

# IHE Bachelor Performance Report

## UNC-Wilmington

2007 - 2008

---

### Overview of the Institution

The University of North Carolina 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. 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. 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 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, and all programs are approved by the State Board of Education. The efforts of the Watson School of Education in the area of regional public service are designed to create and foster educational excellence in the region and beyond. Major outreach alliances provide services through ongoing organizational initiatives and grant-funded professional development services. Planned, meaningful, and sustained collaborative interactions among university faculty from the Watson School and across the broader university community, school educators, business partners and other citizens in the region result in an interdependent commitment to the support and improvement of education at all levels. The formal university/school partnership, the Professional Development System (PDS), has served as a vehicle to solidify the relationships and given a framework and process to make these efforts more systemic. Formal agreements with eleven school districts (Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, Jones, New Hanover, Onslow, Pender, Sampson and Whiteville City) have been in place for 18 years with the renegotiations with school superintendents and board chairs occurring on a three-year cycle. A charter school, Cape Fear Center for Inquiry, joined the partnership in 2006. Jones County Schools and Isaac Bear Early College joined the partnership in 2007, bringing the total number of districts/charter school/early college partners to thirteen. Currently the partnership is comprised of more than 2,056 teachers and administrators in 118 schools and agencies. The

Watson School of Education and its affiliated Science and Math Education Center received approximately one million dollars in external funding during this year, and all of the initiatives involved P-12 educators in either partnering on grants and/or receiving the direct benefit through professional development.

## **Special Characteristics**

The Watson School of Education at the University of North Carolina Wilmington 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 established Professional Development System collaborative agreements with eleven school systems, one charter school, and one early college high school 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 and classroom management 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 preservice and inservice teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. 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. State-of-the-art computer facilities located in the Education Building (occupied in September, 2004) provide hardware, software, and wireless 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, a number of courses are web-enhanced or online, and students develop electronic portfolios. The advising program in the Watson School is very strong, and all education and pre-education majors are advised by academic advisors and full-time faculty members. Watson School of Education advisors are now located on four community college campuses (Brunswick Community College, Coastal Carolina Community College, James Sprunt Community College, Southeastern Community College) to assist students in transferring to UNCW. An advisor from the main campus also serves Cape Fear Community College. An extension program is located at Coastal Carolina Community College in Jacksonville. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to career placement services and education job fairs 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, Teacher Assistant of the Year, Principal of the Year, and other recognitions and awards. .

## **Program Areas and Levels Offered**

The Watson School 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), and 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, History, Mathematics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education, French, Music, and Spanish. (Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed above.) 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. In addition, Master of School Administration and Master of Science in Instructional Technology programs are offered. A Master of Arts in Teaching program for secondary licensure areas is offered in English, history, mathematics, science, and Spanish. An English as a Second Language add-on licensure at the undergraduate and graduate levels has been approved for temporary authorization. An Ed.D. program in Educational Leadership and Administration began in Fall, 2007.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Brunswick County Schools (Belville Elementary, Bolivia Elementary, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High), Camp Lejeune Department of Defense Schools (Bitz Intermediate, Brewster Middle, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary), Clinton City Schools (Butler Avenue Elementary), Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle), Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary,</p>	<p>Improved Collaborative identification of need and utilization of resources throughout SE North Carolina</p>	<p>The Watson School of Education’s Professional Development System University-School Partnership is with 11 school districts, a Charter School, and an Early College High School. The PDS Partnership has been established for 18 years with Formal District Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from the 118 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.</p>	<p>The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in a construction of a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts.</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>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), New Hanover County Schools (Alderman Elementary, Anderson Elementary, Ashley High, Bellamy Elementary, Blair Elementary, Bradley Creek Elementary, Carolina Beach Elementary, Child Development Center, Codington Elementary, College Park Elementary, D.C. Virgo Middle, Dorothy B. Johnson Elementary, Eaton Elementary, Gregory Math/Sci/Tech Elementary, Hoggard High, 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, Murray Middle, Murrayville Elementary, Myrtle Grove Middle, New</p>			

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Hanover High, NHCS Pre-K Center, Noble Middle, Ogden Elementary, Parsley Elementary, Pine Valley Elementary, Rachel Freeman Elementary, Roland-Grise Middle, Snipes Elementary, Sunset Park Elementary, Trask Middle, UCP Developmental Preschool, Williston Middle, Winter Park Model Elementary, Wrightsboro Elementary, Wrightsville Beach Elementary), Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary, Jacksonville Commons Elementary, Morton Elementary, Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Walter Thompson Elementary PreK), Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School, Malpass Corner Elementary, North Topsail</p>			

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Elementary, Pender County Early College, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail High, Topsail Middle, Trask High), Sampson County Schools (Union Elementary, Union High), Whiteville City Schools (Edgewood Elementary, Whiteville Primary), Cape Fear Center for Inquiry Charter School.			
Brunswick, Columbus, New Hanover	Dropout and Achievement Issues	This first annual Forum on the African American Male was a collaborative effort of the Watson School of Education and the Department of Social Work at UNCW. The purpose was to bring educators, political leaders, community members, and experts from across the country together to “develop a vision for connecting family, education and community” to make a positive impact on our nation’s most vulnerable population, the African American male.	Approximately 100 attendees spent the day engaged in sessions led by local, state and national presenters on related issues. Attendees included community members, religious leaders, government leaders, public school educators, school board members, and university faculty and students. Discussions and focus sessions resulted in the collaborative development of the principle components and a vision for the development of a Center for African American Males at UNCW. This conference was the kickoff event and will be continued annually.
Alamance-Burlington, Alleghany, Ashe, Bertie, Bladen, Brunswick,	Dissemination of Successful	Two-day conference was based on Mentoring 21st Century Educators	Over 150 public school and university participants from North

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Cabarrus, Carteret, Caswell, Catawba, Clinton City, Columbus, Craven, Davidson, Duplin, Edenton-Chowan, Edgecombe, Granville, Greene, Guilford, Harnett, Haywood, Hertford, Hoke, Johnston, Jones, Montgomery, Moore, New Hanover, Onslow, Pender, Perquimans, Pitt, Randolph, Richland, Richmond, Roanoke Rapids, Robeson, Rockingham, Sampson, Stanly, Union, Wake, Washington, Watauga, Wayne	Mentoring and Retention Strategies	and implemented the new NC Professional Teaching Standards into mentoring models. Strands included best practices for mentoring 21st Century educators, innovative applications in mentoring, development of 21st Century mentor programs, 21st Century mentoring at IHEs, and retention strategies.	and South Carolina represented 45 school districts and IHEs. Survey data indicated all participants would attend another WSE event and that presentations and general sessions covered all strands of the conference. Five general sessions and 22 concurrent sessions were held during the two days.
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Teacher Retention	WSE First Years of Teaching Support Program is in its fourth year. Program components include face-to-face support sessions in schools, e-mentoring matching new teachers with experienced teachers, online book studies hosted through Blackboard, system requested professional development, a board game based workshop on the new teacher emotional phases, beginning teacher mini-retreats, mentor training/support, strategic induction and retention planning, and an extensive resource-rich website. Mentor Training, both ongoing	Program served 706 teachers through the various components in 2007-2008. Fifty-eight new teachers participated in multiple online study groups and there are an average of over 200 hits on the website and requests for resources each month. Thirty-one total online or face-to-face events were hosted by this program. Ten monthly newsletters were electronically disseminated and two teacher classroom supply gift cards were given to UNCW graduates in our area. Twenty-eight training sessions and conferences were delivered to 1,306 school

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		through the partnership trainings and in graduate level courses, is a key service component delivered by the WSE. Mentor training was held for a district's 12 system-wide mentors this fall.	teachers and administrators. In addition, 16 Brunswick County teachers were provided 6 hours of graduate coursework in Learning-Centered Supervision (paid by district).
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Professional Development of Teachers and /or Administrators	University-School (PDS) Partnership sponsored professional development activities including bi-annual conferences, orientation and extended training, workshops, institutes, cultural arts events and seminars. Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. Innovative partnerships evolved during 2007-2008 with a corporation and several non-profit organizations to address regional needs and to improve access to resources. Middle Grades Reading Institute: Advancing Reading Across Content Areas was provided to partners in the fall 2007 semester. In direct response to requests from school districts to provide middle grades teachers 30 hours of reading renewal professional development,	In 2007-2008, 745 partnership teachers and administrators were engaged in professional development through participation in one or more of 37 professional development activities. Four cultural arts events hosted for teachers and students in the region involved a total of 3,600 participants. The Watson School of Education and its affiliated Science and Math Education Center received external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development. The institute consisted of job-embedded professional development using research- and standard-based resources and instructional strategies. The institute used a

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		faculty and public school partners have worked to design content-specific modules.	collaborative Study Group team process and a blended delivery approach with 9 hours of face-to-face sessions and four 2 ½ hour online modules. Participants assessed the impact on their teaching and learning of students in their classroom and reported gains in reading across the content.
Beaufort , Brunswick, Craven , Cumberland , Davidson , Duplin, Columbus, Edenton-Chowan, Edgecombe, Forsyth, Greene, Guilford, Hoke, Iredell, Jones, Lenoir, Martin, Moore, New Hanover, Onslow, Pamlico, Pender, Pitt, Randolph, Richmond, Sampson, Wake, Washington, Wayne, Weldon City, Wilson Counties School Districts	Professional development of teachers in math and science	The Science and Math Education Center 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, math, and technology professional development, and hosting the Summer Ventures Program.	The Center administered 27 professional development programs and outreach activities and served 1,023 teachers and students from 33 school districts. Teachers received over 5300 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs increased from 109 last year to 157 this year. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated the database to reflect a total of 3,021 participants with serviceable addresses.
Brunswick, Clinton City, CFCI, Columbus, Duplin, Jones, New	Support for Career Teachers Seeking	The Watson School of Education National Board Support Program for	During 2007-2008, the Watson School of Education sponsored

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Hanover, Onslow, Pender, Sampson, Whiteville City, Lenoir, Carteret, Robeson, Johnston, Alamance-Burlington, Union	National Board Certification	initial and retake candidates consists of “Sanity Saturday” sessions, evening sessions and individualized support throughout the candidacy cycle. This program has been in existence since 2001 and systematically draws participants from eastern North Carolina and bordering South Carolina.	“Sanity Saturday” sessions for 81 Initial or first-time National Board Candidates from the partnership districts and 15 other school districts across North Carolina. The Watson School also provided support sessions specifically for Retake and Renewal Candidates and during this year for 38 teachers. Data from both the initial and retake support program participants indicated that 100% agreed or strongly agreed that they would recommend the Watson School’s National Board Support Program to future candidates. Pre-Candidacy in the 21st Century was added and hosted 53 teachers just beginning certificate from 16 school districts.
Brunswick, Duplin, New Hanover, Pender, Onslow, Columbus, Sampson, Burke, Macon, Elizabeth City-Pasquotank, Franklin, Jackson, Wake, NCAE, NCCAT, Wilson, Haywood, Edgecombe, Union, Richmond, Orange, Gaston, Wilkes, Dare, Winston-Salem-Forsyth, Iredell-Statesville, Wilson, Weldon City, Rutherford, Asheville City,	Assistance in Establishing National Board Support in School Districts	A formal partnership between the Watson School of Education and the NC Department of Public Instruction’s Office of Recruitment and Retention was formed in 2006. A collaborative professional development program was designed and delivered for National Board Facilitators in school districts across the state and has since been updated	The National Board Facilitator training scheduled during the summer of 2007 and three more times during the 07-08 school year has drawn the participants from 26 school districts and two IHEs. 129 National Board Support Providers were trained in four sessions during this year.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Buncombe, Cleveland, Alexander, Nash-Rocky Mount, Madison, Chapel-Hill/Carrboro, McDowell, Yancey, Edenton-Chowan, Wayne, Person, Davie, Jackson, Moore, Johnston, Mitchell, Guilford		and continued by WSE into 2007-08.	
Brunswick, Camp Lejeune, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools and Cape Fear Center for Inquiry Charter School	Collaboration on Student Issues and Needs	The Bi-annual Ideas, Insights, and Challenges Conference provides opportunities each semester for faculty, P-12 teachers and administrators to come together for a day to focus on shared issues and goals. During 2007-2008, conferences focused on two critical areas, 1) 21st Century Standards for Students and Educators and 2) Connecting North Carolina Professional Teaching Standards to Improved Working Conditions. The conference held for secondary educators also included a focus on Global Education with a distance learning live conversation with educators in South Africa and presentations of application of global education in 3 high school classrooms. The WSE Learning-Centered Cognitive Coaching Model Program utilized by the university-	Three hundred and sixty four educators were involved in these conferences. Access to presenters such as Carolyn McKinney and Erich Hirsch and other experts on the Standards served to raise awareness and create a network for continued dialogue and collaboration on program and school improvement through the year. Aggregate data from the assessment projects demonstrated Interns' ability to analyze the impact of their teaching on student learning across diverse populations. The Performance Evaluation of candidate proficiency in eleven INTASC-related categories indicated that P-12 teachers and university supervisors document that candidates scored at or above 96% in all categories.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		<p>school partnership provides a structured environment for developing higher order instructional dispositions and assessment of the impact of teaching on student learning. Internship candidates discuss, write and compile documentation about P-12 student learning in their coaching plans and electronic portfolio. The program places strong emphasis on the candidates' ability to use assessment to guide instructional practice. Interns in most of the programs are required to prepare a pre- and post-assessment analysis of students' knowledge in an area using the NCLB subgroups to plot performance.</p>	

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

The Watson School of Education continues to support the University's regional engagement and outreach goals. For the 2007-2008 academic year, 65 faculty members in the Watson School of Education were involved in 468 activities, compared to 57 faculty members involved in 319 activities during the previous academic year. The average number of activities per faculty member increased from 5.5 last year to 7.2 in the 2007-2008 academic year. Watson School of Education faculty members are involved in a wide array of activities in the public schools. Service to public schools includes serving as senior project and science fair judges, training for public school faculty and staff, collaboration on curriculum reform initiatives, partnership projects, and research grants. Watson School of Education Faculty members delivered multiple presentations and workshops to public school teacher and administrators. For example, one faculty member traveled to 11 New Hanover County Schools and one Brunswick County school to give presentations on literacy. Another faculty member provided outreach in arts to children in 11 partnership districts. In their commitment to regional engagement, Watson School of Education faculty members worked with public school staff on grants focusing on a variety of areas including the utilization of technology in classroom instruction, beginning teacher support, and instructional technology innovations. Watson School faculty members provided more than 20 consultations to teachers and administrators on students with disabilities and on school leadership. Consulting opportunities also were reported for students and parents on behavioral issues and rights of exceptional children in public schools. Watson School of Education faculty members also are involved in daily school operations through their memberships on committees like school improvement teams, Strategic School Planning Committees, or School Quality Councils. Service to community or professional societies also is an important aspect of the Watson School of Education faculty members' regional engagement and outreach. Sixty-three faculty members were engaged in service to community and professional societies during the academic year 2007-2008. Examples of service to community and professional societies include memberships on professional organization boards, serving as journal or conference reviewers, or editorial board membership. To support UNCW's diversity goals and efforts, Watson School of Education faculty members reported diversity initiatives they have undertaken in 2007-2008. Overviews of the reports show a total of 144 diversity initiatives were reported by 62 faculty members. Specific activities reported under diversity initiatives included providing or attending training on multiculturalism, gender and or religion, organizing site visits for students in diverse settings, using technology to meet the needs of diverse learners, research projects on diversity and minority related issues, and serving as ambassadors for minority students interested in education.

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

The Watson School of Education supports teachers during the early years of their career through the First Years of Teaching Support Program (FYTSP). The FYTSP served 706 beginning teachers through various avenues including program graduates establishing

contact and offering immediate support. The program also includes an array of online support resources for all teachers, though it is specifically geared towards the challenges faced by new teachers. The First Years of Teaching website includes resources and a survey link where teachers update contact information. Online book studies are a large component of the program, and include an analysis and reflection on new teacher practices and also the new NC Professional Teaching Standards and 21st Century Skills. This year 58 teachers participated in several different online book studies, averaging 82 exchanges. Participants read 98 articles and/or postings from colleagues. Next year the Watson School will help systems drill down the cost of turnover expenditures using the new NCTAF report and turnover calculator tools. The e-mentoring component of FYTSP matches experienced teachers with new teachers by engaging them in an electronic dialogue. A monthly newsletter includes WSE information, teacher tips, professional development information, and highlights of new teacher classroom initiatives. A board game-based workshop prepared teachers for the rigors of the developmental phases they will experience in early years of teaching. The game was developed in 2007 and exhibited at ASCD in March, 2008. A comprehensive mentoring plan supports teachers completing the alternative licensure programs offered by the Watson School. A two-day state-wide mentoring conference was held in March for 150 public school and university participants from 45 school districts or universities to enhance mentor skills to support beginning teachers. Plans for future efforts to support beginning educators include developing a New Teacher Leadership Academy for 20 partnership new teachers. 21st Century leadership projects will award \$500 for two of these teachers. A Fall Beginning Teacher conference will provide leadership and sharing opportunities for the critical early career survival phase. FYTSP also will support administrators by developing A School Leaders in the 21st Century model of shared leadership.

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

The Watson School of Education maintains a position entitled Alternative Licensure Coordinator designed to address the needs of lateral entry teachers. The office maintains the active files of 33 lateral entry teachers and 210 licensure-only students. The Alternative Licensure Coordinator served lateral entry teachers through disseminating information on lateral entry process and requirements, and by developing individual plans of study for three of the four alternative licensure programs offered by the Watson School. (The fourth program is a graduate M.A.T. degree.) The Coordinator met at least once per semester with each lateral entry teacher to monitor progress, worked with the Regional Alternative Licensure Center, and held extended office hours to accommodate teachers' schedules at both UNCW's main campus and extension office in Onslow County (Coastal Carolina Community College – Jacksonville). Over the course of the academic year these extended office hours of two days per week until 6:00 p.m. served the needs of over 210 students. In addition, the Alternative Licensure Coordinator provided 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 WSE web pages provide extensive information on program options, thereby giving lateral entry teachers continuous access. UNCW applications for admissions, financial aid and scholarship information, and payment processes also are

online for convenience. Other program accommodations addressed access and scheduling needs of lateral entry teachers. These included offering all required courses in late afternoon/evening time periods, fully online courses, and an extension program at Carolina Coastal Community College. The College of Arts and Sciences offered 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. The Watson School also developed a policy and process to help inform and support M.A.T. students that choose to pursue lateral entry positions and use these experiences to satisfy internship requirements. Another attempt to remove a barrier for potential 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 the Watson School of Education to complete a licensure-only plan of study for lateral entry candidacy is a contract called "Fresh Start". 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. The Watson School also provides support for lateral entry teachers in the public schools through Praxis II workshops. Lateral entry teachers participating in the CT3 or NC Teach alternative pathways programs are provided extensive mentoring by UNCW faculty. Lateral entry teachers also have access to online resources provided through the Watson School's First Years of Teaching Support Program.

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

The Watson School of Education supported career teachers in a variety of professional development activities including Science and Math Education Center (SMEC) initiatives and National Board candidate preparation sessions. SMEC carried out its mission, serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, math, and technology professional development, and hosting the Summer Ventures Program and the Southeast Regional Science Fair. The Center administered 27 professional development programs and outreach activities and served 1,023 teachers and students from 33 school districts. Teachers received over 5,300 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs increased from 109 last year to 157 this year. In addressing its goal to serve teachers in the southeastern region, this year the Center reviewed and updated the database to reflect a total of 3,021 participants with serviceable addresses. To support career teachers in their preparation for the National Board process, nine "Sanity Saturday" sessions were held for 81 initial candidates, while 8 sessions were held for 38 retake and renewal candidates from 26 school districts from across North Carolina. A two-day pre-candidacy workshop was held in June for 53 candidates from 16 school districts. Four Facilitator professional development sessions were held in both North and South Carolina for career teachers that support other teachers through the candidacy process. A total of 129 teachers participated in these offerings from 26 school districts. The program is supported by a trained group

of teacher leaders from the partnership who serve as support providers, along with the Watson School's Teacher-in-Residence. During 2007-2008 eleven teacher leaders were involved in support programs, seven of those as entry readers for the electronic portfolio review. This group read over 110 portfolio entries and worked with 121 candidates seeking initial or renewal certification. A total of 100% of all Watson School participants since the fall of 2005 reported that they would recommend this support program to future candidates. Watson School data also revealed that the more contact candidates have with the support program, the greater their chances for success for first year certification. In 2006-2007 (the most recent data available) candidates who attended 6-8 Saturday sessions achieved a 71% pass rate (the total national pass rate was 41% for initial candidates). Overall, the program has served 250 career teachers from over half of the school districts in North Carolina.

#### **F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The Watson School of Education, through its Reading Recovery Teacher Leader Training program, provided training, supervision, and leadership to 45 school systems to assist struggling readers. A total of 610 teachers worked with 5,205 1st grade students. Three faculty members served as external reviewers for the Department of Public Instruction's 1-2-1 grant looking at enhancing education through technology. Grants in four elementary schools directly impacted 950 children. The Watson School of Education and the College of Arts and Sciences, partnering with 3 public schools systems (36 educators), implemented the Middle Grades Empowering Learners project to build the region's capacity to ensure the success of middle grades students, particularly those at risk of being unsuccessful in classrooms and traditional school environments. The project focused on improving the quality of teachers in the critical areas of literacy, math, and science and is designed to create a learning environment that harnesses the talents, energy, and minds of middle level learners. The Watson School of Education continued to partner with the College of Arts and Sciences' Departments of Social Work and Psychology, Centro Hispano and three PDS Partnership school districts (Brunswick, New Hanover and Pender) to build the region's capacity to support learning for ESL and disenfranchised students by participating in the Coalitions 4 Success II grant. Thirty-six educators from six PDS regional high schools directly benefited from the professional development. The program directly improved educational outcomes and experiences for approximately 192 LEP students as well as providing a critical support network for 260 beginning and career teachers. The Watson School of Education and the College of Arts and Sciences implemented a program offering graduate level science courses to educators in an effort to help them broaden and deepen their skills and knowledge, thereby increasing their ability to support the learning of all students. The Watson School of Education and the Department of Computer Sciences continued collaborating on an NSF grant utilizing the Squeak media authoring tool to infuse instructional technology skills in the core curriculum grades 7-12 in schools in Brunswick, Pender, and New Hanover County Schools. The project works with underserved and underrepresented groups, including female and minority students to increase achievement as well as to encourage further studies in the area of instructional technology. This project directly impacts 25

teachers and 50 students each year with a potential of indirectly impacting over ten thousand students. The Watson School of Education and the UNCW Office of Cultural Arts provided four concerts for public school children. The play “Let Your Children Tell,” a piano trio “The Voice of the Whale, an opera “Cosi Fan Tutte”, and a ballet “The Elephants Child” were attended by over 5,000 public school students. Curricula were written and taught to the students to enhance their experiences with cultural arts.

### **G. Brief description of unit/institutional efforts to promote SBE priorities.**

All program areas in the Watson School of Education began an intensive review of their curricula to ensure consistency with the new 21st Century Standards and to produce more effective and more proficient educators. Faculty from the Watson School of Education have actively reviewed drafts of the 21st Century Professional Standards, the rubrics by which preservice and inservice educators will be evaluated, and the content standards. Several also have served on committees creating and reviewing these documents. The elementary education program implemented pilot on a new professional development portfolio for undergraduate interns, as well as a new Performance Evaluation Scale based upon the five 21st Century Standards. The Professional Development System Implementation Team meetings focused on the 21st Century Standards and organized the semi-annual Ideas, Insights, and Challenges conferences around helping inservice educators understand the new standards. Carolyn McKinney from SDPI was the keynote speaker at the spring conference. Teachers demonstrate leadership: The Watson School began its new doctoral program in Educational Leadership in fall, 2007. Revision of the MSA program continued to ensure that leadership competencies were mastered. Teachers establish a respectful environment for a diverse population of students: Professors reported the results of their work to enhance the understanding of and valuing of diversity in their Professional Development Reports. The Watson School hosted a diversity fair at which faculty and graduate students shared their research pertaining to diversity. The Watson School continued study abroad programs and hosted international students and faculty in classes and activities. A program for study abroad was formalized in Belize. An online diversity portal was created allowing faculty and students to access diversity materials to use in class and presentations. Watson School graduate students will be visiting Japan and to Belize to observe their schools as part of their training. The ESL add-on licensure program was fully implemented. Teachers know the content they teach: A review of programs has identified areas in which a more rigorous assessment of content knowledge will enhance the proficiency of candidates. Teachers facilitate learning for their students: The AIG certification program has been successfully implemented. Candidates must show evidence of their proficiency and the impact of their teaching in their electronic portfolios. Teachers reflect on their practice: Candidates video record samples of their teaching and use those recordings to reflect on their effectiveness. Peers view the recordings and offering input and suggestions. All students in the Watson School create a professional development portfolio that shows evidence of their proficiency as teachers and evidence of their effectiveness as reflective practitioners.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

During 2007-2008, the Watson School of Education took a major lead in the region's dissemination of, response to, and training on the 21st Century Skills for Teaching and Learning and North Carolina's Professional Standards for university faculty and public school partners. The Watson School of Education's faculty and P-12 school partners engage in continual examination of the central, shared vision for preparing educators to work effectively in educational settings. In 2007-2008, the faculty and school partners in a variety of settings continued to assess the alignment of programs and practices with the newly adopted North Carolina Professional Standards for Teachers, School Executives, and School District CEOs. These reflect the State Board of Education's alignment with the 21st Century Skills and Framework for 21st Century Learning and the resulting adoption of Professional Standards (June, 2007). In response, the Watson School of Education is aligning its programs to support the skills, knowledge and expertise needed to foster student success in the new global community. Program committees have held focused meetings with P-12 educators and are in the process of developing and field-testing program changes. A series of meetings throughout the spring with program coordinators have resulted in a unit-wide understanding of the changes needed and processes for approval. The Professional Development System university-school partnership created multiple forums to focus on 21st Century Teaching and Learning. During the Fall of 2007 and Spring of 2008 more than 350 partnership teachers, administrators and university faculty attended conferences to examine the North Carolina Professional Teaching Standards. The Executive Director of the NC Professional Teaching Standards Commission was a keynote speaker on multiple occasions, and was joined by the lead researcher with the Governor's Initiative on Teacher Working Conditions. In addition, this year's emphasis for the partnership's monthly advisory team meetings was to provide invited feedback on the North Carolina Professional Teaching Standards administrator /teacher evaluation draft instruments and rubrics to the Special Liaison to the State Board of Education and the ad-hoc committee working on the documents. The line-by-line examination by the 32 member team resulted in suggested improvements and clarifications which were submitted to the ad-hoc committee members. In addition, recognizing the critical need and link between the newly adopted Professional Standards and statewide issues related to mentoring and supporting new teachers, the Watson School hosted a two-day "Mentoring 21st Century Educators" conference that was attended by over 150 public school and university participants from North and South Carolina representing 45 school districts and IHEs. Strands included best practices for mentoring 21st Century educators, innovative applications in mentoring, development of 21st Century mentor programs, and educator retention strategies.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

Each year the Watson School of Education offers Praxis I workshops for each of the three areas tested on Praxis exams: writing, reading, and mathematics. These workshops are held on the UNCW campus and at community colleges in Brunswick, Duplin, and Onslow counties. The Watson School also provides review and practice materials for on-campus students and students attending area community colleges. In addition to the support provided for Praxis I, the Watson School also offers sessions to help candidates prepare for and be successful on Praxis II Specialty Exams. These sessions are attended by a variety of students seeking assistance in preparation for these tests, including lateral entry teachers and students who have had difficulty passing Praxis II. Participants typically are UNCW undergraduates and prospective teacher candidates from area school districts. The Watson School again contracted with Mr. Rodney Estrada, a nationally known trainer, to deliver the Praxis II workshops. Watson School program completers' scores tend to be very high with 97- 99% earning passing scores on their first attempt on Praxis II exams.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Watson School of Education uses several approaches to recruit prospective educators. The newest approach involves more active engagement with area Teacher Cadet Programs sponsored by high schools in the southeastern region. This year the Watson School hosted 5 events for Teacher Cadets from New Hanover County Schools and Onslow County Schools, and helped Duplin County establish Teacher Cadet Programs in their high schools. Watson School representatives are an active participant in UNCW's Open Houses for high school juniors and seniors and support academic outreach events for middle grades students. In addition, the Watson School works closely with area community colleges and has advisors based at Brunswick, Coastal, Southeastern, and James Sprunt Community Colleges. These advisors assist students interested in the teaching profession, and ensure that UNCW and the Watson School of Education are represented at community colleges events such as Campus Days. The Watson School of Education also received funding from the legislature for a "Fast Track" program that is an accelerated teacher education program designed to enable prospective teachers in rural areas in the southeastern region to complete their degrees more quickly and do so without as much required time on campus. Watson School administrators and advisors participate in a variety of recruiting events on campus and in the community, such as Seahawk Saturday, the Majors Fair, and Transfer Counselor Day, and take an active role in Admissions Office Recruitment of minority students and campus events such as Connecting Communities and the Centro Hispano Forum, held for Afro-American students and Latino students, respectively. The Watson School continues to provide alternative paths to completion of licensure, including CT3 and NCTeach

programs. The growth of online courses enhances the availability and convenience of classes for students who work and/or live at lengthy distances from campus.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

The Watson School of Education is committed to developing a diverse student and faculty population. The WSE has partnered with the UNCW Admissions Office to add a Teacher Recruiter to the admissions staff. Part of the duties of this position will include working with Teacher Cadet programs to recruit prospective teachers with particular focus upon candidates from underrepresented populations. The Watson School hired a Hispanic individual as education advisor at one of the community colleges in the southeastern region in an effort to recruit underrepresented students and facilitate their transfer from the community college to UNCW. The WSE has several programs designed to recruit students of color who are prospective educators including Teaching Fellows, Teacher Cadet, and the Project Teach collaboration with local schools. The WSE submitted a grant proposal called Coalitions 4 Success, which focuses upon helping teachers and administrators work more effectively with the increasing population of high school Hispanic students. The grant team held sessions for students and parents at each of the five high school sites, encouraging them to pursue higher education and to provide information and support. During the summer of 2007, teams of 14 teachers and administrators from these high schools worked on the publication of a book for educators on the lessons learned and best practices that emerged from this 18 month effort. A Hispanic Student Reception was held on September 13, 2007 hosted by the Watson School of Education and the UNCW Centro Hispano. This reception was for all Hispanic students at UNCW to assist in retention and success at the university. The new ESL add-on licensure program was approved by the UNCW Faculty Senate in Fall, 2007 and has received temporary authorization from the state. The Watson School also has worked with the Foreign Language and English departments to develop an ESL minor, thus expanding the opportunities available to non-licensure students at UNCW. The WSE partnership with Isaac Bear Early College (IBEC) has been another endeavor to recruit high-achieving, diverse public school students. As an early college high school, students participate in an accelerated high school education program which offers honors courses to prepare students for the rigor of college classes. Currently, 62% of IBEC students are from groups historically underrepresented on college campuses (44% come from families with no member who has graduated from a four-year college or university; 28% receive free or reduced lunch; 35% are minority). The WSE continues to work with regional AVID programs in facilitating visits to the UNCW campus and development of interdisciplinary curriculum projects AVID teachers can implement in their schools. The Jr. SeaHawk camp was offered last summer to bring underrepresented middle school students to campus to learn more about math, science and technology. The WSE has made efforts to broaden the applicant pool by posting new faculty position announcements in journals that have minority populations as their primary audience. This year two African-American and one Indian faculty member joined the faculty of the Watson School of Education.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The Watson School of Education continues to implement new initiatives to meet the needs of the state and region. All programs that allow candidates to earn teacher licensure are being “re-visioned” to meet the new standards outlined by the North Carolina State Board of Education. This process will make the programs stronger and aid the WSE in continuing to provide highly-qualified teachers to the state and region. In an effort to meet the needs of our students and to address the space constraints being faced, the Watson School has developed means of providing creative scheduling and has utilized online, distance learning options, and increased number of evening class sessions. These efforts allow the Watson School to maximize use of classroom facilities and minimize the number of evenings students are required to travel to campus for face-to-face sessions. The Watson School has increased accessibility by delivery of courses and programs onsite, online, and on the Information Highway, as well as having UNCW education advisors at five Community College partner sites. The Watson School has developed a Fast-Track Trimester schedule that will allow prospective teachers to complete a program in three years or less depending upon background and licensure area (high need program areas identified by local superintendents include special education; secondary mathematics, science, English, and social studies; elementary education licensure-only and BA degree program). In an effort to meet the needs of schools in the region, the ESL program will be offering a course in a Pender County high school. The secondary education faculty implemented a new interdisciplinary project that involved students in science, social studies, English, and mathematics. The project drew notice from a local high school’s AVID program, and the secondary education faculty will be working with those teachers in adapting the curriculum to meet the needs of the AVID programs students. The WSE also approved and has begun offering a new Academically and Intellectually Gifted (AIG) Add-on Certification program. The Watson School also has continued to nurture and support relations with colleagues at UNCW and residents in the surrounding community by sponsoring various speakers and events. For example, the Watson School and the Department of Social Work co-sponsored a “Forum on the African-American Male: Developing a Vision for Connecting Family, Education, and Community.” In an effort to meet the professional development of partnership schools, the PDS office is now providing access to 24/7 online, on-demand professional development through PD 360 (School Improvement Network). Faculty members have been working with NC Learn to develop online middle school science methods courses. To aid our students in global readiness, the Watson School has added an International Studies Program Coordinator who will continue to work with partners in Japan, South Africa, and the United Kingdom to develop study abroad programs. The International Studies Program also is developing new initiatives for a new partnership in Belize. Finally, responding to the state’s teacher shortage and the need to improve teacher quality, the Watson School has partnered with the College of Arts and Sciences to offer graduate-level science courses specifically designed for classroom 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	4
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	31
	Hispanic	4	Hispanic	18
	White, Not Hispanic Origin	114	White, Not Hispanic Origin	617
	Other	5	Other	12
	<b>Total</b>	<b>127</b>	<b>Total</b>	<b>686</b>
Licensure-Only	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	5
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	39
	Other	2	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>46</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	59
	Other	2	Other	3
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>71</b>
Licensure-Only	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	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	74
	Other	1	Other	5
	<b>Total</b>	<b>29</b>	<b>Total</b>	<b>87</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	2	2
Elementary (K-6)	3	3
Middle Grades (6-9)	1	4
Secondary (9-12)	2	2
Special Subject Areas (K-12)	0	3
Exceptional Children (K-12)	1	3
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>9</b>	<b>17</b>
<b>Comment or Explanation</b>		
This table displays the number of lateral entry teachers enrolled at UNCW during the 2007-2008 academic year. A total of 212 licensure-only students were enrolled in courses to complete licensure requirements, and 17 of them identified themselves as currently employed lateral entry teachers.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1183
MEAN SAT-Math	573
MEAN SAT-Verbal	568
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	24
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.43
Comment or Explanation	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	5	0	3
Elementary (K-6)	43	175	3	16
Middle Grades (6-9)	6	18	0	6
Secondary (9-12)	16	39	1	10
Special Subject Areas (K-12)	4	23	0	2
Exceptional Children (K-12)	1	14	0	3
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>71</b>	<b>274</b>	<b>4</b>	<b>40</b>
Comment or Explanation				



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

<b>2006 - 2007 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	194	97
Spec Ed: Adapted Curriculum	7	100
Spec Ed: General Curriculum	7	100
Institution Summary	208	98

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

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	166	104	51	13	6	5
U Licensure Only	18	4	4	1	1	0

  

<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
New Hanover County Schools	743
Onslow County Schools	490
Brunswick County Schools	295
Pender County Schools	269
Wake County Schools	252
Duplin County Schools	201
Johnston County Schools	109
Columbus County Schools	102
Sampson County Schools	99
Charlotte-Mecklenburg Schools	96

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.44	3.48	3.38
preparation to effectively manage the classroom.	3.27	3.33	3.25
preparation to use technology to enhance learning.	3.36	3.36	3.41
preparation to address the needs of diverse learners.	3.26	3.25	3.11
preparation to deliver curriculum content through a variety of instructional approaches.	3.47	3.33	3.38
Number of Surveys Received	86	64	80
Number of Surveys Mailed	186	186	186

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
56	9	64