

2017-2018

IHE Bachelor Performance Report

University of North Carolina Wilmington



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

The University of North Carolina Wilmington is a public comprehensive, coastal university dedicated to learning through the integration of teaching and mentoring with research and service. Student engagement, creative inquiry, critical thinking, thoughtful expression, and responsible citizenship are hallmarks of the university. The university, with approximately 14,500 undergraduate students, attracts top tier students and touts a powerful academic experience. The university is comprised of the College of Arts and Sciences, Cameron School of Business, College of Health and Human Services, the Watson College of Education, and the Graduate School, and employs approximately 965 faculty and 1333 staff members. The staff to student ratio is currently 18:1. The university is dedicated to passionate and engaged teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum, offering 54 bachelor's degrees (49 majors), and 34 graduate degrees and four at the doctoral level (one in Education). UNCW has a 78% graduation rate and an 87% retention rate. Out-of-state undergraduates comprise 17% of the university's population, and 14 international countries are represented.

The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. The university community creates a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located.

The University of North Carolina Wilmington was reviewed and accredited in spring 2013 by the Commission of Colleges of the Southern Association of Colleges and Schools with the next renewal cycle scheduled for 2023. The accreditation of The Watson College of Education was last reviewed by the National Council for Accreditation of Teacher Education in March 2014, and was formally recognized as an accredited College with "no areas of weakness." All education programs were (re)approved by the State Board of Education in Fall 2017.

University Leadership has remained fairly stable, with Jose (Zito) Sartarelli continuing in the role as Chancellor of the university, and Marilyn Sheerer as Provost and Vice Chancellor of

Academic Affairs. Dr. Van Dempsey completed his third year in his role as Dean of the Watson College of Education.

Special Characteristics

The WCE remains committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the WCE established the Professional Development System (PDS) collaborative agreements with 12 school systems (including one Department of Defense and two early college high schools), and two charter schools in southeastern North Carolina. The PDS includes 145 schools and over 2,000 partnership teachers. In March of 2014, the PDS was recognized by the National Association of Professional Development Schools (NAPDS) for Exemplary PDS Achievement. Watson students are required to complete extensive field experiences in PDS schools, and participate in regular site seminars that focus on instructional and classroom management practices.

In addition, students tutor children in reading and mathematics in the Educational Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty members are required to provide field-based service on a regular basis to provide support for preservice and in-service teachers and administrators. Partnership teachers receive orientation, training, and ongoing support for their roles in mentoring future educators. Students in the WCE have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Educational Technology Unit. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, NC Core Curriculum, and educational software. The CMC continues to operate a maker-space for teacher candidates and community children.

All programs in the WCE have developed technology-infused plans to ensure that students demonstrate mastery of technology competencies. Most courses are web-enhanced or online, and students develop electronic portfolios. The Watson College of Education has equipped several classrooms for Distance Educational capabilities, so that candidates, who would normally not have access to the main campus, are able to access class remotely from a home

computer or laptop. Approximately 15 classes were conducted in these rooms. Additionally, mobile WebEx carts can be used in any classroom. These efforts have increased student accessibility, particularly in surrounding rural areas of North Carolina that struggle to place highly qualified teachers.

The advising program in the WCE is strong, with the vast majority of education and pre-education majors advised by professional academic advisors in the Office of Student Advising and Integrated Leadership (SAIL). Watson College of Education advisors serve six community college campuses (Brunswick, Coastal Carolina, James Sprunt, Southeastern, Carteret and Sampson Community Colleges) to assist students in transfer to UNCW. An extension advisor serves Coastal Carolina, Brunswick and James Sprunt Community Colleges, and an advisor from the main campus also serves Cape Fear Community College. All faculty continue to play a key role in mentoring students and working with them in career development.

A limited number of scholarships were available for the 2017-2018 academic year. Scholarships in total of approximately \$95,000 were awarded. All students have access to career placement services and education job fairs while completing their internships. Employment rates of graduates continue to be very high. Watson College graduates are frequently recognized as quality educators; they achieve National Board Certification status, receive Teacher of the Year, Teacher Assistant of the Year, and Principal of the Year recognitions.

Program Areas and Levels Offered

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

- Education of Young Children (birth –kindergarten)
- Elementary Education (grades K–6)
- Middle Grades Education (grades 6–9)
- Special Education (grades K–12 in general curriculum and adapted curriculum)
- Licensure for grades 9–12 is offered in the following areas: Biology, Chemistry, English, Geology, Mathematics, Science, and Social Studies.
- Licensure for grades K-12 is available in Physical Education & Health, French, Music, and Spanish.

- Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the licensure areas listed above.
- Undergraduate add-on licensure continues to be offered in Teaching English as a Second Language (TESL).
- Undergraduate minors include Applied Behavior Analysis, Educational Studies, and Teaching English as a Second Language.

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

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

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

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

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.

Before admission to the WCE, students must complete two content courses in English and two content courses in Math. The University Studies (Basic Studies) model requires students complete these (and other) courses:

- 3-6 hours of composition
- 3 hours in mathematics and statistics
- 9 hours of writing intensive
- 9 hours in information literacy
- 3 hours of critical reasoning
- 6 hours of aesthetic, interpretive, literary
- 7 hours of scientific approaches

Once admitted to the WCE, students in the undergraduate elementary program take three courses and four lab experiences in language and literacy:

- *EDN 340, Reading Foundations*, with a reading lab experience working with children

- *EDN 344, Literature in the Elementary School*, connected to a field experience
- *EDN 348 Communication Arts*, with two field experiences conducted in the classroom.

Students take two courses and three labs in elementary mathematics:

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

Faculty members are also working on developing online modules to assist in recalling the foundational knowledge needed for successful testing.

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

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

In the 2017-2018 year, Watson College elementary candidates began completing the edTPA assessment. In this assessment, candidates complete four tasks, each devoted to an area of instruction. Tasks 3 and 4 assess literacy and mathematics learning respectively. Candidates collect data on student learning before instruction, during instruction, and post instruction. Candidates conduct analysis of the data and reflect on their own teaching as indicators of student performance. These data, justifications for instructional decisions, and reflection on evidences are then reported and submitted via the TaskStream platform for review by Pearson. This year served as a non-consequential year to set cut scores, but beginning in Fall 2019, all candidates must score accordingly to be eligible for licensure in NC.

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

also have experiences with the DIBELS data system (stored on handheld devices) that assesses students in the development of literacy benchmarks.

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

EDN 414, Integrating the Arts in the Elementary Curriculum, is a requirement for all elementary education majors. The course is designed to provide experiences with visual art, music, drama, and dance that will prepare students to plan and deliver appropriate experiences for elementary students. Attention is given to understanding the arts in culture, the needs of young children and youth in the arts, the creative process, the skills and concepts of the arts, and connections to other disciplines. Emphasis is placed on integrating arts instruction in other areas of the curriculum. The 3-hour course contains a field experience component in which candidates are observed by teachers and/or supervisors. This experience allows for teacher candidates to plan, implement, and reflect on their integration of the visual arts, music, drama, and dance, in order to provide another entry point for K-6 students.

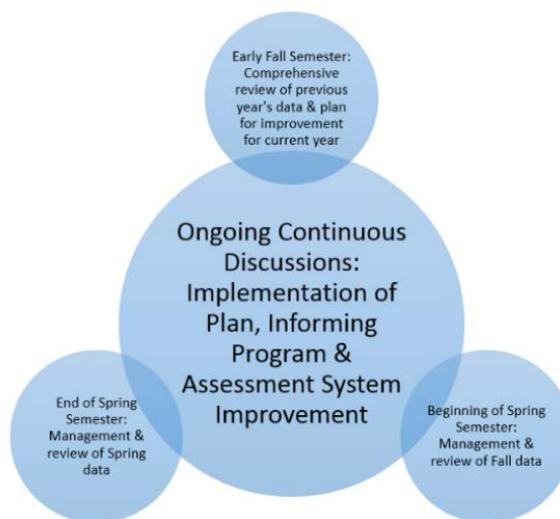
Explain how your program(s) and unit conduct self-study.

The formal development process of the Watson College of Education (WCE) Assessment System began in 2001 and has been guided by involvement of WCE and university faculty; collaborative engagement with B-12 education partners; and integration of technology tools to facilitate and manage data collection, storage, and use. The process has been further guided by WCE candidates, faculty, staff, and B-12 education partner needs; national and state professional standards, including North Carolina Department of Public Instruction (NCDPI) standards and requirements for undergraduate and graduate licensure programs; and NCATE/CAEP. The WCE Assessment System is aligned with the WCE Conceptual Framework as well as the university, InTASC, state standards, and CAEP accreditation standards.



The WCE Database and Collaborative Portal is an essential component of data collection. It provides a system for collecting and managing data on candidates; faculty; B-12 partnership school districts, schools, administrators, and teachers; and WCE alumni. It allows for the collection, analysis, and use of data on applicant qualifications and the performance of initial teacher education program candidates and advanced program candidates. It includes applicant information, candidate profiles and coursework, key assessment results (e.g., Praxis/NCEL scores), field experience data, teaching internship data, and administrative internship data. The WCE Office of Professional Experiences uses the database to identify and monitor field experiences and teaching internships for initial teacher preparation programs. The WCE Professional Development System Partnership uses the database to monitor training of teachers who supervise interns, as well as to communicate with school partners through the “portal” function, which allows a level of database access to partners for documenting updates and for regular communication.

All University of North Carolina Wilmington academic programs are engaged in an ongoing process of continuous improvement of program and student learning outcomes. The annual cycle of program assessment culminates in reporting on results of the analysis of data related to program and student learning outcomes and the development of a plan for improvement for the next academic year. The Assessment Office works with programs to improve and/or revise their program outcomes, student learning outcomes, and data collection strategies. The Assessment Office provides support for this process by consulting with programs to improve and/or revise their program outcomes, student learning outcomes, and data collection and analysis strategies; collecting key program assessment data related to graduate and alumni perspectives of their programs, enrollment data, and data that supports CAEP accreditation. The program assessment cycle is as follows:



Transition points common to all WCE programs, including initial teacher preparation programs and advanced programs, are (1) program entry, (2) during program, (3) capstone, and (4) program completion. In addition to the key assessments described below, a WCE alumni survey is administered annually to alumni who completed degrees or licensure only programs. The following chart provides a summary of the common transition points.

Summary of Common Transition Points

Initial Teacher Preparation Programs Program Entry	During Program	Capstone	Program Completion
Minimum GPA of 2.7 Passing scores on Praxis Core: Reading, Writing, and Math Completion of university requirements with “C-” grade or better Criminal Background Check Completion of EDN 200 with grade of “C-” or better WCE Professional Dispositions for Teacher Candidates: Statement of Responsibility	Monitoring of 2.7 GPA Field Experience Evaluations completed by Partnership Teachers Program Evidences Folio artifacts completed in specified courses and assessed by course instructors WCE Professional Dispositions for Teacher Candidates: Statement of Responsibility Performance Review Process and monitoring of professional dispositions by faculty and advisor	Program Evidences Folio completed and all artifacts assessed as “proficient” are submitted to Taskstream Intern Performance Scale completed at midterm and end of teaching internship by Internship Supervisors Certificate of Teaching Capacity completed by Partnership Teachers	Minimum GPA of 2.7 Completion of all required Education and Specialty Area courses Completion of courses, including Teaching Internship, with “C-” grade or better Completion of Program Evidences Folio with all artifacts documented as “proficient.” Teacher Candidate Exit Survey For licensure: Passing scores on Praxis II/NCEL and edTPA

WCE unit assessment includes aggregate candidate and program assessment data, as well as data generated at the unit level. Common unit-level data include Digital Measures data and faculty and staff Professional Development Plans/Reviews; National Survey of Student Engagement, Faculty Survey of Student Engagement, and Collegiate Learning Assessment results disseminated by the UNCW Office of Institutional Research; and teacher quality research reports disseminated as part of the UNC System Office (formerly known as UNC General Administration) Teacher Quality Research Initiative. The Watson College is reflecting on the pilot year of the edTPA implementation, and making plans to move forward in all areas of licensure, as outlined by the NC Dept. of Public Instruction. The edTPA will serve

as another critical means of assessing programs and individual teacher candidates, as well as provide valuable information to our teacher preparation program as a whole.

The WCE Assessment and Accreditation Committee was established to facilitate the development of assessment and accreditation processes to allow the WCE to best support candidate learning and success. Membership of the committee includes: the WCE Assessment Director (Chair), the WCE Administrative Team (Dean, Associate Deans, Department Chairs), the WCE Director of Technology, and one faculty representative from each department (3-year term). In the 2017-2018 year, a Director of Program Assessment, Accreditation, and Development was named, as were college-level Assessment Fellows (one from each department), with a Lead Fellow to be hired in Summer 2018.

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

The Watson College of Education at UNCW has licensure programs in the birth through secondary teaching areas. Since there are so few low-performing schools in our immediate partnership area, we maximize the opportunities that can be found in a reasonable driving distance. Each public school partner serves low performing students and students identified as requiring special services. Teacher candidates in all programs work with low performing students served in their field placements. Student placements are tracked by the Professional Experiences Team and are analyzed to ensure that in as much as possible, each individual is ensured diversity in schools to include rural, suburban, and urban settings. This data allows us to feel confident that students are prepared to work with a wide variety of schools, students, families, and communities. A sampling of the opportunities for field experiences is included in the following descriptions:

- Students engage in planning, teaching, and reflection of math, social studies, science, language arts and/or communication arts instruction for diverse learners at the elementary, middle and high school levels. Students also plan, teach and reflect on lessons that include integrating visual arts, music, drama or dance, physical education, and foreign language with other content areas in the general classroom. They have numerous opportunities to observe, tutor, work with students, assist with teaching and assessment, and teach a variety of lessons using what they are learning in their methods classes.
- Students engage in a progression from 10 hours in a classroom the first semester to 152 hours in the classroom prior to the full time internship - 600 hours. Faculty members

provide direct supervision and support for all fieldwork, working closely with school partners to design the experiences.

- Middle grades candidates complete a full day “Learning Walk” visit to a middle school. The purpose of this assignment is to gain insight into a day in the life of a middle school student. The UNCW student will, as nearly as possible, spend the school day as a middle school learner, recording events and impressions. This experience includes a school introduction and tour by an administrator, following a hypothetical student schedule including lunch, class changes, enhancements, and observation of bus drop off and pick up. Students will debrief as a group with the school administrator to reflect on the experience.
- Students observe and participate in an inclusive general education classroom that includes students with and without disabilities. Direct observation will include students using data collection strategies discussed in the course. Students are expected to interact with individual students or groups in instructional or social activities as directed by the teacher. Students are instructed to keep a daily log of observations, interactions, etc. while participating in the classroom. Students collect data and examine the instructional environment, classroom and behavior management techniques, and individual learning characteristics as they relate to learners with special needs. Experiencing and understanding the school's Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) model is expected.
- Students work with diverse learners in the local community agencies. Students will research their chosen agency and, depending on agency needs, students may assist with after school tutoring for at-risk students, tutoring ESL students, organizing and serving in soup kitchens, etc.
- In the Education Lab at UNCW, students work one-on-one with a tutee. Students use strategies to assess prior knowledge, implement vocabulary strategies, organize information, increase comprehension, extend study skills, develop writing competence, and help students critically evaluate text. Students design and implement lesson plans for each tutoring session.

- Students observe, assist and tutor in an ESL classroom. They design, implement, and assess instruction for individual students, small groups and large groups of ESL students.
- Students complete weekly, supervised visits to an assigned school. They engage in every aspect of the classroom and activities may include observing, assisting, supporting whole group, small group, and individual instruction. Classroom climate and setting, teaching methods, behavior management, student-teacher interactions, and peer relationships will be observed and discussed in weekly journals. In addition to the school experience, students also complete other assignments designed to extend the study of topics presented in class, including but not limited to the impact of race, gender, socio-economics, and disabilities in public school settings. Critical frameworks and strengths-based models are used in working with students, teachers, families, communities, and schools.
- In the Education Lab, students work one-on-one with the same child for math and/or reading tutoring. Planning and instruction will incorporate theory and methods from content courses. Lesson plans and reflections are submitted to the Education Lab before and after each tutoring lesson. Learning Growth Plan, summer letter and parent conference will be required. Instructional manipulatives will be used in each session.
- Students complete field experience in an early childhood setting working with 3-5-year-old children and their families in a variety of community settings including public schools, preschools, childcare centers and private homes under the supervision of licensed service providers. This experience includes observation, participation, planning and implementing small and whole group lessons followed by written and oral reflections.
- Early Childhood candidates complete field experience in an infant-toddler classroom (2 years and under). This experience provides students with opportunities for application of concepts through fieldwork with infants and toddlers and their families in a variety of community settings including childcare facilities, and Early Head Start programs under the supervision of licensed service providers. Students observe, participate in the classroom, and plan and implement two lessons, followed by written and oral reflections. The course instructor completes two formal observations.

- Students complete field experience in self-contained or inclusion classrooms with students with learning disabilities. Required activities include observation, reviewing history of the child, working with one student labeled LD, and teaching the child individually or in groups. In addition, students observe and participate in collaborative team meetings relevant for educations of students with special needs and from diverse cultures.
- In a special education classroom setting, students collect data on classroom and individual student variables regarding social behaviors and develop a behavior change plan for at least two different behaviors. Students develop a lesson unit on social skills designed for a large group, small group, or individual student and develop an FBA or BIP plan for a student in the program. Students are encouraged to teach and interact with students as much as possible under teacher supervision.
- Special Education candidates complete field experience in a high school class focusing on the NC Future Ready Occupational Course of Study (FR-OCS). The UNCW student will work with a student with a high-incidence disability in the FR-OCS by becoming familiar with the student's disability, the student's strengths and needs, and his or her IEP goals and objectives. Based on this information, the candidate develops and teaches a skill that the student needs to be successful in post-secondary education, employment, or independent living, and then creates a transition plan based on the high school student's interests, preferences, and needs.\
- Special Education candidates are placed in an IBS/BED classroom that includes students who exhibit behavioral, emotional, or social skill deficits. They observe, examine and participate in the classroom, as well as design and teach multiple lessons. Students write a report dealing with behavior change techniques or therapies used in the treatment of the population, program and instructional elements, and a private, confidential notebook including IEP reviews, brief summaries of student backgrounds, record of observations, and record of the UNCW student's teaching of new behaviors, including at least 5 lesson plans. Candidates conduct ABC analysis based on non-symbolic communication and develop a communication chart for students in the field placement to include communication targets and objectives.

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

One semester (15 weeks) for the full time internship and a minimum of one additional week in the course prior to the internship= 16 weeks total. Most programs far exceed this minimum requirement.

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

The student teachers interning in the fall begin in the school systems with the start of their academic year each August. The student teachers are immersed in the professional development activities and in the activities and work of setting up their teacher’s classroom. The time spent in the schools at the beginning of the school year is valued and essential preparation for our teacher candidates. In some programs if the internship is in spring they have had the opportunity to observe the beginning of the school year as part of the methods courses prior to internship.

The end of the year school year activities are not available to all of our teacher candidates due to the calendar of the school district and the misalignment with the university academic calendar. The university semester ends at the beginning of May with approximately one month left of traditionally-scheduled schools. (There are only three year round schools in Wilmington- two elementary and one middle.) If a teacher candidate is not enrolled in a summer session course, they are not able to participate in end of the school year activities with a school system. Many of our students do volunteer for end of the school year activities with schools including tutoring, field days, field trips, and standardized test proctoring.

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

No, we follow state policy.

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	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2017 to 6/30/2018

Priorities Identified in Collaboration with LEAs/Schools	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.
Number of Participants	Within the 12 districts and 2 charter schools we have over 2,000 active partnership teachers
Activities and/or Programs Implemented to Address the Priorities	PDS School-University Partnership-- The Watson College of Education's Professional Development System School-University Partnership is with 12 public school districts, 1 Department of Defense School system, and 2 NC public charter schools. The PDS Partnership established a comprehensive school-university collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years (renewed June 2018) to include a school and district-level needs assessment and annual updates gathered from each of our partnership schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement.
Summary of the Outcome of the Activities and/or Programs	<p>The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. The PDS Director, Dean, and Associate Dean travel to districtwide meetings to reaffirm the strength of our partnership and discuss additional needs and collaborative efforts. In addition, faculty, senior leadership, and WCE center directors meet with district-level Key Contacts each September to initiate conversations focused on recruitment and retention efforts as well as opportunities for more authentic collaborations. These conversations led to new or modified initiatives such as the Partnership in Action Mini-Awards for faculty/school collaborative projects, the initiation of the Master Teacher- Master Teacher Associate Partnership, and the ongoing examination of our current Cognitive Coaching Model of Learner-Centered Supervision.</p> <p>The PDS Office also planned and facilitated 3 Professional Learning Days for over 200 partnership teachers. This year's theme was Radical Hope: Teaching for the Future of P-12 Students and brought together over 50 faculty members across the Watson College of Education, College of Health and Human Services, and the College of Arts and Sciences as presenters. In addition, presenters from our local schools, several community agencies, and the North Carolina Teacher of the Year participated.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	10/2017 to 05/2018
Priorities Identified in Collaboration with LEAs/Schools	Technology and Digital Learning Collaborative Support
Number of Participants	225 over 5 months

Activities and/or Programs Implemented to Address the Priorities	This year PDS continued the partnership with WCE Technology Unit to provide professional development in the area of technology. These sessions included sessions for Beginning Teacher Workshops, WCE Professional Development System Conferences, and other regional conferences and workshops hosted at UNC Wilmington or in the region. The sessions were customized to enhance technology use in the classroom at the Pre-K, elementary/middle, and high school classrooms. Feedback from the sessions are used on a regular basis to meet the needs of participants and plan for future support sessions.
Summary of the Outcome of the Activities and/or Programs	The needs of the participants are surveyed from the school districts to tailor sessions to teachers/administrator needs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2017 to 6/30/2018
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for Teachers and /or Administrators. Rationale: The NC Professional Teacher and Executive Standards provide a vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and school leaders in our region.
Number of Participants	9,178 partnership teachers, school administrators, university faculty, interns and other school partners
Activities and/or Programs Implemented to Address the Priorities	The PDS School-University Partnership sponsored professional development activities including conferences, seminars and professional growth opportunities. This year PDS sponsored new initiatives and maintained initiatives from 2016-2017 to include Partnership in Action, the Master Teacher Program, the Fall Job Fair and Recruitment and Retention Luncheon, and, in addition, hosted the statewide PDS Summit, supported the WCE Innovation Conference, provided edTPA support sessions for students, and now serves as a regional site for the statewide NC New Teacher Support Program.
Summary of the Outcome of the Activities and/or Programs	In 2017-2018, 9,178 partnership teachers, school administrators, university faculty, interns and other school partners participated in 8 professional development conferences, 186 seminars, 233 professional growth opportunities, and 24 professional initiatives for a total of 451 sessions with 20,946 contact hours.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2017 to 6/30/2018
Priorities Identified in Collaboration with LEAs/Schools	To enhance beginning teacher support and retention in our 12 district partnership
Number of Participants	1,065 beginning teachers in 12 districts

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>The First Years of Teaching Support Program provided face-to-face support for over 1,065 beginning teachers during the 2017-2018 academic year. FYTSP provided on-site support for teachers in several districts. New Hanover, Duplin and Columbus Counties requested support for beginning teacher inductions impacting 110 teachers in our region. Pender County Schools requested a series of six beginning teacher professional development workshops supporting classroom engagement, growth mindset, Kagan strategies, assessment, differentiation, and other instructional strategies. Over the course of these six sessions, 142 teachers benefited from the learning sessions. In Columbus County the FYTSP partnered with an elementary faculty members to provide 5 professional development sessions for beginning teachers focused on teacher resilience.</p> <p>The FYTSP also hosted three Professional Development Days for Beginning Teachers on the campus of UNCW. In total, 203 teachers attended the sessions representing 12 district and school partners. Nineteen faculty members and 21 school partners participated throughout the year in various capacities by presenting during a breakout session or providing a keynote address. Ten teachers from six partnership districts and two charter school were recognized as Promise of Leadership Award recipients. Each teacher was provided a series of professional development on teacher resilience from an elementary faculty members, worked collaboratively with a UNCW Master Teacher, and presented a breakout session during the BT PD Day in May.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Beginning teachers in the the PDS partnership were provided flexible opportunities for support to include workshops, full day conferences, one on one coaching, and online resources</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.</p>
<p>Start and End Dates</p>	<p>7/1/2017 to 6/30/2018</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>To provide enhanced leadership opporutunities for classroom teachers and mututally beneficial opportunities for PDS partners</p>
<p>Number of Participants</p>	<p>8 teachers</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>PDS continued an initiative from the previous year, the Master Teacher Program, and continued to support the collaborative professional growth of 8 teachers from 3 of our partnership districts. Master Teachers represent a select cadre of teachers who model what WCE and PDS partners believe to be good teaching and can coach other teachers towards teaching in ways that are mutually meaningful for teachers and students. Master Teachers commit to a three-year term during which they take part in 36 hours of face-to-face professional development with WCE faculty Master Teacher Associates (MTAs) on topics designated by Master Teachers and MTAs. In addition, Master Teachers collaborate with MTAs to design and implement one or more professional growth and enrichment opportunities in their classrooms. Master Teachers mentor beginning teacher Promise of Leadership Award recipients (outstanding beginning teachers nominated by PDS district administrators) to design and deliver professional development at a Beginning Teacher Professional Development Day. Finally, Master Teachers are called upon to allow field experience students and interns to observe in their classrooms, provide lesson demonstrations to WCE methods classes, serve as guest speakers/panelists at selected Watson events, and/or serve as an Advisory Board member to the PDS Office or Dean.</p>

Summary of the Outcome of the Activities and/or Programs	Selected Master teachers served as guest speakers in teacher education courses, served as panelists in various forums, and provided professional development at PDS Professional Learning Days for partnership teachers. In addition, Master Teachers spoke with faculty about advocacy efforts across our state, provided feedback regarding the readiness of our graduates to enter their first years of teaching, and supported WCE advocacy efforts such as the #ItBeginsWithTeachers campaign for National Teacher Appreciation Day. As the 2015-2018 cohort came to an end, teachers completed collaborative projects with faculty associates and made recommendations regarding the recruitment of Cohort 3.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	7/1/2017 to 6/30/2018
Priorities Identified in Collaboration with LEAs/Schools	To enable WCE and school-based colleagues to make meaningful progress on research that results in mutually beneficial outcomes for all partners. In addition, awards aim to support PDS research that will become a significant publication, presentation, grant proposal or other scholarly artifact
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Partnership in Action Schools Program: The Partnership in Action (PIA) program is designed to nurture more intensive school-university collaborative efforts. In January 2018, the PDS Office announced it would offer research award funding to WCE full-time faculty for new or existing research projects conducted in partnership with one or more teachers, schools, or districts within our PDS partnership
Summary of the Outcome of the Activities and/or Programs	As a result of the PDS Mini-Awards, Award funding was used to support Book Club collaborations with fourth grade teachers at two regional elementary schools, to create a culturally relevant classroom library at one elementary school, and to enhance social-emotional learning at a local charter school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Careteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter Schools, and Island Montessori Charter School.
Start and End Dates	7/1/2017 to 6/30/2018
Priorities Identified in Collaboration with LEAs/Schools	Collaborate with school partners to apply for grant/research funding targeted to district and IHE/faculty areas of need and expertise
Number of Participants	5 Principal Investigators, multiple school personnel and community partners
Activities and/or Programs Implemented to Address the Priorities	The PDS Office partnered with faculty to seek partners for 5 grant/research initiatives to include the Fulbright TEA Program via Fulbright Scholars Noyce Scholars via NSF; Advancing Informal STEM Learning via NSF; STEM Biotechnology Program via Burroughs Wellcome; STEM SENC via National STEM Learning Eco-System; Formative Assessment and Responsive Teaching: Transforming Schools through Synergistic Leadership in STEM via Discovery Research PreK-12;
Summary of the Outcome of the Activities and/or Programs	Outcomes pending
The Center for Education in Science, Technology, Engineering and Mathematics (CESTEM)	

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	2017 - 2018
Priorities Identified in Collaboration with LEAs/Schools	Outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development.
Number of Participants	Teachers and students from 18 local education agencies were served. There were 902 participating K-16 science educators that used technology loan equipment to serve over 10,000 students.
Activities and/or Programs Implemented to Address the Priorities	CESTEM hosted 13 professional development and outreach initiatives including the 2018 Regional SeaPerch Competition, Southeastern North Carolina Science and Engineering Fair, and Wilmington Regional Science Olympiad Tournament.
Summary of the Outcome of the Activities and/or Programs	CESTEM has been a significant contributor to the community. Despite a recent location change and staff changes, CESTEM has been able to maintain its efforts and outreach and maintain high quality initiatives.
Betty Holden Stike Education Lab	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brunswick County Schools, Camp Lejeune DOD Schools, Carteret County Schools, Columbus County Schools, Clinton City Schools, Duplin County Schools, New Hanover County Schools, Jones County Schools, Onslow County Schools, Pender County Schools, Sampson County Schools, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Island Montessori Charter School.
Start and End Dates	2017 - 2018
Priorities Identified in Collaboration with LEAs/Schools	The Betty Holden Stike Education Lab The Betty Holden Stike Education Laboratory in the Watson College of Education at UNCW is designed as a critical component of the undergraduate elementary, special education, middle grades and graduate MAT teacher preparation programs. Pre-service teachers practice the methods they are learning in their courses by teaching a child in a one-on-one setting. Future teachers are individually coached as they employ newly learned pedagogy in reading, writing and mathematics. Our intensive approach to preparing future teachers results in educators who are attuned to their learners and are reflective in their practice. With thirty-three years of successful operation, the Education Lab is a touchstone in the Watson College of Education.
Number of Participants	Over the 2017-2018 academic year, 319 students taught children from local communities in the Ed Lab, representing 483 course registrations. The Ed Lab regularly serves ten courses from five teacher education programs, and added service to the undergraduate secondary program this past year.
Activities and/or Programs Implemented to Address the Priorities	In total, 264 children were tutored in the main campus Ed Lab, 53 children were tutoring in the extension Ed Lab, and 14 children were tutored in partnership schools by UNCW students enrolled in lab courses. The Education Lab provided 4,725.5 hours of individualized instruction for children from the local community. Children from New Hanover, Brunswick, and Pender counties were served. The Onslow Extension Education Lab, located on the campus of Coastal Carolina Community College, provided 1,094 hours of individualized tutoring at the Extension site this academic year for children in and around the Jacksonville, NC area.
Summary of the Outcome of the Activities and/or Programs	The Ed Lab serves as a critical component in our educator preparation programs for candidates learning to teach children in grades K-8. Through the tutoring experience, our teacher education candidates learn to plan and to differentiate instruction. The students receiving the tutoring gain one-on-one instruction in reading and/or mathematics.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	24
Female	240
Race/Ethnicity	Number
Asian/Pacific Islander	8
African American	10
Hispanic	14
American Indian/Alaskan	6
White	216
Other	10

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	12
	Asian / Pacific Islander	0	Asian / Pacific Islander	10
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	15
	Hispanic	1	Hispanic	37
	White, Not Hispanic Origin	50	White, Not Hispanic Origin	421
	Other	0	Other	21
	Total	58	Total	516
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5
	Other	1	Other	0
	Total	3	Total	7

Part-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	17
	Other	1	Other	0

	Total	7	Total	21
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	1
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	15
	Other	0	Other	1
	Total	1	Total	17

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	4	2		2
Elementary	83	39	1	1
MG	13	1		
Secondary	2	2		
Special Subjects	11	6		
EC	26	4		
VocEd				
Special Services				
Total	139	54	1	3

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCW	228	84	64
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 2017-2018.

LEA	Number of Teachers
New Hanover County Schools	809
Onslow County Schools	436
Wake County Schools	330
Brunswick County Schools	282
Pender County Schools	248
Duplin County Schools	164
Charlotte-Mecklenburg Schools	145
Johnston County Schools	135
Sampson County Schools	85
Cumberland County Schools	81

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

Measure	Baccalaureate
MEAN SAT Total	1,178.29
MEAN SAT-Math	564.09
MEAN SAT-Verbal	566.00
MEAN ACT Composite	25.54
MEAN ACT-Math	24.56
MEAN ACT-English	24.83
MEAN PPST-Combined	535.63
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	N/A
MEAN CORE-Combined	498.69
MEAN CORE-Reading	177.91
MEAN CORE-Writing	167.81
MEAN CORE-Math	157.29
MEAN GPA	3.51
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
Elementary (grades K-6)	122	68
English	4	*
French	1	*
Health and Physical Ed	10	90
M.G. Language Arts	3	*
M.G. Math	5	100
M.G. Science	2	*
M.G. Social Studies	2	*
Math (grades 9-12)	3	*
Music	4	*
Science (grades 9-12)	1	*
Social Studies (grades 9-12)	4	*
Spec Ed: Adapted Curriculum	7	100
Spec Ed: General Curriculum	17	100
Institution Summary	185	78

* 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	2
Elementary (K-6)	1	12

Middle Grades (6-9)	0	3
Secondary (9-12)	0	1
Special Subject Areas (K-12)	1	3
Exceptional Children (K-12)	0	3
Total	2	24
Comment or Explanation:		

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	67	65	42	2	2	0
U Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	0	0	2	0	0
U Licensure Only	3	0	0	0	0	0
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
69	11	35

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 met 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%	5.7%	63.8%	0.290	1.5%	459
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:	0.0%	4.1%	52.9%	41.4%	1.5%	459
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%	4.8%	69.1%	24.6%	1.5%	459
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:	0.0%	5.9%	61.2%	31.8%	1.1%	459
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%	5.7%	66.2%	25.7%	2.4%	459
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:	22.1%	65.9%	12.1%	390		
State Level:	19.6%	64.7%	15.7%	4,570		