

IHE Bachelor Performance Report

University of North Carolina Wilmington

2013 - 2014

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. UNCW's strength lies in three enduring values: commitment to the journey, love of place, and the power of ideas and innovation. The university, with 13, 937 students, touts a powerful academic experience that stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate (52 majors) and master's levels (38 degrees), and two doctoral programs (educational leadership and administration and marine biology). The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Graduate programs at the master's and doctoral levels complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning.

Chancellor Gary Miller completed his third year at UNCW in which he continued to emphasize innovation, research, and community engagement. Gary Miller terminates his position at UNCW at the end of July 2014 and will be replaced by Interim Chancellor William Sederburg. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson College of Education was recently reviewed by the National Council for Accreditation of Teacher Education, and although formal results have not yet been released, the exit interview with the team included many accolades and "no areas of weakness." All education programs are approved by the State Board of Education.

Special Characteristics

Dr. Kenneth Teitelbaum continued in his third year as Dean of The Watson College of Education (WCE) at UNCW. The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs.

To accomplish these goals, the WCE has established Professional Development System collaborative agreements with 12 school systems (including one Department of Defense and two early college high schools), and two charter schools in southeastern North Carolina. Students are required to complete extensive field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional and classroom management practices. In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software. State-of-the-art computer facilities located in the Education Building provide hardware and software. A wireless upgrade project was completed in 2013, providing an additional 36 (3 originally) wireless access points for students. The update allows for the increased use of tablets, laptops, and mobile technology for our students.

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

The advising program in the WCE is strong, with the vast majority of education and pre-education majors are advised by professional academic advisors*. Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. Extension programs are located at Coastal Carolina, Brunswick and James Sprunt Community Colleges. The university has adopted a revised version of basic studies, university studies, which centers on inquiry and competency-based curriculum. Because of these significant and nuanced changes, which require significant logistical and administrative actions, the faculty members of

WCE were given the opportunity to opt-out of program advising, providing more stability in the advising experience for the student. *Two faculty members (English as a Second Language and Special Ed- Adapted) opted to continue advising. All faculty will continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2013-2014 academic year, including Teaching Fellows and Principal Fellows. UNCW was recently selected as an award recipient to disseminate the Hattie Strong Fellowship in which two interns are each awarded \$5,000 during the internship semester. All students have access to career placement services and education job fairs while completing their internships. Employment rates of graduates continue to be very high. Watson College graduates are frequently recognized as quality educators; they achieve National Board Certification status, receive Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year recognitions.

Program Areas and Levels Offered

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

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

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

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

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

- Beulaville Elementary
- Charity Middle
- Chinquapin Elementary
- East Duplin High
- EE Smith Middle School
- James Kenan High
- Kenansville Elementary
- N. Duplin Jr/Sr High
- North Duplin Elementary
- Rose Hill-Magnolia Elementary
- Wallace Elementary
- Wallace-Rose Hill High
- Warsaw Elementary
- Warsaw Middle

Jones County Schools

- Jones Middle

Onslow County Schools

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

Pender County Schools

- Burgaw Elementary
- Burgaw Middle
- Cape Fear Elementary
- Cape Fear Middle School
- Malpass Corner Elementary
- North Topsail Elementary
- Pender Early College High

- Anderson Elementary
- Ashley High
- Bellamy Elementary
- Blair Elementary
- Bradley Creek Elementary
- Carolina Beach Elementary
- Castle Hayne Elementary
- Child Development Center
- Codington Elementary
- College Park Elementary
- D.C. Virgo Middle
- Dorothy B Johnson Pre-K Center
- Eaton Elementary
- Forest Hills Elementary
- Gregory Math/Sci/Tech Elementary
- Hoggard High
- Holly Shelter Middle
- Holly Tree Elementary,
- Howe Pre-K
- Isaac Bear Early College High
- JC Roe Pre-K Center
- Lake Forest Academy
- Laney High
- Mary C. Williams Elementary
- Mary Sidberry Mosley PLC
- Murray Middle
- Murrayville Elementary
- Myrtle Grove Middle
- New Hanover High
- Noble Middle
- Ogden Elementary
- Parsley Elementary
- Pine Valley Elementary
- Rachel Freeman Elementary
- Roland-Grise Middle
- Snipes Academy of Arts & Design
- Sunset Park Elementary
- Trask Middle
- UCP Developmental Preschool
- Williston Middle
- Wilmington Early College High
- Winter Park Model Elementary
- Wrightsboro Elementary
- Wrightsville Beach Elementary

<ul style="list-style-type: none"> • Pender High • Rocky Point Primary • South Topsail Elementary • Topsail Elementary • Topsail High • Topsail Middle • (Heidi) Trask High • West Pender Middle <p>Sampson County Schools</p> <ul style="list-style-type: none"> • Union Elementary • Union High • Union Intermediate • Union Middle 	<p>Whiteville City Schools</p> <ul style="list-style-type: none"> • Edgewood Elementary • Whiteville Primary <p>Cape Fear Center for Inquiry Charter School</p> <p>Charter Day School of Brunswick County</p> <p>Island Montessori Charter School</p>
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Priorities Identified in Collaboration with LEAs/Schools
Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina.

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

Activities and/or Programs Implemented to Address the Priorities

PDS Arrangement

The Watson College of Education’s Professional Development System University-School Partnership is with 12 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership was established a comprehensive university /school collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (last renewed in spring 2012) and School Applications and Annual Updates gathered from 146 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.

Start and End Date(s)

7/1/2013 to 6/30/2014

Number of Participants

In 2013-2014, **11,032** partnership teachers, school administrator, university faculty, interns and other school partners participated in **13** professional development conference, **345** seminars, **48** partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and **45** professional initiatives for a total of **451** sessions with **18,553** contact hours.

Summary of the Outcome of the Activities and/or Programs

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

Activities and/or Programs Implemented to Address Priority above

1. Technology Sessions & Webinars

This year PDS continued the partnership with WCE technology liaisons. In the past, they would respond to specific PD requests from schools. This year, the team hosted three technology sessions for interested partnership teachers. This seems to be a productive use of the technology liaisons' time. These were all based around the idea of the 'flipped classroom.' This topic was chosen based on feedback from the partnership teachers. The 3 sessions were customized to deal with how flipped classrooms could impact Pre-K, elementary/middle, and high school classrooms. All sessions were recoded and linked on the PDS website. The technology team noted the number of views online and number of attendees face-to-face.

Start and End Date(s)

03/11/2014 and 03/ 13/2014

Session Titles and Number of Participants:

- 1) Flipped classroom and tools for elementary and middle school classrooms.
Total face-to-face participants 26
- 2) Flipped classroom and tools for Pre-K to 2nd grade classrooms.
Total face-to-face participants 15
- 3) Flipped classroom and tools for high school classrooms
Total face-to-face participants 20
139 participants viewed online after the sessions were offered face to face.
Total online participants =139
Total number =200 participants for 2013-2014

Summary of the Outcome of the Activities and/or Programs

The pilot meets the needs of the participants and the PDS office will survey for topics from the school districts to tailor sessions to teachers/administrator needs.

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

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

Activities and/or Programs Implemented to Address the Priorities

University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored new initiatives and maintained initiatives from 2011-2012—Partnership in Action Project, the Master Teacher Program and the Fall Superintendent Forum.

Start and End Dates(s)

7/1/2013 to 6/30/2014

Number of Participants

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

Summary of the Outcome of the Activities and/or Programs

In 2013-2014, **11,032** partnership teachers, school administrator, university faculty, interns and other school partners participated in **13** professional development conference, **345** seminars, **48** partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and **45** professional initiatives for a total of **451** sessions with **18,553** contact hours.

Activities and/or Programs Implemented to Address the Priorities

PDS continued an initiative from the previous year the Master Teacher Program and PDS brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates. The selected Master teachers decided to provide videos of their exemplary practice to upload and share with WCE faculty and also create an advocacy message that can be disseminated regularly. A Sharepoint site has been created with sample lesson plans and videos. The Master Teachers also helped with recruitment by creating the tealTeach hashtag on Twitter. They post lesson plan ideas and other great resources here. They are also maintaining a blog on teaching.

Start and End Dates(s)

Fall 2013-Spring 2014

Number of Participants

12 Teachers

Summary of the Outcome of the Activities and/or Programs

This work is ongoing and continues to foster success and collaboration among teachers.

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

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

Activities and/or Programs Implemented to Address the Priorities

Many of the collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. To understand the context of research in local schools the PDS coordinated a session by administration from New Hanover County for faculty conducting research in New Hanover County Schools. Also, the newly initiated Director for Grants in WCE developed a series of workshops for faculty. PDS also offered a leadership session at one of the professional learning days. Dr. Bill Sterrett facilitated this session. The PDS office is also beginning collaborative talks with the Education Director, Mr. Roger Hathaway, at NASA Langley. This collaboration will involve our CESTEM unit on campus and P-12 STEM schools in the partnership.

Start and End Date(s)

7/1/2013 to 6/30/2014

Number of Participants

Teachers, students, and faculty

Summary of the Outcome of the Activities and/or Programs

The Watson College of Education and its affiliated Science and Math Education Center and other faculty currently have over 2.5 million in active external funding and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

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

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

Activities and/or Programs Implemented to Address the Priorities

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

Faculty at two schools provided professional development in literacy. Faculty at the high school worked with the school team to develop professional learning communities.

Start and End Date(s)

Spring 2014-Spring 2015

Number of Participants

3 schools and 6 WCE Faculty Members

Summary of the Outcome of the Activities and/or Programs

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

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

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

Activities and/or Programs Implemented to Address the Priorities

Dropout Prevention Coalition: WCE assists in supporting the Dropout Prevention Program A free public forum on career and technical education (CTE) was held Feb. 27 and featured CTE programs in New Hanover, Brunswick, Pender, Onslow and other counties and a discussion on the future of CTE at high schools in the region. Educators across the nation are rethinking college and career readiness and placing a renewed focus on career and technical education to provide students with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary education, training and employment. The forum focused on two key questions: Where are we currently with CTE programs and where are we going? Six panel members, including representatives from New Hanover, Brunswick, Pender and Onslow counties talked about CTE programs offered in their schools and share their districts vision for reshaping or growing CTE programs in the future. Attendees had an opportunity to ask questions of panelists and network with others in the field.

Start and End Date(s)

02/27/2014

Number of Participants

40 attendees

Summary

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

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

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

Activities and/or Programs Implemented to Address the Priorities

6th Annual Watson College AIG Mini-Conference. This conference addressed the needs of academically gifted and intellectually gifted students in southeastern North Carolina. The focus was on *'Issues in the Social and Emotional World of Gifted/Talented Children and Youth*. The keynote speaker for the conference was Rick Courtright, Ph.D. Gifted Education Research Specialist from Duke University Talent Identification Program.

Start and End Date(s)

5/08/2014

Number of Participants

45 teachers and university faculty

Summary

Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms to address the social-emotional experiences of AIG learners and how might these experiences influence their learning and teachers' teaching. Also invited were AIG students across grade levels to talk about how their social-emotional needs were addressed by their instructional or school experiences; to what extent the school community was involved in meeting their social and emotional needs; and offered some recommendations for improvement.

Priorities Identified in Collaboration with LEAs/Schools

Provide specifically designed literacy instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.

Activities and/or Programs Implemented to Address the Priorities

Columbus County Enrichment Project designed to meet the literacy needs of middle grades students in southeastern North Carolina.

Start and End Date(s)

7/1/2013-7/31/2013 (Third of three year agreement between Watson College of Education and Columbus County Schools)

Number of Participants

Participants included 30 middle school students, 27 UNCW students as tutors, 12 Program partners (including UNCW departments and community-based organizations).

Summary of the Outcome of the Activities and/or Programs

Students from Columbus County, North Carolina were presented with effective literacy strategies and orientation to a university. University staff, with guidance from school personnel, identified 30 underserved students in grades 6-9 to participate in the program. Students traveled from Columbus County to the UNCW campus during the month of July to participate in career explorations, university orientations, and academic enrichment activities. Moreover, each middle school student was paired with a college mentor to conduct inquiry-based research on a career-oriented topic. Products were shared at a Learning EXPO in Columbus County at the close of the project. A three-year program evaluation conducted by Dr. Scott Imig concluded that, "It is evident that the effects of the Watson College/Columbus County School's Summer Enrichment Program were positive and will be lasting for those children and adults who had the opportunity to be involved" (p. 13).

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

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

Activities and/or Programs Implemented to Address the Priorities

The First Years of Teaching Support Program provided face to face support for over 304 beginning teachers in 2013-2014. FYTSP continues to provide on-site support for teachers in several districts and expanded this year to include Pender County. Both New Hanover County and Duplin County also requested support regarding their Beginning Teacher Induction Days and requested a follow up presentation when inducting late hires. Support for these districts included classroom management, building relationships with students, engaging students with technology, and first year teachers' attitudes towards teaching. In addition, New Hanover County's beginning teacher support coordinators requested support in the facilitation of training for their lead mentors as they continue to grow their program. Furthermore, our program was able to provide mentor program consultation to Craven County Schools, pairing them with New Hanover County for further guidance regarding district-based mentors.

Moreover, the FYTSP hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. Over 70 teachers attended the sessions representing 7 schools districts and 1 charter school in our PDS Partnership. Twenty faculty members participated throughout the year in various capacities, serving as Promise of Leadership mentors, presenting during one of

the breakout sessions, or serving as a lunch keynote. Eighteen teachers from 3 districts and 1 charter school were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the spring BT Professional Development Days.

Lastly, the coordinator of the FYTSP served as co-PI to secure a \$50,000 grant funded through the Institute for Emerging Issues. The grant money will be used to design and implement a community-based support program for beginning teachers. We will pilot the program in Clinton City Schools beginning in the Fall of 2014. Currently, we are working with Clinton City to design the community-based component of the initiative and identify a district facilitator and master teachers to oversee implementation in the fall.

Start and End Date(s)

7/1/2013 to 6/30/2014

Number of Participants

Teachers and administrators

Summary of the Outcome of the Activities and/or Programs

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

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

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

Activities and/or Programs Implemented to Address the Priorities

Culturally Responsive Teaching Professional Development: The Teacher in Residence, and PDS Director conducted a series of five workshops on culturally responsive teaching.

Start and End Date(s)

Fall 2013-Spring 2014

Number of Participants

30 teacher participants across five sessions at Burgaw Middle School and 36 participants at the session with Silverdale Elementary.

Summary of the Outcome of the Activities and/or Programs

Continued discussion on culturally responsive practice will continue by school request.

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

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

Activities and/or Programs Implemented to Address the Priorities

Literacy in Action – Cape Fear Literacy , Canines for Literacy, Hearts Apart, Supporting Military Families, Coastal Horizon Center of Wilmington, N.C Child Advocacy and Parenting Place, The Wilmington Carousel Center, Interfaith Refugee Ministry, Communities in Schools ,The Joanne Carter Harrelson Center, Dreams of Wilmington, The Full Belly Project of Wilmington, Oasis NC Serving Students with Autism, Ruth Chambers, Students for Non- violent Coordinating Committee- SNICK, Combat Stress in the Life of Military Students in Schools, Paul Cuadros, Associate Professor, School Journalism and Communication UNCC, Book discussion of *Home on the Field*.

Start and End Date(s)

9/17/2013, 9/12/2013, 9/30/2013, 10/04/2013, 10/17/2013, 10/23/2013, 10/31/2013, 11/5/2013 11/ 13/2013, 11/30/2013, 2/10/ 2014, 2/11/2014, 3/11/2014, 3/142013, 4/23/2014, 4/15/2014, 4/22/2014, 4/24/2014

Number of Participants

Over 300 UNCW students and staff attended and dialoged with the directors of the non-profit organizations.

Summary of the Outcome of the Activities and/or Programs

Developed awareness for faculty and students about local agencies and how increase meaningful service learning opportunities for our students.

Priorities Identified in Collaboration with LEAs/Schools
Support for Career Teachers Seeking National Board Certification

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

Activities and/or Programs Implemented to Address the Priorities

The National Board Support Program served over 50 initial, advanced, and renewal candidates during the 2013-2014 academic year. The program hosted 17 support workshops, as well as individual reader training to encourage NBCTs to continue to support initial, advanced, and renewal candidates. The program collaborated with 10 NBCTs who served as readers for 37 candidates at all program levels. The National Board Support Program also provided two on-site support workshops National Board candidates in Duplin County Schools. Lastly, the WCE NB Coordinator collaborated with the North Carolina Department of Public Instruction National

Board Program Coordinator, Dr. Sonja Brown, to provide professional development for 70 district-based National Board Coordinators across the state.

Start and End Date(s)

7/1/2013 to 6/30/2014

Number of Participants

50 candidates and 10 readers

Summary of the Outcome of the Activities and/or Programs

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

Priorities Identified in Collaboration with LEAs/Schools

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

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

Activities and/or Programs Implemented to Address the Priorities

The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered professional development programs and outreach activities to serve teachers and students from 6 school districts in 2013-2014. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools.

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

Start and End Date(s)

2013-2014

Number of Participants

Over a 1000 students attended the Science Olympiad

Summary of the Outcome of the Activities and/or Programs

Teachers received instruction and were awarded either licensure renewal or graduate credit hours, addressing its goal to serve teachers in our region. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are

delivered through programs like the NC Southeast Regional Science Fair, Science Olympiad, Family Science and Mathematics Nights and Star Lab Portable Planetarium presentations.

The scientific process was involved in the development of a scientific project that resulted in a science fair exhibition. The students learned to recognize problems, plan an experiment, gather and analyze data, and draw conclusions.

Priorities Identified in Collaboration with LEAs/Schools
Professional Development and Outreach to Public Schools

Activities and/or Programs Implemented to Address the Priorities

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

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

Start and End Date(s)

2013-2014

Number of Participant

Teachers

Summary of the Outcome of the Activities and/or Programs

Both the grants were awarded and professional development was created. CESTEM will work with UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.

Priorities Identified in Collaboration with LEAs/Schools
Professional Development and Outreach to Public Schools

Activities and/or Programs Implemented to Address the Priorities

Integrating Computing and Mathematics Education (INCOME): This project aims to assist middle grade mathematics teachers and teacher mentors to become highly knowledgeable and pedagogically skilled in integrating computing with mathematics in their teaching by developing simulations and models that illustrate key concepts in arithmetic, algebra, geometry, statistics and mathematical reasoning.

Start and End Date(s)

2013-2014

Number of Participants

Teachers

Summary of the Outcome of the Activities and/or Programs

UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to teachers each year for 2013-14.

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

Hosted the K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.

Start and End Date(s)

2013-2014

Summary of the Outcome of the Activities and/or Programs

One day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

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

The North Carolina Biotechnology Center awarded CESTEM a grant to host "Introductory Biotechnology Workshop for High School Teachers" for Summer 2012. The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.

Start and End Date(s)

2013-2014

Summary of the Outcome of the Activities and/or Programs

One day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

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

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

Activities and/or Programs Implemented to Address the Priorities

The Southeast Education Alliance

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

Event 1: "Legal Issues & English Language Learners: Tips on Avoiding Litigation" in conjunction with The ELMS Project with Dr. Eleni Pappamihel who arranged for the session with Attorney Alan J. Rom. The session addressed legal issues are a consistent problem for advocates of English Language Learners (ELLs). Understanding the legal issues involved regarding ELLs will help school districts make informed decisions. Some of the issues include: Funding; Certification & Training; Monitoring & Evaluation; Documentation.

10/25/2013

Event 2: "Engaging Students with Poverty in Mind" by Dr. Eric Jensen, nationally-known author and a leading authority on the science and application of brain research in education. This seminar was a follow-up to the seminar held last year on "Teaching with Poverty in Mind." The presentation dug deeper into student engagement, the crucial factor that keeps low-socioeconomic kids in school and improves their life readiness. Participants learned about the seven core engagement factors: health and nutrition; vocabulary; effort and energy; mindset; cognitive capacity; relationships; and stress. Many of the school system personnel participated in book studies of Dr. Jensen's work and were thrilled to be able to hear him in person and ask questions about his research.

02/10/2014

Event 3: "Short on Time: Leading and Learning as Principals" with a WCE Keynote, Dr. Bill Sterrett, UNCW, Watson College of Education. The event provided four Breakout sessions: "Instructional Rounds" with current regional Principal of the Year, Frances Herring, Lenoir; "Technology & Innovation" with Dr. Wesley Johnson, former regional Principal of the Year, Sampson County; "Collaboration in Project-Based Learning" with Principal Chris Madden, Pender and Dr. Angie Reid-Griffin, UNCW and "Using Data" with former regional Principal of the Year Joe Poletti, Carteret County. This session for principals was built around Dr. Sterrett's book *Short on Time: How do I make time to lead and learn as a principal?*

Start and End Date(s)

Fall 2013-2014

Number of Participants

Participants included 402 administrative and teaching staff from school districts, 7 WCE faculty and 9 state agency and staff representatives.

Summary of the Outcome of the Activities and/or Programs

All of the session participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Principals were energized by the day and eager to try ideas that Dr. Sterrett shared. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson College of Education Dean is a member.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Guidance Counselors and Social Workers

Rationale: Recognizing the need student career counseling guidance toward attending college. WCE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the students to explore opportunities at Watson College of Education. Students explored break- out sessions which focused on Health/Science Education. Workshops designed and lead by Watson College of Education and selected UNCW faculty.

Activities and/or Programs Implemented to Address the Priorities

Outreach Connections with Brunswick and Duplin County Schools, The Office of Teacher Education and Outreach in the Watson College of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2013-2014, students visited the Watson College of Education, the School of Nursing, the Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson College of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch.

Start and End Date(s)

2/23/2013-3/2/2014

Number of Participants

30 students, teachers, and guidance counselors

Summary of the Outcome of the Activities and/or Programs

Brunswick County 8th graders and Duplin County 8 and 9th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

Rationale: Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson College of Education elementary education faculty access to students from diverse backgrounds.

Start and End Date(s)

Spring 2014

Number of Participants

40 students and university faculty

Activities and/or Programs Implemented to Address the Priorities

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

Summary of the Outcome of the Activities and/or Programs

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

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

All students in the Watson College are required to complete EDN 303 *Instructional Technology*. Students must complete the course with a grade of C- or better. Additionally, faculty members are generally technology-savvy, demonstrating new tools and teaching applications to students throughout their program. Interns are expected to use relevant technologies in their teaching and document this in their e-portfolios. In many circumstances our interns are digital natives and thus more expert in the use of technology than both faculty and veteran educators.

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

b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the

new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.

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

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

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

Students take two courses and three labs in elementary mathematics:

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

c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

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

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

Likewise, elementary candidates get hands-on experiences with many assessment models. They use the ClassScope Assessment System, which is a program used in NC Public Schools that allows teachers (and their interns) to monitor student progress and performance on the Common Core State Standards and the NC Essential Standards and objectives. Candidates also have experiences with the DIBELS data system (stored on handheld devices) that assesses

students in the development of literacy benchmarks. Finally, this year interns in 3rd grade classes have assisted in the Read to Achieve reading passage assessments administered prior to the End of Grade tests.

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

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

Additional information not requested but important to define our College

Brief Summary of faculty service to the public schools.

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

Likewise, faculty members continue to serve as tutors, as well as guest or keynote speakers. Faculty members served as senior or graduation project judges this year for local high schools and the Early College. Service to public schools also revealed a strong focus on diversity related topics. This is achieved through memberships on advisory boards for low achieving inner city children for example two faculty members are on the Advisory Board for the recently re-opened D.C. Virgo Middle School (majority minority of 95% and lower SES population of 98% who qualify for free and reduced lunch). The PDS Director is the Chair of the Board and provides assistance to the school's personnel. She also volunteered on a weekly basis, attended monthly board meetings and 26 events/ meetings. Another faculty member is on the board of Cape Fear Community in Schools.

Other faculty members serve on boards or advisory boards for special needs children, tutoring students with behavior and learning problems, and by conducting workshops aimed at developing teachers' cultural responsiveness. For example, one faculty member acts as the co-

director and co-founder of the Hillcrest program. This program aims to provide educational opportunities and programs to historically under-served populations.

One faculty member worked with over 100 students from area schools to participate in a Digital Storytelling competition and they present their projects at Watson College. Others have worked with teachers to connect the Common Core requirements to develop model lesson plans in areas such as AIG. Another serves as the Director of the Dropout Coalition and plans and develops conferences and forums for discussion. Faculty members often involve candidates in initiatives. For example, faculty members in 2013-2014 served diverse elementary and middle school students by holding classes on site and hosting a 9-week poetry project culminating in a poetry slam.

Many elementary faculty members work with schools during “block” experiences in which candidates serve in classrooms eight hours per week, in addition to a week of observation and two week full-time experience. Such experiences are mutually beneficially for K-6 students and candidates alike. Service to public schools also includes tutoring of students and support services to families.

Watson College faculty members support public schools through grant writing and review, review of instructional materials, serving as mentors to teachers, and by serving on executive boards. There were over 25 workshops in which Watson faculty members served as organizers or leaders. The ELMS project is a grant initiative housed at Watson College of Education which provides professional development for regional teachers working with English Language Learners. We currently have 114 in-service teachers who have either completed or are working toward their ESL add-on licensure. Additionally, 36 pre-service teachers have either completed or are working toward their ESL add-on licensure.

The Watson College of Education Laboratories (“Ed Lab”) in summer and fall 2103 on campus, and at the extension site served 73 WCE students during the summer and 107 WCE students during the fall, representing 244 enrollments in reading, math, special ed, and graduate studies. On the main campus, 104 students completed tutoring for their reading, math, EYC and special education lab work. In the Extension Program, 30 completed lab work for reading and math courses. All told, 128 children were tutored in the main campus Ed Lab, 23 children were tutoring in the extension Ed Lab, and 10 children independently or in partnership schools. Over this part of the year, 2,690 hours of tutoring were completed by Ed Lab tutors in Wilmington and Jacksonville, with staff evaluating more than 3,683 lesson plans.

Grants represent another facet of involvement. Faculty members were invited to work with Measurement Incorporated of Durham, NC to support a national grant, i3 Reading Recovery: Scaling Up What Works. Reading Recovery is a highly effective, targeted approach to school reform focusing on first grade students experiencing difficulty learning to read and write, typically the lowest 20 percent of the class. The program calls for intensive, long-term professional development for teachers, preparing them for interventions with first graders that help them catch up with their peers and close the achievement gap. UNCW received a \$56,000 federal Reading Recovery grant in October, 2011 and continues with over 75 teachers currently involved. The grant supports the cost of training Reading Recovery teachers and thus increases

the opportunity for children to participate in one-on-one learning. However, the grant requires private matching funds of \$600 per teacher to purchase books and other materials to be used directly by children.

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

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

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

The Watson College of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The program includes online support resources for all teachers, though geared toward the issues of new teachers. Online support mechanisms and discussion groups are staples of the program. The e-mentoring component matches experienced teachers with new teachers engaging in an electronic dialogue in low demand certification areas.

The First Years of Teaching Support Program (FYTSP) continued to expand in 2013-2014 to include on-site support for Pender County Schools. WCE Hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. In total, over 70 teachers attended the sessions representing 7 schools districts and 1 charter school in our PDS Partnership. 20 faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote.

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

In 2013 -14, 18 teachers from 3 districts and 1 charter school were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the -BT Professional Development Days planned for February and April.

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

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

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

During 2013-2014, the Watson College developed a policy and process to help inform and support M.A.T. students who choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. The "Fresh Start" program is another attempt to remove a barrier for potential students. Students who have a cumulative GPA of less than 2.7 on their completed bachelor's degree work and who wish to be admitted to WCE to complete a licensure-only plan of study for lateral entry candidacy are candidates for the "Fresh Start" program. To qualify for "Fresh Start" candidates must pass all sections of Praxis I and earn a GPA of 3.0 or better on a minimum of 12 hours of UNCW coursework relative to licensure. The courses may include EDN Professional Core courses and/or subject matter courses required for licensure as designated by the advisor.

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

The National Board Support Program served over 50 initial, advanced, and renewal candidates during the 2013-2014 academic year. The program hosted 17 support workshops, as well as individual reader training to encourage NBCTs to continue to support initial, advanced, and renewal candidates. The program collaborated with 10 NBCTs who served as readers for 37 candidates at all program levels. The National Board Support Program also provided two on-site support workshops National Board candidates in Duplin County Schools. Lastly, the WCE NB Coordinator collaborated with the North Carolina Department of Public Instruction National Board Program Coordinator, Dr. Sonja Brown, provide professional development for 70 district-based National Board Coordinators across the state.

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	3	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic	4	Hispanic	32
	White, Not Hispanic Origin	73	White, Not Hispanic Origin	528
	Other	1	Other	10
	Total	82	Total	595
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	13
	Other	0	Other	0
	Total	4	Total	17
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	35
	Other	0	Other	1
	Total	2	Total	43
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	7	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	7	Total	23

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation: No lateral entry teachers 2013-2014.		

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

	Baccalaureate
MEAN SAT Total	1182
MEAN SAT-Math	550
MEAN SAT-Verbal	570
MEAN ACT Composite	25
MEAN ACT-Math	25
MEAN ACT-English	24
MEAN PPST-Combined	533
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CORE-Combined	517
MEAN CORE-R	n/a

MEAN CORE-W	170
MEAN CORE-M	n/a
MEAN GPA	3.402
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Education of Young Children	2	6		5
Elementary Education	30	106	3	8
Special Education- Adapted	1	12		
Special Education - General	3	32		
Middle Grades - Language Arts		3	1	
Middle Grades - Mathematics		4		
Middle Grades - Science	1	1		3
Middle Grades - Social Studies		5		1
Secondary - English	1	12		1
Secondary - Mathematics	1	3		
Secondary - Science	2	2		
Secondary - Social Studies	1	7		1
Spanish K-12		3		
Physical Education and Health K-12		13		1
Music K-12		4		
Total	42	213	4	20
Comment or Explanation:				

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

	2013 - 2014 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing

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

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	90	102	35	5	5	0
U Licensure Only	8	3	1	1	0	0
9 or more semesters= 2 BD, 0 ULO						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	6	0	1	2	2
U Licensure Only	7	1	0	1	1	0
Comment or Explanation	9 or more semesters= 2 BD, 1 ULO					

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution			
Bachelor	State			

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
Full time and advisors	CAS, Music, PEH, etc.	True part time
77	11	41