2015-2016  
**IHE Bachelor Performance Report**

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### Overview of the Institution

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College, one of the three original institutions of The Consolidated University of North Carolina, it has been highly regarded for 125 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service, and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others.

The student body reflects the rich cultural diversity of the world, nation and state. In fall 2015, UNCG enrolled about 2,994 new undergraduate students, 1,329 graduate students and 1,921 transfer students. Of UNCG’s 19,393 resident students in Fall 2015, 15,951 are undergraduates and 3,442 are graduate students, 67% of resident undergraduates are female and 33% male, and 5% of undergraduates are from other states. The ethnic minority/non-resident alien undergraduate enrollment is 48%, including 32% African American students. Nineteen percent of graduate students are African American. Fall 2015 extension headcount was 2,249, making the total university student headcount 19,393. Approximately 80% of degree-seeking undergraduate students with financial need received financial aid in 2015-16.

The UNCG faculty are committed to excellence in teaching, research, and public service: In 2015-16, there were 1005.4 budgeted FTE faculty positions and the student/faculty ratio was 20:1. Fifty-five percent of full-time faculty are tenured and 81% hold the doctorate or terminal degree in their fields. Academic schools/college are organized into Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Music, Theatre, and Dance; Nursing; Graduate School; and, in conjunction with North Carolina Agricultural and Technical State University, the Joint School of Nanoscience and Nanoengineering. Four of the seven academic units offer programs leading to teacher, administrator and other school personnel licensure. In 2014-15, UNCG awarded 2,832 undergraduate, 821 masters and specialists, and 129 doctoral degrees.

### Special Characteristics

The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our professional education unit as a whole and individual programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

The UNCG School of Education (SOE) is organized into six departments: Counseling and Educational Development (CED), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), Specialized Educational Services (SES), and Teacher Education and Higher Education (TEHE). It was ranked 78th in U.S. News and World Report ranking of graduate schools of education. Counselor Education was ranked 2nd in the nation and Library and Information Studies ranked 22nd. The Birth-Kindergarten online program was ranked 2nd in the USA by The Best Schools. The Department of Specialized Education Services is a member of the Higher Education Consortium in Special Education, the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas. SES offers 1 of 10 undergraduate interpreting programs (non-licensure American Sign Language) in the United States and the only one in North Carolina, and a dual major program that combines elementary and special education. The SOE hosts several affiliated programs including NC Principal Fellows Program, the College Foundation of North Carolina, and the Piedmont Triad Education Consortium.

### Program Areas and Levels Offered

UNCG's professional education licensure programs are housed in three professional schools (Education; Health and Human Sciences; and Music, Theatre and Dance) and the College of Arts and Sciences. The Collaborative for Educator Preparation, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs, facilitating collaboration and communication among UNCG’s 25 licensure areas. Seven undergraduate programs are offered through the SOE, alone or in conjunction with other university academic units; 11 are offered through other schools on campus. The following initial licensure programs are offered at the undergraduate level: Art; Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance; Education of the Deaf And Hard of Hearing; Elementary Education; Elementary/Special Education Dual Major; English; Health/Physical Education; Mathematics; Middle Grades Education in Language Arts, Mathematics, Science and Social Studies; Music; world language studies in French, Latin and Spanish; School Social Work; Special Education: General Curriculum; and Theatre Arts. At the graduate level, the following master’s programs are offered: Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance, Elementary Education; Elementary/Mathematics; Elementary/Science; English/Language Arts; English as a Second Language; Instructional Technology Specialist; Mathematics; Middle Grades Education; Media Coordinator; Music; Reading; School Administration; School Counseling; world language studies in French, Latin, and Spanish; Special Education: General Curriculum. Post-master's certificates are offered in School Counseling and Educational Leadership. Elementary Mathematics, English as a Second Language, Media Supervisor, Reading, and Special Endorsement in Computer Education are offered as add-on licensure programs. UNCG is accredited by the National Council for Accreditation of Teacher Education. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, Council for Exceptional Children, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre, and Council for the Accreditation of Counseling and Related Educational Programs.

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

|  |  |  |
| --- | --- | --- |
| Traditional | RALC | Lateral Entry |
| X | X  (RALC candidates are welcome to take UNCG courses.) | X |

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

### For the 2015-2016 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.**

In order to ensure that candidates are able to support the education of globally competent students, all licensure programs “re-visioned” their licensure programs in alignment with new state standards for teachers and school executives. The redesigned programs were implemented no later than the 2010-11 academic year.

A major emphasis of the new programs is the preparation of P-12 students for 21st century realities: Greater emphasis has been placed on problem solving and critical thinking, attention to diversity, and multiple literacies, including technology competencies.

A number of professional education candidates possess technology skills when they enter their preparation programs. However, most teacher education programs require candidates to complete a technology course, LIS 120, which focuses on both general technology skills and educational applications. Other teacher education programs include the course as an option.

In alignment with the North Carolina Professional Teaching Standards and UNCG’s emphasis on preparing future ready teachers, teacher candidates use educational applications of technology in content and pedagogy courses to demonstrate their ability to use technology and incorporate it in P-12 students’ learning. All candidates, in teaching and other school-based professions, complete course and capstone projects that require the use of technology both for the presentation and delivery of these assignments and for the development of individual artifacts that comprise the assignments, such as instructional plans and assessments of student learning. Faculty frequently review both their use of instructional technology in program coursework and the candidates’ preparation to use instructional technology in their own teaching. In 2015-16, instructional technology was a focus of two program coordinator retreats, as well as program self-study and revisions to curriculum matrices.

Moreover, in fall 2014, the UNCG School of Education received a $7.7 million Department of Education Teacher Quality Partnership award*, Transforming Teaching through Technology* (TTtT). In partnership with local school districts, the SOE is developing a transformational model for teacher preparation in which candidates will further integrate existing and emerging technologies into P-12 instruction to ensure that students have the knowledge and skills to become lifelong learners and productive workers in the 21st century. The goals of the project are to

* Reform UNCG teacher education curricula in all initial teacher licensure areas.
* Provide clinical experiences that are consistent with teacher education curricula, state and national standards, and the needs of partner schools.
* Recruit and retain high quality, diverse teachers to work in high need schools in the partner school districts

By embedding the Technological Pedagogical Content Knowledge (TPACK) and SAMR frameworks in the teacher education curriculum and by ensuring proper modeling and scaffolding in the teacher development process from pre-service through induction, *Transforming Teaching through Technology* will prepare 300 teacher candidates per year with the knowledge, skills, and dispositions to intentionally integrate technology in a thoughtful and adaptive manner to promote academic learning for all students.

UNCG is aware that, in order to prepare professional candidates to both use and teach technology skills, University faculty and school-based partners must also have the requisite knowledge and skills. The University provides a rich array of professional development and support services for faculty, including the Faculty Teaching and Learning Center, which offers workshops and just-in-time training. The School of Education has a technology committee that steers technology innovation and use in professional programs. Technology staff provides continual online and face to face support for faculty and students, and have developed a makerspace that will be utilized by faculty, students, and public school partners for the innovative use of technologies. In addition, as part of the TTtT project, UNCG and partner districts will collaborate in the development and delivery of technology-focused induction support for beginning teachers and professional development for P-12 teachers.

**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.***

In the elementary education program, all reading and language arts methods courses have been reviewed and revised where necessary to ensure professional candidates have the content and pedagogical knowledge needed for the new Foundations of Reading test: phonics, phonemic awareness, vocabulary development, fluency, and comprehension. In addition, a course linguistics (TED 335) was developed in 2014-15 to ensure students have the necessary knowledge about the role that language development plays in understanding early reading instruction. Elementary, Special Education, and Elementary/Special Education Dual Major candidates take this course. Other majors may require the course in the future. Elementary candidates are also required to take, at minimum, MAT 115 College Algebra, TED 222 Math for K-5 Teachers (that focuses on pedagogical content knowledge), and math methods. Special education candidates also take MAT 115 College Algebra as part of their content preparation. All elementary and special education courses have been aligned with the Common Core State Standards as part of programs’ continuous improvement and have been aligned with NCATE and North Carolina Professional Teaching Standards.

Faculty in Elementary Education and Special Education use formative and summative data to evaluate the preparation of candidates in these areas. These data include candidates’ NC Pearson and Praxis II test scores. Data from both NC Pearson and Praxis II are reported to program faculty for their understanding about candidates’ preparation and potential curriculum improvement, as needed.

**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 learn about and use discipline-appropriate formative and summative assessments in every methods course and student teaching. Candidates construct classroom assessments and learn about standardized measures, collect and analyze student performance data, and use those data to make instructional decisions, including differentiating learning strategies. For their teaching portfolios, candidates must submit (and meet the standards for) instructional planning (units and lessons), assessment and differentiation in Evidence 3: Unit Development and Evidence 5: Impact on Student learning.

Moreover, coursework addresses digital systems, especially those that schools in the region are currently using. For example, the development of the linguistics course (TED 335, noted above), whose content was embedded in reading and language arts methods, and math methods courses have been revised to focus more attention on formative and summative assessments, especially those that “local” schools are using.

Candidates’ knowledge and skills are assessed in lesson and unit plans that they develop as course assignments and in artifacts for their capstone teaching portfolios: Evidence 3-Instructional Planning and Evidence 5-Impact on Student Learning. These assignments require students to collect pre- and post-instruction data about student learning, to identify and differentiate instruction for at least three sub-groups, and to analyze and reflect on student learning over the course of a unit of instruction. The evidences provide detailed information about assessments, planning, and outcomes.

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

Undergraduate elementary education candidates are required to take two teaching methods courses from the fine arts (Art, Dance, Music, or Theater), selecting from ART 367, MUS 361, DCE 345 or THE 315. Masters of Arts in Teaching candidates take one art methods course. The courses are specifically geared to the needs of elementary education students and, as such, provide students with skills and strategies that they use to develop unit plans and individual lessons during their internships and student teaching. In addition, the arts are integrated into content methods course in Reading, Math, Science, and Social Studies as appropriate for interdisciplinary teaching and learning of content, differentiation, and assessment in each discipline.

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

The University of North Carolina at Greensboro engages in assessment activities that ensure consistent and coherent implementation of the assessment system, the use of data for monitoring student progress, evidence-informed program review and improvement, and evaluation of the assessment system itself. Among these activities are the following:

In 2015-16, initial licensure teachers (ILT) programs assessed students’ learning and performance using the unit-wide assessment tools (Candidate Dispositions Assessment Process, the Teacher Growth and Assessment for Pre-service, and the Evidences Portfolio for content knowledge, pedagogy, assessment and leadership). Other programs (advanced teaching, School Administration, School Counseling, School Media, and School Social Work) continued to use program-specific assessments. Data resulting from assessments, as well as from surveys and interviews, were analyzed and reported back to faculty for their work in supporting the professional preparation of individuals and review of program curricula and procedures. UNCG is studying the reliability and validity of ILT assessment instruments for a fall 2016 report.

The Council of Program Coordinators (CPC) of the unit-wide Collaborative for Educator Preparation continually reviews the assessment system, including the teaching portfolios for initial teaching licensure candidates. Teaching portfolios were revised in 2009. Subsequently, the CPC has reviewed the portfolios’ effectiveness in monitoring students’ performance and producing data for program improvement. With the growing national and state interest in edTPA, a pilot group was established to set procedures for potential unit-wide adoption. A part time edTPA coordinator was hired to develop guides for implementation and to work with faculty and students.

In Dec. 2014, the University of North Carolina Board of Governors recommended that teacher education programs “link candidate performance with valid and reliable performance assessments that are data- and evidenced-based,” pointing to “Ed Teacher Performance Assessment (edTPA) as a system-wide best practice, while allowing other “valid and reliable performance assessments.” The North Carolina General Assembly 2015 budget bill also required “a nationally normed and valid pedagogy assessment to determine clinical practice performance.” In response to this potentially consequential use of edTPA, the UNCG pilot was evaluated for potential unit-wide adoption. In spring 2016, the Council of Program Coordinators endorsed a three-year schedule for the adoption of edTPA.

Each semester, the CPC holds an assessment retreat for faculty and public school partners. In fall 2015, the retreat focused on analysis and use of student performance data. The Director of Assessment presented the assessment system in detail. Participants studied program data reports in cross-program conversations and shared critiques about the current assessment. In spring 2016, the retreat focused on curriculum review to ensure that instruction about and use of instructional technology, including video evaluations of students’ clinical performance, were well embedded in professional preparation programs. Faculty have also attended local evaluation training and other information sessions about edTPA, and have attended state and national conferences about the implementation of this assessment at UNCG.

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

At UNCG, we have a variety of field experiences that are completed in various school placements. UNCG is committed to having students placed in low performing, highly diverse settings and the majority of our placements are in these settings. In cases where students do not have all of their placements in these settings, all of our students will complete at least one placement in a low performing school. The levels of engagement in field experiences increases as the students move through their programs. There are three levels of field experiences.

Field Experience Observations

The field experience observations are the initial field experience in both undergraduate and graduate initial licensure programs. While the act of observing teachers and students will be completed throughout every clinical experience, field experience observations will be among a candidate’s first experiences in a classroom/agency setting and also may occur prior to formal admission to Teacher Education. During the observations, candidates should learn as much as possible about classroom structure and management, teaching, planning, preparing, organizing, and adapting for individual differences. Candidates should ask cooperating teachers about the use of certain approaches and techniques and pay attention to the multiple roles and responsibilities of the teacher. Candidates may use this time to assess their interest in formally pursuing careers in education and should look for opportunities to relate their observation findings to the concepts presented in their professional education courses. The range of field experience observation hours required in a semester, depending on the program, is between 6 and 50 hours.

Field-Based Projects

Some professional education courses do not require semester-long field experiences but do require the completion of projects that must be completed in the field. These field-based projects may involve home visits, service learning activities, case studies, remediation for students with disabilities, and lesson and program development and delivery, among other activities. The range of hours required in a semester to complete field-based projects is between 6 and 150 hours.

Internships

An Internship is a more extensive field experience where students are becoming more involved in participation in teaching rather than just observation. Several licensure programs at UNCG require three internships prior to the final student teaching semester. During these internships, candidates complete field-based observations; lesson planning and delivery; one-on-one, small-group, and whole-class teaching; and other field-based experiences that are integrated into program coursework (often associated with professional Methods courses). These internships are designed to prepare teachers for their roles as professionals, practicing various pedagogical strategies, studying their own teaching practices and philosophies, participating in site-based decision making, and collaborating with teachers and other members of the education community. These placements may be at different sites each semester or carry over from one semester to the next. The range of internship hours required in a semester, depending on the program, is between 25 and 150 hours.

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

All of our students complete more than 16 weeks of clinical student teaching (student teaching/internships). Students complete 14-15 weeks of student teaching and a minimum of thirty additional weeks of internships prior to the full-time student teaching semester. Most of our programs require at least 50 weeks of clinical experiences, and some as many as 100 weeks.

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

All programs require Fall and Spring clinical student teaching experiences (student teaching/internships) that allow students to see early school year and late school year experiences. It also allows them to see the end of the Fall semester and beginning of the Spring semesters in P-12 schools. However, because the college Fall semester often starts after the beginning of the P-12 school year and the Spring semester ends before the end of the P-12 school year, the student teachers do not necessarily see the very beginning and very end of the school year.

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

No

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

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

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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Foust Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Goals for this project are to 1) develop community outreach project through art making, 2) promote art advocacy, and 3) promote educational leadership & partnership. |
| **Activities and/or Programs Implemented to Address the Priorities** | School cafeteria mural painting at the Foust Elementary, GCS: This was a Collaborative community art project organized and conducted by UNCG Art Education pre-service teachers and a faculty member. Page High School Students who are in the National Art Honors Society, local community members, families, and friends of UNCG students and faculty were actively engaged in the execution of the project. |
| **Start and End Dates** | October 2015-February 2016 |
| **Number of Participants** | 18 |
| **Summary of the Outcome of the Activities and/or Programs** | The project fostered professional leadership, negotiation skills, and creative problem solving skills for all participants. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Multiple districts in North Carolina: multiple middle and high schools in North Carolina |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote the study of Latin and Classical civilization among middle and high school students |
| **Activities and/or Programs Implemented to Address the Priorities** | The Department of Classical Studies helped to organize and hosted the annual North Carolina Junior Classical League (NCJCL) Fall Forum, which involves workshops, competitions, and activities for middle and high school Latin students and their teachers. The department also facilitated the NCJCL students’ interactions with Classics Day, an event sponsored and run by the Department of Classical Studies’ undergraduate student club, the Classical Society. |
| **Start and End Dates** | Fall 2015 (Conference on November 14, 2015) |
| **Number of Participants** | 460 |
| **Summary of the Outcome of the Activities and/or Programs** | 400 middle and high school students participated in a dozen workshops, talks, competitions, and games related to the study of Latin and the ancient world, and interacted with both UNCG undergraduate Classical Studies majors and UNCG Classical Studies faculty. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/Forsyth County Schools: Parkland High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide Spanish-speaking parents with college information and support to consider how they can facilitate educational access for their children |
| **Activities and/or Programs Implemented to Address the Priorities** | Eight-week parent group with Parkland parents in fall 2015 |
| **Start and End Dates** | Fall 2015 |
| **Number of Participants** | 17 |
| **Summary of the Outcome of the Activities and/or Programs** | Parents learned more about educational opportunities for their children. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | GEAR UP NC: Yancey, McDowell, Rockingham, Pamlico, and Warren county middle schools that support GEAR UP programs |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support leadership development and promotion of college access |
| **Activities and/or Programs Implemented to Address the Priorities** | CED hosted a 3-day summer camp for GEAR UP students in five districts for them to learn about leadership, identity and the role education can play in their goals for the future. |
| **Start and End Dates** | Summer 2014 |
| **Number of Participants** | 27 |
| **Summary of the Outcome of the Activities and/or Programs** | Students participated in activities about leadership and future directions. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Asheboro City Schools (ACS): North Asheboro Middle Schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Heritage Language Academy (HLA; USTEP project): The overall goals of this collaborative project are to 1) refine the HLA curriculum for both students and families, 2) offer HLA program to elementary and middle grades heritage learners in ACS, 3) enhance parental involvement through offering project-based learning opportunities in HLA, and 4) strengthen HLA curriculum design and delivery through teacher action research project |
| **Activities and/or Programs Implemented to Address the Priorities** | The project offers Heritage Language Academy learning opportunity to Spanish-speaking students and parents in Asheboro City Schools (ACS). HLA is designed as a Saturday and after-school enrichment program that offers both literacy and math instruction for Spanish-speaking students and computer literacy programs for their parents. UNCG teacher candidates also have the opportunity to participate in action research projects with teachers from ACS. |
| **Start and End Dates** | January – March, 2016 |
| **Number of Participants** | 37 |
| **Summary of the Outcome of the Activities and/or Programs** | Four teachers from North Asheboro Middle School planned and delivered the curriculum for 13 parents and 14 middle grades students in spring 2016. Both parents and students completed bilingual projects related to community-based issues. In addition, the children's program was offered to provide childcare during Saturday classes. Four high school volunteers were also engaged in the Heritage Language Academy (HLA) program during spring 2016. A UNCG faculty member served as the project coordinator and a doctoral candidate assisted with the classroom observations and data collection. Project data, including participant projects, planning notes, and observation notes from the HLA sessions, are being analyzed. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Allen Middle School, Falkener Elementary Schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Extending Engagement with Immigrant Families (USTEP project): The overall goals of this project are to assist immigrant parents to 1) learn to speak English so they can better communicate their needs about their children in schools, as well as for themselves in daily life (i.e., interacting with physicians, restaurant personnel, and seeking employment, etc.); 2) understand instructional assessments and expectations related to standards-driven-instruction; and 3) learn ways they can better prepare their children for successful entry into and matriculation through high school and institutions of higher education. Goals for the children are similar to the aforementioned ones because the enhancement of language and literacy skills will enhance student achievement. Skills learned in career development will enable adolescent participants to be more informed in becoming academically prepared in high school and college for chosen professions. |
| **Activities and/or Programs Implemented to Address the Priorities** | Building upon the existing collaborative relationship between UNCG and Allen Middle School, this projected offered Real-World English classes to Spanish-speaking immigrants and also English language, literacy, and career development to participants' children (ages 2-1 4). Students and parents visited Barnes and Nobles to buy books for their homes, received bi-lingual dictionaries, and participated in a graduation ceremony. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 35 |
| **Summary of the Outcome of the Activities and/or Programs** | Project leaders have administered pre- and post-assessments and found that this project is meeting its initial goals. Adult student participation in organized simulations has also been a method to gauge progress. Moreover, both adult and student learners continue to verbally express pride in their growth. Overall, parents increased their scores on the CASAS Reading Comprehension Test. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Allen Middle Schools, Falkener Elementary Schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Engage students in STEAM (Science, Technology, Engineering, Arts & Mathematics) activities while their immigrant parents learn to speak and write English. |
| **Activities and/or Programs Implemented to Address the Priorities** | Each Saturday for 12 weeks in the fall and 12 weeks in the spring, P-12 students worked on STEAM activities to improve their cognitive and speaking skills. |
| **Start and End Dates** | 2015-16 |
| **Number of Participants** | 35 |
| **Summary of the Outcome of the Activities and/or Programs** | Participants completed product-based activities each week. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Jesse Wharton Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Integrate dance/art and other content area in a series of lesson plans for kindergarten, 1st grade and 2nd grade. |
| **Activities and/or Programs Implemented to Address the Priorities** | Faculty and school personnel collaboratively planned a series of lesson that integrated dance and other content areas including English Language Arts, Science, Social Studies and Math. |
| **Start and End Dates** | 2015-16 (1 day/week in Fall and Spring semesters) |
| **Number of Participants** | 188 |
| **Summary of the Outcome of the Activities and/or Programs** | The projected resulted in a high level of engagement of diverse learners, with some documentation including artifacts (dance pieces based on content area standards and paper pencil documents). |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Davey County Schools: Davey High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Experience the choreographic process |
| **Activities and/or Programs Implemented to Address the Priorities** | Students experienced choreography in the schools: UNCG students worked with Davey High School students to create new choreography. The resulting work was performed at the high school in December 2015. Students also performed at the UNCG in February 2016 at the first ever dance education concert. |
| **Start and End Dates** | 2015-16 (1 day/week in Fall and Spring semesters) and two performances |
| **Number of Participants** | 78 |
| **Summary of the Outcome of the Activities and/or Programs** | Students learned about choreography, created a dance performance, and presented their work. The department faculty has an ongoing relationship with master teachers and students. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Greensboro Chamber of Commerce: Greensboro Partnership |
| **Priorities Identified in Collaboration with LEAs/Schools** | Connect staff member with greater Greensboro community in order to identify new avenues of networking for the School of Education |
| **Activities and/or Programs Implemented to Address the Priorities** | A staff member facilitated the implementation of a 2016 Education Day Program in conjunction with Guilford Education Alliance, Guilford County Schools and all colleges and universities in Guilford County. |
| **Start and End Dates** | Spring 2016 |
| **Number of Participants** | 1 UNCG staff member with 40 other members |
| **Summary of the Outcome of the Activities and/or Programs** | Forty-one 2016 Leadership Greensboro members participated in the implementation of the 2016 Education Day program. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Shanghai Normal University |
| **Priorities Identified in Collaboration with LEAs/Schools** | Introduce visiting students to the SELF Design Studio and create a project based on their experiences in the United States |
| **Activities and/or Programs Implemented to Address the Priorities** | Students learned how to plan and create a video using cameras and iMovie. |
| **Start and End Dates** | January 21 - 22, 2016 |
| **Number of Participants** | 20 |
| **Summary of the Outcome of the Activities and/or Programs** | Students created original movies based on their experiences in the USA and how this experience compared to life at home. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: C.J. Greene Education Center |
| **Priorities Identified in Collaboration with LEAs/Schools** | Improve data collection and use of data-based decisions for instruction |
| **Activities and/or Programs Implemented to Address the Priorities** | Professional Development: Faculty presented three trainings and ongoing support with data collection and use of data in teachers’ classrooms. |
| **Start and End Dates** | January 2016 - May 2016 |
| **Number of Participants** | 30+ |
| **Summary of the Outcome of the Activities and/or Programs** | Faculty acquired information about evidence-based practice. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Various schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Improve data collection and use of data to write Individual Educational Plan (IEP) goals |
| **Activities and/or Programs Implemented to Address the Priorities** | Demonstration of how to effectively collect and use data to write appropriate IEP goals: Participants received hands-on group and individual guided practice in selecting appropriate data collection tools, developing charts and graphs, and analyzing data to assist in the development of appropriate and measurable IEP goals. The professional development included a 7-hour training session. |
| **Start and End Dates** | Oct. 23, 2015; March 14, 2016; April 8, 2016 |
| **Number of Participants** | 52 |
| **Summary of the Outcome of the Activities and/or Programs** | Faculty acquired information about evidence-based practice. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: various schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Explore effective inclusive practices |
| **Activities and/or Programs Implemented to Address the Priorities** | This 7-hour session explored effective inclusive practices, with activities to 1) Describe the Conceptual Framework of Inclusion. 2) Identify components of successful co-teaching partnerships. 3 Identify how to effectively implement specially designed instruction through the co-teaching approaches. 4) Conduct a needs assessment. |
| **Start and End Dates** | April 22, 2016 |
| **Number of Participants** | 52 |
| **Summary of the Outcome of the Activities and/or Programs** | Participants are able to describe, plan for and implement co-teaching for inclusive practice. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Randolph County Schools (RCS): John Lawrence Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Identify and use Universal Design for Learning (UDL) strategies |
| **Activities and/or Programs Implemented to Address the Priorities** | Provided workshop for teachers to learn about UDL strategies and implementation activities. |
| **Start and End Dates** | August 2015-November 2015 |
| **Number of Participants** | 15 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers identified effective UDL strategies. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/Forsyth County: Walkertown High School; Davidson County Schools (DCS): Ledford High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | For students to learn what their disability is and what it means, develop interpersonal and intrapersonal skills, explore career options and learn about living independently, understand/develop leadership skills, discover passion and purpose, develop teamwork and problem solving skills, learn the importance of responsibility for success and failure, and 8) create roadmap for their future. |
| **Activities and/or Programs Implemented to Address the Priorities** | During a five-week period, students who participated in the Youth Empowerment and Education in Schools Program (YES) developed personal and interpersonal skills (see goals). |
| **Start and End Dates** | February 2, 2016-March 1, 2016 |
| **Number of Participants** | 34 |
| **Summary of the Outcome of the Activities and/or Programs** | Students developed personal and interpersonal skills. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: 51 elementary schools, 23 middle schools, 12 high schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Facilitate Battle of the Books (BotB)Competition |
| **Activities and/or Programs Implemented to Address the Priorities** | Students read books from a list established by a state committee, then engaged in a quiz competition to determine local, regional and state champions. The Guilford County competition was held at UNCG. The TRC Director assisted Guilford County Schools personnel with organization and management of the event. |
| **Start and End Dates** | March 9-11, 2016 |
| **Number of Participants** | 1242 |
| **Summary of the Outcome of the Activities and/or Programs** | Students competed in the BotB competition. The winning middle school team advanced to the regional level. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/Forsyth County Schools: various schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Assist teachers in adapting to the new College, Career & Civic Life (C3) for Social Studies State Standards Framework in social studies education |
| **Activities and/or Programs Implemented to Address the Priorities** | As part of a research and professional development project, teachers learned about the inquiry arc in the C3 Framework. |
| **Start and End Dates** | Fall 2015-Spring 2016 |
| **Number of Participants** | 11 |
| **Summary of the Outcome of the Activities and/or Programs** | This project started late in Fall 2015. Data are not yet available. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Kiser Middle School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Americans Who Tell the Truth (AWTT; USTEP project): 1) Build teacher background knowledge surrounding key concepts presented in the curriculum: history, advocacy and portraiture. 2) Provide and model an experiential learning opportunity for teachers. 3) Share ways in which content integration can bolster students' critical thinking skills. 4) Share ways that English Language Arts (ELA) and Social Studies integration supports implementation of the ELA Common Core Standards and C3 Civic Education Framework. 5) Facilitate teachers’ learning to navigate the AWTT resources. 6) Follow up with coaching, support and collaborative writing. |
| **Activities and/or Programs Implemented to Address the Priorities** | This was a collaborative to promote purposeful field trips for middle school students. Participants included ELA, Social Studies and Art teachers from Kiser Middle School and UNCG pre-service teachers. Professional development focused on middle school teachers and student teachers' preparing students to visit Robert Shetterly's “Americans Who Tell the Truth” (AWTT) exhibit at the International Civil Rights Museum in Greensboro, NC. During the 1.5 day Professional Development Workshop, teachers created work products that helped them understand the AWTT curriculum packet. They also planned ways in which they would use the activities and materials with their sixth grade students prior to visiting the museum. Work products included: connectivity maps, visual representations of the ideas participants generated during the workshop, a plan for implementation of the project with students, and several quick writes about the topics, history, advocacy and portraiture. |
| **Start and End Dates** | Planning: summer 2015 through spring 2016; professional development: December 2015; field trip: early spring 2016 |
| **Number of Participants** | 205+ |
| **Summary of the Outcome of the Activities and/or Programs** | The partnership planned the middle school students' and teachers' visit to the exhibit, with faculty and grade level educators teaching the curriculum prior to the field trip to the exhibit. Faculty and teachers facilitated follow up learning experiences after the trip, prepared a manuscript, and will share the results of teacher and student learning at the North Carolina Council for the Social Studies annual conference. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Surry County Schools: Franklin Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Help teachers plan for and conduct a math task that is in compliance with state and district guidelines. |
| **Activities and/or Programs Implemented to Address the Priorities** | District Math Training: Teachers unpacked math tasks, watched videos of students working tasks, and worked in grade level groups to align tasks with existing county and state requirements. |
| **Start and End Dates** | September 18, 2015 |
| **Number of Participants** | 20 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers planned math tasks that they could implement in their classroom. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Surry County Schools: Dobson Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote math instruction |
| **Activities and/or Programs Implemented to Address the Priorities** | A faculty member conducted a book study with teacher regarding math instruction. The teachers observed model lessons, shared student work samples, and collaboratively debriefed. |
| **Start and End Dates** | September 18, 2015 through January 8, 2016 |
| **Number of Participants** | 198 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers processed readings from the assigned book chapter and applied that information to their instruction. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Surry County Schools: Dobson Elementary School, Rockford Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Demonstrate student thinking about math problems |
| **Activities and/or Programs Implemented to Address the Priorities** | The faculty member demonstrated lessons at multiple grade levels for teachers at each school. The teachers debriefed after the lesson about what they observed in terms of how their students worked the problem. |
| **Start and End Dates** | Dobson Elementary School: 12/2/15, Rockford Elementary School: 1/5/16 |
| **Number of Participants** | 216 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers left the demonstration lesson having a better understanding of how students think about math problems. They also processed the new information by comparing notes about what they observed in the students’ work. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/Forsyth County Schools: Easton Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Improve teacher expertise around mathematical problem solving |
| **Activities and/or Programs Implemented to Address the Priorities** | Monthly professional development sessions were provided to help teachers learn about young children’s mathematical problem solving. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 13 |
| **Summary of the Outcome of the Activities and/or Programs** | The project provided professional development in response to the teachers’ request to address problem solving in mathematics. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Rockingham County Schools: Rockingham County High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | The CMaPSS Video Club (USTEP project): 1) Support the enactment of core mathematics instructional practices in secondary schools through collaborative analysis of videos of teaching. 2) Improve students’ math learning in Rockingham County Schools' high schools. |
| **Activities and/or Programs Implemented to Address the Priorities** | The CMaPSS Video Club project guided teachers in the use of core practices that involve establishing learning goals to focus learning and guide instruction, implementing cognitively demanding tasks, facilitating meaningful mathematical discussions through purposeful questions, and supporting productive struggle in learning. The math teachers reflected on their teaching and learned ways of enacting core practices through a series of video club meetings. UNCG faculty also shared examples of their practice with their colleagues in the CLAPSS video club to demonstrate the ways core practices afford and constrain students’ mathematical learning. |
| **Start and End Dates** | January-April 2016 |
| **Number of Participants** | 12 |
| **Summary of the Outcome of the Activities and/or Programs** | Analysis of data regarding quality of instruction is in progress. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Murphey Traditional Academy, General Greene Elementary School, & Montlieu Elementary School; Greensboro Day School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Integrate engineering into the elementary school curriculum: Specifically for 1) teachers to learn about how to integrate engineering into curriculum and 2) students to learn about one branch of engineering, the engineering design process, and engineering habits of mind |
| **Activities and/or Programs Implemented to Address the Priorities** | Teachers participated in a 1-week summer institute to introduce them to engineering, technology, and the Engineering is Elementary (EiE) kit structure. They also learned about a kit that aligned with the NCES for their grade level. The teachers implemented their EiE kit (bought with grant funds) during Fall 2015 and Spring 2016. |
| **Start and End Dates** | Summer Institute: June 22, 2015 through June 26, 2015; & 2015-2016 |
| **Number of Participants** | 438 approx. |
| **Summary of the Outcome of the Activities and/or Programs** | Qualitative interview data and quantitative survey data are being analyzed. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Doris Henderson Newcomers School |
| **Priorities Identified in Collaboration with LEAs/Schools** | 1) Identify and support K-12 students regarding academic and social needs that are critical to transition to other schools. 2) Increase Teacher Education Fellows’ cultural awareness and pedagogical understanding of teaching diverse student populations. |
| **Activities and/or Programs Implemented to Address the Priorities** | Teacher Education Fellows completed structured observations of classes at the Doris Henderson Newcomers School and met with school faculty and administrators to identify academic and social needs specific to different cultural and academic populations. Collaboratively, the Fellows, teachers and administrators developed and implemented academic and/or social support programs for students based on these needs. |
| **Start and End Dates** | 2015-2016 (September 6 through December 5; February 9 through April 26) |
| **Number of Participants** |  |
| **Summary of the Outcome of the Activities and/or Programs** | Qualitative feedback collected from Fellows and Administrators indicated a mutual benefit and desire to continue and further develop the project. Fellows suggested that the experience expanded their awareness of their own cultural spaces and the necessary considerations related to teaching diverse student populations. School administrators indicated that the mentoring support provided by the Fellows was beneficial to the K-12 students’ transition to and comfort with the school community. Both Fellows and school administrators indicated a desire to formalize this partnership further through the development of a sustainable mentoring program. Data on the benefit as K-12 students transition to their district schools are unknown at this time. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Brooks Global Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | 1) Identify and support K-12 students regarding academic and social needs that are critical to transition to other schools. 2) Increase Teacher Education Fellows’ cultural awareness and pedagogical knowledge about teaching diverse student populations. |
| **Activities and/or Programs Implemented to Address the Priorities** | Teacher Education Fellows completed structured observations of the After-School Care Enrichment Services (ACES) at Brooks Global Elementary and met with ACES staff to identify academic and social needs specific to students in this program. The Fellows developed and implemented at least one academic and/or social support program for students based on these needs. |
| **Start and End Dates** | Fall 2015 |
| **Number of Participants** | 59 |
| **Summary of the Outcome of the Activities and/or Programs** | The additional classroom support offered to the ACES staff was helpful. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Surry County Schools: White Plains Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Fifth Grade STEM (USTEP project): Provide focused training and resources to support elementary school teachers teaching engaging hands-on lessons about weather. The lessons included a literacy component. |
| **Activities and/or Programs Implemented to Address the Priorities** | The project involved the creation of an inquiry-based instructional unit on weather. The lesson plans created for the unit were written by a team of 5th grade teachers who would deliver this content. The three teachers involved with teaching the unit received a day of professional development from the Surry County Schools’ Science Coordinator on designing inquiry-based lessons in an online learning management system. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 54 |
| **Summary of the Outcome of the Activities and/or Programs** | Materials were purchased and received. Due to days lost for inclement weather, the unit is still in the developmental stages and this topic has yet to be covered with the students. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Alamance/ Burlington Schools: Grove Park Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Instruction for General Education Teachers on the use of "Evidence-Based Practices to Promote Inclusion" (USTEP project). The goals for the Grove Park Elementary educators were to 1) develop their knowledge of systematic instruction and 2) build their skills for implementation of systematic instruction during math instruction through technology-enabled coaching and feedback |
| **Activities and/or Programs Implemented to Address the Priorities** | Inclusive practice (inclusion of students with significant intellectual disabilities, including autism) is a shared goal of both the UNCG Department of Specialized Education Services (SES) and the Alamance/Burlington School System, as research suggests placements in inclusive settings benefit both school and post school outcomes. In order to help teachers build skills related to inclusive practices, two UNCG SES faculty members provided professional development for 10 K-1 teachers on differentiated instruction and Universal Design for Learning, and coached teachers on the use of technology (e.g., swivel) to collect data. |
| **Start and End Dates** | Spring 2016 |
| **Number of Participants** | 13 |
| **Summary of the Outcome of the Activities and/or Programs** | Participating teachers showed improved inclusive practices based on growth in their knowledge and skills related to systematic instruction. |
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| Formal Partnership Activities |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | North Carolina school districts: various schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide a framework for workshops and presentations related to K-12 Latin education |
| **Activities and/or Programs Implemented to Address the Priorities** | The chair of the Department of Classical Studies is president of the North Carolina Classical Association, which meets annually. For this year’s meeting, he organized workshops and presentations that included Latin language pedagogy. |
| **Start and End Dates** | 2015-16 (annual meeting on April 23, 2016) |
| **Number of Participants** | 20 |
| **Summary of the Outcome of the Activities and/or Programs** | Twenty university, college, and K-12 professionals convened and participated in four workshops and presentations regarding ancient civilization and Latin pedagogy. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools, Alamance/Burlington School System: elementary, middle and high schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote the use of instructional technology, body awareness and somatic practice in the teaching and learning of dance |
| **Activities and/or Programs Implemented to Address the Priorities** | The UNCG Dancers Connect program is a laboratory classroom and community partnership that serves the greater Greensboro area. This research program uses instructional technology, body awareness and somatic practice in the teaching and learning of dance. The project offers free dance classes to children ages 6-16 during two (eight-week) sessions in the summer, fall and spring. In 2015-16, more than 200 students had the opportunity to participate in dance activities. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 246+ |
| **Summary of the Outcome of the Activities and/or Programs** | Students learned about and participated in dance activities. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Davie County Schools: Davie High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide dance instruction to high school students |
| **Activities and/or Programs Implemented to Address the Priorities** | Students participated in classes once a week for seven weeks. They had the opportunity to learn about and practice choreography, improvisation and critical thinking practice in dance. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 78 |
| **Summary of the Outcome of the Activities and/or Programs** | Students presented their choreographic work at Davie High School and UNCG. University faculty maintain an ongoing relationships with the master teachers and students. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | North Carolina Department of Public Instruction |
| **Priorities Identified in Collaboration with LEAs/Schools** | Improve outcomes for students with disabilities (e.g., graduation rates, test scores, employment) |
| **Activities and/or Programs Implemented to Address the Priorities** | The SSIP team met monthly to discuss needs of LEAs for professional development, materials, etc. to improve the outcomes for their students with disabilities. |
| **Start and End Dates** | 2015-16 (July 20, Aug. 17, Sept. 21, Oct. 19, Nov. 16, Dec. 21, Jan. 19 , Feb. 15, Mar. 21, Apr. 18, May 16, June 16) |
| **Number of Participants** | 25 |
| **Summary of the Outcome of the Activities and/or Programs** | 1) State School Improvement Plan is in place. 2) Baseline data have been collected from LEAs and are used to assist in LEAs’ identification of local needs and plans to meet these needs. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Randolph County Schools: Trinity Elementary Schools, John Lawrence Elementary School, Archdale Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | 1) Support general education and special education teachers’ development of inclusive practices. 2) Review classroom and school-wide data on student academic performance for students with disabilities and their nondisabled peers in general education classrooms. |
| **Activities and/or Programs Implemented to Address the Priorities** | During three professional development activities, general and special education teachers learned about, planned and implemented 1) collaborative practices and co-teaching models for general and special education teachers, 2) approaches to differentiating instruction using evidence-based practices for inclusive classroom settings, and 3) review of assessment data. |
| **Start and End Dates** | February 2016 (second year) |
| **Number of Participants** | 20 |
| **Summary of the Outcome of the Activities and/or Programs** | Participants took part in three professional development programs in 2015-16, a continuation of the 2014-15 project. Participants identified effective assessment strategies and tools to monitor student progress and growth. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County: NC Pre-K Advisory Committee |
| **Priorities Identified in Collaboration with LEAs/Schools** | Implement policies regarding Guilford County pre-kindergarten programs |
| **Activities and/or Programs Implemented to Address the Priorities** | Faculty participated in approving policies and the selection of pre-K sites during monthly meetings. |
| **Start and End Dates** | 2015-16 (ongoing) |
| **Number of Participants** | 20 approx. |
| **Summary of the Outcome of the Activities and/or Programs** | Faculty served on the State committee to ensure policy implementation in Guilford County. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston Salem/Forsyth County Schools: Southeast Forsyth Middle School, Kernersville Middle School, East Forsyth High School; Guilford County Schools: Joyner Elementary School, Jamestown Elementary School, McLeansville Elementary School, Oakview Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Transforming Teaching through Technology (TTtT) is a U. S. Department of Education Teacher Quality Partnership grant the goals of which are to 1) Reform UNCG teacher education curricula in all initial teacher licensure areas. 2) Provide clinical experiences that are consistent with the revised teacher education curriculum, state and national standards, and the needs of partner schools. 3) Recruit and retain high quality, diverse teachers to work in high need schools in the partner school districts. In order to better prepare current and future teachers to thoughtfully integrate existing and emerging technology for P-12 student learning, TTtT works to 1) transform approaches to P-12 teaching and learning such that instructional technology is an integral part of instruction, 2) move beyond enhancement (substitution & augmenting) to transformational (modifying and redefining) use of instructional technology in teaching and learning, 3) redesign the way teachers and teacher candidates engage and motivate P-12 students in learning, 4) create partner schools where teacher candidates will be engaged in instructional technology–enriched teacher education programming, and 5) cultivate meaningful partnerships between university and schools that promote new mindsets about the integration of technology for instruction and learning. |
| **Activities and/or Programs Implemented to Address the Priorities** | TTtT is preparing 300 teacher candidates per year with the knowledge, skills, and dispositions to intentionally integrate technology in a thoughtful and adaptive manner to promote academic learning for all students. This is done by embedding the Technological Pedagogical Content Knowledge (TPACK) and SAMR frameworks in the teacher education curriculum and by ensuring proper modeling and scaffolding in the teacher development process through professional development from pre-service through induction. Specific activities include revision of the teacher education curriculum to include integration of up-to-date technologies, development of makerspaces as a tool for project-based inquiry learning, support of UNCG teacher preparation programs through program evaluation and implementation, school-based coaching, and experiences for students, teachers and pre-service teaching candidates in the use of technology in the SELF Design Studio and through a summer camp program. |
| **Start and End Dates** | 2015-16 (ongoing) |
| **Number of Participants** | 6085 |
| **Summary of the Outcome of the Activities and/or Programs** | This project was funded October 1, 2014. For 2015-16, outcomes include professional development and coaching for teachers from partner schools. Interns are placed in all seven partner schools for 2015-16. A summer camp was held in July 2015 for 27 students from the partner elementary and middle schools. Five high school student served as mentors and 12 teachers from partner schools served as instructors in the camp. The camp will be offered in summer 2016, as well. It is expected that this project will result in public school students’ increased motivation, engagement and learning through innovation, creativity, problem-solving and entrepreneurship in collaborative project-based learning environments that utilize emerging technology and 21st Century skills. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Rockingham: middle and high schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide professional development on high leverage instructional practices |
| **Activities and/or Programs Implemented to Address the Priorities** | Project LEAD is a statewide program, with Rockingham County Schools as one of UNCG's partner districts. Teachers participated in a 60-hour institute in summer 2015 and 20-hour follow-up in fall 2015. Follow up involved afterschool meetings to support teachers in planning and rehearsing for lessons, debriefing instruction, analyzing student work, and goal setting. |
| **Start and End Dates** | Summer & fall 2015 |
| **Number of Participants** | 9 |
| **Summary of the Outcome of the Activities and/or Programs** | Data about improved teacher content knowledge (project-designed measure), improved instruction (measured by instructional quality assessment from University of Pittsburg), and student achievement (EVAAS) will be available in fall 2016. Preliminary results showed significant improvements in teachers' content knowledge, classroom instruction, and beliefs about mathematics teaching and learning. Because EVAAS data will not be released until fall 2016, no claims about growth in student achievement are possible yet. However, it appears anecdotally that student achievement improved significantly. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Hunter Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Develop literacy activities to increase student resilience and positive attitudes towards reading |
| **Activities and/or Programs Implemented to Address the Priorities** | Teachers listed two goals for the year: Promote students' caring more about the quality of their work and encourage their working through any difficulties with their studies. The teachers assessed the extent to which these goals were met and redesigned instructional activities to address the goals. The UNCG faculty member met with teachers on average twice per week, visiting their classrooms and discussing various changes with them regarding what students should do while reading. Teachers participated in a book club, with both narrative and expository texts; videotaped their activities; and discussed results during after school meetings. |
| **Start and End Dates** | 2015-16 (pilot in 2015-16, to be continued in 2016-17) |
| **Number of Participants** | 73 |
| **Summary of the Outcome of the Activities and/or Programs** | The project is a pilot for 2015-16. Data will be collected in the future. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools (GCS): Claxton Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | USTEP Grant: The overall goals were 1) Learn about current best practices for elementary grades math. 2) Show growth on interim assessments in the areas of whole number and rational number development |
| **Activities and/or Programs Implemented to Address the Priorities** | Implemented during PLCs and Early Release Professional Development, the central purpose of the study was to encourage teachers to focus on students' thinking about rational number and whole number development. A UNCG faculty member provided information about current best practices for elementary grades math instruction. Teachers participated in book studies with grade level teams centered on rational number for grades 2-5 and on whole numbers for grades K-1, and implemented ideas from the books during regular classroom instruction with K-5 students. Teachers also shared student artifacts at PLC meetings to demonstrate how they implemented ideas gathered from the texts. The teachers worked together as grade level teams to better understand these artifacts and align their findings with ideas they had learned from the texts, and gathered interim assessment data to determine student growth in the areas of whole number and rational number development. |
| **Start and End Dates** | August 2015 through May 2016 |
| **Number of Participants** | 221+ |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers administered pre- and post-assessments based on the Guilford County Schools' math units of study in grades K-5, including the GCS Interim Assessment (Fall 2015) which is a predictive test to show student growth between Interim 1 and Interim 2. At this time, inconsistent data are available. Complete data will be available at the end of the school year. |
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| Service to Public Schools |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Harnett County Schools, with Counseling & Educational Development (CED): entire district |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide training to school counselors, school social workers, K-12 teachers, and school nurses about non-suicidal self-injury |
| **Activities and/or Programs Implemented to Address the Priorities** | CED faculty member presented a 4-hour in-service training that provided information about what non-suicidal self-injury is, how to intervene, school protocols, and treatment. |
| **Start and End Dates** | Spring 2015 |
| **Number of Participants** | 76+ |
| **Summary of the Outcome of the Activities and/or Programs** | District personnel increased their understanding of non-suicidal self-injury and appropriate interventions and treatments. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Jones Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide students with information about dance |
| **Activities and/or Programs Implemented to Address the Priorities** | Offer afterschool classes for children at Jones elementary. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 44 |
| **Summary of the Outcome of the Activities and/or Programs** | Instructional practice for dance education students and experience teaching, leading and developing curricula. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Guilford Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | Pre-service teachers provided reading tutoring for elementary students: They conducted reading assessments, designed reading lessons, and wrote case study reports of the students with whom they worked. |
| **Start and End Dates** | Fall 2015 through Spring 2016 |
| **Number of Participants** | 68 |
| **Summary of the Outcome of the Activities and/or Programs** | Elementary students engaged in literacy activities. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Greensboro, NC: Glenhaven STEM Club |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide experiences in the creative use of makerspaces |
| **Activities and/or Programs Implemented to Address the Priorities** | SELF Design Studio staff offered two workshops about e-textiles, 3D modeling and engineering for children who attend the Glenhaven Boys and Girls Club. |
| **Start and End Dates** | June 20 to June 24, 2015 |
| **Number of Participants** | 25 |
| **Summary of the Outcome of the Activities and/or Programs** | The students engaged in problem-solving and “design things” projects. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools Central Office Division of Exceptional Children |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote understanding and appropriate professional responses related to equity, diversity and inclusion |
| **Activities and/or Programs Implemented to Address the Priorities** | Faculty offered sustained professional development in equity, diversity, and inclusion. |
| **Start and End Dates** | 2015-16 (second year) |
| **Number of Participants** | 20 |
| **Summary of the Outcome of the Activities and/or Programs** | Participants improved their skills in communicating with school administrators, teachers, and parents of students in the Exceptional Children’s Program. |
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| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/ Forsyth County Schools,: Glenn High School; Alamance/ Burlington School System: Southern Alamance High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote understandings about dance |
| **Activities and/or Programs Implemented to Address the Priorities** | A video of a dance choreographed by a UNCG dance student was presented at a Black History Month performance |
| **Start and End Dates** | February 2016 |
| **Number of Participants** | 55 |
| **Summary of the Outcome of the Activities and/or Programs** | Dance students saw the artistic and social value of dance outside of their school setting. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Washington Montessori; Wake County Public School System: East Middle School, Brooks Middle School; Davie County School District: Davie High School and surrounding middle and elementary schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote understandings about dance |
| **Activities and/or Programs Implemented to Address the Priorities** | Participants provided a concert for the school children and a lecture/demonstration and workshop for dance students. |
| **Start and End Dates** | 2015-16 (ongoing) research |
| **Number of Participants** | 1330+ |
| **Summary of the Outcome of the Activities and/or Programs** | The department has offered this program for three years. The relationship has been fruitful for placements and action research. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Mocksville NC: Davie High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide dance experiences for students, as well as pedagogical practice for pre-service teachers |
| **Activities and/or Programs Implemented to Address the Priorities** | UNCG students participated in a day of dance for Davie High School students. Dance classes were taught collaboratively by faculty and UNCG pre-service teachers. The Dance Education Program Director also taught a class on bullying and another class on Dale Chihuly glass environments. The IDance company gave a short dance concert for the 80 students. |
| **Start and End Dates** | 2015-2016 school year |
| **Number of Participants** | 90 |
| **Summary of the Outcome of the Activities and/or Programs** | Both high school and UNCG students benefited from their interactions, information shared about the arts and bullying, and the dance concert. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Jones Elementary |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide in-class support for bilingual students |
| **Activities and/or Programs Implemented to Address the Priorities** | UNCG students participated in service learning in Spanish. |
| **Start and End Dates** | Spring 2016 |
| **Number of Participants** | 208 |
| **Summary of the Outcome of the Activities and/or Programs** | Students assisted in bilingual classrooms 4-5 hours per week. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Winston-Salem/Forsyth County Schools: North Hills Elementary School, Welborn Middle School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide support for a local school |
| **Activities and/or Programs Implemented to Address the Priorities** | Outreach to Teach: UNCG students who are members of SNCAE visited North Hills Elementary School and Welborn Middle School to participate in refurbishment projects. They helped with painting the library, cafeteria and teacher’s lounge, and created bulletin boards. |
| **Start and End Dates** | April 2, 2016 |
| **Number of Participants** | 50 |
| **Summary of the Outcome of the Activities and/or Programs** | Students provided support for the faculty, staff and students of the schools. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Alamance/Burlington School System: various |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information to potential students about teaching as a career |
| **Activities and/or Programs Implemented to Address the Priorities** | GEAR UP NC Senior Day: An SOE Office of Student Services staff member participated in a panel for prospective UNCG students to discuss the School of Education, its programs and opportunities. |
| **Start and End Dates** | November 20, 2015 |
| **Number of Participants** | 101 |
| **Summary of the Outcome of the Activities and/or Programs** | Students from the school district will finalize decisions to attend UNCG in the fall of 2016. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Surry County Schools: North Surry High School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information to potential students about teaching as a career |
| **Activities and/or Programs Implemented to Address the Priorities** | SOE Office of Student Services staff participated in a series of career fairs at Surry County Schools, organized to focus on various career possibilities for high school students. |
| **Start and End Dates** | January 5, 2016 |
| **Number of Participants** | 190 approx. |
| **Summary of the Outcome of the Activities and/or Programs** | Staff provided printed materials and talked one-on-one with the high school students about careers in education. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Morganton, NC: North Carolina School for the Deaf |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information to potential students about teaching as a career |
| **Activities and/or Programs Implemented to Address the Priorities** | The faculty member and UNCG students participated in college night, providing information and advisement to high school age deaf or hard of hearing students and their parents or guardians. |
| **Start and End Dates** | October 21, 2015 |
| **Number of Participants** | 22 |
| **Summary of the Outcome of the Activities and/or Programs** | The students and their parents/guardians learned about college enrollment. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Statewide school districts |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about ethical practice in educational settings |
| **Activities and/or Programs Implemented to Address the Priorities** | Faculty presented two professional development seminars for educational interpreters in K-12 about making sound ethical decisions, with consideration of their roles in various educational interpreting situations. Participants explored the “gray areas” in the ethical decision making process using self-analysis, critical thinking skills, and the Dean and Pollard Demand Control Schema. Participants also applied the Registry of Interpreters (RID) Code of Conduct and the Educational Interpreters Code of Conduct, based on the work of Schick et al., to a variety of educational interpreting scenarios. |
| **Start and End Dates** | February 26-27 & April 8-9, 2016 |
| **Number of Participants** | 100 approx. |
| **Summary of the Outcome of the Activities and/or Programs** | At the conclusion of this Professional Development Seminar participants were able to 1) apply critical thinking skills as they pertain to ethical decision making, 2) identify, articulate and apply the demand control schema as it pertains to ethical decision-making in educational settings, 3) compare and contrast teleological and deontological perspectives on ethics, 4) explore and compare personal ethics compared to the RID code of conduct and the educational interpreter code of conduct, 5) understand the relationships of their roles and the ethical choices they make as educational interpreters, and 6) stimulate their own thought processes through self-analysis and find a new way of looking at the ethics of interpreting in educational settings and how their decisions can affect their work and ultimately the deaf student, the teacher of the deaf, educational professional personnel, the parents of the deaf student and/or the deaf consumer. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Kiser Middle School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about the creative use of makerspaces |
| **Activities and/or Programs Implemented to Address the Priorities** | Staff hosted an introduction for students to the SELF Design Studio. |
| **Start and End Dates** | January 20, 2016 |
| **Number of Participants** | 37 |
| **Summary of the Outcome of the Activities and/or Programs** | Students engaged in various activities to experience the design thinking model of learning. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Yadkin County Schools: Yadkin Valley Regional Career Academy |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about the integration of makerspace technologies in curricula |
| **Activities and/or Programs Implemented to Address the Priorities** | Staff presented a half-day workshop on the use of maker design tools and the integration of these tools into curriculum. |
| **Start and End Dates** | November 16, 2015 |
| **Number of Participants** | 10 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers gained experience integrating tools into different content areas and brainstormed how they might use these tools in their own classrooms. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Randolph County Schools: Trinity Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote student engagement in science learning |
| **Activities and/or Programs Implemented to Address the Priorities** | A faculty member served as science fair judge. |
| **Start and End Dates** | February, 2016 |
| **Number of Participants** | 78 |
| **Summary of the Outcome of the Activities and/or Programs** | Students had the opportunity to participate in science experiences, applying both creativity and science learning. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Brooks Global Studies Extended-Year Magnet School; |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | Staff read books to students as part of a reading program offered by Guilford Education Alliance. |
| **Start and End Dates** | January 11, 2016 |
| **Number of Participants** | 9 |
| **Summary of the Outcome of the Activities and/or Programs** | An SOE Office of Student Services staff member formed connections with teachers and students in the local community through a literacy activity with children. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Foust Elementary School, Irving Park Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | An SOE Office of Student Services staff member served as a community reader for a kindergarten and a first grade class as part of a literacy program offered by the Guilford Education Alliance. |
| **Start and End Dates** | February 10 & February 18, 2016 |
| **Number of Participants** | 76 |
| **Summary of the Outcome of the Activities and/or Programs** | Kindergarteners and first graders engaged in the literacy activity. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Randolph County Schools: Trinity Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | The faculty member participated in a school reading initiative by reading to students with disabilities and motivating them to read. |
| **Start and End Dates** | December 3, 2015 |
| **Number of Participants** | 18 |
| **Summary of the Outcome of the Activities and/or Programs** | Fifteen students participated in a literacy activity. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Northwood Elementary School, Pilot Elementary School, Northern Elementary School, Claxton Elementary School, Brooks Elementary School, Hampton Elementary School, Parkview Elementary School, Joyner Elementary School, Reedy Fork Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | The SOE Teaching Resources Center and University librarians hosted a storytelling event by Newbery Medal winner, Kwame Alexander. |
| **Start and End Dates** | September 14, 2015 |
| **Number of Participants** | 875 |
| **Summary of the Outcome of the Activities and/or Programs** | Fourth grade classes visited campus to participate in a storytelling event. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County: Jesse Wharton Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support literacy |
| **Activities and/or Programs Implemented to Address the Priorities** | A faculty member read to a class of 20 4th grade students as part of the school’s Community Day Read aloud. |
| **Start and End Dates** | March 2, 2016 |
| **Number of Participants** | 21 |
| **Summary of the Outcome of the Activities and/or Programs** | The fourth graders engaged in the literacy activity. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about the SOE Teaching Resources Center (TRC) and SELF Design Studio |
| **Activities and/or Programs Implemented to Address the Priorities** | Staff hosted a meeting of Guilford Alliance of School Librarians to introduce them to resources available to them in the TRC and SELF Design Studio. |
| **Start and End Dates** | January 30, 2016 |
| **Number of Participants** | 10 |
| **Summary of the Outcome of the Activities and/or Programs** | School librarians visited and participated in a tour and workshop. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Lee County Schools: open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about makerspaces and innovative libraries |
| **Activities and/or Programs Implemented to Address the Priorities** | The director of the SOE Teaching Resources Center spoke to teachers during the Lee County Schools professional development event, AVID Best Practices week. |
| **Start and End Dates** | July 9, 2015 |
| **Number of Participants** | 200 |
| **Summary of the Outcome of the Activities and/or Programs** | The teachers learned about the role innovative libraries and makerspaces have in inquiry and play in schools, as well as ways that teachers can create mini, affordable, and effective makerspaces in their own classrooms. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Asheboro City Schools, Cabarrus County Schools, Catawba County School, Lenoir County Schools, Mount Airy City Schools, Robeson County Schools, Wake County Schools |
| **Priorities Identified in Collaboration with LEAs/Schools** | Prepare teachers for working with English language learners |
| **Activities and/or Programs Implemented to Address the Priorities** | Faculty provided TESOL for ALL Online professional development. |
| **Start and End Dates** | October 2015 through December 2015 |
| **Number of Participants** | 18 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers were prepared to take ESL Praxis II and be eligible for North Carolina ESL licensure. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Bridgeport, CT: Central High School; Charlotte: Beverly Woods Elementary School, Providence Springs Elementary School; Lexington: Lexington Middle School; Clavert County & Fresno United: District Offices |
| **Priorities Identified in Collaboration with LEAs/Schools** | Promote the use of Paideia seminars in instruction |
| **Activities and/or Programs Implemented to Address the Priorities** | School personnel participated in professional development regarding the integration of Paideia seminars (student-centered discourse) in content and ELA classrooms. |
| **Start and End Dates** | 2015-16 |
| **Number of Participants** | 341 |
| **Summary of the Outcome of the Activities and/or Programs** | School personnel learned about using Paideia seminars in the classroom. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide hands-on, creative and literacy activities for student engagement. A key objective is making learning fun, hands-on, and discrete (learning as games, crafts, etc.). |
| **Activities and/or Programs Implemented to Address the Priorities** | Teaching Fellows and members of the SNCAE helped coordinate programming during the annual UNCG Children's Festival, which was designed as an outreach to the community's students and involved pre-service teacher organizations from across campus. |
| **Start and End Dates** | October 17, 2015 |
| **Number of Participants** | 150 |
| **Summary of the Outcome of the Activities and/or Programs** | Student participants demonstrated understanding of various musical, mathematical, scientific, kinesthetic, artistic, and literary skills and concepts through completion of projects at each station. Levels of skill development varied by the age of the participants. At the same time, the community, alumni, and other constituencies became more aware of the UNCG School of Education, its students, and various student groups that are members of the School of Education community. |
|  |  |
| Support Beginning Teachers & Other Beginning Professionals | |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Thomasville City Schools: Thomasville Primary School Alamance Burlington Schools: Broadview Middle School, Haw River Elementary School, Graham Middle School, Turrentine Middle School, Cummings High School, Graham High School, Williams High School, Ray Street Academy, Rockingham County Schools: Reidsville High School, Reidsville Middle School, Western Rockingham Middle School, Holmes Middle School, McMichael High, Morehead High School, Winston-Salem/ Forsyth County Schools: Northwest Forsyth Middle School |
| **Priorities Identified in Collaboration with LEAs/Schools** | Improve the effectiveness of beginning teachers through intensive induction support |
| **Activities and/or Programs Implemented to Address the Priorities** | The UNCG office of the North Carolina New Teacher Support Program (NC NTSP) provides support for beginning teachers in high priority schools beginning before the teachers’ first day in the classroom and continuing throughout their first three years of teaching. The key elements of the program are an intensive one-week Summer Institute “boot camp”; direct, individualized classroom coaching; and six follow-up professional development sessions per year. In 2015-16, coaches provided intensive induction support aligned with each teacher’s individual needs, teaching assignment, and school environment. |
| **Start and End Dates** | 2015-16 (ongoing) |
| **Number of Participants** | 167 |
| **Summary of the Outcome of the Activities and/or Programs** | Coaches provided more than 3300 coaching visits to individual teachers during the 2015-16 academic year. At least two professional development sessions were offered to participating teachers in each school district. The teachers also participated in a two-day induction institute in October and a one day follow up in February. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Smith High School, Penn-Griffin School for the Arts |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide support for beginning teachers |
| **Activities and/or Programs Implemented to Address the Priorities** | A faculty member provided consultation and informal mentoring of first year teachers. |
| **Start and End Dates** | 2015-2016 |
| **Number of Participants** | 87 |
| **Summary of the Outcome of the Activities and/or Programs** | The teachers generated ideas for management and skill building for beginning dancers at the schools. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Allen Jay Elementary School; Cabarrus County Schools: Long School; Wake County Public School System |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide support for beginning teachers |
| **Activities and/or Programs Implemented to Address the Priorities** | A faculty member provided professional mentorship and induction support for graduates of the UNCG Birth-Kindergarten Initial Licensure program. |
| **Start and End Dates** | August 1, 2015-present |
| **Number of Participants** | 3 |
| **Summary of the Outcome of the Activities and/or Programs** | The teachers benefited from these interactions. Data were not collected. |
|  |  |
| Support for Career Teachers & Other Career Professionals | |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide professional development for career dancers |
| **Activities and/or Programs Implemented to Address the Priorities** | The faculty hosted the North Carolina Dance Education organization conference at UNCG. Conference attendees took classes and workshops from renowned dance professional. |
| **Start and End Dates** | February 27, 2016 |
| **Number of Participants** | 120 |
| **Summary of the Outcome of the Activities and/or Programs** | Career dancers participated in a professional development at UNCG. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools, Winston-Salem/ Forsyth County Schools: Open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Provide information about the integration of makerspace technologies in curricula. |
| **Activities and/or Programs Implemented to Address the Priorities** | The director of the SELF Design Studio hosted Saturday workshops about the integration of technology integration in curricula. Participants worked with technologies such as 3D printing, coding, and Minecraft for Education, as well as strategies for building a makerspace. |
| **Start and End Dates** | 2015-2016 (ongoing) |
| **Number of Participants** | 35 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers gained insights into new technologies and how to integrate them into existing curricula. |
|  |  |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Alamance/Burlington School System, Asheboro City Schools, Chatham County Schools, Davidson County Schools, Davie County Schools , Lexington City Schools, Mount Airy City Schools, Randolph County Schools, Rockingham, Stokes, County Schools Surry County Schools, Thomasville City Schools, Winston-Salem/Forsyth County Schools, Yadkin County Schools: Open |
| **Priorities Identified in Collaboration with LEAs/Schools** | Support schools through access to educational materials |
| **Activities and/or Programs Implemented to Address the Priorities** | The SOE Teaching Resources Center (TRC) and University Libraries provide access to all materials in the University Libraries’ and Teaching Resources Center’s collections. |
| **Start and End Dates** | 2015-16 (ongoing) |
| **Number of Participants** | 112 |
| **Summary of the Outcome of the Activities and/or Programs** | Teachers from area schools frequently use items from the TRC collection for their classrooms free of charge as Friends of the Library. During 2015-16, 112 teachers borrowed items through this agreement. |

**II. CHARACTERISTICS OF STUDENTS**

### 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 | 2 |
|  | Asian/Pacific Islander | 1 | Asian/Pacific Islander | 11 |
|  | Black, Not Hispanic Origin | 7 | Black, Not Hispanic Origin | 50 |
|  | Hispanic | 3 | Hispanic | 22 |
|  | White, Not Hispanic Origin | 67 | White, Not Hispanic Origin | 277 |
|  | Other | 2 | Other | 10 |
|  | Total | 80 | Total | 372 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
|  | 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 | 2 |
|  | Other | 0 | Other | 0 |
|  | Total | 1 | Total | 2 |
| 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 | 0 | Black, Not Hispanic Origin | 3 |
|  | Hispanic | 1 | Hispanic | 0 |
|  | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 19 |
|  | Other | 0 | Other | 3 |
|  | Total | 3 | Total | 26 |
| Licensure-Only | American Indian/Alaskan Native | 1 | American Indian/Alaskan Native | 0 |
|  | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
|  | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 24 |
|  | Hispanic | 0 | Hispanic | 2 |
|  | White, Not Hispanic Origin | 13 | White, Not Hispanic Origin | 55 |
|  | Other | 1 | Other | 5 |
|  | Total | 16 | Total | 86 |

### Program Completers (reported by IHE).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Area** | **Baccalaureate Degree** | | **Undergraduate Licensure Only** | |
| **PC**  **Completed program but has not applied for or is not eligible to apply for a license**  **LC**  **Completed program and applied for license** | PC | LC | PC | LC |
| Prekindergarten | 15 | 13 | 1 | 11 |
| Elementary | 61 | 14 |  |  |
| MG | 12 | 5 |  | 3 |
| Secondary | 27 | 2 |  | 1 |
| Special Subjects | 36 | 14 |  | 5 |
| EC | 21 | 7 |  | 6 |
| VocEd |  |  |  |  |
| Special Services |  |  |  |  |
| Total | 172 | 55 | 1 | 26 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2014-2015 | | Student Teachers | Percent Licensed | Percent Employed |
| Bachelor | UNCG | 281 | 87 | 61 |
| Bachelor | State | 3918 | 85 | 59 |

### Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.

|  |  |
| --- | --- |
| **LEA** | **Number of Teachers** |
| Guilford County Schools | 1411 |
| Winston Salem/Forsyth County Schools | 669 |
| Wake County Schools | 367 |
| Randolph County School System | 352 |
| Alamance-Burlington Schools | 341 |
| Rockingham County Schools | 245 |
| Davidson County Schools | 239 |
| Charlotte-Mecklenburg Schools | 216 |
| Durham Public Schools | 130 |
| Chatham County Schools | 123 |

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

|  |  |
| --- | --- |
| **Measure** | **Baccalaureate** |
| MEAN SAT Total | 1,197.54 |
| MEAN SAT-Math | 575 |
| MEAN SAT-Verbal | 570 |
| MEAN ACT Composite | 25.94 |
| MEAN ACT-Math | 24.14 |
| MEAN ACT-English | \* |
| MEAN PPST-Combined | 526.73 |
| MEAN PPST-Reading | 179.91 |
| MEAN PPST-Writing | 176.56 |
| MEAN PPST-Math | 178.99 |
| MEAN CORE-Combined | 485.55 |
| MEAN CORE-Reading | 180.04 |
| MEAN CORE-Writing | 170.16 |
| MEAN CORE-Math | 165.49 |
| MEAN GPA | 3.34 |
| Comment or Explanation: | |
| \* Less than five scores reported | |

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

|  |  |  |
| --- | --- | --- |
| **Specialty Area/Professional Knowledge** | **2014-2015 Student Teacher Licensure Pass Rate** | |
| **Number Taking Test** | **Percent Passing** |
| Art | 3 | \* |
| ESL | 4 | \* |
| Elementary (grades K-6) | 96 | 78 |
| English | 10 | 90 |
| Health and Physical Ed | 11 | 91 |
| M.G. Language Arts | 4 | \* |
| M.G. Math | 3 | \* |
| M.G. Science | 2 | \* |
| M.G. Social Studies | 7 | 71 |
| Music | 9 | 56 |
| Science | 4 | \* |
| Social Studies | 15 | 87 |
| Spanish | 2 | \* |
| Spec Ed: General Curriculum | 30 | 100 |
| Institution Summary | 200 | 83 |
| \* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | | |

### Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)

|  |  |  |
| --- | --- | --- |
| **Program Area** | **Number of Issued Program of Study Leading to Licensure** | **Number Enrolled in One or More Courses Leading to Licensure** |
| Prekindergarten (B-K) | 2 | 8 |
| Elementary (K-6) | 0 | 0 |
| Middle Grades (6-9) | 2 | 5 |
| Secondary (9-12) | 0 | 5 |
| Special Subject Areas (K-12) | 0 | 5 |
| Exceptional Children (K-12) | 2 | 6 |
| **Total** | 6 | 29 |
|  |  |  |
| Comment or Explanation: | | |

### 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 | 24 | 39 | 19 | 99 | 9 | 23 |
| U Licensure Only | 0 | 1 | 0 | 0 | 0 | 0 |
| **Part Time** | | | | | | |
|  | **3 or fewer semesters** | **4 semesters** | **5 semesters** | **6 semesters** | **7 semesters** | **8 semesters** |
| Baccalaureate degree | 2 | 5 | 3 | 1 | 0 | 5 |
| U Licensure Only | 6 | 3 | 5 | 5 | 4 | 3 |
| Comment or Explanation: | | | | | | |
|  | | | | | | |

### 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** |
| 110 | 21 | 159 |