus for area middle school at-risk students. This was funded by congressman Charles Taylor. A faculty member was involved with the planning of UNCA's first Multicultural Children's Literature Conference. A faculty member and her social studies methods students worked with the local Arts Council to prepare a teachers' guide to the annual American Indian celebration, Kituwah. These materials are intended to be used by the council to provide professional development training to area teachers for CEUs. Kituwah will take place on UNCA's campus for the first time in Fall 2000. The department initiated a new requirement for the establishment of teacher portfolios aligned with NCDPI's PBL and the INTASC standards. These were begun in the introductory education course and piloted as electronic portfolios by a Summer 2000 class. A faculty member helped write a grant to the Institute of Museum and Library Services for approximately \$185,000 to preserve, document, and digitally archive historical documents relating to Asheville African American resources and to make these available for use in local schools. The grant is a collaboration between UNCA's Ramsey Library, the Education Department, the Asheville Art Museum, and the YMI Cultural Center. This grant was not awarded, but a smaller pilot grant was funded at the state level.

**I. Brief description of programs designed to support beginning teachers.**

Programs which previously existed were centrally coordinated through the University School Teacher Education Partnership. A communication network was set up including a web site, newsletter, e-mail distribution list, address and phone list for all ILTs identified in our 3 partnership school districts. USTEP provided training for ILTs on a number of topics, including preparation for the PBL process. Our 3 partnership districts coordinated in-service dates and notification of ILTs for attendance at these workshops. Surveys were sent to all principals employing our graduates requesting feedback on the quality of their teaching. Follow-up visits were made by our clinical faculty supervisor to ILTs requiring additional mentoring or remediation. We hired our first Coach-to-Coach, who maintained contact with ILTs in our region, providing resources and mentoring as necessary. Principals and personnel directors identified ILTs in need of support, and the Coach-to-Coach or other appropriate faculty provided assistance to the teacher. Social events were held off campus for ILTs. Graduates were invited back to campus for various events including Founders' Day and Homecoming receptions. ILTs were invited to make panel presentations to pre-service students on the transition from the campus to their classroom, and to relate their experiences as new teachers. UNCA faculty serve as mentors and resources as requested for ILTs. Faculty visited ILT classrooms, co-presented at conferences, and invited ILTs as guest speakers in methods classes.

**J. Brief description of programs designed to support career teachers.**

One new program we started is the awarding of "mini-grants" to help underwrite the cost for professional development. Teachers applied for assistance with such things as registration and travel to attend conferences, help off-setting costs for workshops or other training, and funds for teaching materials and supplies. Partnership schools were administered a School Profile Survey to identify # of students and their demographics, strengths and needs of the school, and their willingness to be paired with another school offering a complementary profile. A database containing this information will be used to set up teacher exchanges. Pairings will continue in 2000-2001. Orientation to our student teaching handbook, educational technology portfolio requirement and our action research model was provided for clinical faculty and cooperating teachers. Education and Arts & Sciences faculty served as consultants and provided resources for teachers as requested. University "privilege cards" were provided to all cooperating teachers and partnership members for free access to the university library, fitness complex, computer labs and other facilities. E-mail accounts were made

available to teachers. Methods students and student teachers were placed in clinical teachers' classrooms. Mentors were invited to attend workshops with their ILTs. Clinical faculty were invited to attend workshops on campus sponsored by the department and Education Club, and to be presenters or panel members. Lap-top computers, a digital camera, and a projector as well as CDs and other software and teaching materials were made available to teachers. An extensive number of continuing education courses were offered by the office of Special Academic Services each semester. UNCA faculty and LEA faculty conducted research together, developed teaching materials for use in the classroom, and co-presented at conferences. Some projects included a teacher packet for Chimney Rock Park, a teacher packet for Kituwah (American Indian festival), multicultural literature "tubs," story sacks, art exhibits, and a traveling teddy bear (named Rufus) project to teach geography.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

University faculty are quite active in public schools. Admissions sponsored a summer camp for underrepresented students from Asheville and Mecklenberg County. The Athletic Department participated in career days, sponsored Bulldog Buddies, held Math Day on campus, and visited schools to talk about opportunities for women. Arts & Sciences faculty conducted workshops for teachers. Departments hosted campus tours and open houses. Web sites for area schools are hosted on UNCA's server. Financial Aid coordinated America Reads tutors at 32 schools. Faculty served as tutors, senior project judges for high schools, lecturers in area classrooms, and in various organizations involved with education (i.e.: PTO, Schools Foundation, National Humanities Seminars, charter schools). UNCA hosted the NC State Mathematics contest, Science Day, the WNC Knowledge Bowl, and various professional state and regional conferences. A variety of 6-week Super Saturday classes were offered to gifted and talented students grades 3-8, taught by area teachers, faculty, and UNCA students. Summer "Artsperience" is offered by the Art Department for high school students. Tanglewood Summer Studio annually offers fine and performing arts day camps to area students grades 3-8. Classes are taught by area artists and teachers, assisted by UNCA students, coordinated by the Drama Department. Education faculty participated in many of these activities. A recent survey reported an average of 140 hours in the schools per academic year per education faculty member. Every single tenure-track person is involved with the University School Teacher Education Partnership, teaches a full load of classes, coordinates at least 1 licensure program, supervises student teachers, advises students, and is active professionally in state and national organizations. The Education Club, sponsored by an education faculty member, hosted a department picnic for all students interested in teaching. They hosted panel presentations, guest speakers, and workshops. They participated in October Fest and Spring Fling, sponsored children's activity booths, and a party for patients of the St. Joseph's Brain Tumor Foundation. They sponsored booths at the Very Special Arts Festival, partnering with elementary school kids. Education faculty assist with these events.

## II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS			
	MALE	FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	9	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>9</b>	<b>Total</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	3	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>3</b>	<b>Total</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	<b>Total</b>		<b>Total</b>

**PART-TIME STUDENTS**

	<b>MALE</b>	<b>FEMALE</b>
Undergraduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	1 Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	4 White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>5 Total</b>
		<b>39</b>
Licensure-Only	American Indian/ Alaskan Native	1 American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	1 Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	12 White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>14 Total</b>
		<b>33</b>
Graduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>Total</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	2	2	2
Middle Grades (6-9)	4	4	4
Secondary (9-12)	5	5	5
Special Subject Areas (K-12)	4	4	4
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>

**COMMENT OR EXPLANATION:**

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

	Baccalaureate	Master's
MEAN PPST-R	183	
MEAN PPST-W	180	
MEAN PPST-M	182	
MEAN CBT-R	333	
MEAN CBT-W	328	
MEAN CBT-M	329	
MEAN GPA	3.37	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
<b>N = # Completing NC = # Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
<b>Prekindergarten (B-K)</b>								
<b>Elementary (K-6)</b>	<b>10</b>		<b>11</b>					
<b>Middle Grades (6-9)</b>	<b>10</b>		<b>4</b>					
<b>Secondary (9-12)</b>	<b>13</b>		<b>7</b>					
<b>Special Subject Areas (K-12)</b>	<b>2</b>		<b>3</b>					
<b>Exceptional Children (K-12)</b>								
<b>Vocational Education (7-12)</b>								
<b>Special Service Personnel (K-12) **</b>								
<b>Other</b>								
<b>Total</b>	<b>35</b>		<b>25</b>					

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

<b>1998-99 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/</b>		
<b>Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Art (K-12)		
Audiology		
Biology (9-12)	3	100
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	16	100
English (9-12)	10	80
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)	3	100
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	10	80
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	43	100

\* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

<b>Full-time Students</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	11	12	3			
U Licensure Only	2	2		1		
Master's degree						
G Licensure Only						

<b>Part-time Students</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						
U Licensure Only	14	2	1			
Master's degree						
G Licensure Only						

**COMMENT OR EXPLANATION:**

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

<b>1998-1999</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Baccalaureate	45	91%	78%

A. Top 10 LEAs employing teachers affiliated with this college/university.  
 Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Buncombe	195
Henderson	57
Asheville City	38
McDowell	30
Madison	22
Haywood	16
Transylvania	15
Charlotte-Mecklenburg	12
Rutherford	11
Burke	11

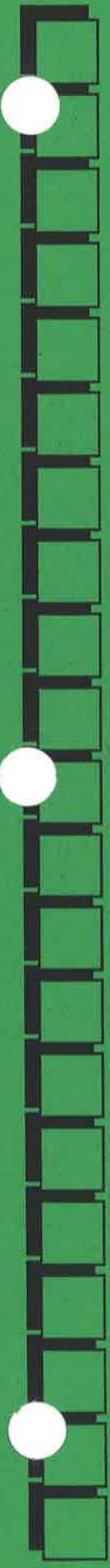
I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.45	3.73	3.36
preparation for managing the classroom	2.73	3.36	3.27
preparation for using technology as an instructional tool	3.27	3.27	3.40
preparation for meeting the needs of diverse learners	2.90	3.27	3.27
preparation in curriculum content and delivery strategies	3.91	3.45	3.64
Number of surveys received	11	11	11
Number of surveys mailed	31	31	31

### 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
10	3	4

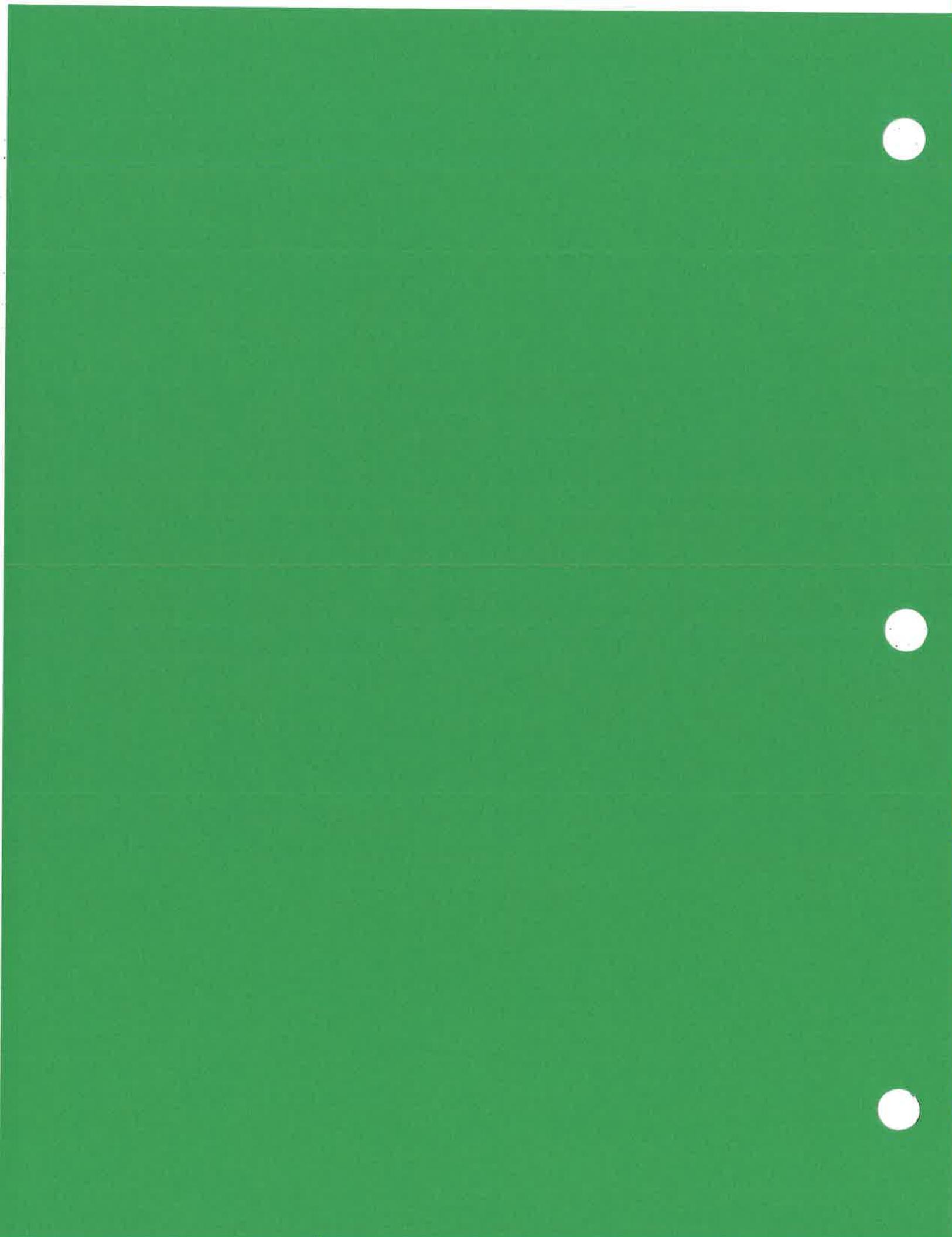




# **IHE Performance Report**

**1999-2000**

**UNC-Chapel Hill**



## IHE Performance Report

### UNC – Chapel Hill

1999-00

#### Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, has provided higher education to 10 generations of students. Since the 19th century, we have offered distinguished graduate and professional programs. We are a research university, ranked #3 in the nation among public universities in this year's rankings by U.S. News and World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. This role was formalized with the creation of the Department of Pedagogy in 1885, making the department one of the oldest organizations for teacher education in the country. The School of Education was formally established as a professional school in 1913 and today we claim nearly 20,000 alumni.

#### Special Characteristics

As a Research I institution, we offer not only undergraduate but also advanced programs for school personnel, offering leadership for the State of NC. We work with undergraduate and graduate students and also serve teachers and schools throughout the State, through research and evaluation on school reform, projection of curriculum materials to every school district in the State through LEARN NC, support of special education expertise through our online courses and modules, and development of funded English as a Second Language training for practicing teachers. Our early childhood program is distinguished by its close ties to the Frank Porter Graham Child Development Center, and our Professional Development School agenda involves departments across the campus and the School of Social Work. The School of Education ranked first in the nation this year among all schools of education in public universities, according to a national panel of 1,000 school superintendents as reported in U.S. News and World Report. Overall we ranked #17 of the 187 schools studied, the highest ranking in our history. We have created a new program emphasis this year in arts and education, working with arts departments across campus to integrate arts experiences into the public schools.

#### Program Areas and Levels Offered

Program areas and levels offered at the School are as follows:

**Pre-Kindergarten (B-K):** Birth-Kindergarten, 4\*, 5\*

**Elementary Education (K-6):** Elementary Education, 4,5\*

**Middle Grades Education (6-9):** Concentrations: Language Arts, Social Studies, Mathematics, Science, 4, 5\*

**Secondary Education (9-12):** English, 5; Mathematics, 5; Comprehensive Science, 5; Comprehensive Social Studies, 5; Classical Latin, 5

**Special Subject Areas (K-12):** English as a Second Language (add-on), 4\*, 5\*; Media Coordinator, 5; Reading 5\*; Second Language Studies: French, Spanish, German, 5; Second Language Studies: Japanese, 5\*; Music, 5

**Exceptional Children (K-12):** Specific Learning Disabilities, 4 (add-on), 5

**Special Service Personnel (K-12):** School Administrator, 5, 7; Curriculum Instructional Specialist, 5, 6, 7; Counselor, 6; School Social Worker, 6; School Psychologist, 6, 7

\* Denotes temporary authorization. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professorate and/or research-based institutions.

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

### **A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

The School of Education's collaborations with NC public schools stretch from Haywood County on the State's western border to Pasquotank County on the eastern shore. In the Piedmont area, the Research Triangle Professional Development School (PDS) Partnership conducted professional development activities and other initiatives at five sites in four school districts. PDS program initiatives included promoting improved reading and writing of low-performing high school students through the High School Literacy Project, development of a family resource center in an elementary school, early intervention with low literacy first and second graders, and coaching for teachers undergoing National Board Certification. The School collaborated with Wake County Schools to provide training for ESL add-on licensure for 90 teachers from 13 schools in Wake County and 10 surrounding counties. The Center for Mathematics and Science Education collaborated with six school systems on technology, science reform, and professional development projects. Across the State, LEARN NC, a statewide network of educators using the Internet to improve K-12 education, trained more than 32,000 teachers in all NC school districts to use LEARN NC's Web site, where they can find thousands of lesson plans which have been peer reviewed and linked to the NC Standard Course of Study, as well as links to more than 1,200 educational Web sites. The LEARN NC Web site receives more than 70,000 hits each day. The International Social Studies Project presented workshops across the state to hundreds of NC teachers from more than 100 schools and began the Global Arts Initiative, presenting plays to more than 300 social studies students followed by discussions of issues raised. In mathematics education, we worked with five counties in northeastern NC on helping teachers implement reform-based mathematics curriculum, K-8. In studying schools and school reform, we conducted an evaluation of all 86 charter schools in North Carolina, and provided 90 days of work through site visits and evaluative feedback to 15 charter schools. We also provided evaluation services to 32 A+ schools and to two Comer schools, totaling an additional 40 days of work and service. Our Curriculum, Music and Community project provided training and ongoing support to 16 elementary teachers from five counties to integrate traditional North Carolina music into the curriculum as a central feature of the entire course of study. To promote children's health and mental health, we worked with 17 school systems in establishing and expanding school-based health centers and children's mental health services.

### **B. Brief description of efforts to assist low-performing schools.**

The Pre-College Program of the Center for Mathematics and Science Education (CMSE) continued its collaboration (begun in 1988) with three school districts, including Durham Public and its low-performing schools, serving female and minority students through in-school and on-campus enrichment in math and science. CMSE also served eight teachers from Eastway, Watts, and Pearson elementary schools in Durham through the Literacy Acquisition through Science Teaching. The Mathematics Improvement Through Problem Solving Project worked with schools in five districts, including Creswell Elementary School in Washington Co., helping them implement new mathematics curricula in grades K-8. Our ESL faculty provided tutors to students at Eastway, Watts, and Pearson schools in Durham. Our English education faculty conducted volunteer workshops on ways of increasing language production and fluency to teachers from low-performing schools in Durham County. Our faculty conducted a site visit and provided evaluative feedback this summer to Aulander School in Bertie County, designated as low-performing in 2000.

### **C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.**

School of Education graduates are adept at using technology to bring resources from all over the world into their classrooms, to engage children in challenging learning tasks, and to support dynamic communication among teachers, their colleagues, and their students and their students' families. We offer a wide array of training opportunities to promote our students' technological competence. All of our teacher education programs have a well-designed program that assures that the students meet their technology competencies. Faculty include significant work in their courses requiring the students to use a variety of rich Web-based resources. Faculty also integrate the use of special-purpose

software in their course work. A Web page has been created for each teacher education program to provide students with the resources needed to complete their technology portfolio assignments. Students must complete training in how to use the resources of LEARN NC. Cooperating teachers are required by the School of Education to have LEARN NC certification. Elementary student teachers are required to develop integrated units on LEARN NC using an interactive template designed by LEARN NC technicians and elementary education professors. At the master's level, our MAT faculty collaborate with the School's Instructional Technology Coordinator to facilitate student mastery of the major technology competencies required for NC licensure. Our literacy faculty require students to do computer cases of children for reading diagnosis. In the M.Ed. program, each of the core courses includes the development of technological competence. Our faculty and students make extensive use of our two computer labs (Windows and Macintosh), which are open 63 hours per week for student and faculty use and are staffed with student attendants to assist patrons and provide individualized instruction upon request. In improving the technological competence of inservice teachers, LEARN NC provides extensive training and support for K-12 teachers across the State. LEARN NC also collaborates with several NC community colleges in offering LEARN NC training as part of a 25-hour course for K-12 educators. LEARN NC launched the Carolina On-Line Teacher (COLT) program this year, an 18-month continuing education certification program for K-12 teachers whereby they can earn advanced competencies in Internet-based on-line teaching methodologies and technologies.

**D. Brief description of efforts to serve lateral entry teachers.**

In partnership with NC Central University, we became the Triangle NC TEACH Site this year, one of the six sites of NC TEACH, and enrolled the largest cohort of students. Our focus at Chapel Hill was on math and science, and we prepared 17 students, all of whom have been hired to teach in NC high schools and middle schools. These teachers, now practicing, will continue their course work throughout the fall and spring semesters and will receive ongoing support from master teachers and University faculty. To serve lateral entry teachers in NC TEACH sites across the State, LEARN NC conducted information and training sessions at five of the NC TEACH project sites this summer, providing a total of 16 hours of training with an additional six planned for the fall. Our second language education faculty gave a demonstration on second language teaching methods to students in the NC TEACH program this summer. Our Instructional Technology Coordinator created an online tutorial to assist NC TEACH candidates in meeting State technology competencies. The program was successfully piloted in the Triangle Site this summer and has been shared with the other NC TEACH sites as a resource for addressing the technology requirement in the future. Another resource for lateral entry teachers is LEARN NC's new feature on its Web site, "Beginning Teacher Handbook: First Steps." Available to all teachers throughout NC, this Web resource will be helpful to lateral entry teachers. It includes tips for new teachers to help promote their success and is updated frequently.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

Our students have consistently performed well on the NTE and Praxis examinations. During 1997-98 (the most recent year for which data are available), our average pass rate for undergraduates was at least 90%; for our master's students who needed the tests for licensure and took them, 99% passed. We have taken the following steps to improve the NTE/Praxis performance of our students. First, in a course on "The Teaching Profession," students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam. Faculty members provide remedial help and extensive feedback, and send students who have particular difficulty to the UNC-CH Writing Center, with a copy of the Praxis rubrics. Second, in a workshop, faculty members invite public school teachers, former student teachers, and testing experts to address preservice teachers about the NTE and Praxis examinations. Third, in a middle grades course on "The Teaching Profession," students are required to take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Fourth, in curriculum meetings faculty have examined the NTE/Praxis test booklets and have organized themselves to ensure that our students are prepared for the tests. Fifth, some of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

The School of Education has two recruitment strands, one for undergraduate and MAT students and the other for graduate students in advanced programs. In the undergraduate strand, we made the following special efforts to recruit students into professional education programs. First, we assigned a faculty member to serve as a General College advisor at the University in order to inform freshmen and sophomores about teaching possibilities and about professional education programs. Faculty participated in the "Open House, Q&A" sessions for UNC-CH students in General College. Second, we contacted community colleges concerning teaching opportunities and professional education programs for interested students. Third, we actively recruited students for the Teaching Fellows program and admitted 60 students as freshmen to the Teaching Fellows program, including the largest number of minority students in many years. Fourth, faculty spoke to student groups at nearby high schools to encourage high school students interested in education to apply to our program. Faculty also addressed other groups of prospective students, including Academically Gifted High School Students and the UNC Summer Bridge students. At the advanced graduate level, we worked with school district personnel in efforts to recruit practicing professionals into our advanced programs. The Deans of the School of Education visited 12 school districts and conducted a needs and interests survey of their teachers; responses were received from 900 teachers, indicating their interest in advanced graduate educational opportunities. We have designed a Master's degree for Experienced Teachers and have worked with school district personnel in 10 school systems to recruit practicing professionals for our programs. Our literacy faculty met with central office personnel in Wake, Durham, Chatham, and Orange counties and Chapel Hill-Carrboro city this year to recruit prospective students into our programs. Our LD licensure faculty recruited formally by speaking to teacher audiences within nearby school districts and informally through conversations with teachers. Our school counseling faculty spoke to students in several University classes about the school counseling program.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

Recruiting a diverse student body is of paramount importance to the School of Education. We are involved in the following efforts to encourage minority students to pursue teacher licensure. First, the School of Education offers the Willie Hall Kennedy Scholarship to an undergraduate student in the junior year majoring in education, a \$5,000 scholarship which gives preference to minority candidates. Second, our faculty take an active role in assisting minority students and prospective minority students in obtaining scholarships and grants for study in education, making them aware of options available to minority candidates. Third, minority undergraduate students are actively recruited to be AmericaReads tutors, an experience which frequently leads the student to express interest in becoming a teacher. Fourth, faculty participate as mentors in the Summer PreGraduate Research Experience (SPRGE) for minority students directed by a member of our faculty, an organized recruitment effort of minority students. Fifth, an ESL grant directed by a member of our faculty includes a component which seeks to create Hispanic mentors at the IHE level to keep high school students in school. The project will encourage the mentors to consider the teaching profession when appropriate. Sixth, our Child Development and Family Studies program holds an annual reception to recruit undergraduates from across the campus into this program, particularly targeting minority students.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

With Spencer Foundation funding, the School of Education has initiated a collaborative research project with scholars across the campus to address educational policy issues in NC. Our faculty are working with ExplorNet, a nonprofit organization in Raleigh, and teachers and administrators in four NC counties, to develop and test a middle school curriculum for low-performing students integrating reading strategies with computers. Grants totaling \$3 million from the U. S. Dept. of Education, Office of Bilingual Education and Minority Language Affairs will train teachers in nine nearby counties to serve limited English proficient students more effectively and to establish a comprehensive Spanish dual immersion program in two NC school districts. Our Student Coalition for Action in Literacy Education received \$250,000 for first-year funding of a 3-year cycle, to establish the Literacy Action

Network, a project to integrate literacy tutoring and service learning courses for undergraduate students. With a \$260,000 grant from the Spencer Foundation, our faculty, collaborating with UNC-CH Arts and Sciences faculty, launched a project to assess the current school experience of African American students and compare that experience with the expectations of desegregation.

**I. Brief description of programs designed to support beginning teachers.**

In recognition of the alarmingly high rate at which beginning teachers leave NC schools, the School of Education has initiated programs to support and assist beginning teachers. New Teacher Groups meet bi-weekly to provide support and assistance to beginning teachers. Six support groups were held this year; since 1995 we have worked with 76 beginning teachers. Also our faculty co-led a New Teachers Inquiry Group at a local middle school. Using discussion circles and team building activities, the group experience offered support mechanisms for 15 new middle school teachers and discussion of relevant issues and concerns. LEARN NC added a new feature to its Web site this year, "Beginning Teacher Handbook: First Steps." Available to all teachers throughout NC, this Web resource includes tips for new teachers to help promote their success and is updated frequently. Another resource from LEARN NC was the summer issue of its newsletter. Distributed to all teachers in NC, this issue included a special section for new teachers and provided a password to access all of LEARN's lesson plans. In addition, we are designing in our Professional Development School Partnership school systems a new teacher support effort related to the performance-based licensure requirements for new teachers, offered for credit online as well as in school-based meetings.

**J. Brief description of programs designed to support career teachers.**

One of the most significant accomplishments of the 1999-2000 school year was the development of a new master's degree for experienced teachers. This degree program offers nine specialty areas and has been designed specifically to be accessible to career teachers, offering courses during the summer and at sites near the teachers' schools as well as over the Internet. We have revised other programs as well, so that practicing teachers can pursue advanced studies at a time and place convenient for them. For example, we offer an M.S.A. for school administrators and an Ed.D. in curriculum and instruction, both on a part-time basis. In addition, the School has begun several other initiatives to support career teachers. LEARN NC began to expand its online instruction by purchasing a statewide license for Learning Space, a courseware package that will facilitate bringing specialized offerings such as Advanced Placement courses to schools where they are not currently available. This technology will soon be available to every teacher, student, and parent in North Carolina. Our ESL project offers training to career teachers on how to work with limited English proficient students. Currently 90 teachers are participating in this project. The Center for Mathematics and Science Education conducted extensive training for career teachers of mathematics and science; in 1999-2000, the Center recorded 747 teacher enrollments and raised \$251,460 in external funding. Career teachers were supported through PDS inquiry groups studying a variety of topics mentioned above. We conducted three one-week sessions in collaboration with faculty from the arts and sciences departments at UNC-CH for the NC Teacher Academy during the summer of 1999. More than 200 teachers from all over the State came to our campus to study and experience interdisciplinary curriculum that integrates the arts and humanities. Our International Social Studies project provided training to nearly 400 career teachers during 1999-2000. Our Curriculum, Music, and Community project provided training and ongoing support to elementary teachers from five school systems to integrate traditional NC music into the curriculum. Faculty collaborated with school-based school psychologists regarding assessment and interventions in six public schools.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

Individual faculty members have been involved in efforts throughout the state with public school teachers, administrators, parents, and children. In all, 48 of our 50 faculty were individually involved with public schools. Many of them provided supervision to our students working in the public schools through our elementary, middle school, secondary (MAT), school psychology, school counseling, curriculum and instruction, educational leadership, LD licensure, ESL licensure, and other programs. Fifteen faculty taught or team-taught courses at public school sites involving preservice and inservice teachers. Our faculty provided evaluation services to numerous public schools in NC, including A+ schools, charter schools, and Comer schools. Seventeen faculty from the School of Education

participated in the Research Triangle Professional Development School (PDS) Partnership. Six faculty served as coordinators of PDS sites. Many of our faculty conducted professional development workshops for practicing teachers and educators, covering topics such as teaching English as a Second Language, improving science teaching and content knowledge development, using technology, best practices, setting standards, test security, the role of portfolio assessment in assessing non-native speakers of English, and instructional strategies. Numerous education faculty served on task forces for school districts, including the planning committee for the exemplary new middle school, a collaborative effort with the Chapel Hill-Carrboro City Schools. Many faculty worked with teachers in school-based inquiry groups dealing with issues such as resiliency and mentoring of teachers, progression or looping, diversity in education, gender in education, National Board Certification, the Web as a resource, physical education, gifted education, new teachers, and middle grades literature. In other initiatives, faculty worked with schools to produce a video on diversity in schools, conduct an Internet research workshop and field studies of hospital schools, and integrate music into the elementary school curriculum. Many of our faculty and staff have worked as volunteers in the public schools, serving in roles including art docents, math tutors, reading tutors, and scholarship advisors to public school students.

## II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS			
	MALE	FEMALE	
Undergraduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	6	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>7</b>	<b>Total</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	<b>Total</b>		<b>Total</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander	1	Asian/Pacific Islander
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin
	Hispanic	1	Hispanic
	White, Not Hispanic Origin	78	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>86</b>	<b>Total</b>

**PART-TIME STUDENTS**

	<b>MALE</b>	<b>FEMALE</b>	
Undergraduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</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	11
	Hispanic	1 Hispanic	6
	White, Not Hispanic Origin	8 White, Not Hispanic Origin	108
	Other	Other	
	<b>Total</b>	<b>9</b> <b>Total</b>	<b>125</b>
Graduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native	2
	Asian/Pacific Islander	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	6
	Hispanic	Hispanic	
	White, Not Hispanic Origin	8 White, Not Hispanic Origin	25
	Other	Other	
	<b>Total</b>	<b>8</b> <b>Total</b>	<b>34</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number 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)	17	17	17
Special Subject Areas (K-12)	54	54	54
Exceptional Children (K-12)	12	12	12
Vocational Education (7-12)			
Special Service Personnel (K-12)	26	26	26
Other			
<b>Total</b>	<b>109</b>	<b>109</b>	<b>109</b>

**COMMENT OR EXPLANATION:**

The Secondary (9-12) figures reflect the NC TEACHers who have been hired to teach math or science at the middle grade or high school level. These are lateral entry teachers. The Special Subjects Areas (K-12) includes the following areas: one NC TEACHER who has been hired (lateral entry) to teach Spanish and ESL; teachers pursuing an ESL add-on license; and teachers pursuing an add-on license in Reading. Exceptional Children (K-12) includes the number of teachers who have recently enrolled in our LD add-on program. Many teachers have enrolled in the ESL, Reading, and LD programs because they wish to acquire additional skills to help their students learn, not because they currently hold a provisional license in one of these areas. Special Service Personnel (K-12) numbers reflect social workers who have been hired (lateral entry) to serve as School Social Workers. Of the 34 programs of study we issued to candidates for area 006, 26 are currently employed in LEAs in North Carolina. The others are working for related agencies and wish to pursue licensure. We did not include recommendations for candidates who completed all licensure requirements as part of degree requirements.

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

	Baccalaureate	Master's
MEAN PPST-R	185	
MEAN PPST-W	178	
MEAN PPST-M	183	
MEAN CBT-R		
MEAN CBT-W		
MEAN CBT-M	325	
MEAN GPA	3.70	3.63
MEAN MAT		NA
MEAN GRE-TOTAL		1116
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

\*\* At time of admission to the master's program.

**COMMENT OR EXPLANATION:**

Quality of Students Admitted to the Programs: The one CBT figure reflects a single CBT test result received for one applicant. The means scores (above) are for students admitted to degree programs. The mean number of years teaching experience and the number employed in NC schools are unknown.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
N = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)	14	12			18	14		
Elementary (K-6)	42	38			12	8		
Middle Grades (6-9)	15	12						
Secondary (9-12)					59	42		
Special Subject Areas (K-12)			2	2	9	4	1	1
Exceptional Children (K-12)			11		6	3		
Vocational Education (7-12)								
Special Service Personnel (K-12) **					34	30	20	17
Other								
<b>Total</b>	<b>71</b>	<b>62</b>	<b>13</b>	<b>2</b>	<b>138</b>	<b>101</b>	<b>21</b>	<b>18</b>

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

Program Completers: Licensure-Only figures do not include candidates who completed one of the above add-on areas while pursuing another degree or who completed all requirements as part of their major degree.

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

		1998-99 Student Teacher Licensure Pass Rate	
Specialty Area/		Number Taking Test	Percent Passing
Professional Knowledge			
Art (K-12)			
Audiology			
Biology (9-12)			
Business Education			
Chemistry (9-12)			
Earth/Space Science			
Educ Leadership: Admin and Leadership			
Educ of the Mentally Retarded Students			
Elementary Education (K-6)	30	100	
English (9-12)	5	80	
French (K-12)			
German			
Health Education			
Home Economics Education			
Intro to the Teaching of Reading			
Language Arts (6-9)	10	80	
Library Media Specialist			
Marketing and Distributive Education			
Mathematics (6-9)	2	*	
Mathematics (9-12)	4	75	
Music (K-12)	1	*	
Physical Education (K-12)			
Physics			
Reading Specialist			
School Guidance & Counseling			
School Psychologist			
Science (6-9)	5	80	
Science (9-12)	8	63	
Social Studies (6-9)	1	*	
Social Studies (9-12)	4	100	
Spanish (K-12)			
Special Education Cross Categorical			
Speech Communication			
Speech-Language Pathology			
Tching Emotionally Disturbed Students			
Tching English as a Second Language			
Tching Hearing Impaired Students			
Tching Learning Disabled			
Tching Visually Handicapped			
Technology Education			
PK/PLT	71	100	

\* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		65	3	3		
U Licensure Only						
Master's degree	100	29	2			
G Licensure Only						

<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		2		11		
Master's degree				2	3	2
G Licensure Only	20	1				

**COMMENT OR EXPLANATION:**

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	92	82%	58%

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in 1999-2000.**

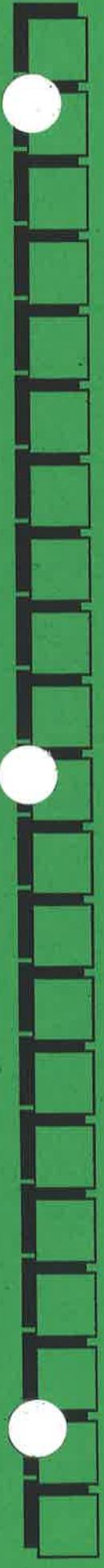
LEA	Number of Teachers
Wake	644
Charlotte-Mecklenburg	377
Durham Public	370
Guilford	260
Chapel Hill-Carrboro	248
Forsyth	236
Alamance-Burlington	145
Cumberland	136
Orange	111
Chatham	98

**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.**

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.74	3.46	3.71
preparation for managing the classroom	3.14	3.38	3.43
preparation for using technology as an instructional tool	3.32	3.28	3.67
preparation for meeting the needs of diverse learners	3.39	3.33	3.52
preparation in curriculum content and delivery strategies	3.67	3.63	3.86
Number of surveys received	24	25	21
Number of surveys mailed	84	84	84

**III. TEACHER EDUCATION FACULTY**

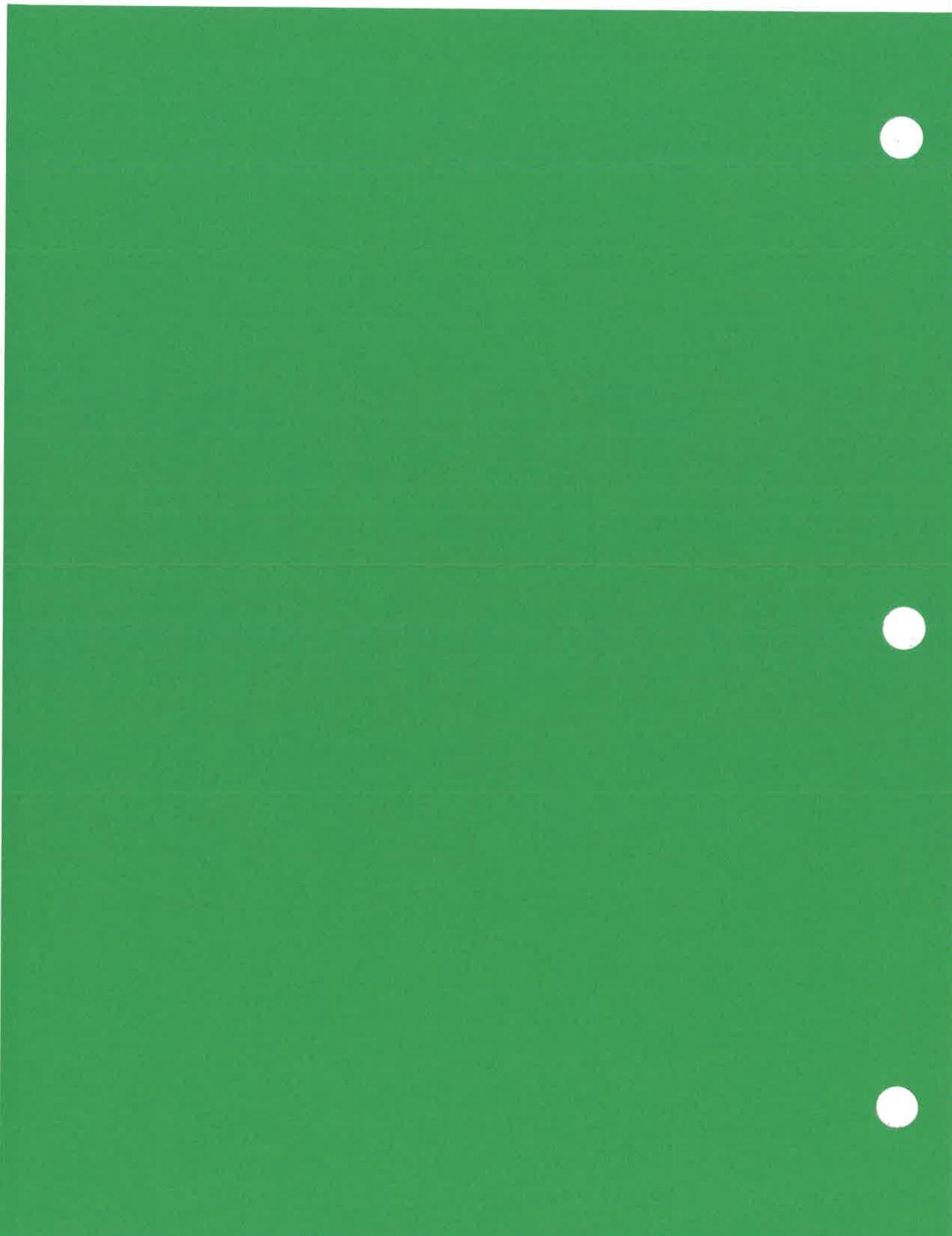
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
54	4	11



# **IHE Performance Report**

**1999-2000**

**UNC-Charlotte**



## IHE Performance Report

UNC - Charlotte

1999-00

### Overview of the Institution

As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte has 17,000 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte was reclassified by the UNC Board of Governors from a "comprehensive" university to a "doctoral research intensive university" in August 2000. UNC Charlotte is dedicated to excellence in teaching, practical research, and expert public service. The primary commitment of UNC Charlotte is to extend educational opportunities and to ensure success for qualified students of diverse backgrounds through informed programs offered through colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Nursing and Health Professions, and Information Technology, and through programs and services designed to support students intellectual and personal development. UNC Charlotte is prepared to focus interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies.

### Special Characteristics

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse student body reflects the diversity of the region, with African-American students comprising 16.5% of the student population. The College has a strong partnership with the 14 school districts which make up the Southwest Education Alliance (SWEA); the Office of the SWEA is on our campus. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, the nation's 23rd largest school system, with an enrolment of 103,000 pupils. The College enrolls 1,291 undergraduate majors and 698 graduate students for a total of 1,989. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and sciences education centers in the state. The teacher education programs are NCATE accredited and DPI-approved.

### Program Areas and Levels Offered

Undergraduate majors in the College of Education are Child and Family Development (including a track for Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in language arts/communication skills; mathematics; science; social studies); Special Education (mental disabilities). Additionally, students at UNC Charlotte may prepare for careers in secondary education by majoring in programs in the College of Arts and Sciences and completing professional education requirements in the College of Education. Secondary education programs include English, History, Comprehensive Social Studies, Math, Biology, Chemistry, Earth Sciences, Physics, and Comprehensive Science. Similarly, students at UNC Charlotte may prepare for careers as teachers in art education, dance education, music education, theatre arts education, and foreign languages education (French, German, Spanish) by majoring in the appropriate discipline in the College of Arts and Sciences and completing professional education requirements in the College of Education. Graduate programs are as follows: M.Ed. in Child and Family Studies; Early Education; 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 mental disabilities; behavioral-emotional disabilities; severe-profound disabilities; learning disabilities; cross-categorical disabilities; 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; M.Ed. in Curriculum and Supervision and M.S.A. in School Administration. The College currently offers one doctoral degree, the Ed.D. in Educational Leadership.

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

### **A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

All curriculum planning in the College of Education involves active participation by public school colleagues as members of the curriculum teams. Public school colleagues serve on all faculty search committees, including the 1999-2000 search for the Dean of the College of Education. Extensive partnerships with the 14 school districts in the Southwest Education Alliance have led to professional development activities on our campus, with participation from all 14 school districts, on such topics as K-5 Revised English Language Arts, Scoring 4th Grade Writing, Block Scheduling, K-2 Math Assessment, Mentor Training, and Preparing Students for the English EOC I and EOC II. Innovative and vibrant partnerships between UNC Charlotte and NC public schools include a collaborative effort to support National Board Certification candidacy for teachers in the region, resulting in 200 new NBC teachers in the region in 2000; a major school reform initiative, using the High Reliability Schools Model, in the West Mecklenburg region, funded by the Ford Foundation; and a major grant from the U.S. Department of Education, developed collaboratively by UNC Charlotte and Charlotte-Mecklenburg Schools, to develop alternative assessments for pupils with disabilities. Public school colleagues are actively engaged in teacher education at UNC Charlotte, with two teachers-in-residence on this campus who hold National Board Certification, and 97 Clinical Instructors who are trained, compensated, and evaluated to supervise the yearlong internship and student teaching semester. Partnership agreements with 14 schools are formalized through the University-School Teacher Education Partnership. Extensive distance learning opportunities are provided for the professional development of teachers. Public school students are a visible and active presence on our campus through such activities as the MathCounts, the Super Competition in Math, Physics, and Chemistry, and National History Day. Summer camps on campus for public school students include "Kidnetics: Kids in Motion;" "Gold Fever Theater Camp;" "Architecture Camp;" "Young Writer's Workshop;" "Math CAMMP" "Mathematically Wild" and the Mathematics and Science Education Pre-college program and summer ventures.

### **B. Brief description of efforts to assist low-performing schools.**

An intense commitment and intense effort to assist low-performing schools characterizes the College of Education at UNC Charlotte. Thomasboro Elementary, designated low performing, in Charlotte is the focus of a major, sustained effort by nineteen members of the UNC Charlotte faculty. Efforts are occurring both at the individual level – UNC Charlotte faculty and students serve as lunch buddies and tutors – and at the systems level, with major professional development initiatives to help the school strengthen reading and math instruction, build stronger family and community ties, and develop a supportive school-wide discipline policy. UNC Charlotte is engaged with Charlotte-Mecklenburg Schools in designing and delivering on-site master's degrees programs for teachers who are committed to teaching in EquityPlusII Schools, those schools in the district that are either low-performing or which have risk factors associated with low-performing.

### **C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.**

The College of Education has worked to ensure the technological competence of preservice and inservice teachers in several different ways. We have worked with local school systems to provide inservice technology training for more than 400 cooperating teachers (clinical instructors) over the past four years. In another effort to support the technological competence of inservice teachers, the College hosts the Instructional Technology Collaborative (ITC) for 14 school districts in our geographic region of the state. The College of Education is currently working with three local school systems to assist them in the delivery and evaluation of technology training funded by matching fund technology grants. The College of Education works to ensure the basic technological competence of preservice teachers by providing a graduate and undergraduate course in computer applications in education. The College's Office of Information Technology (OIT) has worked with the academic units in the College to develop a technology "Passport" for preservice teachers that identifies advanced technology competencies, the courses, activities and projects that satisfy those competencies. Each preservice teacher compiles a technology portfolio, with the "Passport" as a guide, which is then evaluated by course instructors, advisors, and student teaching supervisors. OIT has developed a

website for students to support Passport/Portfolio development. Thus, a process is in place to assure that each teacher education graduate has met each of the basic and advance competencies. Strong support is provided in the College to promote technological competence. We have two full-time professional staff who provide technology support. Three model teacher education classrooms, a computer classroom, an open computer lab, interactive video labs, and a faculty development lab provide access to up-to-date technology.

**D. Brief description of efforts to serve lateral entry teachers.**

Over 400 lateral entry teachers are employed by school systems in the region served by UNC Charlotte, and we have developed an aggressive agenda to serve these teachers well. The University now recruits lateral entry teachers into licensure programs through collaborative information sessions with local school systems and through the new Lateral Entry Hotline and Website: [http://education.uncc.edu/dkpugale/Lateral\\_Entry/lead.htm](http://education.uncc.edu/dkpugale/Lateral_Entry/lead.htm) An advisor in our Office of Student Academic Services works specifically with lateral entry teachers and their school systems. Curriculum development initiatives on our campus include the development of "Graduate Certificate" routes to licensure for lateral entry teachers with links toward a future M.Ed. degree. Convenient evening, summer, and weekend classes have been designed and delivered for lateral entry teachers. New projects to provide support to lateral entry teachers include (1) Coach2Coach, a Title-II funded initiative which provides National Board Certified Teacher-in-Residence to work with mentor teachers; (2) service as one of six campus sites for NCTeach, the state-wide initiative to recruit mid-career professionals into teaching, particularly in high need areas, such as math, science, and special education; (3) a 1997-2000 distance education project which enabled 66 lateral entry teachers at three remote sites (Gaston, Iredell, Rowan counties) to earn licensure in special education, with a second such project beginning this fall; and (4) Bright Beginnings, an on-site Birth-Kindergarten licensure program involving 100 Charlotte-Mecklenburg teachers and teacher assistants who are pioneering this highly regarded prekindergarten program.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

Deep faculty understanding of Praxis form and content, attention to curriculum alignment with Praxis tests, and support for students preparing for the Praxis exams have been the goals of UNC Charlotte's efforts to improve Praxis scores. With the support of the UNC Matching Incentive Grant K-16 Initiative, the College of Education undertook a major initiative to improve Praxis scores: "Improve the performance of UNC Charlotte teacher education students on Praxis II licensure tests by (1) ensuring attention to Praxis II content and assessment methods in teacher education courses and (2) adequately preparing students to take the tests." Thirty-seven faculty in the University took Praxis II tests, participated in feedback groups, and wrote recommendations for their students. Several Departments, most notably History and English, developed web pages for Praxis II orientation. Practice Praxis II activities are now incorporated in a number of upper division teacher education methods courses. This project has continued this year, with a stronger evaluation component. Six Praxis workshops were held for students to provide guidelines about test preparation. The College of Education has a site license for LearningPlus, the computer-assisted tutorial for Praxis I, produced by ETS. This tutorial service is available in the College of Education Computer Laboratory and also in the University's Learning Center. Advisors consistently guide preEducation majors to this service.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

The College's Office of Student Academic Services (OSAS) participates in Student Orientation, Advisement, and Registration (SOAR) sessions for incoming freshmen and transfer students, UNC Charlotte Open Houses sponsored by the Office of Admissions, non-traditional student orientations sponsored by the Office of Adult Students and Evening Services, and College Fairs sponsored by school districts in the region. Our OSAS Office conducts weekly orientation sessions, in cooperation with the Office of Admissions, to prospective students who are interested in teaching careers. The OSAS staff develops brochures about undergraduate, post-baccalaureate, and graduate programs and distributes them to schools in the region. Additionally, the UNC Charlotte office of NC Teaching Fellows is implementing a five-year recruitment plan. UNC Charlotte Teaching Fellows are making visits to middle schools and high schools to share information about careers in teaching and to share

their excitement about the profession. UNC Charlotte now partners with high school Teacher Cadet Programs by providing speakers, orientation sessions, and campus visits.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

We have implemented an initiative to recruit special populations into teacher education with support from a grant from the Department of Public Instruction. The Assistant Dean identified six ethnic minority students involved in teacher education who were interested in being part of a special "Teacher Education Recruitment Team." Recruitment Team members worked each week in a series of activities focused on recruiting into teacher education UNC Charlotte freshmen and sophomore ethnic minority students who were "undecided" Arts & Sciences majors. Two special personnel preparation projects, funded by the U.S. Department of Education, have been excellent tools for recruiting minority students into teacher education. Accessible coursework and tuition stipends are hallmarks of these projects, both directed by Dr. Richard White. The Showcase Paraprofessional to Professional Project recruits high achieving, experienced paraeducators into licensure programs in special education; of the 30 students supported by the grant this year, 55% come from underrepresented ethnic minority backgrounds. The Career in Special Education Through Committed University Collaboration Project (1997-2000) recruits to the special education profession liberal arts graduates from historically black universities and colleges; 100% of the 30 project participants are African-American.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

The College has several new major initiatives underway. We are preparing to establish two new doctoral programs, the Ph.D. in Counseling and the Ph.D. in Special Education, and are seeking permission to plan our fourth doctorate, the Ph.D. in Curriculum and Instruction which will emphasize critical issues in urban education. We are establishing a new research center, The Center for Exceptional Learning, which will strive to enhance school achievement and adult outcomes for students with disabilities and for those who are academically or intellectually gifted through research and consultation with schools and families. New federally funded projects seek alternative models of assessment for pupils with severe disabilities, explore best practices in self-determination for people with disabilities, and disseminate nationally outstanding models in transition and supported employment, with implications for the Occupational Diploma. Our faculty are seeking deeper understanding and stronger curriculum alignment with end-of-grade and end-of-course tests and will be conducting test simulations and workshops this year. We are also investigating alternative models of student teaching, with the desired outcome of encouraging more prospective teachers in middle/secondary teaching areas to complete that powerful pedagogical training before accepting teaching positions.

**I. Brief description of programs designed to support beginning teachers.**

The UNC Charlotte College of Education maintains and is expanding several support systems for beginning teachers. Faculty members are involved in conducting orientation sessions for beginning teachers in several districts in the Southwest Education Alliance. Five faculty members have been trained in ILT and portfolio assessment, and are providing leadership in nearby school districts. The Coach2Coach effort (described above) provides two National Board Certified Teachers-in-Residence who work with mentor teachers and serve as field-based mentor liaisons for the Department of Public Instruction and thereby support beginning teachers. Our University-School Teacher Education Partnership (U-STEP) provides support for collaborative small groups of first-year teachers to meet with faculty for professional and personal development and problem solving. We have established the "First Year Teacher University" event, which celebrates and supports our graduates who have accepted teaching positions. With support of the Knight Foundation, the Dean of the College of Education studied the New Teacher Center at the University of California –Santa Cruz this summer and is working with the Charlotte-Mecklenburg Education Foundation to apply appropriate features of that effort to our community.

**J. Brief description of programs designed to support career teachers.**

Career teachers are supported through opportunities for conferences, collaborative action research projects, for co-teaching and supervising student teachers and yearlong interns, for high level graduate study, and for National Board Certification. Our University-School Teacher Education Partnership (U-STEP) this year funded fifteen action research projects ("minigrants"), developed collaboratively by a UNC Charlotte faculty member and public school partners. This year's projects included, for example, two early literacy initiatives, a multicultural counseling project in an elementary school, and computer modeling efforts in Advanced Placement chemistry classes. The College provides support to teachers to present this research at conferences. Career teachers who supervise our yearlong interns are designated "clinical instructors," and as such, are invited to give guest lectures and co-teach University classes. A strong example of co-teaching occurred this summer when three master teachers provided outstanding instruction in the NCTeach effort. The Coach2Coach efforts enable career teachers to develop leadership skills as mentors. We offer eleven master's degree programs which are aligned with the National Board for Professional Teaching Standards propositions, and one doctoral program currently, with plans to add three more. We make these graduate programs highly accessible to career teachers through distance education efforts (e.g., field-based M.Ed. in Elementary Education in Lincoln County and Anson County) and through site-based courses in local schools (five M.Ed. programs for Charlotte-Mecklenburg teachers in EquityPlusII schools.) This spring we hosted a celebration for over 200 newly certified National Board teachers in our region; we are engaged as partners in a major Knight Foundation project to provide candidate support and to infuse National Board standards into teacher education. The project's success is clear: Charlotte had more newly certified National Board teachers this year than any city in the United States, with the exception of Los Angeles.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

In 1999-2000, faculty of the University of North Carolina at Charlotte submitted "Services to schools" reports documenting over 12,000 hours of service to schools in North Carolina, up from 11,000 hours in 1999. These reports were submitted by virtually 100% of College of Education faculty, and 60 faculty from other Colleges in the University. All colleges in the University are represented in this report: Architecture, Arts & sciences, Business, Engineering, Nursing, and Information Technology as well as Education. Examples of service are wide-ranging. Here are only a few: consultation on block scheduling, consultation on implementing the new language arts curriculum, service on School Leadership teams, PTA officers, service as artist-in-residence, school violence prevention training, consultation on text selection, play therapy initiative for preschoolers at risk for learning problems, service on the NC "Ready to Learn" task force, science fair judging, officers of professional organizations such as the Charlotte-Mecklenburg Chapter of the Council for Exceptional Children, workshops on Algebra instruction, middle grades curriculum development in "problem-based learning," and Cleveland County PALS initiative, developing wrap-around services to meet pupil needs. Beyond short-term efforts, the College of Education faculty have developed sustained long-term commitment to partner schools through the University-School Teacher Education Partnerships (U-STEP.) Professional development collaboration in partner schools focuses, for example, on K-12 science alignment (Gaston County), reading and math initiatives for high school students of risk (Cabarrus County), balanced literacy curriculum in the Middle School (Cabarrus County), and High Reliability Schools (Charlotte-Mecklenburg).

## II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	43
	Hispanic	2	Hispanic	5
	White, Not Hispanic Origin	68	White, Not Hispanic Origin	429
	Other		Other	1
	<b>Total</b>	<b>77</b>	<b>Total</b>	<b>482</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	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	39
	Other		Other	
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>53</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	25
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	92
	Other	1	Other	
	<b>Total</b>	<b>44</b>	<b>Total</b>	<b>119</b>

**PART-TIME STUDENTS**

	<b>MALE</b>	<b>FEMALE</b>
Undergraduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	Asian/Pacific Islander
	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	15 White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>Total</b>
	<b>15</b>	<b>82</b>
Licensure-Only	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	1 Asian/Pacific Islander
	Black, Not Hispanic Origin	10 Black, Not Hispanic Origin
	Hispanic	2 Hispanic
	White, Not Hispanic Origin	77 White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>261</b>
Graduate	American Indian/ Alaskan Native	American Indian/ Alaskan Native
	Asian/Pacific Islander	1 Asian/Pacific Islander
	Black, Not Hispanic Origin	19 Black, Not Hispanic Origin
	Hispanic	Hispanic
	White, Not Hispanic Origin	110 White, Not Hispanic Origin
	Other	Other
	<b>Total</b>	<b>539</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	288	288	57
Elementary (K-6)	34	34	15
Middle Grades (6-9)	47	47	28
Secondary (9-12)	58	58	35
Special Subject Areas (K-12)	20	20	16
Exceptional Children (K-12)	123	123	85
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>570</b>	<b>570</b>	<b>236</b>

**COMMENT OR EXPLANATION:**

Numbers in first column were not logged in by program, but by request for the information process to begin. Post-baccalaureate students were not identified as lateral entry or not until issued a program of study. A total of 1,169 potential students requested and were sent information about programs of study leading to licensure. All students who then requested an analysis and actual program of study were issued such a program. Numbers in the 3<sup>rd</sup> column represent those from the second column who subsequently enrolled in courses. If you want us to include all other lateral entry teachers currently enrolled, the totals would increase considerably.

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

	Baccalaureate	Master's
MEAN PPST-R	182	
MEAN PPST-W	177	
MEAN PPST-M	183	
MEAN CBT-R	330	
MEAN CBT-W	326	
MEAN CBT-M	323	
MEAN GPA	3.24	3.24
MEAN MAT		46
MEAN GRE-TOTAL		985
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		5.6
NUMBER EMPLOYED IN NC SCHOOLS **		179

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)	16	12	11	11	1	1		
Elementary (K-6)	121	106	18	17	12	9		
Middle Grades (6-9)	7	7	3	1	11	9		
Secondary (9-12)	20	10	14	12	14	11		
Special Subject Areas (K-12)	11	8	9	9	53	37		
Exceptional Children (K-12)	23	21	1	1	81	60		
Vocational Education (7-12)								
Special Service Personnel (K-12) **					87	63		
Other								
<b>Total</b>	<b>198</b>	<b>164</b>	<b>56</b>	<b>51</b>	<b>259</b>	<b>190</b>		

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

1998-99 Student Teacher Licensure Pass Rate		
Specialty Area/ Professional Knowledge	Number Taking Test	Percent Passing
Art (K-12)	3	100
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	26	92
Elementary Education (K-6)	125	98
English (9-12)	6	100
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	5	60
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	6	100
Mathematics (9-12)	3	100
Music (K-12)	6	67
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)	1	*
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	16	63
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled	1	*
Tching Visually Handicapped		
Technology Education		
PK/PLT	193	97

\* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	59	43	14	10	8	19
U Licensure Only	9	6				
Master's degree	3	25				
G Licensure Only						

<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	11	19	10	8	7	16
U Licensure Only	8	6	6	4		2
Master's degree	34	52	30	24	10	3
G Licensure Only	17					

**COMMENT OR EXPLANATION:**

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	218	96%	78%

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in 1999-2000.**

LEA	Number of Teachers
Charlotte-Mecklenburg	1,743
Cabarrus	486
Gaston	428
Rowan	332
Union	313
Iredell-Statesville	250
Stanly-Albemarle	233
Lincoln	175
Cleveland	110
Kannapolis City	100

**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.**

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.65	3.59	3.44
preparation for managing the classroom	3.36	3.52	3.65
preparation for using technology as an instructional tool	3.06	3.37	3.24
preparation for meeting the needs of diverse learners	3.11	3.30	3.53
preparation in curriculum content and delivery strategies	3.43	3.58	3.68
Number of surveys received	35	33	34
Number of surveys mailed	143	143	143

**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
75	8	28

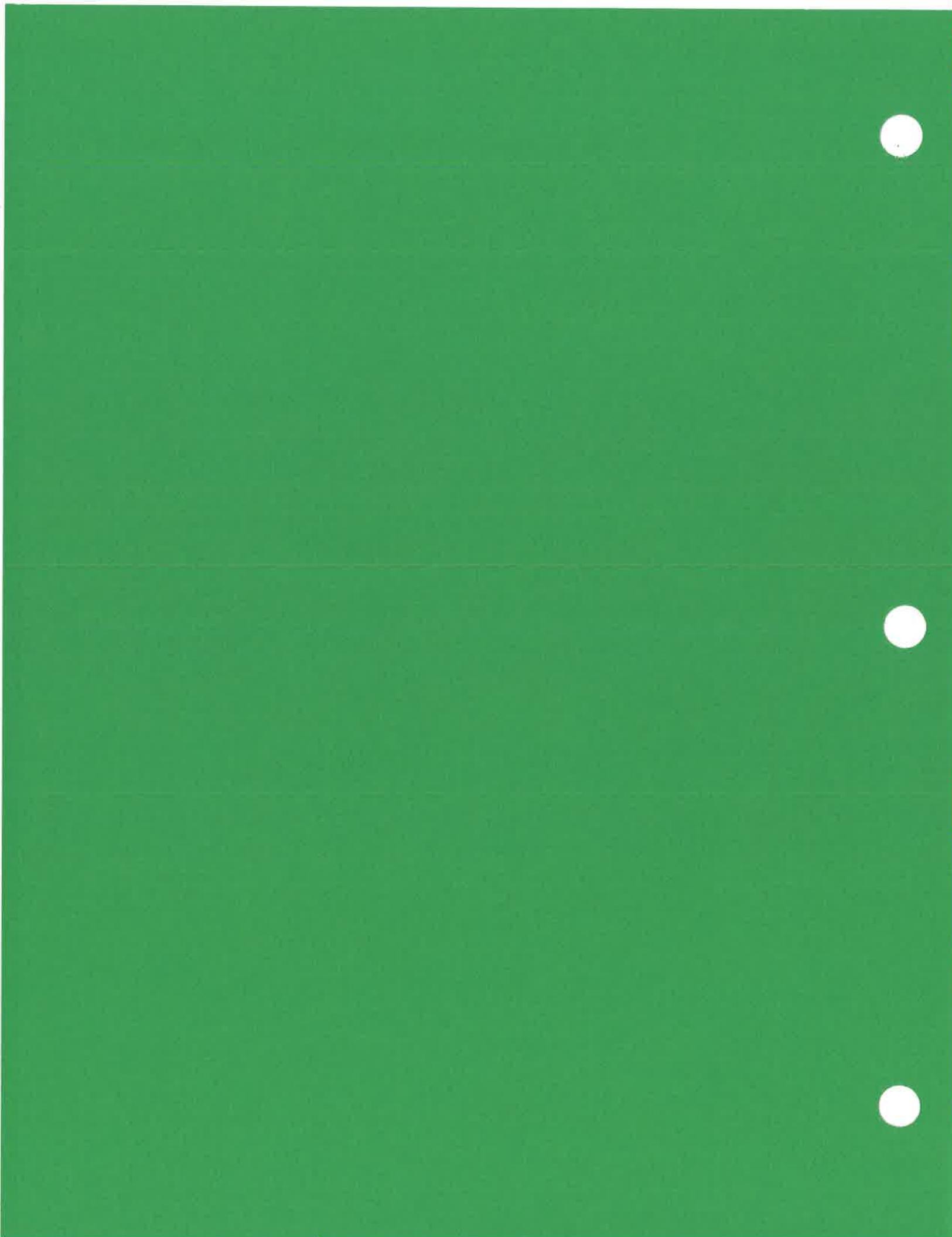




# **IHE Performance Report**

**1999-2000**

**UNC-Greensboro**



## IHE Performance Report

UNC - Greensboro

1999-00

### Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women and in 1963 became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service. The University is highly regarded for both its strong liberal arts tradition and its excellent professional preparation of teachers and school support personnel. UNCG is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. Of UNCG's 12,998 students, 79% are undergraduate and 21% are graduate students; the student body is 67% female and 33% male; while 87% of UNCG students are from North Carolina, students also come from 40 other states and 53 foreign countries; the ethnic minority enrollment is 21.1%. UNCG is organized into a College of Arts and Sciences and six professional schools: the Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing. Six of the seven academic units offer programs leading to teacher and other school support personnel licensure.

### Special Characteristics

The mission of professional education at UNCG reflects the wider institutional mission. Professional education students exit their programs with the knowledge, skills and dispositions that will enable them to: identify current debates and best practices within their specialty; recognize and appropriately employ alternative perspectives and modes of practice; engage in ethical deliberation and lifelong learning; and recognize the effects of social problems on educational institutions. Elementary and middle school teacher education occurs within professional development schools; preservice teachers in these programs spend four full semesters working in schools prior to receiving degrees and initial teaching licenses. Teacher candidates in secondary and specialty area education programs spend at least three full semesters working in schools. U.S. News and World Report has regularly ranked graduate programs in the UNCG School of Education (SOE) among the top 50 in the United States. The early childhood special education program is cited as a model by the National Association for the Education of Young Children. The undergraduate educational interpreting program is one of only 10 in the nation. The arts education programs at UNCG are among the largest in the state; the music education program offers the sole Ph.D. program in the state. The counselor education program was twice selected as top in the nation by national professional organizations. UNCG is one of only eight universities in the state offering a master of school administration degree.

### Program Areas and Levels Offered

As noted earlier, UNCG's professional education licensure programs are housed in five professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music, Business & Economics) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs at UNCG. The following initial licensure programs are offered at the undergraduate level: birth-kindergarten; elementary education (K-6); middle grades education English/language arts, mathematics, science and social studies (6-9); art (K-12); dance (K-12); education of the deaf (K-12); health specialist (K-12); music (K-12); physical education (K-12); second language studies in French, German, Spanish (K-12); school social worker (K-12); theatre arts (K-12); business education (7-12); marketing (7-12); biology (9-12); chemistry (9-12); comprehensive social studies (9-12); English (9-12); mathematics (9-12); physics (9-12) and second language studies in Latin (9-12). The following initial licensure programs are offered at the add-on level: behaviorally emotionally disabled (K-12); English as a second language (K-12); learning disabilities (K-12). The following licensure programs are offered at the graduate level: birth-kindergarten; cross-categorical special education; elementary education; middle grades education;

behaviorally emotionally disabled; English as a second language; learning disabilities; music; reading (K-12); second language studies in French, Latin, Spanish; theater arts; chemistry, comprehensive science (9-12); comprehensive social studies; English; mathematics; curriculum instructional specialist; instructional technology specialist; school administrator; school counselor; and media coordinator. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, National Middle School Association, Council for Exceptional Children, National Schools of Dance, National Schools of Music, National Association of Schools of Theatre, Council on Education for Public Health, and Council for the Accreditation of Counseling and Related Programs.

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

### **A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).**

During 1999-2000 UNCG continued its strong record of collaborative activities. Reading Together USA, established at UNCG in 1995 through the efforts of the SOE, Guilford County Schools, and Israel's Hebrew University of Jerusalem involved university faculty and public school personnel in literacy training for 75 schools in seven states. The Piedmont Triad Education Consortium (PTEC), housed in the SOE, regularly brought together university administrators and public school superintendents from 16 school systems to address issues such as continuing professional development, lateral entry teachers, and alignment of professional education programs with the standard course of study, national professional standards, and accountability standards. The Partnership Council of UNCG's University School Teacher Education Partnership (USTEP) includes university-based educators, school-based educators, representatives from the business and wider communities, and student members. The Council meets 2-3 times a year to set strategic directions for USTEP. In 1999-2000 one major initiative was the establishment and funding of the Clinical Faculty Cadre involving public school teachers (including two National Board Certified) and administrators in the design and delivery of professional education courses in several licensure programs. The Teachers Academy Council of Program Coordinators (CPC) includes representatives from each of the UNCG licensure programs and USTEP; there are also two teacher representatives on the CPC. The CPC acts as the policy-making body of the Teachers Academy including the approval of course proposals and changes in program requirements. In addition, many of the licensure programs have their own program-specific advisory councils that regularly review program requirements and make recommendations for changes. Closely affiliated with the SOE are several centers that bring together university-based and school-based educators, university and community human services personnel, and parents to work on optimal achievement for all children. The Center for Educational Studies and Development (CESD) provided clinics in testing for learning disabilities, study skills, reading diagnosis, writing, and keyboarding that involved 70 K-12 students and 15 faculty and graduate students. In addition the CESD collaborated with campus and community professionals to sponsor the Piedmont Young Writers Conference with 600 children (grades K-8) and 400 adults in attendance from 17 school systems. The Center for the Study of Social Issues Guilford Initiative for Training and Treatment Services (GIFTTS) Project continued implementation of a wrap around system of care in Guilford County Schools. GIFTTS included faculty from the birth-kindergarten, counselor education, elementary education, middle grades education, music education, and special education programs in collaboration with other professionals on campus and in the community. The SOE continued to host the Southeast Regional Vision for Education (SERVE) educational research laboratory dedicated to improving education in six states.

### **B. Brief description of efforts to assist low-performing schools.**

Although our service region has had very few low performing schools as defined by the ABCs, in 1999-2000 UNCG provided services to a number of schools where many of the students were at risk of performing below grade level. The GIFTTS Project provided services to two middle schools in Guilford County. Assistance in the area of literacy was provided to four elementary, one middle, and four high schools in the Thomasville City, Guilford County, Winston-Salem/Forsyth County and Caswell County Schools. The English Department offered bimonthly writing workshops for 200 students in four schools. Counselor education worked with the Thomasville City Schools to provide professional development for elementary school counselors. Freshmen and sophomore Teaching Fellows provided tutoring services for 15 hours per week in three schools. Funds from the SOE Duke Energy Innovations in Education grant program supported (1) an interactive homework project for

ESL students in one elementary school and (2) an academic and personal development mentoring program at a Title I elementary school.

**C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.**

In 1999-2000 significant fiscal and human resources were allocated to equipping classrooms with technology stations; equipping or upgrading technology laboratories; providing hardware and software for university-based and school-based faculty; offering professional development activities for university-based faculty, school-based faculty, and school-based administrators; identifying technology competencies across the professional education curriculum; strengthening the technology assessment system; and involving practitioners in the assessment of technology portfolios. In 1998 the SOE had only one technology classroom; as of the end of 1999-2000 seven classrooms were equipped with technology stations for student use and modeling by faculty. The dance education technology laboratory was upgraded to allow students access to on-line resources. Preservice and inservice students gained access to a state of the art digital studio maintained by the Art Department. The SOE received a \$30,000 Microsoft partnership grant for software and training materials involving university faculty, preservice teachers, and inservice teachers. The SOE and Piedmont Triad Education Consortium provided two 2-day technology workshops for 50 public school teachers and administrators. Eleven sections of LIS 120: Introduction to Instructional Technology for Educational Settings were offered enrolling 263 students from 29 undergraduate licensure programs. LIS 120 focuses on the basic technology competencies. All licensure programs integrated advanced technology competencies into professional courses across the curriculum. A Technology Fair was hosted by the School of Music involving faculty from all licensure programs. The Fair focused on sharing ideas and information related to technology portfolios as well as reviewing the state of the art technology equipment and resources available in the music education technology laboratory. Each licensure program area submitted to the Teachers Academy updated plans and procedures for developing portfolios. All students applying for a North Carolina initial license submitted a technology portfolio which was reviewed by university teacher educators and practitioners. Each program area submitted a representative portfolio to the Technology Task Force for assessment and feedback. Teacher education faculty in art education, music education, and special education developed and implemented web-assisted courses for undergraduate and graduate programs. A UNCG team attended the second state technology working conference in Boone, N.C.

**D. Brief description of efforts to serve lateral entry teachers.**

UNCG serves lateral entry teachers through its "A" Licensure-Only program that offers initial licensure in 18 areas. This program was strengthened last year by moving the program coordinator into the Teachers Academy and upgrading the position from temporary part-time to permanent part-time. Fifty-four licensure-only applications were reviewed in 1999-2000. The program coordinator worked with faculty to carefully review the credentials of applicants, resulting in the design and development of individualized programs of study and support for appropriate clinical experiences. Classes are scheduled in late afternoons to accommodate the schedules of lateral entry teachers. UNCG, in collaboration with North Carolina A & T State University, is one of six regional sites for North Carolina Teachers of Excellence for All Children (NCTEACH), a statewide alternative licensure program. NCTEACH is designed to recruit, prepare and support college graduates and mid-career professionals as they enter the teaching profession in North Carolina. Participants are assigned in cohorts to the regional sites across the state. The program begins with an intensive six-week Summer Institute, after which the participants are assigned lateral entry teaching positions where they are supported with continuing seminars, enhanced mentoring and on-line coaching. Faculty and master teachers serve as instructors and mentors during the Summer Institute and academic year seminars. The Triad NCTEACH interviewed 23 applicants and served 18 participants in its first cohort. The first Triad NCTEACH Summer Institute involved UNCG and NCA&TSU faculty from special education, middles grades education, and secondary science education as well as master teachers (including one National Board Certified) from the Guilford County and Rockingham County Schools. The university faculty and master teachers also collaborated in the development of the curriculum modules for the program. UNCG's special education and art education programs provided web-based and distance learning courses for regional career and lateral entry teachers. The Department of Specialized Education Services also offered two on-campus courses specifically designed for 44 lateral entry exceptional children teachers in Guilford County.

**E. Brief description of special efforts to improve NTE/Praxis scores.**

Overall, UNCG teacher candidates have performed very well on the Principles of Teaching and Learning and specialty area tests. In order to sustain the overall high level of performance and to improve performance in the few marginally performing areas, the Teachers Academy and individual program advisors work together to make sure that appropriate materials (such as the PPST preparation manual) are available for tutoring students. All Praxis II Tests-at-a-Glance (TAGs) are available in the SOE Student Advising and Recruitment Center and are also distributed to students in methods courses. Methods faculty incorporate coaching on the test formats in their courses. During 1999-2000, through the Office of School Services matching incentive funds, teacher education faculty in the elementary education and special education programs sat for the Principles of Learning and Teaching (PLT) and specialty area exams. After taking the Praxis tests, the faculty met to reflect on how they could use their knowledge to adjust teacher education curriculum and instruction to better prepare students for the tests. The group submitted a written set of recommendations to the Associate Dean for Teacher Education and School Relationships. One strong recommendation was that the opportunity to take the Praxis be offered again to both new and veteran teacher education faculty. This recommendation will be followed in 2000-01 with a concerted effort to involve those faculty in programs where 70% of the students scored below the required passing rate on specialty area tests. The Associate Dean for Teacher Education and School Relationships also met with a consultant to design several Praxis I and Praxis II workshops that will be offered to preservice and lateral entry teachers during 2000-2001.

**F. Brief description of special efforts to recruit students into professional programs leading to licensure.**

Professional education programs participate in the well established, integrative University recruitment program. For example, faculty from professional education programs participated in the University's Phon-a-thon to recruit new students. Teacher education faculty and administrators participate in all campus-wide advising sessions, orientation sessions, and visitation programs. The performing arts programs take advantage of their summer camps and institutes to recruit new students; these programs also use performances at public schools as a recruitment tool, reaching over 600 public school students last year. Several other programs conduct statewide recruiting trips using currently enrolled students in their efforts. Programs also take advantage of "Two Plus" articulation agreements with community colleges statewide to significantly increase enrollment. The Teaching Fellows program has been a highly effective recruiting tool for teacher education; 34 new Teaching Fellows were admitted to UNCG in 1999-2000 bringing the total number to 186. Literacy faculty spoke with over 100 undergraduate and graduate students who were interested in pursuing the master's degrees in elementary education and reading. The Department of Specialized Education Services assigned a full-time graduate assistant to work with a faculty member exclusively on recruitment. One special education faculty member taught a sample lesson for 50 potential students visiting campus as a means of recruiting them into the program. All professional education programs are increasingly employing on-line resources for recruitment.

**G. Brief description of special efforts to encourage minority students to pursue teacher licensure.**

UNCG has been among the most successful of North Carolina institutions in recruiting ethnic minority students. The SOE is now a member of the Institute for Recruitment of Teachers (IRT), a consortium of 37 universities housed at Phillips Academy in Andover, Massachusetts. IRT finds and recruits at least 75 outstanding African-American, Latino, and Native American college students from across the nation who are interested in pursuing advanced teaching and other professional education degrees. Members of the IRT consortium have access to these students through a summer recruitment fair and on-going communication between IRT and the individual institutions. As part of the membership requirements universities have to make a commitment of full fellowships, including tuition waivers. Last year (its first year of membership), the SOE was able to recruit four students from the IRT. The Tom Haggai Foundation has awarded \$45,000 per year to the SOE for the next four years to support non-traditional student scholarships; most of these funds will support public school teaching assistants (predominantly ethnic minorities) who enter the elementary education program. Through its "Two Plus" articulation agreements with community colleges, the special education program

successfully met its recruitment goal of having 35% of the transfer students reflect ethnic minority groups. Several other professional education programs utilize scholarships and fellowships to recruit and retain a diverse pool of students. Teacher education faculty and administrators routinely participate in the university's Black Student Visitation program as well as events sponsored by the Office of Multicultural Affairs.

**H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.**

During 1999-2000 the SOE became the site for the Telephone Hotline component of the new North Carolina Pathways initiative involving counselor education faculty in the process of ensuring that all high school students are encouraged to pursue post-secondary education. In response to the shortage of licensed special educators, the Department of Specialized Education Services (SES) developed a new undergraduate program to prepare teachers to work with students who have learning disabilities or behavioral-emotional disabilities; the program has just been approved by UNC General Administration. New developments in the field related to assessments of newborns and technologies available to young children with hearing impairments served as the impetus for SES to also develop a specialized program leading to licensure in both early childhood and deaf education that emphasizes auditory-verbal approaches. The Department of Chemistry sponsored "Operate Chemistry," a 9-day summer institute and academic year follow-up program funded by the North Carolina Mathematics and Science Education Network. "Operate Chemistry" focused on science technology competence and served 17 middle school teachers from 12 schools in four Piedmont Triad school systems as well as two private schools. Faculty from the Departments of Art, Dance, Theatre and the School of Music collaborated with Greensboro City Arts and the Greensboro Public Library to develop "Art Connection: A Free Summer Camp for At-Risk Children Ages 9-13."

**I. Brief description of programs designed to support beginning teachers.**

In 1999-2000 UNCG recruited and appointed a master teacher from Rockingham County Schools as its Coach<sup>2</sup>Coach Teacher-in-Residence. Coach<sup>2</sup>Coach is a statewide program that enlists National Board Certified or other master teachers as Clinical Faculty to organize and provide systematic, professional, statewide support to North Carolina's 11,000 teachers who mentor new teachers or supervise preservice students. During spring 2000 UNCG's Coach<sup>2</sup>Coach Teacher-in-Residence, met with directors of personnel in Rockingham County Schools, Caswell County Schools, and Person County Schools to discuss the development and/or strengthening of their induction programs. During the summer she worked intensively with Rockingham County Schools to develop an induction program which was implemented in August. During the spring 2000 she also met with the UNCG Teachers Academy Council of Program Coordinators to discuss the changes in the Performance-Based Licensure Program and begin planning coaching workshops for university faculty and cooperating teachers. The SOE Teaching to Diversity project provided workshops for beginning teachers at middle and high schools in Winston-Salem/Forsyth County and Guilford County. Faculty from all program areas provided advice and materials to beginning teachers via email, telephone, classroom visits, newsletters, networking at state conferences, and other activities.

**J. Brief description of programs designed to support career teachers.**

Last year the Piedmont Triad Education Consortium provided professional development institutes for 4,129 teachers and administrators. The Office of School Services sponsored a 3-1/2 day workshop in developmental writing involving 142 teachers and university faculty; as follow-up, faculty visited public school classrooms to review student writing samples and meet with teachers to discuss their assessments. The Department of Curriculum and Instruction delivered 11 master's courses at sites in four rural school systems. The UNCG Teachers Academy in collaboration with faculty from the curriculum and instruction, chemistry, and geography departments provided support to 18 high school earth science teachers from four Piedmont Triad school systems and one private school through the "Teachers of Earth Science Institute" (TESI), a project funded by the North Carolina Mathematics and Science Network. In addition to a two-week summer institute and follow-up meetings during the academic year, TESI funded attendance at the North Carolina Science Teachers Association conference, where the teachers presented the units they had developed during the summer institute. USTEP sponsored the Summer Leadership Institute for Teachers involving over 25 teachers from the partnership school systems. Six public school teachers (including two National Board Certified),

seven university faculty, one public school principal and a state department of public instruction staff member made presentations on state and national issues in P-12 education. Literacy education faculty assisted elementary teachers in an analysis of the Guilford County Schools system-wide reading assessment instrument and also assisted two cooperating teachers preparing for National Board Certification (NBC). The Teachers Academy sponsored a one-day NBC assessment workshop for statewide social studies teachers. The Department of Library and Information Studies offered 23 courses for 91 media coordinators from 35 public schools at sites in Charlotte and Asheville. USTEP provided \$19,500 to support site-based school improvement projects designed and implemented by classroom teachers. USTEP also supported professional development travel for teachers and administrators in the amount of \$6,500.

**K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?**

Faculty in every professional education program and several arts and sciences departments at UNCG were involved with the public schools through workshops, consulting, mentoring, and classroom teaching activities in over 20 school systems across the state. Elementary education faculty provided over 15 days of basic skills professional development workshops, averaging 20 teachers per session. Middle school faculty provided 30 days of research and professional development activities. Special education faculty provided 8 days of professional development for over 150 teachers. Music education faculty provided 20 days of professional development workshops and also provided music clinics to elementary, middle school and high school students in over 15 schools across the state. Faculty from the Department of Biology provided 10 days of professional development workshops and taught lessons to secondary students in eight high schools; one biology faculty member served as a teaching assistant for 2-3 hours a week in an elementary school. Faculty from the Department of Art made 12 presentations to three schools. Faculty from the Department of English acted as judges and developed questions for individual high school literary contests and the Greensboro Youth Council's High IQ Bowl. English faculty also observed and mentored 13 high school teachers involved in the Fast Forward program at 12 high schools across six counties; Fast Forward allows high school students to take classes for college credit at their schools. Faculty in the Department of Classical Studies served as consultants to the Guilford County Schools regarding primary and secondary Latin instruction. Faculty and students from the Department of Dance performed for over 250 elementary and middle school students (these were performances in support of classroom instruction and were in addition to the recruitment efforts mentioned in a previous section). Faculty from the Department of Theatre provided technical expertise for over 125 middle and high school shows across the state. A number of teacher education and other faculty were actively involved in state professional organizations serving as officers and program chairs (e.g., NC Art Educators Assoc., NC Classical Assoc., NC Middle School Assoc., NC Reading Assoc., NC Science Teachers Assoc.).

## II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS			
	MALE	FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native 1
	Asian/Pacific Islander		Asian/Pacific Islander 7
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin 28
	Hispanic		Hispanic 4
	White, Not Hispanic Origin	50	White, Not Hispanic Origin 318
	Other		Other 2
	<b>Total</b>	<b>54</b>	<b>Total</b> <b>360</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin 2
	Other		Other
	<b>Total</b>		<b>Total</b> <b>2</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander 1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin 8
	Hispanic		Hispanic 1
	White, Not Hispanic Origin	32	White, Not Hispanic Origin 120
	Other	1	Other
	<b>Total</b>	<b>35</b>	<b>Total</b> <b>130</b>

**PART-TIME STUDENTS**

	<b>MALE</b>	<b>FEMALE</b>	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin 4
	Hispanic		Hispanic 1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin 34
	Other		Other
	<b>Total</b>	<b>2</b>	<b>Total</b> 39
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native
	Asian/Pacific Islander	1	Asian/Pacific Islander 1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin 3
	Hispanic		Hispanic
	White, Not Hispanic Origin	14	White, Not Hispanic Origin 55
	Other		Other
	<b>Total</b>	<b>16</b>	<b>Total</b> 59
Graduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander 1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin 16
	Hispanic	1	Hispanic 2
	White, Not Hispanic Origin	62	White, Not Hispanic Origin 264
	Other		Other 2
	<b>Total</b>	<b>70</b>	<b>Total</b> 285

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	13	8	8
Elementary (K-6)			
Middle Grades (6-9)			
Secondary (9-12)	25	13	13
Special Subject Areas (K-12)	11	7	7
Exceptional Children (K-12)			
Vocational Education (7-12)	6	4	4
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>55</b>	<b>32</b>	<b>32</b>

**COMMENT OR EXPLANATION:**

Other includes Administration and Supervision.

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

	Baccalaureate	Master's
<b>MEAN PPST-R</b>	182	
<b>MEAN PPST-W</b>	178	
<b>MEAN PPST-M</b>	181	
<b>MEAN CBT-R</b>	329	
<b>MEAN CBT-W</b>	325	
<b>MEAN CBT-M</b>	326	
<b>MEAN GPA</b>	3.28	3.60
<b>MEAN MAT</b>		62
<b>MEAN GRE-TOTAL</b>		973
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE **</b>		NA
<b>NUMBER EMPLOYED IN NC SCHOOLS **</b>		NA

\*\* At time of admission to the master's program.

**D. Program completers (Reported by IHE)**

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
N = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)	19	18	12	12	11	8		
Elementary (K-6)	103	79	6	5	56	39		
Middle Grades (6-9)	13	8			18	14		
Secondary (9-12)	17	15	8	7	19	19		
Special Subject Areas (K-12)	34	30	19	18	53	50	5	5
Exceptional Children (K-12)	15	15			17	15		
Vocational Education (7-12)	6	6	1	1	16	15		
Special Service Personnel (K-12) **	7	6	1	1	43	41	8	8
Other								
<b>Total</b>	<b>214</b>	<b>177</b>	<b>47</b>	<b>44</b>	<b>233</b>	<b>201</b>	<b>13</b>	<b>13</b>

**COMMENT OR EXPLANATION:**

\*\* Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

1998-99 Student Teacher Licensure Pass Rate		
Specialty Area/ Professional Knowledge	Number Taking Test	Percent Passing
Art (K-12)	12	92
Audiology		
Biology (9-12)	1	*
Business Education	4	100
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	85	98
English (9-12)	15	100
French (K-12)		
German		
Health Education	2	*
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	3	100
Library Media Specialist		
Marketing and Distributive Education	3	67
Mathematics (6-9)	1	*
Mathematics (9-12)	2	*
Music (K-12)	21	95
Physical Education (K-12)	11	73
Physics		
Reading Specialist	1	*
School Guidance & Counseling		
School Psychologist		
Science (6-9)	2	*
Science (9-12)	1	*
Social Studies (6-9)	4	75
Social Studies (9-12)	9	78
Spanish (K-12)	5	20
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	193	97

\* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		147	40	9		
U Licensure Only			1			
Master's degree		45	25	7	4	
G Licensure Only						

<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			7	10	1	
U Licensure Only				26	10	10
Master's degree			38	90	15	7
G Licensure Only			7	6		

**COMMENT OR EXPLANATION:**

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	228	89%	63%

**H. Top 10 LEAs employing teachers affiliated with this college/university.**  
 Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Guilford	1,524
Forsyth	656
Randolph	368
Rockingham	309
Charlotte-Mecklenburg	304
Wake	292
Davidson	281
Alamance-Burlington	277
Cumberland	131
Rowan	121

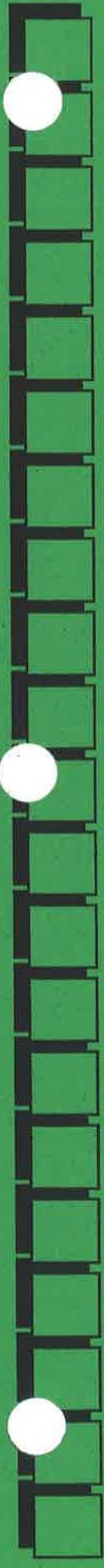
**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.42	3.55	3.59
preparation for managing the classroom	3.13	3.53	3.60
preparation for using technology as an instructional tool	3.31	3.41	3.47
preparation for meeting the needs of diverse learners	3.14	3.50	3.46
preparation in curriculum content and delivery strategies	3.35	3.57	3.69
Number of surveys received	37	35	36
Number of surveys mailed	137	137	137

**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
81	32	24

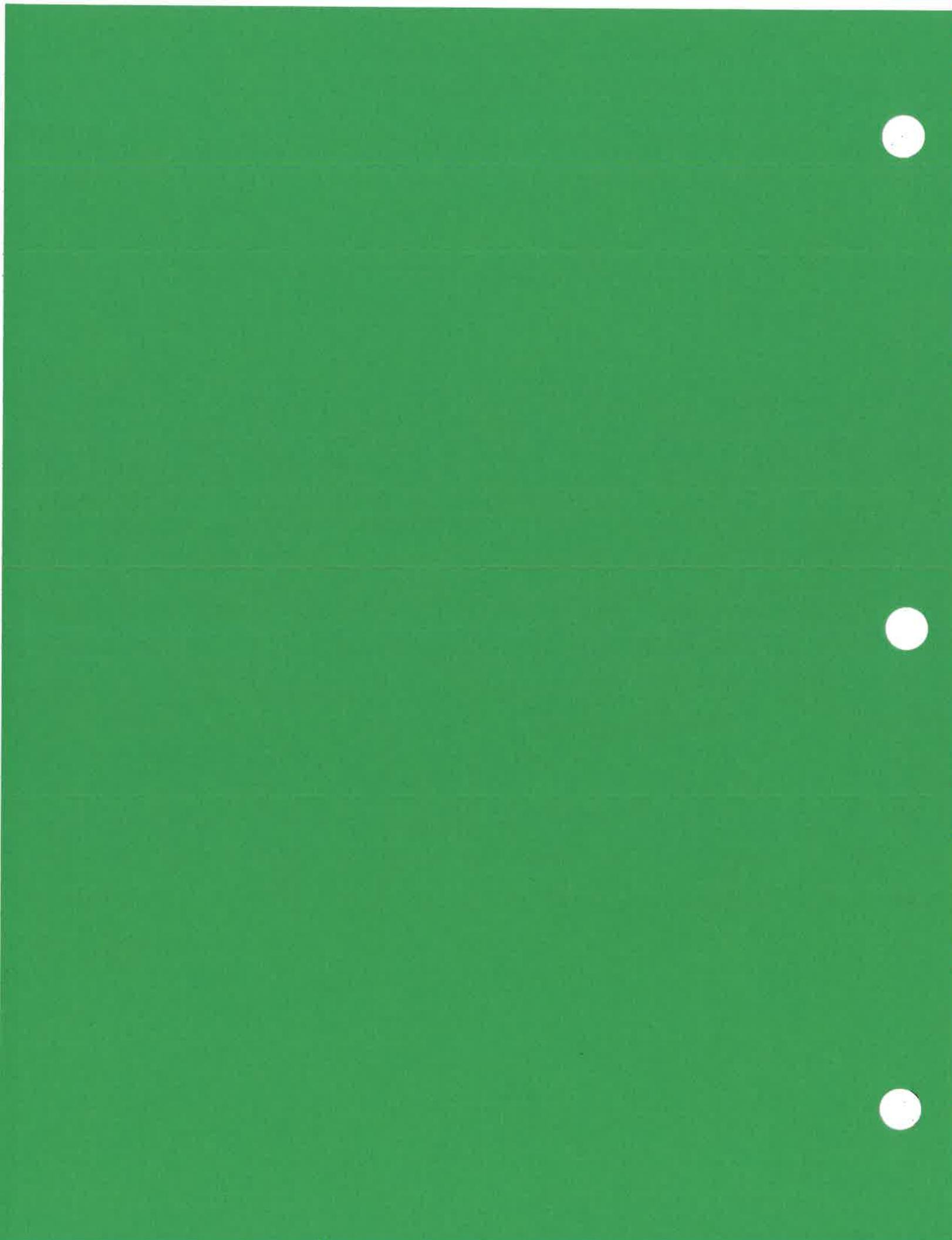




# **IHE Performance Report**

**1999-2000**

**UNC-Pembroke**



## IHE Performance Report

UNC - Pembroke

1999-00

### Overview of the Institution

The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor and master's levels. Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, and community leadership. Drawing strength from its heritage, the University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region, the state, and the nation. In 1999-2000, the University had an enrollment of 2966 students; the School of Education enrolled 549 students in undergraduate and graduate programs. All teacher education programs are accredited by NCATE and the NC State Department of Public Instruction. The School of Education recommends licensure for candidates in 13 programs at the undergraduate level and 10 programs at the master's level.

### Special Characteristics

Founded in 1887 as an institution for the education of American Indians, UNCP now serves a student body reflective of the rich cultural diversity of American society. In a recent U.S. News & World Report poll, UNCP ranked second in the category of "campus diversity" among Southern regional universities. In a 1999-2000 UNC-GA survey, UNCP student satisfaction ratings were highest in the system, including overall evaluation of education, overall quality of instruction, quality of instruction in the major, and overall academic advising. UNCP is located in a rural farming region with small towns scattered throughout the region. The majority of the students commute from home daily, 76% from the contiguous counties. Many UNCP students are first generation college students. Seventy-two percent of UNCP's students receive financial aid. Many students (32%) are nontraditional college age, hold full-and/or part-time jobs, and have family responsibilities. In 1998-99, UNC Pembroke had the highest percentage (83%) of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of NC within one year of program completion.

### Program Areas and Levels Offered

UNCP offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) with Preschool Add-On (temporary authorization); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas Art, Exceptional Children with specializations in Learning Disabilities and Mentally Handicapped, Music, Physical Education; and secondary education (9-12) in Biology, English, Mathematics, Science, Social Studies Education; and School Social Work. UNCP offers licensure at the graduate level in the following areas: Art Education (K-12), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Middle Grades Education (6-9), Physical Education (K-12), Reading Education, School Counseling, Science Education (9-12), and Social Studies Education (9-12).

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

##### A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

UNCP Teacher Education faculty maintained strong collaborative relationships with the public schools. Public school teachers and administrators served in various policy-making and governing positions, such as membership on the Teacher Education Committee, the Teaching Fellows Advisory Board, the School Counseling Advisory Committee, and the University-School Partnership Advisory Council. Public school teachers and administrators also participated in on-going revision of teacher

education policies and procedures such as the revision of student teaching exit criteria, program standards, and evaluation processes. Public school educators served on all nine M.A.Ed. revision/development committees. Public school teachers and administrators were adjunct faculty in the birth-kindergarten education, elementary education, English education, mathematics education, reading education, school counseling, science education, social studies education, and special education programs. Other teachers and administrators served as guest lecturers on such topics as brain research and block scheduling, supervisors of interns, and evaluators of the advanced competency technology portfolios. The UNCP education faculty delivered professional development programs for teachers throughout the region, including sessions on mathematics, social studies, science, reading, language arts, diversity and technology. Faculty served as judges for public school exhibits, contests, and curriculum fairs. UNCP faculty co-authored grants, provided "job shadowing" opportunities for public school students, served on public school SACS accreditation teams, presented demonstration lessons in public school classrooms, teamed with classroom teachers to develop instructional plans and projects, and donated instructional materials to low-performing schools. The needs of special student populations were addressed in projects such as offering "parent" universities in partnership with a predominately minority elementary school in Hoke County, providing information and resources to parents of preschool children with disabilities in the Shining Stars preschool program in the Public Schools of Robeson County, working with parents on non-violent discipline methods, positive parenting, and stress management. Preservice teachers in all teacher education programs worked extensively in regional classrooms observing, assisting, testing, tutoring, teaming, and teaching. The Chancellor hosted two regional superintendent breakfast meetings for collaborative planning. UNCP partnered with FSU, FTCC, RCC, Cumberland and Robeson County schools in the implementation of the Seamless Highway Project, designed to remove barriers to the matriculation of regional P-12 students into postsecondary education.

**B. Brief description of efforts to assist low-performing schools.**

UNCP faculty provided workshops and consultative assistance to schools with low-performing and at-risk students. Graduate students in English Education worked with low-performing students, using specific teaching strategies and research findings to assist students in preparing for the end-of-course exams. Physical education students participated in "Reading is Fundamental" training and applied acquired skills in fieldwork. Free swimming lessons were provided to at-risk students. At-risk students from the regional public schools were taught physical education classes on the UNCP campus. The Mathematics Department sponsored the Summer Bridge Program as part of NC-LSAMP for graduating at-risk minority seniors interested in Mathematics, Computer Science, and Life and Physical Sciences. Science education faculty conducted a two-week summer science institute for earth science teachers in Robeson, Bladen, Columbus and Whiteville LEAs. They also received a middle school grant to work with 3 schools in Robeson County. Faculty presented at the At-Risk Minority Achievement Conference and the NC Indian Unity Conference. A faculty member serves on the State Advisory Council on Indian Education.

**C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.**

The technology competencies are integrated into existing course work required for undergraduate students. Basic technology competence is assessed at program entry in EDN 227, Foundations of Education. Students with deficiencies are required to complete workshops. The School of Education houses a multimedia technology lab specifically for use by teacher education majors. The advanced computer competencies are assigned to specific courses in the respective program areas. Most courses require students to use technology to meet course requirements; for example, the technology competencies are integrated sequentially within social studies methods courses and the elementary education program. Students construct portfolios for both the basic and advanced competencies, providing artifacts generated during their respective programs of study to demonstrate competence. Students in the social studies, English education, and professional studies core courses were required to participate in listservs with each other and high school teachers. Students in the music program use computer-assisted programs and music software for music notation, ear training, and composition. The senior interns advanced technology portfolios were evaluated by teams of public school teachers and faculty. Licensure applications were not processed until a student teacher demonstrated proficiency. Mathematics, science, and middle grades majors were required to take Current Topics in Computers in Education. PE students were required to take Computer Application