

UNC Tomorrow Watson School 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 externally-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.

What we are currently responding to:

Need for High Quality Teachers:

The Watson School of Education has a formal implementation plan, *Teacher Recruitment Plan, March 2000*, in place to respond to issues of teacher recruitment and retention. Programs and initiatives have been developed and are in place to respond to the teacher and administrator crisis-level shortage.

Recruitment Efforts:

- Establishment of 2+2 collaborative degree programs with community colleges, and WSE advisors on campuses of four community colleges in the region (Brunswick, Cape Fear, Coastal, and Southeastern) with plans to add a fifth advisor/recruiter at James Sprunt Community College
- Collaboration and positive working relationships among personnel in the Watson School of Education, College of Arts and Sciences, Enrollment Affairs, and the Provost's office focused on increasing the number and quality of educators
- Existence of several programs designed to recruit degree-seeking prospective educators including Teaching Fellows Program (144 students in spring 2007 with the cap raised each year for the last six years), Teacher Cadet programs in area high schools, and Project Teach collaboration with local school systems
- Ongoing efforts to recruit alternative pathways students such as NC Teach, federal grants such as Coalition for Transition to Teaching (CT3 funded by U.S. Department of Education), licensure-only option in all areas offered by the Watson School of Education, and Master of Arts in Teaching option for secondary education
- Active involvement in recruitment activities such as campus visits, minority recruitment events, meetings for guidance counselors, Job Fairs, Career Days, and increased expenditures for recruitment materials
- Targeted recruitment for math and science majors to consider teacher education in collaboration with College of Arts and Sciences department chairs and with strategic planning and projected goals

- Dramatically improved access to courses for persons seeking licensure by offering every required education course at night, online, or in the summer at least once per year; by increasing online and Web-enhanced offerings and information highway offerings; and through the extension site in Jacksonville at Coastal Carolina Community College and the Education Center at Camp Lejeune Marine Corps base, and at the five partnering community colleges
- Development and enhancements to brochures and recruitment materials for prospective teachers; improvements to the Watson School's advising homepage and pages designed to provide information to students considering education as a career option
- Availability of tuition support through scholarships including Watson School of Education scholarships, Teacher Assistant Scholarship Loan, Model Teacher Education Consortium, etc.
- Commitment to addressing the teacher shortage exists in all levels of UNCW administration

Retention:

- Establishment of the Watson School of Education First Years of Teaching Support Program for graduates coordinated by WSE Teacher in Residence with the following components:
 - Online Book Study for Initially Licensed Teachers
 - E-Mentor Program with online mentoring
 - Face-to-face mentoring for graduates of Alternative Licensure Programs (NC TEACH and CT3)
 - Professional Development on topics of interest to school systems and new teachers
 - Online library of professional development resources and information for new teachers
 - Monthly newsletter provided to all of Watson School of Education first, second, and third year graduates
 - Yearly coordinator meeting held each spring for all new teacher program coordinators in partnership districts
 - Responsive development of resources to be used in districts for new teacher retreats and orientation
- Focused collaborative issues forums with school district representatives and university program coordinators and administrators in monthly university-school partnership meetings
- Formal agreements signed by university and school district leadership with direct outcome goals stated to reduce attrition of teachers and administrators
- Mentoring and support for new administrator graduates from our MSA program facilitated by Principal-in-Residence and Superintendent-in-Residence

Professional Development and Support for Practicing Educators (Beginning and Career)

- 2005-07 data indicate that 5,567 partnership teachers, principals, university faculty and interns participated in 66 professional development conferences, seminars, or training
- 1,038 partnership teachers and administrators were trained during the 2005-2007 two-year period in the Watson School of Education's supervision model
- Technology-focused seminars and outreach services were provided for more than 1,000 teachers and their interns during 2005-2007
- 71 first-time National Board Certification candidates from nine school districts in 2006, 92 in 2007 and 43 retake candidates participated in Saturday and evening work sessions as participants in the Watson School of Education National Board Certification Support Program
- First Years of Teaching Support Program served 398 beginning teachers during 2005-06 and increased to 568 during 2006-07
- The Science and Mathematics Education Center served as a conduit for university outreach for 782 K-12 teachers by providing 27 high quality science, math, and technology professional development sessions with more than 6,345 contact hours of instruction
- Nearly \$1.4 million of external funding was obtained last year and \$1.2 million thus far in 2006-07, most of which was collaborative in nature and provided support or professional development for regional and state schools

Research and Development Needs of the Region

- Doctoral program curricula will address organizational change processes, leading educational reform, improved serving of diverse students and families, and using research data to inform decisions
- Formal Needs Assessment of school district issues, initiatives, and interests are conducted every three years via face-to-face meetings with superintendents and central office personnel resulting in signed partnership agreements
- Individual partnership school applications provide data on building-level needs
- Assessment data provided to the Watson School of Education faculty to assist in aligning faculty scholarship and service interests and expertise with school district partners

Changing Demographics in the Region

- Collaborative partnership established among Watson School of Education, College of Arts and Sciences, Department of Social Work, UNCW's Centro Hispano, and three partnership school districts to assist high school educators and university faculty to work more effectively with at-risk, diverse populations including ESL students
- Regional needs assessment resulted in the collaborative design and implementation of an ESL Add-on Licensure program

- Increased needs for quality teachers and administrators due to attrition and regional population growth

Accessibility to High Quality Programs

- Adapted delivery approaches (weeknights, weekends, online, Web-enhanced, distance learning, and regionally offered programs and courses at community college campuses) to improve accessibility for regional educators seeking certification, advanced degrees, and add-on licensure in education
- Increase in scholarships and funding assistance
- Adjusted scheduling and use of online, distance learning options of evening class sessions to maximize use of classroom facilities and minimize number of evenings students are required to travel to campus for face-to-face sessions

How we identify regional and statewide challenges:

Formal partnerships, and the commitment of the Watson School of Education's faculty and leadership to stay actively involved with P-16 partners, afford us up-to-date information and access to colleagues to ensure that we can plan and operate proactively. While the communication is critical, the access to data that informs our assessment of the impact of our programs and initiatives is a critical component that is paid attention to in our efforts. There are a number of structures and on-going approaches that bring partners and stakeholders to the table, including:

- Monthly Professional Development System (PDS) University-School Partnership meetings with P-12 and university faculty where data are shared, joint recommendations are made, and action plans are put into place and reported out to other constituents
- Learning-Centered Cognitive Coaching Model utilized by the university-school partnership provides structures and processes that emphasize, support, and provides explicit data on teacher interns' impact on student learning, analyzed across diverse populations
- Assessment of alumni employment, performance, and perception of preparation through data gathered from the State Department of Public Instruction, WSE Beginning Teacher Support Program, and UNCW Alumni Association follow-up surveys
- Dean's active membership and monthly attendance at the Southeast Education Alliance Superintendents Meeting
- Four Annual PDS Day-Long Conferences for teachers and administrators are focused on topics such as 21st Century Standards for students, teachers, and administrators; high schools in a new era; and meeting the challenges of diverse learners in today's classrooms.
- Require significant work in public schools as a part of faculty workloads and merit decisions
- Focused year-long issues forums with faculty and school partners to examine trend data and projected needs

- Organizationally-supported travel and attendance at regional, state, and national meetings and pre-conference sessions by faculty and administrators with reports back to faculty
- Faculty and administrator representatives at DPI / Legislative forums, State Board of Education meetings, and statewide conferences on education-related topics
- Faculty and administrator volunteer roles at state and national level policy and professional organizations (i.e., State Evaluation Committee member, Accreditation Team members, leadership in professional organizations such as *Consortium for Research on Educational Accountability and Teacher Evaluation/CREATE*)
- Sponsorship and hosting meetings and forums that bring regional and statewide coordinators together around various issues and topics (i.e., District ESL coordinators, New Teacher Support Providers, Technology Coordinators, National Board Certification Support Providers, Human Resource Directors)
- Active engagement in state and national professional organizations dealing with current and emerging issues
- Stakeholder participation on main teacher education governing body (Teacher Education Council)

General Questions

- The Watson School of Education encourages and has been successful in creative, innovative interdisciplinary collaboration at UNCW exemplified most recently with collaborative grants with the science departments, marine sciences, and social work; creation of two joint positions, education/social work and education/marine science; and formal collaborative efforts for recruiting math and science teachers with the College of Arts and Sciences
- Challenge of identifying all efforts underway throughout the campus community to respond and provide services to school districts, educators, and students in the region and beyond
- Inconsistencies in policies, procedures, data, and their application on UNC campuses related to tuition fees, identification of course delivery options, and coding of students enrolled in programs/classes/distance learning have in some cases created barriers for creative innovations
- Identifying, assessing, and ensuring our students have the knowledge, skills, and dispositions they need to be high quality educators are all based on professional standards that are adopted and mandated by relevant bodies (INTASC Standards for Teachers, ISSLC Standards for Administrators, NCATE Standards, 21st Century Standards) and assessed for learning outcomes at key decision points through out students' programs and beyond as required by our Candidate Assessment System.
- Current anticipated enrollment growth in traditional teacher education programs in the Watson School of Education over the next three years is around 5-7 percent. UNCW is striving to meet the teacher production goals established by UNC General Administration in 2004.

- Limitations that may negatively affect meeting enrollment growth projections include personnel, space, and recruitment funds
- Proactive methods in place or being implemented in fall 2007 to handle enrollment growth include:
 - Creative scheduling and use of online, distance learning options of evening class sessions to maximize use of classroom facilities and minimize number of evenings students are required to travel to campus for face-to-face sessions
 - Increase 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
 - Development of a Fast-Track Trimester schedule 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)