

education across the United States, specifically targeting historically black institutions and NC community colleges. The Pre-College Program of our Center for Mathematics and Science Education targets underrepresented students in grades 6-12, providing enrichment and encouragement for them to consider math and science careers, including teaching. The Pre-College Program thrived under new leadership this year, with student enrollment increasing to more than 1,000 for the first time in several years, and efforts are underway to expand the program further next year. Our Upward Bound Program targets underrepresented students, teaching them the skills and providing the motivation necessary for success in college and careers, including teaching. Our Master of School Administration Program offers courses off-campus in Durham, with 37% of the cohort being minority students, and 19.6% of the students in our Master of Education for Experienced Teachers Program are African-American. We actively recruit minority undergraduate students to be America Reads tutors, an experience which frequently leads the tutors to become interested in teaching as a career. Our faculty direct and participate as mentors in the Research Education Support (RES) Program for minority students and its summer program, the Summer PreGraduate Research Experience (SPRGE). An ESL grant, directed by a member of our faculty, includes a component which seeks to recruit Hispanic mentors at the IHE level to keep high school students in school, encouraging the mentors to consider the teaching profession when appropriate.

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

Our faculty obtained grants totaling nearly \$12 million this year to fund new initiatives in research, evaluation, program development, training, service, and facilities. A \$768,000 National Science Foundation grant will fund an examination of how students learn with nanotechnology. A \$264,000 grant from the Spencer Foundation will support interdisciplinary research across the UNC-CH campus focusing on educational issues in the South. A \$2.9 million grant from the National Institute of Child Health and Human Development will fund an investigation of the effects of chronic otitis media among children. Research on Fragile X Syndrome in children will be funded by grants totaling \$2.6 million from the National Institute of Child and Human Development, the U. S. Department of Education Office of Special Education Programs, and the Ronald McDonald House Charities. A \$756,000 grant from the U. S. Office of Education will support a national longitudinal study of children and families receiving early intervention services through the Individuals with Disabilities Education Act. A \$657,000 grant from the Centers for Disease Control and Prevention will fund an investigation of environmental factors affecting children and youth with disabilities. A \$14,000 grant from the Wake County School System will fund a study of student performance in reading in middle school classrooms. A \$4,000 grant from the UNC-CH Office of Research Services will support a study of End-of-Grade testing in grades 6-8. A \$4,000 grant from the UNC-CH University Research Council will support a study of the adaptation experience of Asian American and Caribbean immigrant youth in the United States. A \$200,000 grant from the NC Department of Public Instruction will fund an evaluation of the Reading Excellence Act in NC. A \$200,000 grant from the NC Department of Public Instruction will fund a study of charter schools in NC. A \$450,000 subcontract with Yale University will fund an evaluation of Comer Schools. A \$366,000 grant with Tanglewood Research will fund the evaluation of a high school drug prevention program. A \$56,000 grant from the Department of Juvenile Justice and Delinquency Prevention will fund the design and evaluation of an educational program for female juvenile offenders. Program development grants totaling \$436,000 from the AT&T Foundation and the Jesse Ball DuPont Fund will support the development of the Carolina Teaching Network to serve career teachers. Training grants totaling \$350,000 from the D. D. Eisenhower Fund and UNC General Administration will support professional development for teachers in science, mathematics, and technology. Grants totaling \$1.2 million from the U. S. Department of Education, NC Division of Education and Early Intervention, National Endowment for the Arts, MCI Worldcom, Learn and Serve Higher Education, and the Smallwood Foundation will enable our faculty to provide services to public schools and educators in ESL, early intervention, music, technology, literacy, and women's issues. A \$500,000 grant from the National Aeronautics and Space Agency will support the renovation and construction of two science laboratories.

I. Brief description of efforts designed to support beginning teachers.

The School of Education has created several special programs to support beginning teachers on a sustained and consistent basis. Our major new initiative to support beginning teachers this year was the creation of a Mentor Teacher-in-Residence Program within our Research Triangle Professional Development Schools Partnership. This partnership is a collaborative effort between the School of Education and four school districts: Chapel Hill-Carrboro, Chatham County, Durham Public, and Orange County schools. The Mentor Teacher-in-Residence Program supports beginning teachers in all four districts by working with cooperating teachers and pre-service teachers through a 3-year induction period. Workshops and support have been developed for mentor teachers, cooperating teachers, beginning teachers, and teachers in the NC TEACH Program. Each of the four school districts has identified a mentor coordinator, and the Mentor Teacher-in-Residence Program is working with these coordinators to design mentor handbooks, assist with teacher orientation and induction programs, and provide information and resources. Moreover, the Mentor Teacher-in-Residence Program helped to facilitate a support group for beginning teachers in the four districts, to address topics such as stress management, reflection, classroom management, and the INTASC standards. LEARN NC also developed resources to support beginning teachers, including a Beginning Teacher Handbook, a Performance-Based Licensure Support Center, and a special issue of its statewide newsletter. The Beginning Teacher Handbook covers topics such as classroom management and planning, and provides tips for new teachers to help promote their success. The Performance-Based Licensure Support Center offers a concise look at the process for completing the Performance-Based Licensure process, with specific examples and strategies. LEARN NC published a back-to-school issue of its newsletter, *The Beacon*, available over the World Wide Web to all teachers in North Carolina. This newsletter provides articles, strategies, resources, and tips for beginning teachers as well as instructions on how to access the 2,900 lesson plans that are presented on LEARN's Web site and keyed to the NC Standard Course of Study. The School's Alumni Association is developing a statewide network, called "Carolina Connections," composed of alumni who have agreed to assist the School in various efforts, including providing support for beginning teachers through email and person-to-person interaction. To date, the Alumni Association has identified alumni in about 30 counties across the state, and efforts are continuing to expand the network statewide.

J. Brief description of efforts designed to support career teachers.

The most significant accomplishment of the 2000-2001 school year was the implementation of our off-campus master's program for career teachers, designed specifically to be accessible by offering courses in the summer and at sites near the teachers' schools as well as over the Internet. Because there are teachers from each of our partnership districts in the programs, we have linked PDS projects to the action research agenda of the master's program. Implemented this year with 73 career teachers in three cohorts (Durham, Chatham, and Orange counties), the program facilitates school change through its cohort structure, as teachers who are working together, study together. We also launched an off-campus Master of School Administration Program and expanded our add-on licensure programs to include English as a Second Language, Learning Disabilities, Reading, Distance Education, and Birth-Kindergarten Education. Our Research Triangle PDS Partnership Mentor Teacher-in-Residence Program provided training this year for career teachers in mentoring beginning teachers, facilitating teacher support groups, completing the Teacher Performance Appraisal System, completing the Performance Based Licensure process, and preparing for National Board Certification. Our Center for Mathematics and Science Education recorded 540 teacher enrollments and raised \$202,000 in external funding for in-service education for career teachers (and with other partners, raised an additional \$360,700). It conducted in-service programs on mathematics and science teaching K-8, preparation of earth science teachers, environmental education K-12, literacy using science as a teaching vehicle K-2, integration of computer technology in mathematics and science teaching 3-8, and nanotechnology in high school physics. Our ESL faculty provided training to 190 career teachers on how to work with Limited English Proficient students. Our International Social Studies Project trained hundreds of career teachers through 15 workshops across the state and distance learning on topics

including Africa, Europe, Russia and the Former Soviet Republics, and the Middle East. Recently receiving NEA funding, our Curriculum, Music, and Community Project (CMC) worked with career teachers in six elementary schools from three school districts to integrate traditional NC music into the 4th grade curriculum. The project also hosted a conference and week-long training institute. Our High School Literacy Project worked with career teachers from seven high schools, serving 8,000 students. The Project provided training to 60 high school teachers in specific instructional techniques to address the literacy needs of all their students, and supported the Day of Poet, bringing high school English teachers and 200 of their poetry writing and performing students together with local and distinguished poets. LEARN NC expanded its programs for career teachers this year through its Virtual Classroom, bringing specialized offerings such as Advanced Placement courses to career teachers in schools where AP courses are not currently available. Career teachers can also use LEARN's Professional Development Links Library and Calendar to locate sources of quality in-service training and licensure and degree programs.

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?

Every one of our faculty members has been involved in the public schools this year. In our School of Education, there is no isolation of advanced teaching from teacher education, and most faculty who are teaching doctoral students are also participating in school-based programs. Our faculty provided evaluation services to numerous NC public schools, including A+, Charter, and Comer schools. Twenty-one faculty from the School of Education plus eight faculty from Arts and Sciences participated in the Research Triangle PDS Partnership, engaged in activities such as working with teacher teams to develop curriculum, helping an entire school system organize services for at-risk children, mentoring teacher inquiry groups, and coordinating PDS sites. Our Learning Disabilities faculty worked with high school teachers who teach students with disabilities in inclusion classes. Our Science Education faculty coordinated 10-person teams, comprised of faculty from Education and Arts and Sciences (Physics, Astronomy, and Computer Science), to spend a week in a middle school and high school, to increase students' interest in science. Our Foreign Language faculty served on the Limited English Proficiency Task Force Monitoring and Evaluation Committee, a group that monitors the implementation of recommendations made by the ESL Task Force for approximately 600 LEP children in a local school system. Through a grant from the Japan Foundation Salary Assistance Fund, our Foreign Language faculty initiated a Japanese Language Program in local middle schools and high schools, with 80 students enrolled in the program this year. University faculty who worked extensively on projects in the public schools this year represented the Arts and Sciences departments of Physics, History, Math, Geography, Communications Studies, Art, Music, Dramatic Arts, Ackland Art Museum, and UNC Curriculum in Folklore. With Spencer Foundation funding, the School of Education hosted a conference for the entire campus to draw together faculty doing research in education and strengthen their collaboration and shared knowledge. The Schools of Social Work and Information and Library Science in addition to the School of Education all house licensure units. The Schools of Dentistry, Medicine, and Nursing go into the public schools to provide education and screening. The School of Journalism and Mass Communication trains NC public school teachers and students in scholastic media. The Department of Athletics hosts the Kids and College Program for underrepresented middle school students. The NC Botanical Garden partners with public schools on gardening and environmental projects. University faculty judge school events (e.g., science, math, foreign language, music, choral performance, writing). The Campus Y matches University faculty and students with public school students in mentoring and Big Buddy programs. Faculty of the Frank Porter Graham Child Development Center conduct technical assistance, evaluation, leadership, and research in public schools. The Morehead Planetarium, Ackland Art Museum, and the Music Department partnering with the NC Symphony host thousands of public school children on campus each year.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	139
	Other	0	Other	0
	Total	9	Total	155
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	3	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	18
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	59	White, Not Hispanic Origin	135
	Other	0	Other	0
	Total	67	Total	162

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	120
	Other	0	Other	0
	Total	22	Total	135
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	29
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	124
	Other	0	Other	0
	Total	34	Total	157

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	4	4	2
Elementary (K-6)	.	.	.
Middle Grades (6-9)	13	13	13
Secondary (9-12)	23	23	23
Special Subject Areas (K-12)	37	37	37
Exceptional Children (K-12)	12	12	12
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	47	47	43
Other	.	.	.
Total	136	136	130


 **Comment or Explanation**

Chart B Comment: Secondary (9-12) and Middle Grades (6-9) figures include NC TEACHERs, cohorts I and II, who are candidates for licensure through lateral entry. Special Subjects (K-12) figures include two groups: NC TEACHERs who are candidates for licensure as foreign language teachers and provisionally licensed teachers who are enrolled in our ESL add-on program. In addition, many other teachers have enrolled in our ESL, LD, and Reading add-on programs because they wish to acquire additional skills to help their students learn, not because they currently hold provisional licenses in these areas. For example, and additional fifty teachers are enrolled in our ESL program and ten additional teachers are enrolled in our LD program. Special Service Personnel (K-12) figures reflect the number of new lateral entry School Social Workers who requested and were issued programs of study that lead to licensure and how many were enrolled in required classes at UNC-Chapel Hill during the report period. All total, we provided assistance to 68 lateral-entry School Social Workers by issuing plans for initial or provisional licenses and/or recommending full or clear licensure for School Social Workers who had completed previously prescribed requirements and applied to update their licenses.

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

	Baccalaureate	Masters
MEAN PPST-R	182.25	
MEAN PPST-W	178.46	
MEAN PPST-M	183.20	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.14	3.33
MEAN MAT		46.84
MEAN GRE		1114.33
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	15	6	0	0	0	0	0	0
Elementary (K-6)	43	32	0	0	0	0	0	0
Middle Grades (6-9)	14	8	5	0	0	0	0	0
Secondary (9-12)	0	0	9	4	50	11	2	0
Special Subject Areas (K-12)	1	1	3	1	14	0	4	1
Exceptional Children (K-12)	0	0	1	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	31	26	0	0
Total	73	47	18	5	95	37	6	1
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Educational Leadership: Administration and Supervision	1	*
Elementary Education (K-6)	42	100
English	21	95
English as a Second Language	4	100
Language Arts (6-8)	8	100
Mathematics (6-8)	3	*
Mathematics (9-12)	8	100
Music	2	*
Reading (graduate level)	1	*
Science (Comprehensive)	13	92
Social Studies (6-8)	4	100
Social Studies (Comprehensive)	12	100
Spanish (K-12)	2	*
Special Ed: Mental Disabilities	1	*
School Pass Rate	122	98
PK/PLT	91	99
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	49	15	1	0	0
U Licensure Only	0	0	0	0	0	0
Masters Degree	62	19	0	1	1	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	13	0	1	0	0	0
Masters Degree	1	0	0	3	1	0
G Licensure Only	6	0	0	0	0	0
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	128	89.8	61.7

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Wake	666
Durham Public	392
Charlotte-Mecklenburg	387
Chapel Hill-Carrboro	268
Guilford	256
Forsyth	237
Cumberland	141
Alamance-Burlington	140
Orange	118
Chatham	94

I. Satisfaction with 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	3.38	3.65	3.84
preparation for managing the classroom	3.12	3.38	3.50
preparation for using technology as an instructional tool	3.21	3.46	3.63
preparation for meeting the needs of diverse learners	3.21	3.54	3.59
Preparation in curriculum content and delivery strategies	3.50	3.54	3.78
Number of surveys received	34	26	32
Number of surveys mailed	82	82	82

TABLE 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
59	16	13



IHE Performance Report

2000-2001

UNC-Charlotte

IHE Performance Report

University of North Carolina at Charlotte

2000 - 2001

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 enrollment of 103,000 pupils. The College enrolls more than 1300 undergraduate and post-baccalaureate teacher education students and over 700 graduate students. 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; continuing accreditation reviews were held successfully in September 2000.

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 offered one doctoral degree, the Ed.D. in Educational Leadership in 2000-2001; two new doctoral degrees, approved by the UNC Board of Governors in June 2001, will be inaugurated in 2001: Ph.D. in Counseling and Ph.D. in Special 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 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. 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. Two National Board Certified Teachers served as teachers-in-residence in 2000-2001. The Charlotte Collaborative, an innovative partnership between UNC Charlotte and Charlotte-Mecklenburg Schools, developed an effective support program for National Board Certification (Over 300 teachers received National Board Certification in our region this year.) The College of Education is a lead partner in the Ford Foundation's Collaborating for School Reform Initiative in the West Mecklenburg Feeder Area schools and is working with CMS to develop alternative assessments for pupils with disabilities. Ninety-seven Clinical Instructors (master teachers in the public schools) have been trained, compensated, and evaluated as supervisors of the yearlong internship and student teaching semester. Partnership agreements with 14 schools are formalized through the University-School Teacher Education Partnership, school improvement projects as well as collaborative research. 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;" "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.

A three-year intensive College of Education partnership with Thomasboro Elementary, one of North Carolina's poorest schools, paid off this year with substantially improved reading and math scores that led to the removal of Thomasboro from the "low -performing" list for the first time in three years. Activities included in this partnership included on-going work by professors in classrooms with teachers and with teacher education students. Professors gave demonstration lessons, observed and coached teachers, and provided additional support through their teacher education students' activities. Courses were taught on campus at Thomasboro, with teacher education students immediately applying best practices in support of students' learning. The College, through the Collaborating for Educational Reform Initiative, is working with 10 high-need schools in the West Mecklenburg Feeder Area to improve student achievement and access to higher education. A major focus of UNC Charlotte has been to strengthen the teaching force in the West Mecklenburg schools by providing personalized support to lateral entry teachers. A number of faculty have been closely involved with writing and/or evaluating CSRD grants funded in area schools, including Highland Elementary in CMS, another impoverished high risk school, which has begun to boast test scores rivaling those earned by its more affluent neighbors.

C. Brief description of efforts to ensure technological competence of preservice/in-service 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). 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 and 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. The OIT coordinator developed the NC Teach module for advanced competencies, which is used in that program and other lateral entry programs sponsored by the College. Thus, a process is in place to assure that each teacher education graduate has met each of the basic and advanced 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 500 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. Programs of study are individualized and respectful of previous experience. 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. An advisor in our Teacher Education Advising and Licensure office works specifically with lateral entry teachers and their school systems. Curriculum development initiatives on our campus include the establishment of "Graduate Certificate" routes to licensure for lateral entry teachers with some coursework accepted toward the M.Ed. degree. Convenient evening, summer, and weekend classes have been designed and delivered for lateral entry teachers. A highly successful initiative in 2000-2001 paired lateral entry teachers in a low-performing middle school with National Board Certified Teachers in their discipline for personal and professional support. UNC Charlotte faculty provided a 2-day "Lateral Entry Teachers' Academy" to address high need professional development issues. UNC Charlotte is part of two statewide initiatives to support lateral entry teachers: (1) Coach2Coach mentor training and (2) NC TEACH, the intensive preparation program for midcareer professionals who enter teaching. We offer distance learning coursework, via interactive video, to lateral entry special education teachers in 4 counties. For Bright Beginnings, Charlotte-Mecklenburg's prekindergarten program, we deliver on-site coursework to 100 lateral entry prekindergarten teachers. There are now lateral entry "fast-track" programs offered in elementary education, special education, and middle/secondary education.

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. New professional education faculty at UNC Charlotte in both the College of Education and the College of Arts and Sciences were given the opportunity to take Praxis II examinations in their licensure areas and to prepare "briefs" comparable to those prepared by faculty members in previous years. Six new faculty members took their respective Praxis II tests. In February 2001, a UNC Charlotte history professor with extensive experience in helping students success on the Social Studies Praxis II tests, led a workshop on successful Praxis strategies; 37 faculty members attended the workshop and planned Praxis workshops in their own disciplines. Six Praxis workshops were held for students to provide guidelines about test preparation. To assist Praxis II test-taker in Special Education, a web-based discussion page was created (<http://uncc.edu/praxis>). 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 Teacher Education Advising and Licensure (TEAL) office 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 and community colleges in the region. We developed a new articulation agreement for teacher education candidates at Central Piedmont Community College (CPCC) this year, fine-tuning the alignment of their requirements and ours, with CPCC officials approving certain UNC Charlotte courses to count as part of their AA degree in order to shorten the time to graduation. Our TEAL Office conducts weekly orientation sessions, in cooperation with the Office of Admissions, to prospective students who are interested in teaching. 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 at Vance, Mt. Pleasant, and West Mecklenburg High Schools by providing speakers, orientation sessions, and campus visits. The College has an active Freshman/ Sophomore Engagement Team to draw in new University students to the teaching profession; this team gained university funding this year for a Freshman/Sophomore Learning Community for students interested in exploring teaching. This community, focused on preparing for diverse learners, will live together in the dormitory, take many classes together, and engage in early intense clinical experiences and service learning.

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

The UNC Charlotte NC Teaching Fellows, responding to the mission "to recruit and retain greater numbers of male and minority teacher education candidates in NC" are implementing a recruitment plan that tracks a number of target middle/high school students who express interest in teaching and a number of high school seniors who are male and minority who identify UNC Charlotte as one of their top five choices on the Teaching Fellows application. Personalized and persistent contact is made with these students. The Teacher Education Advising and Licensure (TEAL) office makes personal contact with minority students who participate in "Explore UNC Charlotte" programs and who express interest in teaching. The University offers minority academic services: University Transition Opportunities Program (UTOP) and TRACE: Transferring Resources for Advancing the College Experience. Two grants

from the U.S. Department of Education bring more minority candidates into the teaching profession: Showcase Paraeducator to Professional Project (45% of participants are African American) and Careers in Special Education Through Committed University Collaboration Project (provides master's degree or initial licensure in special education for graduates from NC's Historically Black Colleges and Universities.)

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

We gained approval for the Ph.D. in Counseling and the Ph.D. in Special Education in 2001 and will welcome our first students in August. Thanks to the passage of the University Bonds in November, we are actively planning the new College of Education Building! Our faculty are seeking deeper understanding and stronger curriculum alignment with end-of-grade and end-of-course tests; forty faculty participated in test simulations and workshops in 2000-2001. We are also investigating alternative models of student teaching in partnership with local school systems, 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 efforts 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 PBL portfolio assessment, and are providing leadership in nearby school districts. Faculty and Coach2Coach staff are involved in mentor training. In our partner schools, we have established small groups of first-year teachers that meet with faculty for professional and personal development and problem solving. In January, we held a "First Year Teacher University" event that will be offered annually, which celebrates and supports our graduates who have accepted teaching positions. In collaboration with Charlotte-Mecklenburg Schools, we are engaged in design work with the New Teacher Center at the University of California -Santa Cruz to offer state-of-the-art new teacher support.

J. Brief description of efforts 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. This year the College funded fifteen action research projects ("mini-grants"), developed collaboratively by a UNC Charlotte faculty member and public school partners. This year's projects included, for example, a comparative study of two direct instruction reading programs for pupils with disabilities, an examination of strategies to improve writing scores at a middle school, and a study of manipulative mathematics strategies in a high-need elementary school. 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. We offer eleven master's degree programs, which are aligned with the National Board for Professional Teaching Standards propositions, and three doctoral programs. 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 (Four M.Ed. programs for Charlotte-Mecklenburg teachers in EquityPlusII schools.) Charlotte had more newly certified National Board teachers this year than any city in the United States, with the exception of Los Angeles. UNC Charlotte's efforts to support National Board candidacy were recognized in a special publication this year from the National Board of Professional Teaching Standards: The Charlotte Collaborative: Working Together to Recognize Accomplished Teachers.

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 2000-2001, 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. These reports were submitted by 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 Administration, Engineering, Nursing, and Information Technology as well as Education. Examples of service are wide-ranging, such as 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, and evaluation of special projects. Beyond short-term efforts, the College of Education faculty have developed sustained long-term commitment to partner schools. 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 Comer Schools (Charlotte-Mecklenburg).

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	44
	Hispanic	2	Hispanic	5
	White, Not Hispanic Origin	69	White, Not Hispanic Origin	440
	Other	2	Other	8
	Total	85	Total	503
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	37
	Other	0	Other	1
	Total	13	Total	51
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	26
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	61
	Other	1	Other	2
	Total	29	Total	91


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	91
	Other	0	Other	4
	Total	20	Total	104
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	101
	Hispanic	2	Hispanic	10
	White, Not Hispanic Origin	99	White, Not Hispanic Origin	319
	Other	0	Other	6
	Total	120	Total	439
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	25	Black, Not Hispanic Origin	118
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	128	White, Not Hispanic Origin	514
	Other	0	Other	9
	Total	156	Total	652

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses ^a Leading to Licensure
Prekindergarten (B-K)	250	250	100
Elementary (K-6)	25	25	23
Middle Grades (6-9)	115	115	60
Secondary (9-12)	175	175	150
Special Subject Areas (K-12)	70	70	40
Exceptional Children (K-12)	140	140	110
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	775	775	483
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	180.89	
MEAN PPST-W	178.58	
MEAN PPST-M	185.01	
MEAN CBT-R		
MEAN CBT-W		
MEAN CBT-M		
MEAN GPA	3.15	3.19
MEAN MAT		44.88
MEAN GRE		953.20
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	14	11	26	26	2	2	0	0
Elementary (K-6)	155	92	29	17	9	3	0	0
Middle Grades (6-9)	27	9	11	8	6	2	1	1
Secondary (9-12)	25	7	37	20	4	1	0	0
Special Subject Areas (K-12)	16	7	21	13	31	3	1	1
Exceptional Children (K-12)	19	11	33	17	32	1	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	159	82	0	0
Total	256	137	157	101	243	94	2	2
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	3	*
Biology	1	*
Elementary Education (K-6)	134	97
English	7	86
English as a Second Language	1	*
French (K-12)	1	*
Language Arts (6-8)	2	*
Mathematics (6-8)	3	*
Mathematics (9-12)	1	*
Mathematics (NTE)	1	*
Music	3	*
Physics	1	*
Science (6-8)	1	*
Science (Comprehensive)	1	*
Social Studies (Comprehensive)	11	64
Special Ed: Mental Disabilities	21	100
Special Ed: Mental Disabilities (NTE)	2	*
School Pass Rate	194	94
PK/PLT	189	97
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	87	65	22	13	11	26
U Licensure Only	16	10	.	.	.	.
Masters Degree	6	55	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	8	3	3	3	7
U Licensure Only	40	32	20	20	11	.
Masters Degree	28	35	28	17	7	2
G Licensure Only	2	.	.	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	218	94.0	73.4

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Charlotte-Mecklenburg	1767
Cabarrus	503
Gaston	435
Union	346
Rowan	338
Iredell	247
Stanly-Albemarle	231
Lincoln	198
Cleveland	111
Kannapolis City	101

**I. Satisfaction with 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	3.33	3.69	3.55
preparation for managing the classroom	3.25	3.65	3.43
preparation for using technology as an instructional tool	3.25	3.30	3.38
preparation for meeting the needs of diverse learners	3.35	3.48	3.39
Preparation in curriculum content and delivery strategies	3.38	3.60	3.57
Number of surveys received	52	40	56
Number of surveys mailed	159	159	159

TABLE 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	13	33



IHE Performance Report

2000-2001

UNC-Greensboro

IHE Performance Report

University of North Carolina at Greensboro

2000 - 2001

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 12,731 students, 79% are undergraduate and 21% are graduate students; the student body is 68% female and 32% male; while 89% of UNCG students are from North Carolina, students also come from 46 other states and 65 foreign countries; the ethnic minority enrollment is 25%. Approximately 55% of UNCG students receive some type of financial aid. 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 school support personnel licensure.

Special Characteristics

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG is the fourth largest teacher education program in the state, enrolling over 500 full-time students annually. U.S. News and World Report has regularly ranked the UNCG School of Education (SOE) among the top 50 in the United States; the counselor education program was recently ranked seventh in the nation. The National Association for the Education of Young Children has cited the early childhood special education program as a national model. 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. UNCG is one of only eight universities in the state offering a master's of school administration degree. The SOE supports the fourth largest Teaching Fellows program in the state; a recent state evaluation rated Teaching Fellows' collaborative efforts with K-12 schools as commendable. The SOE hosts several national programs including the National Paideia Center, the Pathways Resource Center, Reading Together USA, and the Southeastern Regional Vision for Education (SERVE).

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. The following initial licensure programs are offered at the undergraduate level: birth-kindergarten; elementary education; middle grades education in English/language arts, mathematics, science and social studies; art; dance; education of the deaf; health specialist; music;

physical education; second language studies in French, German, Latin and Spanish; school social worker; theatre arts; business education; marketing education; biology; chemistry; comprehensive social studies; English; mathematics; and physics. The following add-on licensure programs are offered: behaviorally emotionally disabled; English as a second language; learning disabled. The following programs are offered at the graduate level: birth-kindergarten; elementary education; middle grades education; cross-categorical special education; English as a second language; music; reading; second language studies in French, Latin, Spanish; theater arts; chemistry; comprehensive science; 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 Schools 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 design and delivery of curriculum/courses, etc.).

The Triad University School Teacher Education Partnership (USTEP) continued to strengthen its collaboration with Guilford County (urban school district) and Rockingham County (rural school district) directly impacting over 12,000 students and 200 teachers. In 2000-01 USTEP awarded Collaborative School Improvement/Research grants to 30 schools in the partner districts; the grants involved collaboration with UNCG faculty members in 5 professional education programs. Eleven public school teachers from the partner districts participated in the USTEP Clinical Faculty Cadre, assisting in the development and delivery of courses in 3 teacher education programs. USTEP distributed \$14,000 in stipends to cooperating teachers in the partner districts. 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. In 2000-01 the CPC and program-specific advisory councils focused on preparation for the Fall 2001 NCATE/DPI continuing accreditation visit, including major revision of the UNCG Conceptual Framework. 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 former Center for School Accountability and Staff Development was renamed the Center for School Accountability, Staff Development and Teacher Quality. There were three Center initiatives in 2000-01: (1) Teaching to Diversity worked with Carver High School in Forsyth County, focusing on improving reading scores of at-risk students; (2) the Lighthouse Project Evaluation worked with the UNC Principal's Executive Program to collect and analyze data from three Lighthouse Project sites; and (3) Bridges to Success focused on interagency and interdisciplinary collaboration to provide academic and decision-making support services for rising 6th -9th graders. The Teacher Assistant Program is a four-year collaboration between UNCG and Guilford County schools designed to bring teaching assistants into the elementary education program. During 2000-01 the program was evaluated through a series of meetings between university faculty and school personnel. The Center for Educational Studies, in collaboration with community-based organizations, sponsored the 11th Annual Children's Festival involving over 8,000 children and their parents. Reading Together USA continued to increase its involvement of university faculty and public school personnel in training and coaching approximately 130 literacy coordinators in 8 states.

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

Although our service region has few low performing schools as defined by the ABCs, in 2000-01 UNCG provided services to several schools where many of the students were at risk of performing below grade level. Forty-eight interns in the elementary education program provided tutorial services for 77 low achieving readers at four elementary schools through two extracurricular programs, Reading Partnerships and Great Leaps. Thirty teachers and interns collaborated to provide afterschool tutoring for students at a high impact middle school.

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

In 2000-01 eight more classrooms in the SOE Curry building were outfitted with technology teaching stations for student use and modeling by faculty. Plans for the establishment of a Teaching Resource Center (TRC) were developed and implemented. The Dean appointed a TRC Task Force comprised of representatives from across the teacher education programs. The task force met at the end of the spring semester to develop a vision statement and goals for the center. Equipment was ordered for the TRC including desktop and laptop computers, printers, digital cameras and camcorders, adaptive devices, and scanners. All students applying for a North Carolina initial license submitted a technology portfolio that was reviewed by university teacher educators and practitioners. A UNCG team attended the third state technology working conference in Boone, N.C. An interdisciplinary UNCG team was invited to participate in the SUNRAY Summer Academy. The team developed a plan for the implementation of e-portfolios as part of the UNCG performance-based assessment system.

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

UNCG continues to strengthen its support of lateral entry teachers through the "A" Licensure-Only and NCTEACH programs housed in the Teachers Academy. Over 70 lateral entry teachers are currently enrolled through these two programs. During 2000-01, 49 lateral entry applications were reviewed; 37 programs of study were written and seven applications are still pending. The "A" Licensure-Only program coordinator works with faculty in 18 subject areas to carefully review the credentials of applicants, resulting in the design and development of individualized programs of study and appropriate support for clinical experiences. Classes are scheduled in late afternoons to accommodate the schedules of lateral entry teachers. The "A" Licensure-Only coordinator has developed a Licensure-Only/Lateral Entry manual that will be distributed to all personnel directors in the Piedmont Triad region by the beginning of the 2001-02 school year. This year the Teachers Academy CPC decided to target several "A" Licensure-Only programs for participation in UNCG's newly developed Evening University in order to expand the number of content courses offered in the late afternoon and evening. 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. Triad NCTEACH reviewed 57 applications; 11 applicants declined to be interviewed; 17 were denied admission; 7 declined admission to the program; 1 deferred admission until next summer and 1 decided to participate at the Triangle site. The site coordinator, master teachers, and faculty now provide support for 38 NCTEACH lateral entry teachers; 14 in Cohort I and 20 in Cohort II.

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

The Teachers Academy and individual program advisors work together to make sure that appropriate materials 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 2000-01, through the Office of School Services Matching Incentive Funds, faculty in the Department of Romance Languages took the Spanish exams.

This area was targeted due to the low passing rates of students on the Praxis specialty area exam. The foreign language methods faculty member had taken the exam in a previous year. The content and methods faculty met to reflect on how they could use their knowledge to adjust curriculum and instruction to better prepare Spanish education students for the tests.

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. Teacher education faculty and administrators regularly 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. 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; 33 new Teaching Fellows were admitted to UNCG in 2000-01 bringing the total number to 174. NCTEACH had a recruiting booth at the Children's Festival.

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. 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. The Department of Specialized Educational Services Summer Partnership Educational Interpreting program is targeted at recruiting ethnic minority students to attend intensive summer training to become educational interpreters; approximately 60% of the students enrolled are from underrepresented groups. Other SES recruitment activities also target students with disabilities as an underrepresented group pursuing teacher licensure. The SOE is 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. Twenty percent of UNCG's Teaching Fellows are ethnic minority students. The SOE continues to support non-traditional student scholarships through a \$45,000 per year award from the Tom Haggai Foundation. In 2000-01 six new Haggai scholarships were awarded to public school teaching assistants in the elementary education program; three were ethnic minorities. Several other professional education programs utilize scholarship and fellowships to recruit and retain a diverse pool of students. NCTEACH targeted ethnic minority participation via recruitment advertising with appropriate radio stations and other activities.

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

UNCG participated in the statewide NC Catalyst initiative delivering 2 days of professional development in instructional technology to teacher education faculty, College of Arts and Sciences faculty, and public school educators.

I. Brief description of efforts designed to support beginning teachers.

UNCG expanded its support of beginning teachers through Coach2Coach. UNCG's Coach2Coach Teacher-in-Residence provided Performance-Based Licensure (PBL) workshops for 675 first and second year teachers in 24 school districts across the state during 2000-01. The NCTEACH site coordinator and 4 master teachers provided support to the 18 participants in Cohort I through seminars, peer coaching and observations of their classroom teaching. The teacher education and content faculty in Spanish who took the Praxis (described in Item H above) met to develop strategies to better prepare undergraduates and also made plans to support beginning Spanish teachers who are having difficulties passing the exam. The Classical Studies Department runs the placement service of the North Carolina Classical Association that helps candidates find Latin teaching jobs via its web site. Faculty in all program areas provided advice and materials to beginning teachers via email, telephone, classroom visits, networking at state conferences, and other activities. Beginning teachers also participated in activities developed for career teachers described in Item J below.

J. Brief description of efforts designed to support career teachers.

USTEP held its annual Summer Leadership Institute involving 48 public school teachers and administrators from the partner systems. This year's Institute was a collaborative effort between UNCG and NCA&TSU; 36 of the participants were from UNCG partnership schools and 10 were from NCA&TSU partnership schools. Presenters included SDPI staff, local principals, National Board Certified Teachers, university faculty and graduate students. USTEP also sponsored professional development workshops during the academic year. An Assessment and Achievement Workshop was delivered by 4 UNCG faculty members for 14 public school teachers from 4 school systems. Other workshops included a Block Schedule Workshop for high school teachers in Guilford County and a Technology Workshop for elementary teachers in Rockingham County. USTEP and Coach2Coach collaborated to present 2 Cooperating Teacher Forums involving 13 teachers from 3 school systems. USTEP provided travel grants in support of the professional development of teachers. One National Board Certified middle school teacher was part of the USTEP team that attended the AACTE meeting in Dallas, Texas. Two teachers were on the UNCG team that attended the National Council for the Accreditation of Teacher Education and National Board for Professional Teaching Standards joint meeting in Washington, D.C. Two public school teachers received grants to attend national meetings of their professional organizations. Coach2Coach delivered workshops on mentoring of first and second year teachers, the state teacher performance-based assessment instrument, performance-based licensure for new teachers, and INSTASC standards to 1046 mentors and administrators in 44 school districts. Operation Chemistry, a two-week summer workshop for 22 middle school science teachers, was presented by chemistry and science education faculty. Elementary science education faculty introduced the Project Wild Workshop to cooperating teachers. This is a free, 10-hour workshop that encourages the use of schools' outdoor areas in teaching science. The Piedmont Triad Education Consortium, housed at UNCG, provided professional development activities for 5,409 teachers and administrators on mentoring, four block reading and writing, student accountability standards, thinking maps, integrated curriculum, and teacher performance appraisal. The National Paideia Center's Guilford County and Cumberland County projects provided in-depth training and technical support for teachers and administrators in over 60 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?

Faculty in every professional education program and several arts and sciences departments at UNCG maintain a high level of involvement and collaboration with the public schools. In addition to an average of 150 hours per year spent in the supervision of interns and student teachers and on collaborative research projects, faculty are involved with public schools through workshops, mentoring, classroom teaching activities, and technical assistance.

Elementary education faculty provided 120 hours of staff development in literacy training, mathematics, science, and technology for 343 teachers in 5 school systems. One literacy faculty member served as a teaching assistant for 2 classes a week at a Forsyth County high school. Middle school and secondary education faculty delivered 25 days of staff development on middle school reform (18 teachers) and high school reform (75 teachers) in Forsyth County. Eighteen middle school teachers, administrators, and teacher educators implemented peer coaching that included regular meetings and observations of each others' teaching. Faculty in the Educational Leadership and Foundations Department were involved in over 20 presentations to school personnel in the Piedmont Triad area; two faculty from this department were asked to provide technical assistance to schools on services to handicapped children and middle school education. Faculty in the Dance Department presented 10 workshops and classes to 145 K-12 students, including 110 exceptional students, at 3 schools in Guilford County. A faculty member of the Classical Studies Department taught ancient Greek 3 days a week for one semester at a local high school. A faculty member in the Biology Department spent over 20 hours making presentations and judging science fairs at schools in two local school systems. Nine faculty members in the English Department spent 3 days each working with 12 teachers in the high school Fast Forward program at 11 schools in 5 school systems. The Classical Studies Department annually sponsors and participates in the North Carolina Junior Classical League Fall Forum that brings more than 600 high school students and teachers from all over the state to participate in workshops, performances, and competitions. The School of Music also has a weeklong Summer Music Camp that brought 1700 middle and high school students to campus for classes and performances; music faculty and music teachers delivered the classes. Two counseling faculty worked with Thomasville City Schools to develop a proposal for programs focused on offering supportive services to students and families from special populations (e.g. learning disabled, immigrant). Through the Center for Educational Studies and Development faculty provided computer courses, creative writing classes, learning disabilities diagnosis and study skills workshops for 350 K-12 students. Faculty served on key state committees including the North Carolina Professional Teaching Standards Commission and the North Carolina Center for the Prevention of School Violence Advisory Committee. Faculty also served as officers in state professional organizations; for example, the foreign language educator is president of the North Carolina Foreign Language Association with a membership of over 500.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	34
	Hispanic	0	Hispanic	7
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	311
	Other	0	Other	0
	Total	58	Total	365
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	5	Total	10
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	39	White, Not Hispanic Origin	159
	Other	1	Other	3
	Total	43	Total	177


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	37
	Other	0	Other	0
	Total	8	Total	40
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	72
	Other	0	Other	0
	Total	11	Total	79
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	57	White, Not Hispanic Origin	247
	Other	0	Other	4
	Total	63	Total	275

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	13	10	10
Elementary (K-6)	0	0	0
Middle Grades (6-9)	14	14	14
Secondary (9-12)	20	18	18
Special Subject Areas (K-12)	29	23	23
Exceptional Children (K-12)	2	2	2
Vocational Education (7-12)	2	2	2
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	80	69	69
 Comment or Explanation			
Special Subject Areas (K-12) includes second language studies. Plans of study are pending completion for 7 more candidates who made requests.			

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

	Baccalaureate	Masters
MEAN PPST-R	181.30	
MEAN PPST-W	177.28	
MEAN PPST-M	186.94	
MEAN CBT-R	329.56	
MEAN CBT-W	324.28	
MEAN CBT-M	326.59	
MEAN GPA	3.29	3.49
MEAN MAT		NA
MEAN GRE		979.48
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	24	14	5	5	11	7	0	0
Elementary (K-6)	64	54	5	5	39	36	0	0
Middle Grades (6-9)	16	14	0	0	15	14	0	0
Secondary (9-12)	23	16	9	9	14	10	0	0
Special Subject Areas (K-12)	56	37	26	26	39	24	7	7
Exceptional Children (K-12)	6	4	0	0	6	1	1	1
Vocational Education (7-12)	8	4	1	1	7	5	2	2
Special Service Personnel	0	0	0	0	144	105	6	6
Total	197	143	46	46	275	202	16	16
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	10	100
Business Education	5	100
Elementary Education (K-6)	102	96
English	11	73
French (K-12)	1	*
Language Arts (6-8)	2	*
Marketing Education	3	*
Mathematics (6-8)	4	100
Mathematics (9-12)	4	50
Music	15	93
Physical Education	3	*
Science (6-8)	1	*
Social Studies (6-8)	7	100
Social Studies (Comprehensive)	10	100
Spanish (K-12)	2	*
School Pass Rate	180	93
PK/PLT	181	98
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	100	50	3	.	.
U Licensure Only	8	6	.	.	.	.
Masters Degree	.	79	37	.	.	.
G Licensure Only	1	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	20	18	.	.
U Licensure Only	.	3	20	8	.	.
Masters Degree	.	.	97	34	.	.
G Licensure Only	.	.	13	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	238	84.9	63.4

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Guilford	1561
Forsyth	668
Randolph	390
Rockingham	318
Charlotte-Mecklenburg	311
Wake	300
Alamance-Burlington	294
Davidson	281
Cumberland	129
Rowan	124

**I. Satisfaction with 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	3.48	3.67	3.59
preparation for managing the classroom	3.13	3.32	3.42
preparation for using technology as an instructional tool	3.39	3.30	3.51
preparation for meeting the needs of diverse learners	3.32	3.36	3.33
Preparation in curriculum content and delivery strategies	3.51	3.55	3.61
Number of surveys received	72	50	69
Number of surveys mailed	151	151	151

TABLE 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	78



IHE Performance Report

2000-2001

UNC-Pembroke

IHE Performance Report

University of North Carolina at Pembroke

2000 - 2001

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 2000-2001, the University had an enrollment of 3,445 students; the School of Education enrolled 851 students in undergraduate and graduate programs. NCATE and the NC State Department of Public Instruction accredit all teacher education programs. 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 2000 U.S. News & World Report poll, UNCP ranked second in the category of "campus diversity" among Southern regional universities and was noted to be one of the most affordable universities in the nation to earn an undergraduate degree. In a 2000-2001 UNC-GA survey, UNCP ranked first in 9 of 16 categories, including student satisfaction with overall quality of instruction, quality of academic advising and quality of career counseling. In 2000, UNCP led the UNC system in enrollment gains for freshmen (20.2%), graduate students (28.1%) and overall enrollment gains (9.3%). UNCP is located in a rural farming region with small towns scattered throughout the region. The majority of the students commute from home daily, 77% from the contiguous counties. Many UNCP students are first generation college students. Seventy-five percent of UNCP's students receive financial aid. Many students (35%) are nontraditional college age, hold full-and/or part-time jobs, and have family responsibilities. In 1999-00, UNC Pembroke had one of the highest percentages (83%) of individuals completing undergraduate teacher education programs that 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 of 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: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K-12), Physical Education (K-12), Biology Education (9-12), English Education (9-12), Mathematics Education (9-12), Science Education (9-12), Social Studies Education (9-12), Reading Education (pending), and School Counseling.

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 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 University-School Teacher Education Partnership. Public school teachers and administrators also participated in on-going revision of teacher education policies and procedures such as the field placements for interns, eligibility for clinical teachers, and evaluation processes. Public school educators assisted with revisions to the M.A.Ed. Reading Education, the Birth-Kindergarten Education, and the School Counseling programs and with the development of the proposed ESL add-on licensure program. Public school teachers and administrators were adjunct faculty in the birth-kindergarten education, elementary education, mathematics education, school counseling, science education, and special education programs. Other teachers and administrators served as guest lecturers on such topics as instructional technology and personal education plans, supervisors of interns, and evaluators of both the advanced competency technology and the School Counseling portfolios. The UNCP education faculty delivered professional development programs for teachers throughout the region, including sessions on art, 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, served on public school SACS accreditation teams, presented demonstration lessons in public school classrooms, teamed with classroom teachers to develop instructional plans and projects, delivered coaching seminars, and donated instructional materials and physical education equipment to low-performing schools. Preservice teachers in all teacher education programs worked extensively in regional classrooms observing, assisting, testing, tutoring, teaming, and teaching. The Chancellor hosted a regional superintendent and a regional high school principal breakfast meeting for collaborative planning. UNCP served as the host site for a three-day seminar, Principals as Technology Leaders, sponsored by the Principals' Executive Program (PEP). UNCP partnered with FSU, FTCC, RCC, Cumberland and Robeson schools in the implementation of the Seamless Education Highway Project, designed to remove barriers to the matriculation of regional P-12 students into postsecondary education. UNCP partnered with the Cumberland County Schools' Web Academy in the development and delivery of on-line professional development programs for licensure only teachers.

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. Two faculty from the SOE received a \$5,000 planning grant for collaboration with the CIS Charter Middle School Academy for developing a program to address the academic and social skills of its low-performing students. Instructional materials were purchased for the school and technology training was provided to the teachers. Through a \$10,000 grant, a Theatre professor brought Kennedy Center facilitator Sean Layne for a two-week intensive Diary of Anne Frank project, involving students' assuming roles of actor, director, or designer during a study of the play and then attending a performance of the play by a national troupe at UNCP. An education faculty member collaborated with public school teachers at two elementary schools on the development of grants to fund new reading program initiatives. Physical education students participated in "Reading is Fundamental" training and applied acquired skills in fieldwork. Free swimming lessons and adaptive PE classes were provided to at-risk students. Elementary Education and B-K faculty presented strategy demonstration math, science and literacy workshops for parents and teachers from low-performing schools. Two days of instructional technology training were provided to the Communities in Schools Charter School. Faculty in the School Counseling Program assisted the Career Development Coordinators in Robeson County with screening career assessment tools

designed for students with low reading ability. School counselors from three low-performing high schools attended a UNCP sponsored workshop on promoting career development curricula. Art Education faculty assisted teachers in low-performing schools by making classroom observations and offering advice on curriculum needs, resources, and classroom management strategies. Social studies faculty assisted US History teachers in Robeson County schools with the integration of technology into their courses. A professor who is a licensed psychologist served as a volunteer/consultant to one of the low-performing high schools. Faculty presented at the At-Risk Minority Achievement Conference and the NC Indian Unity Conference. Two faculty members served on the Historical Minority College and University Consortium, established to develop and implement successful programs and approaches to close the minority achievement gap in NC. A faculty member served on the State Advisory Council on Indian Education, on the Closing the Achievement Gap Committee for the Public Schools of Robeson County, including the development of a technology high school targeting at-risk students, and the Governor's Education First Task Force. This Task Force will make recommendations for closing the educational achievement gap, particularly in low-performing schools. Science education faculty conducted a two-week summer institute for earth science teachers in Robeson, Bladen, Columbus and Whiteville schools.

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

UNCP houses a multimedia technology lab dedicated to use by teacher education majors. Technology competencies are integrated into existing course work required for undergraduate students. Basic technology competence is assessed at program entry. Students with deficiencies are required to complete workshops. The advanced computer competencies are integrated into all upper-division major courses. Students construct portfolios for both the basic and advanced competencies, providing artifacts generated during their respective programs of study to demonstrate competence. Elementary education students were required to participate in 12 hours of new technology training. Social studies, English education, and professional studies core courses required participation in listservs. The English faculty taught The Teaching of Writing entirely in a computer classroom. Music students use computer-assisted accompaniment programs and music software for music notation, ear training, and composition. B-K majors learned to use assistive technology such as switches for young children with disabilities. Math, science, and middle grades majors were required to take Computers in Education; PE students were required to take Computer Application in HPER. Art education students took a computer graphics course. Technology competencies were integrated into all of the revised master degree programs. School counseling students were required to use computerized guidance systems, PowerPoint, internet sources, and on-line assessment tools. The Math and PE faculty were involved in several certification upgrade initiatives in collaboration with Texas Instruments. The Education Technology Center delivered more than 100 hours of technology staff development in regional schools. Through the NC Catalyst @ UNC Pembroke Grant, two teams of School of Education and College of Arts and Sciences faculty received "Technology Fellowships" to gain technology training in specialized software. Teacher education faculty participated in instructional technology workshops, including SMARTboard applications, on-line course development, web-page design, multimedia integration, digital imaging, and SASinSchool curriculum software. The K-16 School Incentive Partnership funds enabled UNCP to provide 37 career teachers special technology sessions focused on using PowerPoint as an effective teaching tool, using teaching software effectively for whole class instruction and web-based instruction. The senior interns' advanced technology portfolios were evaluated by teams of public school teachers and faculty. Through Coach IT, 53 public school faculty, two principals, and 18 teacher assistants received 70 hours of instructional technology training in web-page design, concept mapping, multimedia integration, and effective strategies for integrating technology.

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

The number of lateral entry teachers seeking licensure increased: plans for 239 lateral entry teachers were developed in 13 teaching areas. The Teacher Education Committee continued to revise the policies and procedures governing the licensure-only process in an effort to make the system more flexible and efficient. UNCP served as the host site for the Southeastern Regional NC TEACH Consortium, an alternative licensure program for mid-career change professionals. Twenty participants completed the summer institute in preparation for the first year of teaching. UNCP established the Southeastern Regional Task Force for Teacher Recruitment and Retention. Superintendents, principals, HR directors, ILT coordinators, DPI staff, teachers, preservice teachers, and UNCP faculty collaborated on a plan to address the complex issues surrounding recruitment and retention. In an effort to accommodate the needs of lateral entry teachers, professional education and major courses were scheduled in late afternoon, evening (including Fridays), on Saturdays, and during all summer sessions. The B-K, Elementary Education, Mathematics, PE, Special Education and Middle Grades programs developed sequences of course offerings over summer and late afternoon for lateral entry teachers. Several courses were redesigned for delivery as Internet courses. In collaboration with the Cumberland County Web Academy four required courses were offered as web-enhanced courses. When appropriate, course substitutions, on-line courses, and independent study classes were allowed. Accommodations were made in field experience requirements to allow lateral entry teachers to work in their own schools. The operating hours of the Curriculum Lab extended into the evening. Several graduate programs, including the school counseling program, continued to implement a licensure-only option. Off-campus programs were established in Richmond, Cumberland and Montgomery counties for lateral-entry teachers, making it possible to complete degree requirements without a one or two hour commute. Collaborative efforts began with Moore and Anson counties to offer courses on-site to lateral entry teachers. UNCP participated in the NC Model Teacher Education Consortium, coordinating the delivery of nine off-campus courses for lateral entry teachers and teacher assistants. PLT Praxis workshops for lateral entry teachers from Hoke and Robeson counties were offered. Unique to UNCP, some lateral entry teachers, who did not qualify for full admission into the teacher education program, were given provisional IEPs. Transition plans were developed and monitored to assist these students in meeting eligibility requirements to admission into teacher education. Assistance with the Praxis I through the Learning Plus System was available to these teachers at no charge. All lateral entry teachers were assigned faculty advisors. One faculty member served as a member of the Teacher Quality Committee, which began development of regional licensure centers for lateral entry teachers.

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

Efforts toward Praxis I and II preparation were revised and improved. Praxis I orientation sessions, providing students with registration materials and test preparation resources, were held throughout the year. A Praxis information bulletin board was maintained. Interested students were given unlimited access to Learning Plus review software at no cost to the student and made available in the 24-hour study lab, the main library and the Education Technology Center. Free 20-hour writing, reading and mathematics Praxis I tutorials were available throughout the year to students on either a walk-in or referral basis. Two work-study students were assigned as permanent tutors to the Learning Plus Lab to assist students in test preparation and in analysis of failed Praxis I exams, then offered specific remediation. A four week, faculty supported, free Summer Learning Plus Seminar was offered to a cohort of students preparing for the June test. UNCP provided van transportation for these students to the test site. Students received one-on-one writing assistance in the University Writing Center as well as a special session on stress reduction and test anxiety from the Counseling and Testing Office. A consultant delivered two one-day Praxis test preparation workshops to UNCP student teachers and regional lateral entry teachers. Faculty conducted content and test-taking strategy review sessions for the specialty and professional studies tests. Four arts and sciences faculty took the Praxis I and/or their respective Praxis II specialty test battery. In follow-up, the faculty conducted alignment sessions to revise course syllabi and develop review tips and strategies for students. Mathematics education faculty continued to develop

their web-based test generator for mathematics review. A Teacher Education faculty member presented at an AASCU national conference focusing of improving Praxis I scores.

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

All departments showcased their programs in regional teacher job fairs, high school career days, admissions open houses, and special recruitment events. UNCP sponsored recruitment receptions on the campuses of five regional community colleges. The BK faculty hosted a booth at a regional early childhood conference for 750 childcare providers. UNCP sponsored its own teacher education fair and had the 2000 NC Teacher of the Year as the guest speaker. Print materials and web pages were developed to attract prospective students to the teacher education programs at UNCP. Many professors were guest speakers at community events and used these opportunities for recruitment. Telephone calls were made to prospective students who indicated an interest in education during admissions. The University sponsored multiple radio, television, and print advertisements. The Dean of the School of Education and the Graduate Studies Dean discussed teacher education programs on UNCP-TV. UNCP participated in the NC Model Teacher Education Consortium. Student education organizations and the Teaching Fellows program sponsored a variety of education activities and seminars. Teaching Fellows posters and brochures were mailed to all NC high schools. The TF Director and a newly formed recruitment team of Fellows recruited in 30 schools and made 6 recruitment presentations. One recruitment workshop was advertised in every high school. Three thousand letters were sent to potential students. The athletic coaches recruited PE majors in high schools. The BK program implemented an articulation agreement with FTCC for their A.A.S. in Child Development degree and offered all of the BK major courses on the FTCC campus. UNCP began development of BK agreements with Robeson and South Piedmont CC. An articulation agreement was implemented at Richmond Community College and the courses for an elementary education degree was offered on its campus. The English Education program sent recruitment letters to prospective English education students. Recruitment efforts for the graduate program centered on arrangements to deliver the reading education program in Montgomery county and the Elementary education program in Moore county. The PE program mailed 200 personal letters to potential physical education graduate students and the School Counseling program participated in area LEA recruitment sessions. The University awards a number of scholarships and awards specific to the support of teacher education majors. Examples include the: Dial-Chavis SNCAE Endowed Scholarship, Wendy L. Klenoitz Memorial Scholarship, Charlie H. Moore and Marie S. Moore Endowed Memorial Scholarship and the Josephine B. Lucente Scholarship.

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

UNCP received a U.S. Department of Education grant for \$991,000 over a three-year period to provide support and training for American Indians in preservice education programs. To date, 75 American Indians have been identified as program participants. UNCP sponsored a Teacher Education Forum on contributions of American Indians to the teaching profession. The Financial Aid Office, in collaboration with the School of Education, seeks qualified students who are eligible for a number of scholarship and loan programs specific to teacher education and American Indians. These include the American Indian Student Legislative Grant, John J. Brooks Endowed Memorial Teacher Scholarship, Anderson N. Locklear Endowed Memorial Scholarship, Pearlie Locklear Endowed Memorial Scholarship, and Purnell Swett Endowed Teaching Fellows Award. The NC Minority Presence Grant Program is also available. Several of these awards are renewable and range in the amount of the award from several hundred to several thousand dollars. The Teaching Fellows Director and PE faculty conducted several on-site recruitment trips to regional predominately minority high schools. The UNCP Teaching Fellows Program sponsored a minority recruitment luncheon for area students, teachers, and counselors. The Dean of the School of Education presented at the NC Indian Unity Conference on the topic of pursuing a higher education degree. The English education program mailed

recruitment letters to select minority students. Minority BK students assisted at recruitment fairs for the B-K program. The NC-LSAMP Project, designed for the recruitment of minorities into math and science related degree programs, hosted high school seniors in a five-week residential "bridge" program.

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

Efforts to strengthen the University-School Teacher Education Partnership (Professional Development Collaborative, PDC) resulted in an overall restructuring and reorganization that was implemented this year. The new PDC committees--preservice, induction, and career--sponsored a variety of collaborative initiatives: developed a web-site on field placements for clinical teachers and elementary ed students, revised criteria for elementary ed clinical faculty, conducted surveys of B-K clinical teachers and recent graduates, revised the field experience component of existing courses, hosted a two-day conference for teachers by career teachers, established a regional support consortium for ILTs, sponsored twenty middle school teachers to attend the NC Middle Schools Association Fall Institute. The English Education program sponsored three teachers in attendance as presenters at the NC English Teachers' Association conference. The Dean of the School of Education served on the Teacher Quality Committee to study and develop a comprehensive plan for the continued improvement of teacher quality in NC. The UNCP chapter of Kappa Delta Pi was reactivated. The program coordinator for the Middle Grades program served on a statewide Middle Grades Curriculum Task Force. Feedback from program completers informed revisions to the Music Education curriculum. The Middle Schools program faculty began extensive curriculum revisions to streamline the program. The M.A.Ed. Reading Education Program was revised. UNCP served as the host of the winter 2-day DPI/NCATE teacher education meeting for all teacher education faculty in NC. UNCP received funding from the Department of Labor for \$542,000 per year for a five-year period. The purpose of the project is to mentor and encourage middle school students from enterprise communities who plan to pursue postsecondary education. The program served 350 Robeson County youth in summer sports camps, academic/life enrichment activities, and cultural arts programs. The School of Education received an e-learning grant to support the redesign of all required professional education courses for on-line delivery. Three School of Education and Arts & Sciences professors attended a three-day workshop in Minnesota to increase their on-line instructional management skills. Two School of Education faculty and one graduate student attended a technology conference to improve their instructional technology expertise.

I. Brief description of efforts designed to support beginning teachers.

The restructure and reorganization of the PDC placed more emphasis on induction, in particular retention. The ILT Induction subcommittee of the PDC hosted two support meetings for ILTs in the UNCP service region. Expert presenters staged workshops on motivation and management, parent conferencing, and multiple instructional strategies for diverse learners. The School of Education sponsored a half-day licensure issues workshop for HR directors and ILT coordinators led by the section chief of licensure for NCDPI; approximately 25 persons from regional LEAs and universities attended. ILTs from the UNCP service region regularly participate in professional development programs sponsored by the School of Education; for example, in collaboration with NCAE, the First Friday series offered two daylong workshops on classroom management specifically for ILTs. UNCP covered the cost of substitute teachers, travel, and lunch. UNCP sponsored four workshops on Performance Based Licensure and the INTASC standards. UNCP established The Southeastern NC Task Force for Teacher Recruitment and Retention with the purpose of focusing on the support needs of beginning teachers. During the first year of teaching, many UNCP graduates rely on the instructional resources and equipment available to them in the Curriculum Lab. Individual faculty members were available for consultation to beginning teachers, particularly UNCP graduates. These teachers routinely call their major professors for advice during the first year of teaching and faculty make classroom visits. Professors also support new teachers through telephone calls and email. Many of the requests for professional development workshops come from ILT

coordinators in the UNCP service region; the Office of University School Programs coordinated these requests. During both the fall and spring semesters, the UNCP interns participated in a five-day workshop on Effective Teacher Training.

J. Brief description of efforts designed to support career teachers.

During the past year, a series of career development programs were offered by the Office of University-School Programs on the UNCP campus and were open to both beginning and career teachers. Approximately 390 teachers participated in the six events. These included topics on technology integration, stress management, brain research, and personal education plans. The Career Committee of the PDC sponsored a two-day drive-in mini conference for career teachers. The conference sessions included topics on serving special needs students in the regular classroom, technology integration, brain research, teaching strategies for block scheduling, writing thematic units, reading strategies for reluctant readers, and reading in the content areas. The Office of University-School Programs also sponsored a regional initiative to support approximately 100 career teachers seeking National Board for Professional Teaching Standards certification. Teachers from 11 LEAs participated. Two NBC teachers, a member of the PDC and a member of the Teacher Education Committee, presented an overview of the process and collected a survey of what teachers needed to effectively enter into and through the process. A listserv was established for effective communication. UNCP hosted its 21st annual school counseling conference. This year it was a joint effort between UNCP and the North Carolina School Counselors Association (NCSCA). The clinical teachers in the fall and spring semesters were provided an orientation and training session at the beginning of the student teaching experience. The clinical teachers were also provided additional training on the interpretation of standards and ratings on Clinical Internship Exit Evaluation instrument. Career teachers were engaged in action research as part of their graduate programs and through university/school partnerships, eventually serving as co-presenters with faculty at conferences. UNCP implemented five new graduate programs available to career teachers. All graduate courses were offered in the late afternoon and evening to accommodate teacher and administrator schedules. UNCP began offering the Preschool Add-On license, specifically for licensure-only teachers; the required courses were offered in the evening to accommodate working teachers. The English Education program developed a proposal for an add-on license in ESL. The Office of University-School Programs funded eight action research projects from teachers in ten area low-wealth LEAs. The projects focused on differentiated instruction, mathematics instruction, reading and language arts instruction, increased parental involvement, organizational skills, and services for exceptional children.

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 from the College of Arts & Sciences, the School of Business, and the School of Education collaborated with public school teachers on numerous curriculum, instruction, evaluation, and research initiatives and/or delivered services directly to public school students. For example, the Music Department sponsored an Instrumental Festival with over 250 students, teachers, and directors participating from 40 different schools. Outstanding national guest conductors worked with two different bands; the festival culminated with an evening concert for the public. More than 15 public schools (200+ students) participated in a regional Choral Festival and a District Solo and Ensemble Festival. Public school students also performed with the UNCP band on special occasions. UNCP music faculty also worked with area marching bands and loaned music materials to local schools. A professor in the School of Business contributed 300 volunteer hours in a local elementary school. An organization for business administration majors, Students in Free Enterprise (SIFE), completed 5,000 volunteer hours in local public schools. Approximately 254 students participated in the UNCP Leadership and Service Opportunities Program (LSOP), completed 4,300 volunteer hours in area public schools. In another project, the Department of English, Theatre and Languages received grant funding for three arts education programs in an elementary school, a middle

school, and a high school. An English Education faculty member delivered six SAT preparation workshops and three English faculty members participated in the UNCP Young Writers' Conference. A faculty member from the School Counseling Program served as chair of the Career Planning Committee for the Robeson County Job Ready Partnership. A Mathematics faculty member served on the NC Early Mathematics Placement Testing Program. The science education faculty delivered a high school chemistry institute and a middle school science institute. UNCP sponsored the Partnership for Minority Advancement in the Biomolecular Sciences, a program which gave more than 500 regional high school students the opportunity to participate in weekly biotechnology laboratories with their classroom teachers. UNCP faculty and regional social studies teachers participated in DPI discussions on the revisions to the social studies North Carolina Standard Course of Study. The Triumph Scholars Program sponsored a summer academy for 20 at-risk elementary students. The Health Physical Education & Recreation Department hosted six sports camps for 350 area public school students. The HPER facilities were used throughout the year by local high school teams for tennis, basketball, and baseball tournaments and for the annual Robeson County Special Olympics games. The Summer Youth program hosted 72 academically gifted students, grades 4-7, from regional public schools. The Health Careers Opportunity Program provided a six-week academic enrichment program for 25 student, many of whom were rising high school seniors. UNCP hosted 55 students in grades 9-12 from regional public schools in the 6-week Upward Bound Program. Faculty in the Department of Chemistry sponsored workshops for regional middle grade science teachers.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	12
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	56
	Other	0	Other	0
	Total	17	Total	78
Licensure-Only	American Indian/Alaskan Native	3	American Indian/Alaskan Native	7
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	8	Total	18
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	6	American Indian/Alaskan Native	15
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	18
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	54
	Other	0	Other	0
	Total	30	Total	88
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	13
	Other	0	Other	0
	Total	0	Total	15

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	58	34	27
Elementary (K-6)	56	47	33
Middle Grades (6-9)	45	26	17
Secondary (9-12)	88	51	35
Special Subject Areas (K-12)	36	34	20
Exceptional Children (K-12)	60	35	24
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	1	1	0
Other	11	11	4
Total	355	239	160
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	181	
MEAN PPST-W	176	
MEAN PPST-M	176	
MEAN CBT-R	323.91	
MEAN CBT-W	324.52	
MEAN CBT-M	327.04	
MEAN GPA	3.12	3.37
MEAN MAT		47.75
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	2	2	12	12	0	0	0	0
Elementary (K-6)	29	29	1	1	3	33	0	0
Middle Grades (6-9)	3	2	4	4	4	4	0	0
Secondary (9-12)	14	4	8	8	5	5	0	0
Special Subject Areas (K-12)	4	4	15	15	5	5	0	0
Exceptional Children (K-12)	4	4	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	2	2	4	4	0	0
Total	56	45	42	42	51	51	0	0
<input type="checkbox"/> Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Elementary Education (K-6)	21	95
English	2	*
Physical Education	1	*
Science (6-8)	1	*
Social Studies (Comprehensive)	2	*
Special Ed: Learning Disabilities	2	*
Special Ed: Mental Disabilities	1	*
School Pass Rate	32	94
PK/PLT	14	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	16	3	.	1	.	1
U Licensure Only	24	11	2	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	.	.	.	.	.
U Licensure Only	19	3	1	3	.	2
Masters Degree	22	.	7	8	5	7
G Licensure Only	.	.	.	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	42	88.1	73.8

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Robeson	1066
Cumberland	490
Columbus	246
Richmond	235
Scotland	231
Bladen	182
Hoke	132
Moore	106
Wake	76
Whiteville City	63

I. Satisfaction with 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	3.09	3.22	3.56
preparation for managing the classroom	3.00	3.22	3.56
preparation for using technology as an instructional tool	3.38	3.11	3.67
preparation for meeting the needs of diverse learners	2.88	2.78	3.22
Preparation in curriculum content and delivery strategies	3.36	3.11	3.44
Number of surveys received	11	9	9
Number of surveys mailed	32	32	32

TABLE 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
13	25	5



IHE Performance Report

2000-2001

UNC-Wilmington

IHE Performance Report

University of North Carolina at Wilmington

2000 - 2001

Overview of the Institution

The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship, artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Strong graduate programs complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located. The University of North Carolina at Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education.

Special Characteristics

The Watson School of Education is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the Watson School has entered into Professional Development System collaborative agreements with 10 school systems in the southeastern region of the state. Students are required to complete extensive and developmentally sequential field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for students in the field. Partnership teachers receive orientation, training and on-going support for their roles in mentoring the students. Students in the Watson School of Education have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, North Carolina Standard Course of Study, and educational software. The Instructional Technology Center is comprised of two technology labs utilized by undergraduate and graduate students, and is housed in King Hall (Education Building). The state-of-the-art computer facilities provide hardware, software, and web access to students. All of the programs in the Watson School have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies. The advising program in the Watson School is very strong, and all education and pre-education majors are advised by full-time faculty members. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to job placement services while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates have been recognized as quality educators; many have achieved National Board Certification status, and several have received Teacher of the Year and Principal of the Year awards.

Program Areas and Levels Offered

At the undergraduate level, the following programs are offered: Education of Young Children (birth – kindergarten), Elementary Education (grades K – 6), Middle Grades Education (grades 6 – 9), and Special Education (grades K – 12 in the following areas: learning disabilities, mental retardation, behaviorally-emotionally handicapped). Licensure for grades 9 – 12 is offered in the following areas: Biology, Chemistry, English, Geology, History, Mathematics, Physics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education, French, Music, and Spanish. (Note: Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed.) At the graduate level, the following M.Ed. degree programs are offered: Curriculum/ Instruction Supervision, Elementary Education, Language and Literacy Education, Middle Grades Education, Secondary Education, and Special Education. (Note: All programs have been approved for Masters/Advanced Competencies licensure.) In addition, the Master of School Administration and the Master of Science in Instructional Technology programs are offered. (A new Master of Arts in Teaching program for secondary licensure areas is currently in the planning and approval process.)

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 design and delivery of curriculum/courses, etc.).

The Watson School of Education and the University of North Carolina at Wilmington have made a significant commitment to reciprocal partnerships with public schools. The partnership has grown to include 10 school districts in southeastern North Carolina, 72 K-12 partnership schools, and 1,205 partnership teachers involved in collaborative activities during 2000-2001. Through the Professional Development System (PDS) partnership, the Watson School offered a variety of activities for partnership teachers and administrators which included bringing in speakers and resources on topics such as creating safe schools, discipline, team building, educational technology, coaching, and teacher leadership. Over 1,475 teachers and administrators attended 24 professional development conferences, workshops, training sessions, and on-site seminars or work sessions provided by the Watson School and PDS. In addition to the formal, yearly PDS partnership activities, the Watson School is engaged in collaborative activities through other initiatives that serve public school partners. UNCW's Coach2 Coach Teacher on Loan provided support and training to 1,615 beginning teachers, their mentors and school administrators through 35 professional development workshops across 15 school districts, 62 individual meetings with mentors and initial licensed teachers, and 41 mini-sessions and meetings held in schools. UNCW's Master Teacher working with 7 lateral entry teachers in NC TEACH provided support, regular communications, classroom observations, and work sessions. Twenty middle school administrators were provided 6 1/2 days of professional development including three days of hands-on development in technologies necessary for administrator assessment of school quality and effective leadership. In summary, 3,515 public school educators were involved in collaborative activities that provided professional development and direct support services from the Watson School and UNCW. Another significant type of collaborative activity engages public school teachers and administrators in the improvement of the quality of teacher and administrator preparation. In this capacity, two public school educators served on the Chancellor's Teacher Education Council, 21 public school partnership educators were members of the PDS Advisory Board and Implementation Team, and 10 teachers or administrators were on 9 search committees which successfully hired two new department chairs and seven new faculty members. In addition, the graduate programs in School Administration and Curriculum/Instruction Supervision require a thesis and public school educators must be included on each student's committee. During the 2000-2001, 17 public school educators served on these committees. In addition, all programs offered by the Watson School of Education have been revised as of 2000 with input from P-12 educators. During this year, the NCATE and SDPI Accreditation Teams visited the

Watson School of Education. Over 45 public school teachers and school and district administrators attended interview sessions with accreditation team members.

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

The Watson School of Education has undertaken three major efforts to assist low-performing schools in local districts and across the state. One such initiative is an evaluation project led by faculty from the Watson School under the auspices of the NC Department of Education. The six-person research team, consisting of Watson School faculty and public school educators, conducted two-day site visits for 20 sites, most of which were identified as at-risk or low performing schools. Data from classroom observations, interviews and surveys were compiled into reports designed to assist the school and the state in evaluating and developing effective improvement efforts. An additional 39 schools located in 11 districts were provided technical assistance by the team, bringing the total number of schools benefiting from this Watson School of Education outreach effort to 59. The Watson School continues to support the work of a team of faculty in a significant curriculum reform that integrates Direct Instruction curricula into classroom instruction to address the needs of at-risk children and accelerate the early learning of reading, language, and classroom skills. Reform efforts include organizing and hosting a Direct Instruction Conference on campus, providing free professional development for public school educators from across the state, conducting evaluations and disseminating reports on the impact of the efforts. Schools identified as at-risk or low performing are specifically targeted for training and on-going support in their orientation and implementation of this approach to improving the performance of their students. The Reading Recovery Program at UNC-Wilmington continues to support the network of teacher leaders and Reading Recovery trainers across the states of North Carolina and Virginia. The program's primary beneficiaries are schools and teachers of low-performing young children. During 2000-2001, UNCW provided five professional development sessions for teacher leaders affiliated with UNCW, two day-long meetings for site coordinators, presentations and site visits in eight school districts, and training for 3 teacher leaders and 12 teachers.

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

All students in the Watson School of Education teacher preparation programs are required to demonstrate mastery of essential and advanced technology competencies. Matrices addressing the infusion of the North Carolina Advanced Technology Competencies have been developed for each licensure program area indicating which skills will be mastered in each course. As one of the requirements for recommendation for licensure, students must complete a "Product of Learning" verifying mastery of the Advanced Technology Competencies. Ensuring the technological competence of preservice teachers also must involve opportunities to apply their skills in public school classrooms. Therefore, a particular focus for the Watson School's outreach component has been on developing and supporting technology-rich environments in the schools and classrooms in which students are placed for fieldwork and internships. The primary responsibility for ensuring the accomplishment of this goal is held by the Professional Development System and the Technology Outreach Coordinator. In collaboration with school district personnel, these efforts have involved teachers, site coordinators, and principals in 75 schools in technology-focused seminars and hands-on technology workshops. One of the major conferences designed and hosted by the Watson School of Education was the Coastal Educational Technology Conference, attended by 500 educators from across the state who participated in 79 concurrent sessions and viewed the most current products and services provided by 39 vendors. Other technology outreach services are provided by the UNCW Science and Mathematics Education Center (SMEC). SMEC provided technology workshops throughout the year. A sample of the results are 23 teachers from one of the partnership's rural school districts achieved Benchmark II technology certification as a part of the Education Future Center NOW project. In addition to the workshops provided through SMEC, a Technology Loan Program, which supports teachers' use of technology with their students, served over 13,000 students in the region. Equipment loaned included the StarLab Portable

Planetarium (which was also used in the teaching of preservice education students), Biotechnology Kits, Vernier Probeware, and laptop computers. A number of innovative projects have been designed and funded through grants to provide training and classroom applications of technology as an important enhancement to the curriculum. One such project, Students as Scientists, provided assistance to teachers and their students across the state in collecting water quality data and then using the Internet to share and compare their data. The project provided training and water test kits to over 250 middle and high school teachers. This project was further extended during 2000-2001 with the creation of a state-of-the-art interactive web site that serves as a model for data manipulation and management of research and service projects related to Students as Scientists and another program called Lower Cape Fear River Program.

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

The Watson School of Education provides licensure-only programs for students who have previously earned undergraduate degrees from accredited institutions and who meet all requirements for admission into teacher education. An individual plan of study is developed for each student based upon his/her transcript and desired licensure area. Three individuals within the Watson School of Education are designated as advisors for licensure-only students: the Coordinator of Student Services, Coordinator of Extension Programs, and one faculty member in the Education of Young Children program. The Associate Dean for Academic Programs also assists in developing plans for these students as needed. For lateral entry teachers, a verification of the plan of study is provided to school systems upon request. To address the particular scheduling needs of licensure-only students and lateral entry teachers, the Watson School offers sections of all courses at night during the academic and core and selected methods courses in summer terms. Several web-based courses are available for these individuals, and web enhancements in selected courses also are offered. The Watson School of Education is an active member of several state-wide efforts that serve lateral entry teachers, namely NC TEACH and Model Teacher Education Consortium (MTEC). As a NC TEACH host site, the Assistant Dean serves as the Watson School's host site coordinator and in this role has been actively engaged at the state level, assisting in the design and implementation of this program. She has also played a leadership role in designing a mentoring system for lateral entry teachers, including modifications in professional programs to develop mentor teachers. The Watson School has also been a partner in the Model Teacher Education Consortium, making courses accessible and affordable for lateral entry teachers by offering these at community college sites and handling the administrative components that reduce student costs. The Watson School houses an individual working in the Coach2Coach program which provides assistance to beginning teachers (including lateral entry) and mentors. Graduate coursework in supervision, required for mentor certification in two districts, has been significantly modified to reflect current knowledge assisting new teachers who are coming into teaching from other fields and/ or who have accumulated numerous life experiences.

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

The following strategies are used in the Watson School of Education to assist students in preparing for the Praxis I tests: (a) The "Learning Plus" materials are available at the Reserve Desk in Randall Library; (b) Students are provided with the "Tests at a Glance" booklet at the time they pick up registration materials; (c) Students are encouraged to utilize the ETS web site and/or commercial study guides if they feel they need additional examples of test strategies or questions; (d) Workshops on writing strategies, test-taking techniques, and study skills are offered by the Learning Center and Math Lab in conjunction with Watson School of Education faculty, and are open to all students who are planning to take PPST or CBT. UNCW is one of the ETS-approved computer-based testing sites. One major component of the 2000-2001 Matching Incentive Grant collaborative effort with public school partners and faculty from the Watson School and College of Arts and Sciences focused on the improvement of prospective teacher performance on the Praxis II Specialty Area exams. During this year, all six faculty who teach methods courses in the core subject areas of the secondary education

program have taken the Praxis II exams in their content areas. These faculty, with the help of representative public school teachers, have provided their insights and recommendations based on their experiences which are passed on to other faculty in both the Watson School and the College of Arts and Sciences. Student advising regarding Praxis II now reflects faculty recommendations for more effective preparation for the tests and adjustments regarding appropriate timing for taking the tests within their program sequence. An online, on-demand Praxis II workshop was developed and is slated for full access to students by fall 2001. A faculty-guided workshop has been developed to prepare students for the format and structure of the tests and is being delivered by the student affiliate of the North Carolina Education Association. In addition, an active website is available to provide general and content-specific information on the Praxis II examinations. Evaluations of this year's efforts indicate a significant improvement from previous years with students reporting that the provision of improved preparation materials and better timing for taking the tests contributed to their success. Data on quality of students at the time of admission and Praxis II Specialty Area tests are reviewed each year as part of the Watson School's State of the School report. The fall faculty retreat is designed to review data on these and other performance indicators, and faculty are involved in planning strategies to address designated areas. In addition, specific orientation sessions for foundations and methods instructors are conducted on a regular basis to address target areas and discuss common areas of concern.

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

The Watson School of Education utilizes a number of strategies to recruit students into professional education programs. The Associate Dean for Academic Programs and the Coordinator for Student Services are involved in all campus visitation and orientation activities to discuss program options with prospective students. These individuals or faculty members attend Career Days and Job Fairs in the area and recruit at community colleges. Students with high grade point averages at UNCW are contacted by letter from the Dean of the Watson School encouraging them to consider a career in education. One of the areas for collaboration between partnership districts and university colleagues centers on student recruitment. Several focus meetings resulted in the establishment of a team of representatives to work on teacher recruitment. During this year a team of university faculty members, who were provided release time, visited schools and spoke to prospective students about pursuing education as a profession and specifically about attending UNC-Wilmington. In addition, an annual meeting is held with human resource directors and Watson School administrators and faculty to discuss recruitment and retention issues. Data collected from human resource directors in the ten partnership districts provided information regarding the number of lateral entry personnel by level and content area for the last two years, numbers of minority personnel, retention data, the number of teachers hired over the past three years, and descriptions of recruitment strategies currently underway in the districts. Participants also discussed various collaborative strategies for the university and school districts to enhance recruitment efforts. The results of this meeting and the year-long work of the recruitment team have led to the establishment of a Teacher Cadet Program in the region. This program works with seniors in high school who are potential education majors, and provides three UNCW credit hours for completing a course that familiarizes them with information on the teaching profession, issues of cultural diversity, teaching methodologies, and actual guided teaching experience. The first phase of establishing three high school Teacher Cadet Programs in Brunswick, New Hanover, and Onslow counties is now underway. In 1995 the Watson School of Education initiated its first extension degree program. In conjunction with Coastal Carolina Community College, the Marine Corps Base at Camp Lejeune, Camp Lejeune Dependents Schools, and Onslow County Schools, an extension baccalaureate degree program in Elementary Education was established. A baccalaureate degree program in the Education of Young Children and a licensure program in two areas of secondary education, English and Social Studies, were initiated in 1996. The program in secondary education is designed for persons holding four-year degrees in the disciplines in which they are seeking licensure. The enrollment in fall, 2000 courses in the extension program was 404, and 443 in spring, 2001 courses.

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

Recruitment of minority students into teaching has been intensified through a significant allocation of resources and efforts during this year. Based upon strong recommendations from a team of educators with representation from partnership school districts, university faculty, and community leaders, the Watson School of Education was able to obtain funding to provide release time for two full-time faculty members to lead the effort and also to hire a part-time staff member to facilitate the program. During this year, these individuals and other members of the recruitment team visited middle and high schools in the regional districts, and provided recruitment and informational materials regarding education as a profession and the programs available in the Watson School. The team efforts were enhanced by the involvement of university students in these recruiting visits particularly focusing on minorities, and helped prospective students understand the supportive and productive environment that exists on campus. The team interviewed underrepresented populations of students to obtain information on strategies to encourage minority students to attend UNCW. In addition, sessions were conducted with admissions office staff to examine admissions strategies based upon student comments. The team also developed a recruitment brochure for dissemination that specifically targets minority middle and high school students. The brochure describes admission requirements, high school courses needed for college eligibility, and student support services and organizations at UNCW. Another recruitment effort is part of the UNCW College Visitation Program. During 2000-2001, approximately 1200 middle school students from three local school districts visited the campus. The university sponsored a day-long event which included tours of the campus and classrooms, lunch in the dining hall, and other opportunities to experience life on a college campus. The goals of this program are to increase the number of minority students interested in pursuing higher education at UNC-Wilmington, and also to encourage them to consider teaching as a profession.

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

The Watson School of Education has expanded its efforts to realize systemic change through several new initiatives, such as the Middle Grades Math Coalition, Middle Grades Academy, Strengthening Teaching and Learning with Instructional Technology, School Reform, and International Curriculum Exchange. Multiple constituencies have been impacted by these efforts including classroom teachers, university faculty, university students (prospective teachers), administrators, and P-12 students. In the projects mentioned 24 school districts, 116 schools, 71 faculty, 51 university students, 1604 public school personnel from North Carolina, and 24 teachers and 5 professors from Japan participated. These are examples of systemic reform efforts from programs that have reportable numerical documentation, and have sufficient components needed to provide the basis for measurable results. Additional individuals and faculty teams have begun new initiatives in the areas of early childhood, diversity, literacy, school leadership, assessment, and collaboration. These efforts are still in the planning stages, and therefore have few numerical statistics to report as yet. It is essential to note that all of the projects have partnership involvement from the public schools, the business community, educational agencies, state department, and higher education institutions. The partners have been involved in the selection, planning, and implementation of all major initiatives. Needs were identified and solutions developed through the gathering of data, and strategies were revised based upon continual data analysis. Another new initiative by the Watson School is the design and development of a collaborative graduate program. A Masters in Elementary Education degree program has been developed with East Carolina University, and the first courses are scheduled to be offered in fall, 2001. The two universities will provide an equal number of courses to an established cohort group at an extension site (Coastal Carolina Community College). This program is an example of sharing of resources, responding to needs of the community, and working cooperatively with another institution of higher education.

I. Brief description of efforts designed to support beginning teachers.

Teacher retention and mentoring are major issues for North Carolina P-12 schools and identified as important focus areas for the Watson School of Education and its public school partners. The Watson School has adopted several strategies to assist in the successful retention of new teachers in the profession. These initiatives range throughout the career continuum from preservice, to beginning teacher support, and assisting in developing career teacher professional development programs. One strategy which assists in preparing preservice teachers for their beginning years in the classroom is focused on early exposure to the Performance-Based Licensure process and product. Each teacher preparation program area incorporates the INTASC standards into courses. Furthermore, students are required to prepare a "mini product" (similar to the one required for all new teachers) during their internship semester as a preparation strategy for the licensure process. Partnership teachers who are trained in coaching and assist in the development of these products often serve as mentors for beginning teachers. Another primary strategy for supporting beginning teachers and those responsible for the critical mentoring component involves the development of a coalition of partners. The university obtained a Coach2Coach Teacher in Residence position and has used this person to create a support structure for beginning teachers and their mentors in the service region. Mentor training, mini workshops and work sessions for new teachers have been provided for 128 initially licensed teachers and over 500 mentors during the summer of 2000 and the academic year. Another program that has focused the Watson School's efforts for supporting new teachers has been the NC TEACH state-wide alternative licensure program. The Watson School has taken an active role in providing leadership in developing linkages between this program and other state-funded programs such as Coach2Coach and the Performance-Based Licensure support program. During this year, faculty from the Watson School initiated a NC Mentoring Network that brought together 14 educators representing university faculty from five institutions, public school partners, state department and Teachers on Loan from across the state for a series of meetings which developed strategies for improving the training of mentors and for developing structures that would improve the support networks for new teachers. This network of educators developed research proposals, clarified roles and responsibilities for Coach2Coach and NC TEACH personnel, and provided resources to be posted on web sites for new teachers and their mentors.

J. Brief description of efforts designed to support career teachers.

A primary source of support for career teachers in the 10 partnership school districts is the Professional Development System (PDS). During 2000-2001, the Watson School's PDS partnership brought in a world-renowned presenter and author, Dr. Jane Bluestein, who provided two days of stimulating thoughts and conversation on topics such as creating emotionally safe schools; grown-ups, kids, and boundaries; and 21st century discipline. Three days of conferences were especially designed for partnership teachers, providing time for conversation, reflection and on-going training in supervision and teacher preparation. Over 200 teachers attended these sessions and worked closely with university faculty on areas of mutual interest and collaboration. In addition, teachers who have been newly selected as partnership teachers are provided an orientation to the Watson School and its programs, as well as training in coaching and teacher development. During this year, 104 teachers were involved in these sessions. Another significant example of a collaborative effort with one school district was designed to provide advanced coursework for teachers who are working with preservice and beginning teachers. Through a long-standing relationship and commitment to the university, teachers in this district are required to complete 6 credit hours of graduate level coursework in supervision prior to serving as partnership teachers for interns or as mentors to the district's new teachers. The district, in turn, pays for tuition, fees, and books. The Science and Mathematics Education Center (SMEC) at UNCW operates jointly within the Watson School of Education and the College of Arts and Sciences. SMEC provided a number of outreach services to K-12 teachers in the region specifically focused on quality science, math, and technology professional development. SMEC activities involved over 398 teachers during 2000-2001, and provided over 10,000 hours of instructional contact time. The center serves 57 of North Carolina's 100 counties. Also during this year, formal support was provided to area

candidates seeking National Board for Professional Teaching Standards certification. The support included individual faculty reviewing materials and providing editorial assistance. In addition, 117 National Board Teachers and candidates were involved in informational meetings, work sessions, and direct support provided by the UNCW Coach2Coach faculty. During the late spring of this year, a collaborative team of P-16 representatives from four school districts collected information regarding the teachers' and districts' needs related to National Board requirements and have completed the development of a formal National Board Certification Support Program which will begin during the summer of 2001.

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?

As a professional school, the Watson School of Education's academic programs are critically linked with the P-12 schools which provide settings for applications of learnings and access to quality educators who help prepare prospective teachers and administrators. All faculty from the Watson School, as well as College of Arts and Sciences methods faculty who work with teacher education students, are involved on a regular basis with public schools at least every third semester through supervision of interns, school-based research, or curriculum development. This type of engagement is a component of the faculty workload policy, and also is an important factor in decisions on merit, promotion, and tenure. During 2000-2001, seven districts and 33 schools have benefited from special professional development initiatives designed and funded through Watson School of Education collaborative grants; 7 individual faculty provided workshops to schools or districts in the region on topics such as math volunteers, reading, behavior management, and evaluation of teaching; 10 faculty serve on standing committees or councils in school districts; 8 faculty were engaged directly in schools and districts on curriculum/program evaluations and research projects; and 4 faculty served as volunteers in after-school tutoring programs, Senior Project judges, or science fair judges. College of Arts and Sciences faculty also are extensively engaged in work with public schools. In the 2000-2001 annual report, over 30 College of Arts and Sciences faculty from biology, earth sciences, chemistry, physics, mathematics, foreign languages, psychology, health / physical education, and communication studies provided specific data on their service in public schools. Faculty members from the sciences coordinated an annual institute designed to teach middle and high school teachers about marine science; provided a website on a research program in Antarctica for teachers and students to help them learn about polar research and weather; participated in the local museum's annual science events; and provided summer camps or workshops for area students and teachers. Faculty in the foreign language department hosted the Cape Fear Foreign Language Collaborative, which provides support and programs for local secondary school language teachers and presentations to students in elementary, middle and high schools. Faculty in the history department made volunteer presentations to area schools, and faculty from health and physical education provided expertise and service on leisure education for high school students with special needs. The Communication Studies Department developed a troupe of storytellers who visited 30 elementary schools in the area and presented stories to over 6,000 students, faculty, and administrators.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	6
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	17
	Hispanic	3	Hispanic	7
	White, Not Hispanic Origin	77	White, Not Hispanic Origin	466
	Other	0	Other	2
	Total	84	Total	502
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	63
	Other	0	Other	1
	Total	23	Total	67
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	7	Total	25


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	35
	Other	0	Other	0
	Total	8	Total	36
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	81
	Other	0	Other	0
	Total	23	Total	94
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	59
	Other	0	Other	2
	Total	8	Total	69

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	12	12	10
Elementary (K-6)	10	8	8
Middle Grades (6-9)	21	17	16
Secondary (9-12)	35	30	28
Special Subject Areas (k-12)	5	4	4
Exceptional Children (K-12)	25	21	20
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	108	92	86
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	181	
MEAN PPST-W	177	
MEAN PPST-M	181.21	
MEAN CBT-R	330.14	
MEAN CBT-W	325.09	
MEAN CBT-M	326.34	
MEAN GPA	3.43	3.83
MEAN MAT		45.53
MEAN GRE		972.94
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	10	10	1	1	0	0	0	0
Elementary (K-6)	138	129	14	12	0	0	0	0
Middle Grades (6-9)	45	41	8	8	1	1	0	0
Secondary (9-12)	20	16	14	9	4	4	0	0
Special Subject Areas (K-12)	17	11	0	0	3	3	0	0
Exceptional Children (K-12)	22	20	4	4	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	11	9	0	0
Total	252	227	41	34	19	17	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Chemistry	1	*
Elementary Education (K-6)	132	97
English	13	85
Language Arts (6-8)	5	100
Mathematics (6-8)	9	100
Mathematics (9-12)	3	*
Mathematics (NTE)	1	*
Physical Education	10	70
Science (6-8)	3	*
Science (Comprehensive)	3	*
Social Studies (6-8)	4	100
Social Studies (Comprehensive)	5	80
Spanish (K-12)	2	*
Special Ed: Behavioral/Emotional Disabilities	4	100
Special Ed: Learning Disabilities	12	100
Special Ed: Learning Disabilities (NTE)	3	*
Special Ed: Mental Disabilities	10	100
School Pass Rate	220	93
PK/PLT	204	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	87	62	20	4	1	1
U Licensure Only	37	1	1	.	.	.
Masters Degree	2	14	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	.
U Licensure Only	4	1	1	.	.	.
Masters Degree	.	3	.	8	2	2
G Licensure Only	.	.	.	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	258	92.2	68.2

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
New Hanover	645
Onslow	394
Brunswick	266
Pender	239
Wake	176
Duplin	157
Columbus	87
Johnston	82
Sampson	78
Charlotte-Mecklenburg	70

**I. Satisfaction with 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	3.38	3.59	3.55
preparation for managing the classroom	3.29	3.52	3.35
preparation for using technology as an instructional tool	3.23	3.33	3.45
preparation for meeting the needs of diverse learners	3.30	3.39	3.27
Preparation in curriculum content and delivery strategies	3.54	3.48	3.45
Number of surveys received	69	62	74
Number of surveys mailed	176	176	176

TABLE 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
34	6	43