

2017-2018

IHE Bachelor Performance Report

University of North Carolina Charlotte



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 2017-18, more than 29,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC

Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges: Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its eighth class of Levine Scholars in fall 2017. The Levine Scholars Program admitted its inaugural class in 2010. This is UNC Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. The Center City facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaboration, and health and community engagement.

Special Characteristics

The College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 1.5 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 170 schools and a highly diverse enrollment of more than 147,000 pupils who are 28% white, 38% African American, 24% Hispanic, 6% Asian, and

2.5% American Indian or multiracial. There are more than 15,000 students learning English as a second or additional language, and a little over half the students qualify for free or reduced lunch.

The College provides a leadership role in preparing teachers, principals, and counselors. It also provides a leadership role in teacher recruitment and retention. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College of Education enrolls approximately 2,300 students in undergraduate and graduate licensure and non-licensure programs and serves career changers who have chosen alternative licensure pathway to become teacher educators. The College works in partnership with the Teach for America (TFA) program to serve individuals in their initial licensure programs. The College has for many years hosted a very successful Principal Fellows program, and is home to one of six mathematics and science education centers in the state. Our professional preparation programs are NCATE-accredited and Department of Public Instruction/State Board approved; the M.A. and Ph.D. programs in Counseling are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. Our CAEP accreditation visit is scheduled for 2020. The College of Education is committed to accepting and offering classes for all qualified applicants. To enhance enrollment opportunities for principal and counselor preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum); and Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education or Foreign Language Education in

the College of Education. The secondary education minor is available to majors in English, math, biology, chemistry, earth sciences, physics, history, and geography. The Foreign Language Education minor is available to majors in French, Spanish, or German. Finally, the College of Education collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theatre. Beginning with the fall 2017 semester, the College of Education and the College of Health and Human Services began a partnership to offer school social work licensure at the bachelor's and master's levels. The Graduate Certificate in Teaching program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers teacher preparation in the following fields: Child and Family Development (B-K licensure), Elementary Education, Middle Grades Education (English language arts, math, science, or social studies), Secondary Education (comprehensive science, comprehensive social studies, English, or math), Special Education (general and adapted curriculum), Art Education, Second Language Education, and Teaching English as a Second Language. Successful completion of these academic programs results in candidates being recommended for the North Carolina initial teaching license. A number of Graduate Certificate in Teaching (initial licensure programs in the fields noted above) provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs offered are as follows: M.Ed. in Child and Family Studies; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English with an education concentration; M.S. in Mathematics with an education concentration; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, EC administrator, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Four doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education, and the Ph.D. in Curriculum and Instruction. A fifth doctoral program in Educational Measurement and Evaluation (Ph.D.) began enrolling students in fall 2017. Add-on licensure programs at the masters-level include: Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology, and School Administration (principalship).

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X		X

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

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

All candidates receive preparation in using instructional technologies for teaching and learning through required and elective coursework that emphasizes updated Web 2.0 tools, e.g. EIST 4100/5100, ELED 3111, ELED 4121, MDSK 3151/6162, SPED 4279/5279. Updated technologies are integrated into coursework, including Smart Boards, iPad cart classroom sets, and mobile technology. Competency in using instructional technology is demonstrated during student teaching and measured on the Student Teaching Assessment Rubric and the Certificate of Teaching Capacity. Each program also has specific technology-related assignments designed to assess candidate use of technology for planning, instructional and/or assessment purposes. These assignments are aligned to CAEP standards and are also used for institutional student learning outcomes.

Teacher education candidates in all initial programs are required to take coursework that teaches them how to integrate technology for instructional purposes. This coursework serves as a prerequisite for methods courses. Candidates are required to use a variety of assessment tools, such as Reading 3D, in order to collect and analyze data to support instructional decision-making

practices. They develop lesson plans that show how they can use technology appropriately to maximize student learning. Throughout their coursework and student teaching, candidates are provided the opportunities to learn and demonstrate strategies for the integration and use of technology that best support their teaching and learning objectives. In addition, they are required during student teaching to reflect upon the use of technology to engage and support student learning in all instructional practices, including modification and/or differentiation for all learners.

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.*

All elementary education and special education candidates complete two courses focused on teaching literacy and four mathematics courses (two in mathematics content and two in methods). Candidates are required to take “practice” exams before admission to the teacher education program and before the student teaching semester to ascertain areas of need. Additionally, candidates complete in-course assessments that are aligned with the objectives of the North Carolina Foundations of Reading exam. Based on performance, students are recommended to seek remedial instruction as necessary from faculty members with expertise in reading or mathematics. When possible, these faculty work individually with candidates to target areas for improvement. Content area specialists in the Elementary Education Department have compiled a list of recommended resources for students to use in preparation for the General Curriculum exam. Some faculty have taken the Foundations of Reading and General Curriculum practice tests, resulting in curriculum modifications and the creation of workshops and on-line modules (see description of mathematics position below). In addition, Elementary Education and Special Education faculty have collaborated to create modules that can be used to assist (remediate) students attempting to pass the Foundations of Reading exam. Modules and assignments in both Literacy and Mathematics classes have been restructured to align with the expectations of the exams.

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.

Candidates in elementary education and special education complete required coursework in measuring and evaluating student learning, e.g., ELED 4121 and SPED 3173. In these courses, candidates are taught best practices for designing and collecting formative assessment results to determine how well their students have mastered the lesson material. Candidates then learn how to interpret and use these results to design the next lessons or remediate/enhance as needed, based on individual student results. In this way, the assessment courses build on what candidates have learned in previous courses on appropriate ways to differentiate for individual student learning needs. In addition, one faculty member has been trained in READ3, the technology-based assessment system used in our partner schools. READ3 is introduced to candidates as a part of courses in the elementary education and special education, e.g., READ 3224/5200 and SPED 4275/5275, using classroom sets of iPads. In this way, candidates are already aware of this system and have a working understanding of it prior to entering our P12 partner classrooms.

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

Candidates are required to take at least two arts courses, one of which must be an arts activity course. Candidates may take additional coursework toward a concentration in visual and performing arts. During the ELED 4220 course on integrating curriculum, candidates complete an integrated instructional unit that must include art curriculum. Instructional competence is demonstrated and assessed during student teaching and measured on the Student Teaching Assessment Rubric. An arts education specialist that works with both the College of Education and the College of Arts and Architecture coordinates communication and examines arts integration across the curriculum.

Explain how your program(s) and unit conduct self-study.

In the UNC Charlotte Educator Preparation Programs (EPP), improvement is a continuous process, and self-study is the first step. Programs are required to submit annual reports of our established Student Learning Outcomes (SLOs). These SLO reports are then submitted to the university academic assessment office annually to document data-based student outcomes. Part of this process requires programs to report data on key assessments in each program, and then establish areas of growth/improvement for the next academic cycle. In addition, in the College of Education, academic departments meet bi-annually by program to review progress on goals identified on the SLO reports and adjust as needed. In this manner, self-study becomes an ongoing part of our assessment cycle and a concrete way to measure our candidates' progress. Finally, as part of our Strategic Plan, we have created a CAEP Committee to review and monitor progress toward accreditation for the college and university. Through all these measures, we are able continually self-assess our improvement cycle.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

UNC Charlotte expects our teacher education candidates to complete pre-student teaching clinicals in at least three diverse settings for the undergraduate population. This diversity is expected to include high/low poverty schools, ethnically and culturally diverse sites, and racially diverse sites. Candidates are provided website access to a list of all schools in North Carolina and their most recent demographic information, including racial/ethnic information, ELL student information, and free/reduced lunch information on student populations. This list allows candidates to research school sites prior to requesting placement so they may be sure to meet the “diverse placement” requirements. The Office of Field Experiences faculty and staff are available to work with students on placement and answer questions about sites for students. In addition, we have revised our student teaching placement procedures to focus on “high-needs” or “hard-to-staff” sites, which are typically high-poverty sites. We are working with P-12 partners at these sites to identify teachers who meet state qualifications to serve as a cooperating teacher (clinical educator); however, this is sometimes difficult at these sites, as teacher turnover can be a problem.

Faculty also inform students of the clinical requirements and discuss them in coursework prior to student teaching. In addition, UNC Charlotte does require some clinicals to occur in only high-needs schools for some programs. For example, in 2017-18, UNC Charlotte partnered with Charlotte-Mecklenburg Schools (CMS) to place all incoming undergraduate elementary education candidates in identified CMS Cultural Proficiency Schools. These are schools where the faculty have completed special training on engaging with diverse/high-poverty student populations. Diversity of placement for all candidates is verified during intake for student teaching by the Office of Field Experiences; candidates who do not have diverse clinicals are sent to their advisors/department chairs to complete the additional requirements prior to the student teaching semester, or to change their student teaching placement to a high-needs school.

For graduate certificate/post-baccalaureate candidates seeking teacher licensure, candidates are also required to complete three diverse clinical settings, except for candidates who participate in our NCIS (Niner Clinical Immersion Schools) program. NCIS candidates are placed in schools specifically identified by the hosting school districts. These sites are strategically selected to provide candidates with a balanced, diverse experience (i.e., high-needs sites are paired with low-needs sites). NCIS candidates spend more time in two sites during their teacher education program, allowing them to become more fully immersed in the culture of each school for a longer period of time. The selection of the sites is made in partnership with the local area school district, and typically targets “hard-to-staff” or high poverty schools.

While UNC Charlotte candidates spend time in high-needs sites around the Charlotte Metro area and the state of North Carolina, the criteria we have used to determine these sites has not necessarily included sites officially designated as “low-performing.” As this legislative mandate has recently been passed, we are updating our website with a list of low-performing sites and instructing students on the need to work in these schools prior to the student teaching semester. However, based on the high correlation between “low-performing” schools and high-poverty schools, we do believe that a high majority of our candidates have worked with these high-needs populations prior to the student teaching semester.

How many weeks are required at your institution for clinical student teaching?

16

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Currently our undergraduate candidates complete a Yearlong Internship, a two-semester experience. In the first semester, candidates spend the equivalent of one day per week in their classrooms; in the second semester, they complete full-time student teaching. This allows candidates to see both the beginning and ending of the school year. For our graduate certificate/post-baccalaureate candidates, we have two groups: our “traditional” candidates, and our NCIS (Niner Clinical Immersion School) candidates. NCIS candidates also complete a Yearlong internship experience, similar to our undergraduate program. Traditional graduate certificate candidates currently only complete one semester of student teaching; however, our long term goal is to transition all our graduate certificate candidates to the NCIS program, thereby providing all candidates with a Yearlong internship. Starting in fall 2017, the program is available to candidates in 10 of our 13 graduate certificate programs. Traditional graduates do receive beginning or end of school year experiences before student teaching, as they are completing the final semester of course work immediately prior to the student teaching experience. Depending on the semester, these candidates are also seeing either the end or beginning of the school year in their clinical experiences.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Yes.

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	Charlotte-Mecklenburg Newell Elementary School
Start and End Dates	10/26/2017-4/20/2018
Priorities Identified in Collaboration with LEAs/Schools	Enhanced professional development in literacy strategies for close reading followed by targeted observations and Literacy Alive event hosting all 3rd grade classes on campus for a day around literacy
Number of Participants	PD – 10 teachers Literacy Alive – 3rd grade team of 7 teachers and 150 students
Activities and/or Programs Implemented to Address the Priorities	Professional development for teachers on Literacy Layers: Digging Deep into Close Reading (October) followed by targeted observations to provide feedback of the implementation of the strategies Literacy Alive Read-In (December/April) December - Visited each 3rd grade class for a read-in where we conducted an interactive read-aloud of the book Malhia Mouse Goes to College April - hosted all 3rd grade classes on campus for the day – activities included campus tours, lunch, STEM activities, campus life panel, and interactive read-aloud about dreams of going to college – each student presented with a “reading bag” which included pencil, post-it-notes, bookmark, and leveled book April – follow-up visit to school to conduct reflective writing activity with 3rd grade students
Summary of the Outcome of the Activities and/or Programs	PD - Increased use of literacy strategies for close reaching and increase in reading scores Literacy Alive - Students showed enthusiasm about going to college, being an honorary 49er for the day, being engaged by a STEM activity and expressing dreams for the future Literacy Alive project received the Silver Award presented at Kappa Delta Pi Convocation in October 2017 in Pittsburgh, PA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools: Hickory Ridge Middle, Concord Middle, Concord High, Winkler Middle, Mount Pleasant High
Start and End Dates	8/28/2017 - *
Priorities Identified in Collaboration with LEAs/Schools	Collaboration as part of NCSIP Adolescent Literacy initiative: Improve adolescent literacy intervention for students at-risk for academic failure, particularly students with learning disabilities in reading. Support academic instruction for low-achieving adolescents at-risk for school dropout in later years. Improve overall school-wide literacy effectiveness.
Number of Participants	Whole school plus UNCC Student Teachers. 60 plus.

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>School-wide needs assessments. Development of leadership team to support academic and literacy intervention. Development of daily 30 minute literacy intervention period for all students experiencing academic difficulty, particularly students in EC who had not been previously receiving direct instruction in skill development.</p> <p>Integration of learning strategy instruction into the school's repertoire of academic support and intervention.</p> <p>Professional development for pilot group of EC and Skills plus teachers.</p> <p>Coaching sessions for pilot group.</p> <p>Coaching sessions for UNCC student teachers involved in this pilot group as well.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>New daily academic and literacy intervention period created. PD provided in literacy-oriented learning strategy instruction with emphasis on vocabulary and reading comprehension. Coaching sessions provided.</p> <p>100% of academically struggling students receiving daily literacy instruction to build skills to support core academic performance.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Burke County Schools</p>
<p>Start and End Dates</p>	<p>8/7/2017-*</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>SIOP Training (Summer 2017) and Quarterly SIOP Follow-up and Coaching (2 hour sessions).</p>
<p>Number of Participants</p>	<p>50</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Initial SIOP Training was provided for the entire cohort (20 hours) in the Summer of 2017. Follow-up and coaching sessions with the same cohort from the summer training focuses on implementation progress. Fall and winter meetings focused on WIDA aligned language objectives for English learners and native English speakers.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>2017-18 Implementation reports pending.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Kannapolis City, Union, Johnston, Cumberland, Asheboro City, Randolph, Henderson</p>
<p>Start and End Dates</p>	<p>4/1/2017-08/31/2018</p>

Priorities Identified in Collaboration with LEAs/Schools	<ol style="list-style-type: none"> 1. Increase teachers' mathematics content knowledge and knowledge of revised NC's Standard Course of Study for Mathematics for the grade they teach. 2. Increase students' understanding and accomplishment of grade-level standards 3. To develop high-quality resources, organized into grade-level Toolkits that will support North Carolina teachers in strong instructional programs based on the anticipated revised North Carolina Standard Course of Study for K-5 Mathematics. 4. Develop sustainable partnerships through networks that enable project writers and teachers to continue to create resources for the Toolkits for Teachers and for districts to utilize the professional development modules
Number of Participants	100 teachers in PD, 40 teacher/district leaders, 6 university/district leaders, impact statewide
Activities and/or Programs Implemented to Address the Priorities	<p>Mathematics Science Partnership grant program- 120 hours of PD on mathematics teaching for teachers across the state.</p> <p>Development of professional development resources to be given to NCDPI to support mathematics teaching.</p> <p>Development of instructional resources to be given to NCDPI to support mathematics teaching.</p>
Summary of the Outcome of the Activities and/or Programs	<p>Develop and disseminate free professional development materials to LEAs across the state to support K-5 math instruction</p> <p>Develop and disseminate free instructional materials to LEAs across the state to support K-5 math instruction</p> <p>Develop and implement grade-level specific PD to teachers across the state</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Schools
Start and End Dates	8/1/2015-08/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Support mathematics instruction
Number of Participants	district wide depending on level of interest
Activities and/or Programs Implemented to Address the Priorities	Provide pro bono consultation to: instructional facilitators regarding pacing and instructional materials teachers, facilitators, and administrators regarding research-based approaches to mathematics instruction

Summary of the Outcome of the Activities and/or Programs	More schools adopting indirect instruction approaches to teaching mathematics More focus on providing teachers with support in selecting and implementing rich mathematical problems/tasks
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ReadWriteServe America Reads program at YWCA and CMS schools
Start and End Dates	9/1/2015- On Going
Priorities Identified in Collaboration with LEAs/Schools	Support the academic and literacy needs of students in CMS classrooms and YWCA after-school sites
Number of Participants	approximately 50 UNC Charlotte students working with 250 K-12 students
Activities and/or Programs Implemented to Address the Priorities	Recruitment and training of UNC Charlotte students as tutors Academic support and tutoring provided by these tutors in the classrooms and program sites
Summary of the Outcome of the Activities and/or Programs	Classroom teachers, administrators and tutors all report high levels of satisfaction with the program and meaningful support for K-12 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Concord Middle School, Cabarrus County Public Schools
Start and End Dates	12/1/2017-04/10/2018
Priorities Identified in Collaboration with LEAs/Schools	Dialogue surrounding Latino student achievement in the middle grades
Number of Participants	21
Activities and/or Programs Implemented to Address the Priorities	Structed Book Club with monthly readings/meetings December 2017- April 1018

<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>"Readings in Latino Achievement: A Book Club for Teachers and Administrators" was initiated by Dr. Cathy Tulbert (Principal, CMS) and Dr. Spencer Salas (UNCC). Launched in December 2017, the effort centers on the examination of the intersection of globalization and education with specific attention to the experiences of children of immigration in North Carolina K-12 communities and the contemporary phenomenon of transnationalism. With its emphasis on NC Professional Standard 2b, the course therefore ensures an additional layer of certainty that candidates will "ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS" by embracing diversity in the school community and in the world. In terms of course structure, our collaboration was in a book club format focused on three book-length studies and one documentary film surrounding the experiences of children of immigration in and beyond North Carolina K-12 communities and their teachers: Nazario, S. (2007). <i>Enrique's journey</i>. New York, NY: Random House; Cuadros, P. (2006). <i>A home on the field: how one championship team inspires hope for the revival of small town America</i>. New York, NY: Harper Collins.; Henriquez, C. (2014). <i>The book of unknown Americans: A novel</i>. New York, NY: Knopf.; Cammisa, R. (2009). <i>Which way home?</i> HBO Films.</p> <p>Each module (approximately 1 month) includes a required shared reading supplemented by an asynchronous small group forum (with posting requirements). Each module concludes with a face2face lecture and panel discussion and an individual analytic reflection with accompanying self-evaluation of participation and instructor feedback.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Charlotte Mecklenburg Schools, Rowan County Schools, Cabarrus County Schools</p>
<p>Start and End Dates</p>	<p>6/27/2017-09/30/2018</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Revise the undergraduate yearlong teaching experience to include coaching of teacher candidates instead of typical observations with feedback provided at some later.</p>
<p>Number of Participants</p>	<p>approximately 50 clinical educators from the participating school districts</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Summer weeklong TEI workshop to address 3 key priorities of managing small group work, managing group discussions, and eliciting student thinking. Training on coaching skills. Developing learning teams and Planning learning team meetings and activities. Data collection activities to capture changes in self-efficacy, confidence in teaching and coaching, and growth in teaching and coaching skills.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>The project is ongoing so outcomes are not yet available. Data was collected at the onset of the project and outcome data will be collected in spring 2018.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Wake County Public Schools</p>

Start and End Dates	6/1/2015- *
Priorities Identified in Collaboration with LEAs/Schools	Revise and Edit District Curriculum Mapping connecting ESL and ELA curricular materials. Emphasis on WIDA Standards and WIDA Key Uses alignment.
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Fall and Spring Professional Development presentations; quarterly meetings with District Level Core ESL Team and Director of Title III.
Summary of the Outcome of the Activities and/or Programs	Collaborative research project with Dr. Andrea Honigsfeld (Malloy College) and Wake County regarding the benefits of Co-teaching with English Learners.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCDPI Title III/ESL Department
Start and End Dates	8/1/2016-*
Priorities Identified in Collaboration with LEAs/Schools	Summer English Learner Conference: Co-Teaching and Collaboration with ELs.
Number of Participants	75 (each summer cohort)
Activities and/or Programs Implemented to Address the Priorities	Three full days of training with teams of NC teachers and school administrators on the Honigsfeld and Dove model for Co-Teaching and Collaboration.
Summary of the Outcome of the Activities and/or Programs	2017-18 Implementation reports pending.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cleveland County Schools
Start and End Dates	7/1/2016 - *
Priorities Identified in Collaboration with LEAs/Schools	Collaboration as part of NCSIP initiative addressing co-teaching and adolescent literacy: Improve implementation of co-teaching as an inclusion, EC service delivery model including the integration of specialized instruction. Improve adolescent literacy intervention for students at-risk for academic failure, particularly students with learning disabilities in reading. Support academic instruction for low-achieving adolescents at-risk for school dropout in later years. Improve overall school-wide literacy effectiveness.
Number of Participants	Over 50 direct participants including teachers, administrators, and district leadership.

Activities and/or Programs Implemented to Address the Priorities	<p>PD provided in literacy-oriented learning strategy instruction with emphasis on vocabulary and reading comprehension and co-teaching models to support inclusive instruction.</p> <p>Coaching sessions provided.</p> <p>All intermediate and middle schools in Cleveland County received training in research-based approaches to co-teaching and inclusive instruction integrating specialized instruction.</p>
Summary of the Outcome of the Activities and/or Programs	<p>PD provided in literacy-oriented learning strategy instruction with emphasis on vocabulary and reading comprehension and co-teaching models to support inclusive instruction.</p> <p>Coaching sessions provided.</p> <p>All intermediate and middle schools in Cleveland County received training in research-based approaches to co-teaching and inclusive instruction integrating specialized instruction.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lincoln Heights Schools: CMS
Start and End Dates	1/8/2013-*
Priorities Identified in Collaboration with LEAs/Schools	<p>Provide UNCC students with experiences working in schools that intensively serve students with emotional and behavioral challenges.</p> <p>Support Lincoln Heights in recruitment of future teachers with a passion for teaching students with emotional and behavioral challenges.</p> <p>Support Lincoln Heights with mentoring and tutorial support from UNCC student teachers/observers.</p>
Number of Participants	50-60
Activities and/or Programs Implemented to Address the Priorities	Observation, interviews, and mentoring/tutoring of students at Lincoln Heights.
Summary of the Outcome of the Activities and/or Programs	Ongoing collaborative relationship with Lincoln Heights with regular attendance by UNCC students and consistent academic support to students with significant emotional and behavioral disabilities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jay Robinson High School, Cabarrus County Public Schools
Start and End Dates	10/9/2015-12/1/2017
Priorities Identified in Collaboration with LEAs/Schools	College application support for first-generation college aspirants
Number of Participants	30+

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." The series consisted of four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas. Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz)., the sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015 pilot project resulted in an invitation to expand the program to include additional sites Fall 2016 and 2017.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." The series consisted of four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas. Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz)., the sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015 pilot project resulted in an invitation to expand the program to include additional sites Fall 2016 and 2017.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Central Cabarrus High School</p>
<p>Start and End Dates</p>	<p>9/13/2017-12/13/2017</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Improving the Final Exam Scores of CCHS students on social studies final exam Improving the quality of instruction among CCHS social studies teachers</p>
<p>Number of Participants</p>	<p>2 teachers, 50 students</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Tutoring CCHS social studies students as part of an embedded methods class held at the school</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Examination of NC report card data indicates that CCHS student scores have consistently improved on social studies-related, NC final exams since the inception of the program.</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis Middle School
Start and End Dates	8/14/2017-06/15/2018
Priorities Identified in Collaboration with LEAs/Schools	We have provided 20 hours of professional development through our co-teaching/coaching model. We are helping teachers to develop a writing pedagogy while focusing on the standards from the NCSCOS:
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	<p>I provide intensive and embedded PD to support classroom instruction in argument writing and have developed a year-long arc of intentionally sequenced resources that support students' writing. KMS ELA teachers committed to engaging students in four writing cycles and PD that includes:</p> <ul style="list-style-type: none"> A clear focus on a specific set of skills or practices in argument writing Text sets that represent multiple perspectives; Formative assessment opportunities embedded in classroom practice and professional conversations that identify areas of strength and inform next steps for teaching and learning; Organizational structures in argument that are intentionally designed to advance the argument; Recursive claims that emerge and evolve; Iterative reading and writing practices that build knowledge around a single topic;
Summary of the Outcome of the Activities and/or Programs	Thus far, teacher data has indicated that teachers have much more efficacy in the area of teaching argumentative writing and integrating low stakes writing into their daily practice. Data from student writing samples also indicate that students are developing their ability to support their arguments/claims with textual evidence. The principal and literacy coach report that teachers feel supported by our program and that they are not overwhelmed by programmatic expectations.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County/Forest Hills High School
Start and End Dates	8/21/2017-06/15/2018

Priorities Identified in Collaboration with LEAs/Schools	Dr. Kevin Plue requested help with the writing component of the Disciplinary Literacy Program. This project serves the needs of teachers at Forest Hills High School as they begin the process of implementing Disciplinary Literacy across content areas throughout the school. Disciplinary Literacy is a concept that differentiates between the various texts used in different content areas and the specialized reading practices required for comprehension and critical analysis of ideas within each. Some of these differences include specialized vocabulary, types of language used to communicate ideas, text structures, text features, and sources of information within and across disciplines. Each discipline represents knowledge and the ways of producing and communicating that knowledge differently, resulting in a diverse approach to reading and comprehending text ideas. My primary role in this implementation is to provide quarterly professional development around how to integrate writing strategies that engage secondary learners in asking critical questions while participating in low stakes writing activities.
Number of Participants	66
Activities and/or Programs Implemented to Address the Priorities	At the beginning of the fall semester, I met with all Professional Learning Community Leaders to train them to use daybooks with their students with low stakes writing activities across all content areas. This initial session lasted three hours. The second session, I met with all teachers in the school and engaged them in writing activities that enabled them to see that the same critical thinking questions could be asked to engage students in writing across the content areas. Our next two sessions will take this writing a step further and will challenge teachers across content areas to develop writing tasks that help students build their argument writing skills. These lessons will require PLC members to plan and implement writing in ways that provide students authentic audiences for their writing tasks.
Summary of the Outcome of the Activities and/or Programs	As of right now, I do not have any outcomes of the program, but the principal plans to use data from first semester exams to determine whether this program has had any effect on student writing outcomes.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary, Hidden Valley Elementary, Lebanon Road Elementary
Start and End Dates	6/1/2017-05/31/2018

Priorities Identified in Collaboration with LEAs/Schools	The project serves to address both of the identified areas of critical need in North Carolina. 1) Assisting K-12 teachers to become highly knowledgeable about and pedagogically skilled in leading students to mastery of the NC State Standards in ELA adopted by the State Board of Education. 2) Assisting K-12 teachers to become highly knowledgeable about and pedagogically skilled in leading students to mastery of the NC State Standards in Mathematics adopted by the State Board of Education. The design of the PD not only seeks to address these two content areas of critical need, but also provides support in instructional strategies and assessment methods to enhance knowledge and student success in these areas.
Number of Participants	31
Activities and/or Programs Implemented to Address the Priorities	We offer four 8-week courses that result in a Graduate Certificate. We also provide coaching and mentoring to each teacher during their school day. Each teacher is awarded two substitute days to learn from each other or for mentoring.
Summary of the Outcome of the Activities and/or Programs	To this point, two courses have been completed with participants. They have enrolled in the final two courses for the Spring semester and begin shortly. Each teacher has also received at least one round of coaching/mentoring. We will not have results until Spring 2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools, Charlotte Metro Schools, Cabarrus County Schools
Start and End Dates	6/1/2016-05/31/2017
Priorities Identified in Collaboration with LEAs/Schools	The project consists of six courses that are completed for a graduate certificate in elementary education. Our priorities are to provide professional development that helps teachers shift their practice towards more inquiry based teaching and assessment practices.
Number of Participants	22
Activities and/or Programs Implemented to Address the Priorities	Six courses that are coordinated to provide both content and pedagogical content knowledge of elementary mathematics concepts.
Summary of the Outcome of the Activities and/or Programs	Twenty two teachers completed the courses and received their graduate certification. Formal analysis are ongoing. However, one project determined that using a Video Collaboratory tool was an effective online tool in promoting deeper reflection on mathematics instruction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools, Shady Brook Elementary
Start and End Dates	8/15/2014- On Going
Priorities Identified in Collaboration with LEAs/Schools	Improve teachers best practices for STEM education
Number of Participants	2 administrators, 16 teachers, unknown number of students
Activities and/or Programs Implemented to Address the Priorities	Gather resources for teachers at all grade levels Plan with teachers at all grade levels

Summary of the Outcome of the Activities and/or Programs	Purchased a multitude of curriculum resources for each grade level at the school. Have planned with each team on numerous occasions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools, Cox Mill Elementary
Start and End Dates	2/1/2017- *
Priorities Identified in Collaboration with LEAs/Schools	Work with the science club
Number of Participants	1 administrator, 4 teachers, unknown number of students
Activities and/or Programs Implemented to Address the Priorities	Science methods students traveled to Cox Mill last February to work with elementary students in the Science Club three times. Repeated this in November with a different set of UNCC candidates.
Summary of the Outcome of the Activities and/or Programs	Included in planning by the Science Club teachers. Working with Principal to start planning with the different grade level teams
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Community School of Davidson
Start and End Dates	8/25/2017-11/24/2017
Priorities Identified in Collaboration with LEAs/Schools	Creating writing experiences for both student-teachers and 3rd graders Joint field trips so both student-teachers and 3rd graders can experience the integration of Social Studies and Language Arts
Number of Participants	72
Activities and/or Programs Implemented to Address the Priorities	Pen Pal Letter writing Field trips to UNCC, Community School of Davidson, and Levine Museum of the New South Reflective writing exercises --Genre study exercises between student teachers and 3rd graders
Summary of the Outcome of the Activities and/or Programs	Throughout the semester, I paired UNCC students with Community School of Davidson students to have joint learning experiences outside their classrooms. This project was mutually beneficial for both sets of students. The 3rd graders had the opportunity to receive one-on-one instruction with adult learners. UNCC students had the opportunity to learn about writing instruction and writing development from their student partners.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS/Quail Hollow Middle School
Start and End Dates	8/29/2016-05/31/2019

Priorities Identified in Collaboration with LEAs/Schools	<p>1) Provide professional development to EC teachers of students in 6th, 7th, and 8th grade on academic vocabulary development</p> <p>2) Improve students' academic vocabulary knowledge through teacher-provided intervention during students' Personal Learning Time period</p>
Number of Participants	32 students and 2 teachers as of 2017
Activities and/or Programs Implemented to Address the Priorities	<p>1) As of December 2017, one 6th grade and one 7th grade teacher have received professional development and coaching in teaching their students academic vocabulary words. Teachers also have received from the research team all instructional materials, teacher manuals, and student manuals necessary to teach the lessons.</p> <p>2) The research team has provided coaching and instructional support to both teachers on an ongoing basis.</p> <p>3) The research team has administered educational assessments to all participating students to evaluate the effectiveness of instruction.</p>
Summary of the Outcome of the Activities and/or Programs	<p>In the 2016-2017 academic year, one 6th grade teacher provided instruction on 32 academic vocabulary words to her 24 students. Results indicated significant growth in students' ability to identify meanings of taught words on multiple choice and short answer tests. There was also a trend toward significance for improved receptive vocabulary knowledge as measured by the CREVT.</p> <p>Outcomes of 2017-2018 implementation are forthcoming.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS/Windsor Park Elementary School
Start and End Dates	7/6/2016-07/27/2018
Priorities Identified in Collaboration with LEAs/Schools	<p>1) Train teachers to implement Sound Partners, an explicit phonics-based early reading intervention.</p> <p>2) Support teachers' implementation of Sound Partners to struggling readers during 4 weeks in the summer.</p> <p>3) Evaluate the effects of the reading intervention on students' early reading outcomes.</p>
Number of Participants	90

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>1) As of 2017, approximately 16 teachers from Windsor Park have been trained in the Sound Partners intervention 2) Teachers implemented Sound Partners during the 2016 and 2017 summers. Teachers received coaching and support for successful implementation from research staff. 3) The research team collected early reading assessment data on all participating students before and after intervention.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>1) Rising 2nd and 3rd graders who received Sound Partners had significantly improved reading fluency scores after receiving the reading intervention. Effects were stronger for rising 3rd graders. 2) Teachers at Windsor Park continued to use Sound Partners to support struggling readers in their classrooms and during after school tutoring.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Windsor Park Elementary</p>
<p>Start and End Dates</p>	<p>9/1/2017-06/1/2018</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>This work is based on genre-based strategy instruction and in supporting teachers in the application of the "Developing Strategic Writers through Genre-based Instruction" approach (Philippakos, MacArthur & Coker, 2015). The goal is for teachers to provide genre-based instruction (addressing persuasion, story writing, report writing, and compare-contrast writing). Teachers for this work are given workshops and are observed at least once within the instruction of a genre. Unfortunately, this is not a funded project and time and resources are limited for additional coaching support.</p>
<p>Number of Participants</p>	<p>18</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Teachers are provided with workshops and with resources to support their instruction. All teachers are given access to my drive where they can locate the following: podcasts, sample videos of instruction, manuals, and supportive materials (e.g., linking words and sentence frames). Further, I modeled the instructional components in teachers' classrooms and videotaped the sessions. These videos (with their students) are currently in the drive and teachers have access to those. In addition, teachers assess students at pretest and posttest across three genres to examine changes across time. Of course this is NOT an official CMS research project. Thus, no analysis is officially conducted by Zoi Philippakos.</p>

Summary of the Outcome of the Activities and/or Programs	This is ongoing, and this is a new project that I plan to continue.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brandywine School District
Start and End Dates	10/1/2015-08/01/2018
Priorities Identified in Collaboration with LEAs/Schools	<p>The goal is to support teachers' application of genre-based instruction across grades K-2. This is a project that has long term and this would be the third year of application. The project is based on design research. In the first year one school applied the PD approach and model of instruction that is based on genre-based instruction (Philipakos, MacArthur, & Coker, 2015) and only for grades 3 to 5 (15 teachers) In the second year a second school followed the revised approach for grades 3 to 5 (32 teachers) In this year, eight schools follow the 3 to 5 approach.</p> <p>Also, two schools follow the newly developed resources for grades k TO 2.</p>
Number of Participants	50 teachers and administrators
Activities and/or Programs Implemented to Address the Priorities	<p>Teachers are provided with workshops and with resources to support their instruction. All teachers are given access to my drive where they can locate the following: podcasts, sample videos of instruction, manuals, and supportive materials (e.g., linking words and sentence frames). Further, I modeled the instructional components in teachers' classrooms and videotaped the sessions. These videos (with their students) are currently in the drive and teachers have access to those. In addition, teachers assess students at pretest and posttest across three genres to examine changes across time. The district also collaborated with the researcher to develop materials for district-level assessments on reading and writing.</p> <p>Data from two schools for grades K-5 are collected deidentified by the district and data are analyzed.</p>

<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Data have been analyzed for one genre for one school (year 1 data). The analysis for the other genres is not yet completed as the raters score the papers (more than 1000).</p> <p>Student data. Students wrote three papers at each of four times: Time 1 (start of year), Time 2 (after instruction on story writing), Time 3 (after instruction on persuasive writing), and Time 4 (after instruction on compare and contrast). Papers were analyzed for overall quality, inclusion of genre elements, and length.</p> <p>Analysis has only been completed for the persuasive papers to date. Quality was measured using a 7-point holistic rubric. Papers were scored by trained graduate research assistants; a second rater scored 40% of the papers with excellent agreement ($r = .93$, exact agreement 80%). Persuasive elements were counted as t-units. Interrater reliabilities (exact agreement) were above 83% across all elements. Both quality scores and elements scores were analyzed using repeated measures analysis of variance (ANOVA) (Field, 2009; Raudenbush & Bryk, 2002).</p> <p>Student writing. Statistically significant effects across time were found for quality, length, total persuasive elements, and each individual element (all $p < .005$) (see Table 2). Follow-up tests contrasted all four times with a Bonferroni adjustment ($p < .005$). For overall quality of persuasive writing, change occurred between Times 2 and 3 (Times 1 and 2 were significantly different from Times 3 and 4, $p < .001$). For length, significant increases were found between Time 1 and 2, and between Time 2 and 3 (both $p < .001$). For total persuasive elements, significant differences were found between Time 1 and 2 ($p < .001$), and between Time 2 and 3 ($p < .001$), but not between Times 3 and 4.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>United Community School & Veritas Community School</p>
<p>Start and End Dates</p>	<p>9/6/2017-6/5/2019</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Training teachers in Child-Teacher Relationship Therapy and provide feedback on skills implementation.</p>
<p>Number of Participants</p>	<p>50</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Teachers and researchers: Weekly trainings that teach the skills associated with Child-Teacher Relationship Training Teachers and researchers: Weekly debrief meetings Teachers: Weekly 20-30 minute play sessions with their child of focus</p>

Summary of the Outcome of the Activities and/or Programs	<p>Anticipated outcomes:</p> <ol style="list-style-type: none"> 1. Decreased teacher stress and burnout 2. Increase teacher satisfaction 3. Increase teacher empathy 4. Increase student-teacher relationship 5. Decrease in the amount of discipline referrals 6. Increase in focus child's self-regulation skills
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Coddle Creek Elementary
Start and End Dates	8/21/2017-6/8/2018
Priorities Identified in Collaboration with LEAs/Schools	Increase teacher skills in implementing inquiry-based instruction in science and math lessons
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	4 PD throughout the year focused on inquiry-based instruction Observation and evaluation of 4 inquiry-based lessons (math and science) Debriefs of 4 inquiry-based lessons.
Summary of the Outcome of the Activities and/or Programs	<ol style="list-style-type: none"> 1. Increase in the ability to facilitate inquiry-based instruction in math and science lessons 2. Improve the conception of inquiry-based instruction
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Walter Bickett Elem (Union)
Start and End Dates	8/1/2016-8/10/2017
Priorities Identified in Collaboration with LEAs/Schools	<p>Improve mathematics instruction Improve student understanding of mathematics</p>
Number of Participants	school wide
Activities and/or Programs Implemented to Address the Priorities	Frequent (1-2 times a month) PLC meetings or walkthroughs
Summary of the Outcome of the Activities and/or Programs	<p>Teachers reported higher adoption of standards-based pedagogies Teachers reported higher level of students' conversations about mathematics Teachers reported higher efficacy in teaching mathematics using indirect instruction framework Slight increase in test scores on EoGs in Grades 3-5</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lake Norman Charter School

Start and End Dates	11/30/2017
Priorities Identified in Collaboration with LEAs/Schools	Provided instruction to the 8th grade students about the importance of digital footprints.
Number of Participants	Approximately 250 students (5 sessions - Approximately 50 students each)
Activities and/or Programs Implemented to Address the Priorities	Provided a hands-on workshop to the 8th grade students about how their digital footprints can affect their future. Facilitated hands on activity to help create students' digital footprints on iPads using Internet tools.
Summary of the Outcome of the Activities and/or Programs	Workshop on digital footprints.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Westerly Hills K-8 School
Start and End Dates	8/15/2016-12/6/2017
Priorities Identified in Collaboration with LEAs/Schools	The focus of this partnership was to mentor 8th grade students in an urban school to prepare them for high school. The Urban Education Collaborative and the Urban Educators for Change Doctoral Student Organization partnered to provide a monthly mentoring program and professional development series for teachers. Additionally, the 8th grade students had the opportunity to complete a campus tour at UNC Charlotte. This partnership took place during the entire 2017 year.
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	See above.
Summary of the Outcome of the Activities and/or Programs	The outcomes of the project was that the 8th grade students were much better prepared to enter high schools as leaders.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Socrates Academy
Start and End Dates	8/1/2017-08/1/2019
Priorities Identified in Collaboration with LEAs/Schools	The establishment of an evidence-based curriculum for grades K-8 and expansion to grades 9-12
Number of Participants	All Teachers and Administration
Activities and/or Programs Implemented to Address the Priorities	The development of curriculum for grades 9 to 12
Summary of the Outcome of the Activities and/or Programs	This is part of my work at the school's Board. The goal is to support the application of Evidence-based practices and develop now the curriculum for High school. The work is ongoing.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Meck Schools

Start and End Dates	8/1/2006-08/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Provide support to district leaders and facilitators regarding mathematics instruction
Number of Participants	varies, district-wide impact
Activities and/or Programs Implemented to Address the Priorities	Support development of instructional planning/pacing guides to align standards and curriculum resources
Summary of the Outcome of the Activities and/or Programs	Provide feedback to district leaders on assessments developed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS Schools/ Turning Point Academy
Start and End Dates	1/1/2015-*
Priorities Identified in Collaboration with LEAs/Schools	<p>Continuous Education and Professional Development</p> <p>Research Opportunities (Co-presentation and Co-publication)</p> <p>Support and Volunteerism</p> <p>Education Advising</p> <p>Non-profit consultation</p> <p>Community Recognition of Leadership and Exceptional Service</p> <p>On-site Grant Implementation</p> <p>Liaison between TPA and CMS Board of Education</p> <p>Liaison between TPA and CMS Board of Education</p> <p>Advocacy</p> <p>Parent Collaboration (Participation in Parent Workshops)</p> <p>Clinical Observations</p>
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. Culturally Relevant Arts Education Symposium 2. Vaoloria B. Burch Award for Curriculum Innovation in Alternative Education 3. Funding of Culturally Relevant Arts Education Curriculum Grant 4. Individual Professional Development Sessions with Staff and Faculty 5. Co-Presentation of Research at 2017 PEOPE National Conference 6. Hosting of the District 2 School Board Candidate Town Hall 7. Facilitation of Focus Group Sessions with CMS School Board of Education 8. Partnership with Urban Educators for Change (UEC, graduate student organization) and TPA for volunteer support 9. MDSK 2100 establishing required clinical observations for students at TPA

Summary of the Outcome of the Activities and/or Programs	<ol style="list-style-type: none"> 1. Increased research opportunities for staff/faculty; 2. Greater attention given to concerns heard by CMS School Board; 3. Increased interest in pursuing advanced education degrees; 4. Available funding for arts-based curriculum grants to be implemented at TPA; 5. Increased student and parent/guardian support; and 6. Constant and Frequent positive showcase of TPA led to the recognition of the school by District LEA (CMS) for outstanding leadership.
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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	97
Female	376
Race/Ethnicity	Number
Asian/Pacific Islander	7
African American	74
Hispanic	36
American Indian/Alaskan	0
White	323
Other	33

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	3	Asian / Pacific Islander	10
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	37
	Hispanic	3	Hispanic	42
	White, Not Hispanic Origin	63	White, Not Hispanic Origin	452
	Other	4	Other	42
	Total	79	Total	583
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	13
	Other	1	Other	5
	Total	8	Total	27

Part-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	16
	Other	0	Other	4
	Total	17	Total	26
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	1
	Asian / Pacific Islander	0	Asian / Pacific Islander	8
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	77
	Hispanic	4	Hispanic	16
	White, Not Hispanic Origin	57	White, Not Hispanic Origin	188
	Other	4	Other	12
	Total	78	Total	302

C. Program Completers and Licensed 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				
Prekindergarten		15	1	6
Elementary	64	69	31	14
MG	4	18	12	10
Secondary	9	23	16	20
Special Subjects	2	18	6	11
EC	4	21	12	19
VocEd				
Special Services				
Total	83	164	78	80

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCC	455	85	68
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2016-2017.

LEA	Number of Teachers
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Charlotte-Mecklenburg Schools	1792
Cabarrus County Schools	707
Union County Public Schools	491
Gaston County Schools	349
Rowan-Salisbury Schools	278
Lincoln County Schools	179
Iredell-Statesville Schools	174
Cleveland County Schools	171
Wake County Schools	167
Stanly County Schools	163

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

Measure	Baccalaureate
MEAN SAT Total	1,173.56
MEAN SAT-Math	570.00
MEAN SAT-Verbal	560.00
MEAN ACT Composite	25.82
MEAN ACT-Math	24.67
MEAN ACT-English	24.67
MEAN PPST-Combined	*
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	499.36
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	166.17
MEAN GPA	3.40
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	11	91
ESL	7	100
Elementary (grades K-6)	170	59
English	10	100
French	2	*
M.G. Language Arts	13	54
M.G. Math	20	90
M.G. Science	13	92
M.G. Social Studies	19	84
Math (grades 9-12)	14	71

Music	1	*
Science (grades 9-12)	13	85
Social Studies (grades 9-12)	38	89
Spanish	6	83
Spec Ed: Adapted Curriculum	18	100
Spec Ed: General Curriculum	43	98
Institution Summary	398	76
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

H. 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: Comment or Explanation: UNC Charlotte does not track lateral entry candidates except Teach for America. Lateral entry and graduate certificate candidates follow the same program of study. At the end of the program, during student teaching, all lateral entry candidates are identified (Teach for America and others). Candidates enrolled in student teaching and the newly enrolled Teach for America candidates are included in the enrollment numbers in the Student Demographic File as ULO.

I. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	102	100	30	7	1	
U Licensure Only	1	1		2	7	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	3		2		
U Licensure Only	107	30	6	5	3	1
Comment or Explanation:						

J. 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
119	19	101

K. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.9%	67.3%	27.5%	2.0%	697
State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.1%	4.3%	56.5%	37.4%	1.6%	697
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	71.2%	23.1%	0.9%	697
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.1%	6.0%	66.1%	26.5%	1.1%	697
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.2%	70.0%	25.3%	1.6%	697
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	18.5%	65.8%	15.8%	552		
State Level:	19.6%	64.7%	15.7%	4,570		

