

2016-2017

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 2016-17, more than 28,000 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 seventh class of 20 Levine Scholars in fall 2016. 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 29% white, 39% African American, 23% Hispanic, 6% Asian, and

3% 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 2,400 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 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. 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, 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.) is scheduled to begin 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 2016-2017 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 SmartBoards, 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 reading methods courses 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. 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. A faculty position has been specifically allotted to provide extra assistance for students in preparing for the Foundations of Math exam, as this was determined to be a particular area of need. 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 professional education unit (PEU), program 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, our undergraduate elementary education majors are required to complete their clinical hours for ELED 3120: The Elementary School Child in sites specifically identified as high-needs/high-poverty schools in the local Charlotte area. 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	Oakhurst Elementary
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Teachers
Activities and/or Programs Implemented to Address the Priorities	Summer Professional Development Institute
Start and End Dates	August 2014 – June 2015
Number of Participants	50
Summary of the Outcome of the Activities and/or Programs	Professional Development Institute conducted.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sugar Creek Charter School
Is this a project primarily with teachers or primarily with administrators?	teachers
Priorities Identified in Collaboration with LEAs/Schools	Develop and train teachers on a writing curriculum that addresses the Common Core State Standards
Activities and/or Programs Implemented to Address the Priorities	Professional development workshops and individual coaching sessions with each participating teacher.
Start and End Dates	July 2016 – March 2017
Number of Participants	10 teachers
Summary of the Outcome of the Activities and/or Programs	Teachers are implementing the new writing curriculum with our support. They are incorporating their own strategies into the curriculum.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	United Community School
Is this a project primarily with teachers or primarily with administrators?	A fourth grade classroom /Teacher

Priorities Identified in Collaboration with LEAs/Schools	Critical Literacy
Activities and/or Programs Implemented to Address the Priorities	I teach a writing workshop 1x per week to a classroom of fourth graders
Start and End Dates	August 2016 – ongoing
Number of Participants	Approximately 20
Summary of the Outcome of the Activities and/or Programs	Work with the classroom teacher to plan the lessons and provid staff and family development workshop on writing workshops. In March 2017, a co-researcher and I conducted a study looking at improvisational theater strategies and social justice. The data we collected from the study will be analyzed and written for peer review in a research journal.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sugar Creek Charter School
Is this a project primarily with teachers or primarily with administrators?	teachers
Priorities Identified in Collaboration with LEAs/Schools	Develop and train teachers on a writing curriculum that addresses the Common Core State Standards
Activities and/or Programs Implemented to Address the Priorities	Professional development workshops and individual coaching sessions with each participating teacher.
Start and End Dates	July 2016 – March 2017
Number of Participants	10 teachers
Summary of the Outcome of the Activities and/or Programs	Teachers are implementing the new writing curriculum with our support. They are incorporating their own strategies into the curriculum.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Quest Grant with CMS, Kannapolis City, and Gaston City Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Develop math content knowledge and math pedagogical content knowledge for teachers Support teachers' implementation of Common Core math standards
Activities and/or Programs Implemented to Address the Priorities	NC Quest Grant- 6 graduate level courses in the NC Elem Math Add-on program
Start and End Dates	May, 2016 through August, 2017
Number of Participants	24 teachers across all 3 districts

Summary of the Outcome of the Activities and/or Programs	In progress... Preliminary- participants reported more rigorous math tasks implemented in their classrooms
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Public Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Support mathematics instruction in low-performing schools
Activities and/or Programs Implemented to Address the Priorities	Regular meetings or occasional meetings with targeted schools about strategies for teaching mathematics, using data to differentiate instruction, and better understanding the standards.
Start and End Dates	August 2014- present
Number of Participants	Approximately 140 schools
Summary of the Outcome of the Activities and/or Programs	Teachers report feeling supported to teach mathematics instruction Data on 2016-2017 EoGs will not be available until spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Governor's Village Schools in CMS: Nathaniel Alexander Elementary School, Morehead K-8 STEM Academy
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	This is part of the UNC Charlotte campus-wide partnership with these CMS Schools. Goals include: <ul style="list-style-type: none"> • Tutoring and mentoring students • Providing classroom support and supplies • Professional development for teachers • Special programming for students
Activities and/or Programs Implemented to Address the Priorities	Recruitment and placement of UNC Charlotte faculty, staff and students as tutors/mentors/readers Collection of school supplies Workshops for teachers
Start and End Dates	2010 to present

Number of Participants	Varies from year to year. Estimate for 2015-16: 25 UNC Charlotte student tutors 25 classrooms 25 teachers
Summary of the Outcome of the Activities and/or Programs	Tutoring programs are valued by these schools—the teachers and students they serve.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Randolph Middle School, CMS
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	To provide teachers and staff with strategies for a balanced literacy component in writing that will help to increase student scores on the EOG
Activities and/or Programs Implemented to Address the Priorities	Partnership with the UNCC Writing Project Teacher Consultants which include workshops throughout the semester and a summer institute
Start and End Dates	August to June 2014-2016
Number of Participants	60+
Summary of the Outcome of the Activities and/or Programs	Research narrative from the Writing Consultants about the success of the collaboration, as well as student EOG results
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	University Meadows Elementary, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Induction/Teacher Retention
Activities and/or Programs Implemented to Address the Priorities	Bi-monthly and quarterly support meetings for induction program entitled SUMIT (Supporting University Meadows Induction Teachers)
Start and End Dates	Aug. 2015 - May 2016
Number of Participants	Twelve teachers (six in second year of teaching, six who were new to CMS)
Summary of the Outcome of the Activities and/or Programs	On the final SUMIT evaluation, all participants either agreed or strongly agreed that information and resources provided through SUMIT were applicable and beneficial to their teaching positions. MAP (Measures of Academic Progress) and end-of-grade test results are available for each grade level. In summary, for overall growth, in a K-5

	grouping, University Meadows showed higher growth than any other elementary school in the Northeast zone.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg, Cabarrus, Kannapolis-City, Union, Stanly
Is this a project primarily with teachers or primarily with administrators?	Beginning teachers
Priorities Identified in Collaboration with LEAs/Schools	New teacher support; enhanced professional development for beginning teachers; external support for teacher development
Activities and/or Programs Implemented to Address the Priorities	Beginning Teacher Support via on-campus and off-campus programs simultaneously Summer Institute: One day professional development day before the first day of school Monthly Seminars: Networking and professional development 10 times throughout the year
Start and End Dates	August 2015-May 2016 under current grant from Z Smith Reynolds
Number of Participants	45 beginning teachers (20 1st year and 24 3rd year)
Summary of the Outcome of the Activities and/or Programs	Higher retention of teachers in high needs schools; increased collaboration of teachers across schools; connectedness of teachers to the University
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Newell Elementary School
Is this a project primarily with teachers or primarily with administrators?	Teachers and students
Priorities Identified in Collaboration with LEAs/Schools	Enhanced professional development in literacy strategies for struggling readers, follow-up targeted observations, hosting all 3rd grade classes on campus for a day around literacy

Activities and/or Programs Implemented to Address the Priorities	Professional development for entire staff on Literacy Strategies for Struggling Readers (October) followed by targeted observations to provide feedback of the implementation of the strategies Literacy Alive Read-In (April) – hosted all 3rd grade classes on campus for the day Events included campus tours, lunch, STEM activities, campus life panel, and read aloud
Start and End Dates	September 2015-April 2016
Number of Participants	PD – 50 teachers Literacy Alive – 3rd grade team of 7 teachers and 150 students
Summary of the Outcome of the Activities and/or Programs	PD - Increased use of literacy strategies for struggling readers (and all readers) in classrooms; 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
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Middle School
Is this a project primarily with teachers or primarily with administrators?	teachers
Priorities Identified in Collaboration with LEAs/Schools	Inclusive instruction of students with autism spectrum disorders (ASD)
Activities and/or Programs Implemented to Address the Priorities	Professional development for and coaching of 3 middle school health and physical education teachers
Start and End Dates	January 2016-June 2016
Number of Participants	3 teachers, 3 students with ASD, 1 special education teacher, 3 university coaches, 2 university doctoral students
Summary of the Outcome of the Activities and/or Programs	All 3 general education teachers who received professional development and coaching mastered a systematic instructional strategy (i.e., simultaneous prompting) and used it to teach health class core content to students with ASD during inclusive health classes. In addition, all 3 students with ASD mastered the core content that the teachers taught.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mooresville High School
Is this a project primarily with teachers or primarily with administrators?	teachers
Priorities Identified in Collaboration with LEAs/Schools	Inclusive instruction of students with significant disabilities by their peer tutors

Activities and/or Programs Implemented to Address the Priorities	Professional development for and coaching of 1 special education teacher and 2 peer tutors within a physical education class
Start and End Dates	September 2016-present
Number of Participants	4 students with significant disabilities, 1 special education teacher, 1 physical education teacher, 2 high school peer tutors without disabilities, 1 university coach, 2 university doctoral students
Summary of the Outcome of the Activities and/or Programs	To date, 1 special education teacher and 1 peer tutor have received coaching on implementing a instructional strategy (simultaneous prompting) to teach health/physical education content to 1 student within a physical education activity. By June, 2017, 1 more peer tutor will receive coaching and 3 additional students with significant disabilities will be taught content by their peer tutors. The teacher has been trained to assess whether learning occurs during the peer interactions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Provide Yearlong PD in Written Expression with Special Education teachers
Activities and/or Programs Implemented to Address the Priorities	Face to Face and online PD in University of Kansas (KU) Sentence Writing Strategies
Start and End Dates	Sept. 1, 2016- Apr. 30, 2017
Number of Participants	28
Summary of the Outcome of the Activities and/or Programs	Teachers are provided with PD in written expression for implementation in their classrooms. They have submitted work samples and will submit completed implementation reports. Some of the teachers will be identified as potential Professional Developers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools and NC DPI
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Increased student achievement in literacy for students in selected middle and high schools

Activities and/or Programs Implemented to Address the Priorities	<p>PD and support in KU learning strategies and content enhancements</p> <p>Observations of teachers implementing the strategies</p> <p>Consulting with teachers/problem solving</p>
Start and End Dates	Ongoing
Number of Participants	Variable – currently about 40 teachers
Summary of the Outcome of the Activities and/or Programs	Cohort of (currently 4) professional developers for the county
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Beverly Woods Elementary, Highland Renaissance Academy Elementary, Carmel Middle School, Jay M. Robinson Middle School, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	<p>(The Solutions Project)</p> <p>To develop and field test a method to teach students with moderate and severe intellectual disability (ID) to solve mathematical problems using a treatment package including modified schema-based instruction combined with evidence-based practices for teaching mathematics to students with severe disabilities</p>
Activities and/or Programs Implemented to Address the Priorities	Teachers implemented modified schema-based instruction package across 7 phases (baseline, group problem type, compare problem type, mixed problem type, change-add and change-subtract problem type, discrimination of all three problem types, and maintenance)
Start and End Dates	September 2015 – May 2016
Number of Participants	4 teachers; 8 students with moderate/severe ID (attrition of 1 student who moved away midyear)
Summary of the Outcome of the Activities and/or Programs	<p>1. Teachers implemented the instruction package with 90% fidelity or higher.</p> <p>2. Students demonstrated mathematical word problem solving skill steps during instruction (based on number of steps correct), increased number of problems solved, and increased skills in discriminating word problem types. Students also generalized skills to problems presented on SMART Board, real-world video simulation problems, and a distal measure (i.e., a criterion word-problem solving test).</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northeast Middle School, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers

Priorities Identified in Collaboration with LEAs/Schools	(The Solutions Project) 1. Same as above for the Project Solutions goal 2. To evaluate generalization effects of students' skills to general education peer tutors as interventionists
Activities and/or Programs Implemented to Address the Priorities	General education peer tutors implemented modified schema-based instruction after being trained by researcher
Start and End Dates	December 2015 – February 2016
Number of Participants	4 students with moderate/severe ID; 5 general education peers
Summary of the Outcome of the Activities and/or Programs	1. All students with moderate/severe ID improved the number of word problem solving steps for the change-add and change-subtract types, increased number of problems solved correctly, and increased skills in discriminating problem types. 2. Social validity data showed an increase in positive attitudes and perceptions of general education peers on tutees with disabilities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alexander Graham Middle School, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	(The Solutions Project) 1. Same as above for the Project Solutions goal 2. To evaluate generalization effects of students' skills to CCSS algebra standards in middle school
Activities and/or Programs Implemented to Address the Priorities	Researcher implemented modified schema-based instruction to teach students to solve algebraic word problems
Start and End Dates	October 2015 – December 2015
Number of Participants	3 students with autism spectrum disorder (ASD) and mild/moderate ID
Summary of the Outcome of the Activities and/or Programs	All students showed improved mathematical problem solving skills after receiving the modified schema-based instruction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Carmel Middle School, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	(The Solutions Project) 1. Same as above for the Project Solutions goal 2. To evaluate generalization effects across standards and with larger numbers (e.g., solving personal finance word problems; calculating tips and sales price)

Activities and/or Programs Implemented to Address the Priorities	Researcher implemented modified schema-based instruction to teach students to solve personal finance word problems
Start and End Dates	February 2016 – May 2016
Number of Participants	3 students with Down Syndrome and moderate ID
Summary of the Outcome of the Activities and/or Programs	All students showed improved skills in solving personal finance word problems.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Shady Brook Elementary School, Kannapolis City Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	(The Solutions Project) 1. Same as above for the Project Solutions goal 2. To evaluate generalization effects to virtual manipulatives, and generalization to solving real-world video simulation problems 3. To evaluate fading of visual supports in curriculum (e.g., student task analysis)
Activities and/or Programs Implemented to Address the Priorities	1. Teachers implemented modified schema-based instruction package with 7 phases 2. Researcher measured generalization to real-world video simulation problems presented on an iPad or computer, and generalization to virtual manipulatives for solving problems using iPad and SMART Notebook app
Start and End Dates	November 2015 – May 2016
Number of Participants	1 teacher; 3 students with ASD and ID
Summary of the Outcome of the Activities and/or Programs	1. All students improved mathematical word problem solving skills, and generalized skills to virtual manipulatives on iPad and real-world video simulation problems. 2. Teacher implemented the intervention with 90% fidelity or higher. 3. Students were able to solve problems using TouchMath method and without manipulatives.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Robinson Elementary School, Gaston County Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	1. To determine the effects of a training and coaching package, including Bug-In-Ear technology, on general education teachers' accurate facilitation of self-monitoring strategy with students at risk for or with emotional and behavioral disabilities (EBD) 2. To determine the effects of the teachers' facilitation of self-monitoring strategy and students' use of self-monitoring on the on-task behavior of target students at risk for or with EBD

Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. Conducted a 1-hour professional development session on use of self-monitoring strategies in general education classroom 2. Provided coaching that included individual coaching, in vivo bug-in-ear coaching, and post in-vivo coaching sessions with individual teachers on use of self-monitoring strategy with students 3. Assessed participating teachers' perceptions about coaching and the use of self-monitoring to promote students' on-task behavior 4. Assessed students' views on use of self-monitoring strategy
Start and End Dates	August 2016 – March 2016
Number of Participants	4 general education teachers, 4 students at risk for or with EBD, 4 “comparison” peers
Summary of the Outcome of the Activities and/or Programs	<ol style="list-style-type: none"> 1. Two teachers met mastery on implementation fidelity after individual coaching; two teachers met mastery on fidelity after individual coaching and bug-in-ear coaching (based on fidelity checklist data). All teachers' implementation fidelity remained high during 1-week, 2-week, and 4-week follow-up (without coaching). 2. All four students showed clear improvement on on-task behavior. Their on-task level was similar to or higher than the on-task level for the comparison peers when teachers received coaching, and remained high after coaching ended. 3. Teachers noted immediate feedback from coach, as well as increased student on-task behavior and increased student intrinsic motivation as most valuable. 4. Students noted enjoying one-on-one interactions with teacher, and working toward a goal as part of self-monitoring.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Beverly Hills Elementary School, Cabarrus County Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	<ol style="list-style-type: none"> 1. To decrease the classroom rule violations related to schoolwide behavioral expectations of K-1 African American students through culturally responsive social skill instruction 2. To determine feasibility and acceptance of the culturally responsive social skill instruction for school personnel, parents, and participants
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. Trained 1 instructional specialist and 2 paraprofessionals on implementation of computer-assisted culturally responsive social skill instruction 2. Implemented the culturally responsive social skill instruction with K-1 African American students in dyad format (five targeted African American students and four peers) 3. Conducted interviews with 2 parents and social validity questionnaires with school personnel to obtain their opinions about the culturally responsive social skill instruction
Start and End Dates	August 2016 – May 2016

Number of Participants	1 instructional specialist, 2 paraprofessionals, 3 teachers, 2 parents, 9 students
Summary of the Outcome of the Activities and/or Programs	<ol style="list-style-type: none"> 1. The instructional specialist's and paraprofessionals' implementation fidelity was high (based on measure using fidelity checklist) 2. All five target students receiving culturally responsive social skill instruction reduced occurrence of rule violations to schoolwide behavioral expectations in the classroom (based on ongoing classroom direct observations during content instruction) 3. Parents' inputs about a randomly selected culturally responsive social skill instructional lesson were positive indicating cultural responsiveness and appropriateness for their children (based on interview data) 4. Teachers and intervention facilitators (instructional specialist and paraprofessionals) rated the intervention favorably.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McKee Road Elementary, Charlotte-Mecklenburg Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	<ol style="list-style-type: none"> 1. To decrease the challenging behavior of students with ASD and problem behavior through functional communication training 2. To increase students' use of appropriate communicative response
Activities and/or Programs Implemented to Address the Priorities	Trained 3 paraprofessionals to implement functional communication training to support students' use of appropriate communicative responses in response to work demands
Start and End Dates	February 2016 – June 2016
Number of Participants	2 students with ASD, 3 teaching assistants, 2 special education autism teachers
Summary of the Outcome of the Activities and/or Programs	Both students decreased level of challenging behavior and increased use of appropriate communicative responses. One student generalized the skill to a paraprofessional who was not involved in delivering the intervention.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Central Cabarrus High School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Service professional development on an ongoing basis to support regular PD support days related to differentiation, inclusion, and struggling learners.
Activities and/or Programs Implemented to Address the Priorities	Face to face support meetings, focus groups, and follow-up PD with teachers.

Start and End Dates	2013, ongoing
Number of Participants	Full school staff.
Summary of the Outcome of the Activities and/or Programs	Integration of strategies for differentiation across the core content areas.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Schools First Ward Elementary
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Professional consultation with teacher in EC teachers and school administration to provide direct reading support and mentoring by connecting teacher education majors with K-12 students.
Activities and/or Programs Implemented to Address the Priorities	Face to face support meetings.
Start and End Dates	2014, ongoing
Number of Participants	10
Summary of the Outcome of the Activities and/or Programs	Academic support and mentoring provided to students in K-12 EC classrooms for students with severe emotional disorders
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Central Cabarrus High School (CCHS)
Is this a project primarily with teachers or primarily with administrators?	Teachers and Students
Priorities Identified in Collaboration with LEAs/Schools	Improving the Final Exam Scores of CCHS students Improving the quality of instruction among CCHS teachers
Activities and/or Programs Implemented to Address the Priorities	Yearly PD workshop for CCHS teachers presented by UNC Charlotte Faculty Tutoring CCHS social studies students as part of a embedded methods class held at the school
Start and End Dates	08-15 to 10-16 (tutoring put on temporary hold due to school scheduling issues)
Number of Participants	50 CCHS faculty, 8 UNC Charlotte faculty, 50 (9-12 social studies students
Summary of the Outcome of the Activities and/or Programs	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.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A.L. Brown High School

Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Providing increased leadership opportunity for A.L. Brown faculty members to assist with teacher candidate training and development
Activities and/or Programs Implemented to Address the Priorities	OSSEP clinical partnerships: Teacher Partners (TPs) work with MDSK OSSEP students in structured clinical activities
Start and End Dates	Ongoing, began Spring 2015
Number of Participants	16 OSSEP students in Spring 2016, 10 A.L. Brown staff
Summary of the Outcome of the Activities and/or Programs	Research from OSSEP suggests students feel more efficacious after engaging in structured clinical activities with P-12 teachers
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Monroe High School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Worked to support teachers in advancing pedagogy, research and advocacy knowledge and skills to support 9-12 learners in English, Math, Science and Social Studies.
Activities and/or Programs Implemented to Address the Priorities	<p>Guided teachers in designing professional develop for colleagues to promoting a greater understanding of adolescent needs.</p> <p>Through embedded coaching helped teachers apply pedagogy, reflect on pedagogical practices, and use critical theory to revise and rethink the work they do with diverse students in high schools.</p> <p>Engaged technology facilitator in exploring the ways content area teachers integrated technology to support student learning of various subject areas.</p>
Start and End Dates	May 2015-August 2016
Number of Participants	4 teacher participants and their students (approximately 300) and school colleagues, 2 administrators, 2 university faculty members

Summary of the Outcome of the Activities and/or Programs	<p>A formal report was submitted to the Dean.</p> <p>Direct Outcomes: Advanced degree personalized support and professional collaboration for Teachers</p> <p>UNC Charlotte Faculty Instruction</p> <p>Indirect Outcomes: 9-12 Learners Increased achievement</p> <p>Pre-post analysis of teacher impact on learner achievement (EVAAS data for teachers)</p> <p>Pre-post surveys Improvement in teacher efficacy</p> <p>Teacher surveys for reflective evaluation of impact</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Public Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	<p>Reading and Literacy in Social Studies</p> <p>Improved scaffolding of student learning in social studies</p>
Activities and/or Programs Implemented to Address the Priorities	Professional development for middle and secondary social studies teachers in Union County.
Start and End Dates	fall 2016
Number of Participants	60 social studies middle and secondary teachers participated in professional development workshop.
Summary of the Outcome of the Activities and/or Programs	<p>Evaluations of professional development.</p> <p>Pedagogical and curricular applications of strategies and techniques modeled in workshops.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	National Council for the Social Studies C3 Learning Collaborative Online NATIONAL Professional Networks
Is this a project primarily with teachers or primarily with administrators?	Teachers

Priorities Identified in Collaboration with LEAs/Schools	<p>Common Core State Standards for History and the Social Sciences: Reading in the Common Core</p> <p>21st Century Professionals: Increase teacher effectiveness</p> <p>College, Career and Civic Life (C3) Framework for the Social Studies</p>
Activities and/or Programs Implemented to Address the Priorities	<p>Online professional development targeting pedagogical shifts in the C3 and Common Core and discipline-specific ways of knowing. Emphasis on inquiry in content learning.</p> <p>Support of 55 teacher practice networks of 275 teachers who developed curriculum materials for implementing the C3 framework based on online PD modules and webinars. These teachers then disseminated their ideas and learning in state professional conferences, local or state-wide professional development, and national conferences.</p> <p>I designed, organized, and lead a NCSS conference strand of nine sessions to highlight the Teacher Practice Network Initiative and Learning Outcomes. These sessions were venues for dissemination of knowledge gained from collaborative engagements in online professional networks.</p> <p>I led the culminating showcase for all national teams at the NCSS Annual Conference</p> <p>I have also continued to support these networks through 2017.</p>
Start and End Dates	2015- 2017
Number of Participants	Offered to 55 teacher network team leaders with expected impact of thousands of teachers across the nation.
Summary of the Outcome of the Activities and/or Programs	<p>Outcome goals are increased understanding of Common Core, C3 Framework, and domain-specific ways of knowing.</p> <p>I led the development of 18 online professional development models that are available to national and international social studies teachers, teacher educators, social studies specialists, and administrators.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>National Council for the Social Studies C3 Learning Collaborative</p> <p>Featured Issue of Social Education</p>
Is this a project primarily with teachers or primarily with administrators?	Teachers

Priorities Identified in Collaboration with LEAs/Schools	<p>Common Core State Standards for History and the Social Sciences: Reading in the Common Core</p> <p>21st Century Professionals: Increase teacher effectiveness</p> <p>College, Career and Civic Life (C3) Framework for the Social Studies</p>
Activities and/or Programs Implemented to Address the Priorities	<p>Face to face professional development targeting pedagogical shifts in the C3 and Common Core and discipline-specific ways of knowing. Emphasis on inquiry in content learning.</p> <p>We received a grant extension and through additional funding will be continuing our work through June 2016. In addition we have been invited by the Gates Foundation to Apply for a second year of funding.</p> <p>Support of 55 teacher practice networks of 275 teachers who developed curriculum materials for implementing the C3 framework based on online PD modules and webinars in the dissemination of their ideas garnered from C3LC project participation. I am designing and editing a special issue of Social Education to feature the work of these TPN teams.</p> <p>I designed and hosted a three-day writing workshop and ideas dissemination planning session to offer another facet of increasing national communication regarding C3 and online PD resources.</p>
Start and End Dates	2016- 2017
Number of Participants	Offered to 55 teacher network team leaders with expected impact of thousands of teachers across the nation.
Summary of the Outcome of the Activities and/or Programs	Outcome goals are increased understanding of Common Core, C3 Framework, and domain-specific ways of knowing.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Monroe Middle School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Worked to support teachers in advancing pedagogy, research and advocacy knowledge and skills to support 6-8 learners in English, Math, Science and Social Studies.

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Through embedded coaching helped teachers apply pedagogy, reflect on pedagogical practices, and use critical theory to revise and rethink the work they do with diverse students in high schools.</p> <p>Engaged technology facilitator in exploring the ways to better support content area teachers in their integration of technology to support student learning of various subject areas.</p> <p>Opportunities to co-present innovative ideas and learning at state, national, and international conference</p>
<p>Start and End Dates</p>	<p>May 2015-August 2016</p>
<p>Number of Participants</p>	<p>3 teacher participants and their students (approximately 300), 1 administrator, 2 university faculty members</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Direct Outcomes: Advanced degree personalized support and professional collaboration for Teachers</p> <p>UNC Charlotte Faculty Instruction</p> <p>6-8 Learners Increased achievement</p> <p>Pre-post analysis of teacher impact on learner achievement (EVAAS data for teachers)</p> <p>Pre-post surveys Improvement in teacher efficacy</p> <p>Teacher surveys for reflective evaluation of impact</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p style="text-align: center;">Summit Elementary School</p>
<p>Is this a project primarily with teachers or primarily with administrators?</p>	<p>Teachers</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Worked to support teachers and administrators, and scholars to create historically accurate and culturally responsive curriculum and enacted learning experiences. There were two grade level collaborations. Native American Education to critique and revise the Native American curriculum for the Second Grade. Exploratory learning about American Pioneers. I wrote new curriculum to be implemented as a culminating activity on Native American Day. I also worked with teachers and parents in creating butter making and educational experiences during pioneer days.</p>

Activities and/or Programs Implemented to Address the Priorities	<p>Collaborative connections with scholars, curriculum review, and grade level team meetings were held</p> <p>Conducted research at the National Museum of the American Indian and Smithsonian American History Museum.</p> <p>Lead curriculum planning sessions with teachers.</p> <p>Community partners, specifically parents/guardians, co-delivered the curriculum for each social studies day.</p>
Start and End Dates	April 2015- October 2016
Number of Participants	12 teacher participants and school administrators, 60 second and third grade students and their parents/guardian, 4 scholars and researchers
Summary of the Outcome of the Activities and/or Programs	<p>Direct Outcomes:</p> <p>Advanced degree personalized support and professional collaboration for Teachers</p> <p>2nd and 3rd grade Learners Increased content area historical knowledge</p> <p>Teacher surveys for reflective evaluation of impact</p> <p>Student interviews to evaluate impact of curriculum on student knowledge and historical thinking</p> <p>Increased parental/guardian engagement in schools, direct involvement in student learning</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Stanly County Public Schools M.Ed. Cohort
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Taking learning to teachers—School-based program delivery of M.Ed. in Middle Grades and Secondary Education
Activities and/or Programs Implemented to Address the Priorities	<p>The Stanly County Cohort offers teachers a strong partnership with University of North Carolina and makes learning a convenient but in-depth process. Through onsite program delivery and rich analysis of theoretically-based critical pedagogy, teachers learn to systematically reflect on the underpinnings of their pedagogical decision-making.</p> <p>Through intensive mentoring, these partners in learning work together to improving the educational experiences of 6-12 students.</p>
Start and End Dates	August 2015-Spring 2017

Number of Participants	22 middle and secondary teachers.
Summary of the Outcome of the Activities and/or Programs	Teacher surveys for reflective evaluation of mentoring and program impact.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan County Public Schools M.Ed. Cohort
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Taking learning to teachers—School-based program delivery of M.Ed. in Middle Grades and Secondary Education
Activities and/or Programs Implemented to Address the Priorities	<p>The Rowan County Cohort offers teachers a strong partnership with University of North Carolina and makes learning a convenient but in-depth process. Through onsite program delivery and rich analysis of theoretically-based critical pedagogy, teachers learn to systematically reflect on the underpinnings of their pedagogical decision-making.</p> <p>Through intensive mentoring, these partners in learning work together to improving the educational experiences of 6-12 students.</p>
Start and End Dates	August 2016-Spring 2018
Number of Participants	24 middle and secondary teachers.
Summary of the Outcome of the Activities and/or Programs	Teacher surveys for reflective evaluation of mentoring and program impact.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A.L. Brown High School
Is this a project primarily with teachers or primarily with administrators?	Mathematics teachers
Priorities Identified in Collaboration with LEAs/Schools	Shift instructional practices towards inquiry mathematics and the new NC Math standards
Activities and/or Programs Implemented to Address the Priorities	I have met with all math teachers three times during Spring 2015 and twice during the summer, providing professional development. In Fall 2016 I meet with the entire math staff every Monday during their plan period. I have also model taught a couple of times to illustrate how to engage students in mathematics.
Start and End Dates	April, 2016-ongoing
Number of Participants	10-20

Summary of the Outcome of the Activities and/or Programs	A.L. Brown administrators purchased an inquiry mathematics textbook for all math teachers so they will not have to create their own materials or scour the internet for materials. I have been giving PD on those materials and instructional practices that match them every Monday during their common plan period. Outcomes include collaborative lesson plans and stronger instruction. I have also been able to place some clinical students there. Because of this commitment, A.L. Brown has hired a math coach.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis Middle School
Is this a project primarily with teachers or primarily with administrators?	Math teachers
Priorities Identified in Collaboration with LEAs/Schools	To provide professional development on inquiry instruction to all teachers
Activities and/or Programs Implemented to Address the Priorities	Every second Wednesday, I visit the school for about two hours to provide professional development to different grade level teams. The school has purchased a mathematics textbook that is designed to provide inquiry instruction. I have given PD on this book as well as instructional strategies. I have also model taught in a 6th grade class.
Start and End Dates	August 2016-ongoing
Number of Participants	About 9 teachers
Summary of the Outcome of the Activities and/or Programs	There are very few outcomes at this point since we are early on in our collaboration. However, the teachers now have a textbook to use and PD on how to use it effectively. Also, teachers have created at least one inquiry unit that is being used at the school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools (Robinson, Central Cabarrus, Hickory Ridge HS)
Is this a project primarily with teachers or primarily with administrators?	Counsellors and Students - Teachers
Priorities Identified in Collaboration with LEAs/Schools	Senior Class College Applications
Activities and/or Programs Implemented to Address the Priorities	Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County.” The series consisted of 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 the program expansion in Fall 2016.
Start and End Dates	September 2015-November 2016
Number of Participants	Approximately 25 First-generation College Aspirants
Summary of the Outcome of the Activities and/or Programs	Student participants successfully completed essay for use in college essays.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Support teachers with Northstar Reading Initiative
Activities and/or Programs Implemented to Address the Priorities	Undergraduate pre-service students enrolled in a required course: TESL 4204 Inclusive Classrooms for Immigrant Students and Graduate students taking TESL 6204 were assigned to a 3rd grader in need of literacy support. Students read with children for one hour per week every week
Start and End Dates	August 2015 -December 2016 (3 semesters- Fall 2015, spring 2016, fall 2016)
Number of Participants	25
Summary of the Outcome of the Activities and/or Programs	Students gained confidence in reading and writing Tutors engaged in activities that build young learners literacy
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Preparing new teachers and other school-based educators to better meet the needs of English Learners (ELs) through collaboration and mentoring Encouraging new and practicing teachers to engage in multicultural self-reflection to improve their practice

Activities and/or Programs Implemented to Address the Priorities	Undergraduate pre-service students enrolled in a required course: TESL 4204 Inclusive Classrooms for Immigrant Students are assigned to a Newell teacher participating in this project. They completed a 25 hour field-based clinical experience with ELL students in this teacher's classroom and write a case study of their experience at the end of the semester. Newell teachers met with UNCC students weekly to discuss their experiences working with the ELLs in their classrooms and provide support as needed throughout the semester.
Start and End Dates	May 2016-December 2016 (summer and fall semester)
Number of Participants	27
Summary of the Outcome of the Activities and/or Programs	More positive feelings of multicultural self efficacy of preservice teachers (as written in self reflections) Classroom teachers report that their ELLs have improved vocabulary and comprehension in specific areas
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Albemarle Road Elementary School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Preparing new teachers and other school-based educators to better meet the needs of ELLs through collaboration and mentoring Encouraging new and practicing teachers to engage in multicultural self-reflection to improve their practice
Activities and/or Programs Implemented to Address the Priorities	Undergraduate pre-service students enrolled in a required course: TESL 4204 Inclusive Classrooms for Immigrant Students are assigned to an ARES teacher participating in this project. They completed a 25 hour field-based clinical experience with ELL students in this teacher's classroom and write a case study of their experience at the end of the semester. ARES teachers met with UNCC students weekly to discuss their experiences working with the ELLs in their classrooms and provide support as needed throughout the semester.
Start and End Dates	August-December 2016 (fall semester)
Number of Participants	10
Summary of the Outcome of the Activities and/or Programs	More positive feelings of multicultural self efficacy of preservice teachers (as written in self reflections) Classroom teachers report that their ELLs have improved vocabulary and comprehension in specific areas

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cotswold Elementary School
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	To prepare teachers to effectively work with students from diverse backgrounds and prepare this population for the new common core standards.
Activities and/or Programs Implemented to Address the Priorities	Ongoing Professional Development, Classroom Visits and Curricular Planning
Start and End Dates	August 2015 –Present
Number of Participants	65 Teachers
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools
Is this a project primarily with teachers or primarily with administrators?	Teacher-leaders
Priorities Identified in Collaboration with LEAs/Schools	Develop mathematics curriculum maps using the Understanding by Design framework
Activities and/or Programs Implemented to Address the Priorities	Consulting with district leaders and work in Spring 2016, A week with teacher-leaders in June 2016 with follow-up work and support as needed
Start and End Dates	January, 2016 through present
Number of Participants	Math only... 28 teachers who were curriculum lead developers
Summary of the Outcome of the Activities and/or Programs	Curriculum maps align to standards and incorporate the Investigations math curriculum
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Public Schools
Is this a project primarily with teachers or primarily with administrators?	Teachers
Priorities Identified in Collaboration with LEAs/Schools	Support mathematics instruction in low-performing schools
Activities and/or Programs Implemented to Address the Priorities	Regular meetings or occasional meetings with targeted schools about strategies for teaching mathematics, using data to differentiate instruction, and better understanding the standards.
Start and End Dates	August 2014- present

Number of Participants	Approximately 140 schools
Summary of the Outcome of the Activities and/or Programs	Teachers report feeling supported to teach mathematics instruction Data on 2016-2017 EoGs will not be available until spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Meck Schools
Is this a project primarily with teachers or primarily with administrators?	District mathematics specialists, mathematics coaches/facilitators/ Teachers
Priorities Identified in Collaboration with LEAs/Schools	Support mathematics instruction
Activities and/or Programs Implemented to Address the Priorities	Collaborate with district personnel on curriculum resources that align to the standards Collaborate with district personnel on pacing and curriculum mapping documents
Start and End Dates	August, 2006 to present
Number of Participants	During 2016-17 year, 100 CMS math facilitators, curriculum work impacted the whole district
Summary of the Outcome of the Activities and/or Programs	Curriculum and resources were developed and aligned to standards.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ReadWriteServe programs: David Cox Elementary School, Nathaniel Alexander Elementary, Hidden Valley Elementary, Morehead STEM Academy
Is this a project primarily with teachers or primarily with administrators?	Primarily with elementary age students/Teachers
Priorities Identified in Collaboration with LEAs/Schools	Support
Activities and/or Programs Implemented to Address the Priorities	Tutoring and classroom support
Start and End Dates	2005 to present
Number of Participants	Varies but we tutor approximately 200 students per year. However, tutors work with all children in their classrooms.
Summary of the Outcome of the Activities and/or Programs	Teachers report that tutoring support is beneficial to struggling readers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	United Way of Central Carolinas Project 1,000

Is this a project primarily with teachers or primarily with administrators?	Adult volunteers/teachers
Priorities Identified in Collaboration with LEAs/Schools	Train and support volunteer tutors
Activities and/or Programs Implemented to Address the Priorities	6 to 8 tutor trainings per year, blog posts, tutoring website
Start and End Dates	2012-2016
Number of Participants	Trained over 700 tutors
Summary of the Outcome of the Activities and/or Programs	Surveys show that tutoring training is beneficial and supports work of volunteer tutors.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Freedom School Partners
Is this a project primarily with teachers or primarily with administrators?	Interns and student participants/ Teachers
Priorities Identified in Collaboration with LEAs/Schools	Program evaluation
Activities and/or Programs Implemented to Address the Priorities	Conduct program evaluation
Start and End Dates	2009 to present
Number of Participants	Approx. 300 per year
Summary of the Outcome of the Activities and/or Programs	Evaluation in progress; results shared with stakeholders

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	4	Asian/Pacific Islander	12
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	55
	Hispanic	1	Hispanic	35
	White, Not Hispanic Origin	63	White, Not Hispanic Origin	472
	Other	2	Other	50
	Total	77	Total	624

Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	23
	Other	0	Other	1
	Total	9	Total	31
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	24
	Other	0	Other	2
	Total	5	Total	34
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	9
	Black, Not Hispanic Origin	22	Black, Not Hispanic Origin	98
	Hispanic	7	Hispanic	16
	White, Not Hispanic Origin	58	White, Not Hispanic Origin	211
	Other	4	Other	13
	Total	93	Total	347

B. Program Completers and License 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	10	16	3	2
Elementary	94	58	41	5
MG	10	15	31	4
Secondary	18	18	42	9
Special Subjects	13	8	13	4
EC	10	25	16	10
VocEd
Special Services
Total	155	140	146	34

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

2015-2016		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCC	457	80	64
Bachelor	State	3,276	84	63

D. 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
Charlotte-Mecklenburg Schools	1773
Cabarrus County Schools	706
Union County Public Schools	491
Gaston County Schools	350
Rowan-Salisbury Schools	270
Cleveland County Schools	179
Lincoln County Schools	177
Iredell-Statesville Schools	173
Stanly County Schools	161
Wake County Schools	144

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

Measure	Baccalaureate
MEAN SAT Total	1170.73
MEAN SAT-Math	560
MEAN SAT-Verbal	559.44
MEAN ACT Composite	25.49
MEAN ACT-Math	24.33
MEAN ACT-English	24.6
MEAN PPST-Combined	529.25
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	498.77
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	164.53
MEAN GPA	3.33
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing

Art	13	85
ESL	10	100
Elementary (grades K-6)	149	64
English	20	95
French	3	*
M.G. Language Arts	13	100
M.G. Math	28	86
M.G. Science	12	100
M.G. Social Studies	14	100
Math	13	69
Music	5	80
Science	8	100
Social Studies	22	100
Spanish	2	*
Spec Ed: Adapted Curriculum	17	100
Spec Ed: General Curriculum	22	100
Institution Summary	351	81

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

G. 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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total		

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.

H. 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	11	30	60	29	94	49
U Licensure Only	2	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters

Baccalaureate degree						2
U Licensure Only	135	17	12	6	2	4
Comment or Explanation: "Blanks" = none.						

I. 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
118	21	91

J. 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 2016-2017 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	2.3	67.3	29.3	1.1	819
State Level:	.1	2.9	67	28.4	1.6	6973
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.3	59.4	35.6	1.7	815
State Level:	.1	2.9	59.5	35.7	1.8	6915
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	3.6	72.6	22.7	1.1	815
State Level:	0	3.6	71.5	23.7	1.3	6915
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	4.8	65.9	29.1	.2	819
State Level:	.1	4.1	66.2	28.7	1.0	6973
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0	2.3	70.7	25.6	1.3	815
State Level:	0	2.8	69.3	26.2	1.7	6915

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:	19.3	66.2	14.6	597		
State Level:	§ 20% per AS	64.5	15.6	5021		