

IHE Bachelor Performance Report

The University of North Carolina at Greensboro

2014 - 2015

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 124 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 2014, UNCG enrolled about 3950 new undergraduate and graduate students and 1681 transfer students. Of UNCG's 16,126 resident students in Fall 2014, 13,608 are undergraduates and 2,518 are graduate students, 65% of undergraduates are female and 35% male, and 7% of undergraduates are from other states. The ethnic minority/non-resident alien enrollment is 44%, including 27% African American undergraduate students and 15% African American graduate students. Fall 2014 extension headcount was 2,041, making the total university student headcount 18,647. Approximately 76% of degree-seeking undergraduate students received financial aid in 2013-14.

The UNCG faculty are committed to excellence in teaching, research, and public service: In 2014-15, there were 1005.4 budgeted FTE faculty positions and the student/faculty ratio was 18:1. Fifty-six percent of full-time faculty are tenured, while 81% of full-time faculty hold the doctorate or terminal degree in their fields. Academic schools/programs 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 2013-14, UNCG awarded 3036 undergraduate, 938 masters and specialists, and 131 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 83rd 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 Department of Educational Research and Measurement is a member of the Academic Common Market. 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 (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 Teachers Academy, 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 31 licensure areas. Eight 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: American Sign Language (on moratorium); 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 are offered: Birth-Kindergarten; Comprehensive Science; Comprehensive Social Studies; Dance, Elementary Education; Elementary/Mathematics; Elementary Science; English and 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; as well as post-master's certificates 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.

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

A. Direct and Ongoing Involvement with/and Service to the Public Schools

PARTNERSHIP ACTIVITIES					
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>School of Education with Winston Salem Forsyth(WSFCS) & Guilford County Schools (GCS):</p> <p>WSFCS: Diggs Latham Elementary School, Hall Woodward Elementary School, Bolton Elementary School, Kernersville Middle School, Southeast Middle School, East Middle School</p> <p>GCS: Irving Park Elementary School, Guilford Middle School, Kiser Middle School, Mendenhall Middle School, Jamestown Middle School</p> <p>(Schools listed above are partner schools and have embedded coaches.</p>	<p>NC Board of Education Goals:</p> <ul style="list-style-type: none"> • NC public schools will produce globally competitive students. • NC public schools will be led by 21st Century professionals. • NC public school students will be healthy and responsible. • Leadership will guide innovation in NC public schools. • NC public schools will be governed and supported by 21st Century systems. <p>Specifically, Project ENRICH focuses on the implementation and evaluation of improved models for teacher preparation and leadership development.</p>	<p>April 1, 2010 through March 31, 2015 (with a 6-month extension)</p> <p>The grant, awarded in April 2010, includes a residency program for graduate-level initial licensure candidates, evaluation of initial licensure programs, and professional development.</p> <p>By April 2014, four graduate-level residency cohorts had been selected. The 46 members of the residency cohorts completed their Masters of Arts in Teaching (MAT) or Master’s of Education (M.Ed.) and have taught in the WSFC and GCS schools.</p> <p>In 2014-15, Project ENRICH also delivered professional development workshops and</p>	2010-2015	<p>18 UNCG faculty members led teams and provided professional development. All UNCG teacher education faculty were involved in the project in other ways including program evaluation. 4 UNCG coaches</p> <p>2011-12 8 residents program completers</p> <p>2011-2012 18 residents program completers</p>	<p>By spring 2015, four cohorts of graduate-level residents had been recruited, interviewed and enrolled and completed an M.Ed. or MAT in science, mathematics, special education and English as a Second Language. Project ENRICH coaches worked with cooperating teachers for four undergraduate “teams”: elementary education juniors, elementary education seniors, dual major (elementary/speci</p>

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Additional schools are included in evaluation and professional development.)		<p>a summer symposium, developed in collaboration with school partners and in response to partners' needs. The summer symposium, with participation open to all school districts, included sessions focused on cooperating teacher training, literacy, Common Core State Standards in Mathematics, Praxis II preparation, and beginning teachers' communication and dispositions.</p> <p>In addition, the project, which has offered a two-year sequence of face-to-face cooperating teacher training for several years, developed online modules for the delivery of this training.</p> <p>Other professional development workshops for beginning and experienced teachers, as well as teacher candidates, focused on topics such as behavior support and classroom management, induction information, differentiation, life skills for</p>		<p>2012-2013 10 residents program completers</p> <p>2013-14 10 residents program completers</p> <p>2014-15 More than 900 registrations for professional development</p> <p>172 participants in face to face Clinical Teacher Academy</p> <p>36 participants in Online Clinical Teacher Academy</p>	<p>al education) and middle grades.</p> <p>As part of program evaluation, clinical faculty, coaches, candidates and others were interviewed and classroom observations were conducted. The results of the interviews and observations were used to inform ongoing project activities as well as to support licensure program review and revision. A database provides additional data for project ENRICH and university licensure programs.</p> <p>Initial review of data and feedback indicate positive impacts of Project</p>

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		<p>student in inclusionary settings, and strategies for including families as partners in education.</p> <p>Finally, coaches provided support for clinical faculty and cooperating teachers.</p>			ENRICH on teacher preparation, induction support, professional development and student outcomes, with evaluation of these elements being core to the project.
<p>School of Education with Winston-Salem/Forsyth County Schools & Guilford County Schools: Joyner Elementary School, Jamestown Elementary School, McLeansville Elementary School, Oakview Elementary School, Southeast Forsyth Middle School, Kernersville Middle School, East Forsyth High School</p>	<p>U.S. Department of Education Teacher Quality Partnership Grant: Transforming Teaching through Technology (TTtT) goals:</p> <ul style="list-style-type: none"> • Reform UNCG teacher education curricula in all 23 initial teacher licensure areas. • Provide clinical experiences that are consistent with the revised teacher education curriculum, 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 	<p>In order to better prepare current and future teachers to thoughtfully integrate existing and emerging technology for P-12 student learning, Transforming Teaching through Technology will:</p> <ul style="list-style-type: none"> • transform approaches to P-12 teaching and learning such that instructional technology is an integral part of instruction, • move beyond enhancement (substitution & augmenting) to transformational (modifying and redefining) use of instructional technology in teaching and learning 	2014-2019	10 UNCG faculty members, approximately 300 UNCG teacher candidates per year, approximately 185 teachers, approximately 5600 students	Program is in early stages. 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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	school districts	<p>(SAMR framework),</p> <ul style="list-style-type: none"> • redesign the way teachers and teacher candidates engage and motivate P-12 students in learning, • create partner schools where teacher candidates will be engaged in instructional technology (enriched teacher education programming), • cultivate meaningful partnerships between university and schools that promote new mindsets about the integration of technology for instruction and learning. <p>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. This will be done by</p>			

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		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.			
School of Education Department of Library & Information Studies and Educational Leadership & Department of Cultural Foundations with the Golden Leaf Foundation, Alleghany County Schools, Bladen County Schools, Edenton-Chowan County Schools, Edgecombe County Schools, Hertford County Schools, McDowell County Schools, North Hampton County Schools, Rockingham County Schools, Scotland County Schools, Stokes County Schools: Districts-wide	NC Board of Education Goals: <ul style="list-style-type: none"> • NC public schools will be led by 21st Century professionals. • Leadership will guide innovation in NC public schools. • NC public schools will be governed and supported by 21st Century systems. 	Provided yearlong leadership development (6 sessions) and coaching support in 2013-14 (with an extension to June 2015). In collaboration with the LIS department, provided online coursework for Instructional Technology candidates.	2014-15	UNCG faculty members, 116 participants	1 teacher in each district was licensed to serve in the role of Instructional Technology Facilitator in his or her school. In addition, one or more principals, directors of technology/chief technology officers media specials and teachers in each district participated in yearlong leadership development and

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					coaching support to produce a plan of action for transforming individual schools and districts into 21st century learning systems (personalized 1:1 schools/districts).
School of Education Department of Specialized Education Services with Guilford County Schools (GCS): Kiser Middle School, Grimsley High School	As part of their general education curriculum, including the North Carolina Essential Standards, the Common Core and the Framework for 21st Century Learning, students who are deaf or hard of hearing in grades 6-9 from Guilford County Schools are required to create a blueprint of “their future house” within a prescribed budget. They were challenged to use the SOE makerspace to create a 3D model of this house with the added stipulation of making it “deaf-friendly,” that is, designed for a deaf or hard-of-hearing resident.	GCS students worked in the Self Design Studio (SOE makerspace) on Friday mornings during the course of the academic year learning various basic components of circuitry, architecture, design, programming and other technology, as well as building understanding of accessibility (deaf), teamwork, and communication. UNCG Professions in Deafness candidates worked with the GCS students in various ways: Deaf Education students taught mini-lessons and guided GCS students’ learning, Students in the Interpreting program interpreted communication	2014-15	8 UNCG Professions (PID) in Deafness faculty/staff, Director of the makerspace, 18 UNCG Professions in Deafness candidates, 3 students from the UNCG Department of Interior Architecture Department of Interior Architecture, 2 teachers Approx. 5 para-professionals including interpreters	The project addressed numerous Common Core and 21st Century Standards. GCS students created 3D models of deaf-friendly homes. GCS students were able to make and explain circuitry. GCS students were able to explain what a deaf-friendly home would include. GCS students were

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		between signing and non-signing participants and guest speakers. Advocacy students worked with GSC students on what it means to have an accessible home. Students in a linguistics class created a digital dictionary of relevant terms in ASL and English.		from Guilford County Schools, 15 middle school and high school deaf and hard of hearing students	<p>introduced to and experienced college and adult role models.</p> <p>School of Education Professions in Deafness candidates created digital bilingual dictionaries that were used by GSC students.</p> <p>School of Education Professions in Deafness candidates had the opportunity for hands-on practice and reflection, along with the opportunity to develop instructional units and lesson plans.</p>
School of Education Department of Teacher Education & Higher Education with Asheboro City Schools:	USTEP (University/School Teacher Education Partnership) award for TESOL support at the Heritage Language Academy	A UNCG faculty member in Teaching English to Speakers of Other Languages (TESOL) worked with Asheboro City Schools to support their	2014-15	1 UNCG faculty member, 5 UNCG TESOL candidates, 5 teachers,	HLA activities were carried out, as planned.

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Balfour Elementary School, North Asheboro Middle School		Heritage Language Academy* (HLA) activities. The program served about 40 elementary and middle grade students and their parents, and included refinement of the HLA curriculum in collaboration with participating teachers, as well as an action research study about the impact of the Heritage Language Academy. School of Education students assisted with HLA activities in the spring. * The Heritage Language Academy began in 2009, funded by a five-year TESOL for ALL (Teaching English to Speakers of Other Languages=Academic Achievement for Language Learners) grant from the U.S. Department of Education to the School of Education.		3 school administrators, approximately 5 volunteers, 40 elementary and middle grade students and their parents	
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: Jackson Middle School	USTEP (University/School Teacher Education Partnership) award to support professional development in math instruction and assessment	Develop a Math professional learning community (PLC) and provide three professional development workshops on formative assessment and students'	2014-15	1 UNCG faculty member, 2 UNCG coaches, 6 math teachers, 3 school administrators	The grant paid stipends for teachers, salaries for substitutes, and materials.

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		mathematical thinking, present at the Triad Teacher Research Conference, and publish an article on math PLCs.			
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: General Greene Elementary School	USTEP (University/School Teacher Education Partnership) award to support professional development in "Close Reading in Science and Technology through Paideia Seminars"	A faculty member in elementary education provided professional development for teachers at General Greene Elementary School in Guilford County to focus on close reading to support learning in Science and Technology through Paideia Seminars. The project included the 4th and 5th grade teachers as well as Masters of Arts in Teaching interns in Elementary Education who were placed in 4th and 5th classrooms at General Greene.	2014-15	1 UNCG faculty member, 2 UNCG Masters of Arts in Teaching (MAT) interns, 12 4 th & 5 th grade teachers, 1 principal, 1 technology specialist, 1 curriculum facilitator	The grants paid stipends for teachers and for two test sets for 4 th and 5 th grade.
School of Education Department of Teacher Education & Higher Education with Rockingham County Schools	USTEP (University/School Teacher Education Partnership) award to support professional development in math instruction	Faculty provided professional development for high school math teachers on student-centered math instruction (SCMI) practices.	2014-15	1 UNCG faculty member, 1 UNCG graduate student, 20 math teachers from 5 high schools, the chief academic officer for Rockingham	The grant paid stipends to teachers and for supplies including the book, <i>Five Practices</i> .

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				County Schools	
School of Education Department of Teacher Education & Higher Education with Surry County Schools: Middle and High Schools District-wide	Provide professional development for high school math teachers on student-centered math instruction (SCMI) practices	A faculty member provided Learning Student-Centered Mathematics Instructional Strategies. The work was supported by a Z. Smith Reynolds Grant: Professional Development.	2014-15	1 UNCG faculty member, 10 teachers	Professional development was provided.
School of Education Department of Teacher Education & Higher Education and the Departments of Biology & History, Elon University, UNC Pembroke Biology Department, with local school districts	The HERP (Herpetology Education in Rural Places and Spaces) Project goals: <ul style="list-style-type: none"> • Igniting a passion for North Carolina’s reptiles and amphibians, • Developing a sense of place and a connection to the local environment, • Engaging people in conservation and field ecology experiences, and • Promoting the public’s participation in scientific research 	The HERP project consists of four “threads”: <ul style="list-style-type: none"> • An annual community celebration to engage the public about reptiles and amphibians • Herp Cyberhub for web-based information • Herpetological Research Experiences for students and teachers, • Long-term scientific research 	2010-2016 -present (ongoing)	5 UNCG faculty members, 1 Elon University faculty member, 1 UNCP faculty member, UNCG science educators, approximately 100 graduate and undergraduate students, teachers, 220 high school students, 100s of elementary students (number not recorded)	Students and teachers continue to engage in field-based science experiences, developing science appreciations and identities. Faculty conduct research about the impact of the HERP Project experiences.
College of Arts & Sciences Department of Art with Weatherspoon Art Museum (WAM)	Develop collaborative, ongoing, reciprocal relationship with WAM in which UNCG Art Education	UNCG Art education students curated an exhibition, wrote lesson plans, developed museum-based art activities,	2014-15	7 UNCG faculty members and UNCG students 50+ students	Lesson plans become part of a permanent archive of educational

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	students learn to use modern and contemporary art in curriculum planning and to use the museum as an educational resource while developing programming for the museum	and planned and staffed Family Day at the WAM.			resources based on WAM's permanent collection of artworks. More than 150 visitors, including children, families and high school volunteers, attended Family Day at the WAM.
College of Arts & Sciences Department of Art with Wellspring Retirement Community	Develop an ongoing reciprocal relationship with Wellspring Retirement Community in which UNCG art education students have opportunities to gain teaching experience while providing programming for Wellspring	UNCG Art Education students developed and taught a series of art media workshops for Wellspring residents.	2014-15	3 UNCG faculty members, 25+ Wellspring residents	More than 25 residents attended the workshops. Students planned, revised, and taught hour-long media-based art lessons.
School of Health & Human Sciences Department of Kinesiology with Surry County Schools: Meadowview Magnet Middle School	USTEP (University/School Teacher Education Partnership) award to provide supplies for an integrated science/health unit in a middle school	Funds were used to purchase materials/kits for teaching 6th-8 th integrated Science/Health unit about Human Body Mechanics. Professional development was provided without cost to the school.	2014-15	2 UNCG faculty members, 5 teachers	The grant paid for materials, including a Lego kit for simple & motorized mechanisms, 5 skeletal models, as well as for substitute salaries.

COLLABORATIVE ACTIVITIES					

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School of Education Department of Counseling & Educational Development with middle schools that have GEAR UP programs in Yancey County Schools, McDowell County Schools, Rockingham County Schools, Pamlico County Schools, and Warren County Schools	Leadership development and promotion of college access	CED hosted a 3-day summer camp for GEAR UP students in five districts to learn about leadership, identity, and the role education can play in their future goals.	2014-15	3 CED faculty members, 1 staff member 24 middle school students	Students developed leadership skills and learned about post-high school education.
School of Education Department of Counseling & Educational Development with Winston-Salem/Forsyth County Schools: Parkland High School	Provide Spanish-speaking parents with college information and support to consider how they can facilitate educational access for their children	Parkland parents participated in an 8-week program that was hosted by CED in March-May 2015.	2014-15	1 UNCG faculty member, 1 faculty member at Wake Forest University (formerly at UNCG), parents of Parkland Latino students	Parents learned about post-high school educational opportunities for their children.
School of Education Department of Counseling & Educational Development with Asheboro City Schools: North Asheboro Middle School, South Asheboro Middle School, Asheboro High School	Provide in-service workshops for school personnel regarding faculty research findings about Latino students and families, and participate in outreach activities (e.g., parent programming in Spanish)	Building upon the Department of Counseling and Educational Development's existing and continuing research partnership, department faculty members provided workshops for school personnel regarding their research findings about Latino students and families and participated in outreach activities (e.g., parent	2014-15	2UNCG faculty members from CED, students and families	Teachers learned about research regarding Latino students and their families.

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		programming in Spanish).			
School of Education Department of Educational Leadership & Cultural Foundations with Piedmont Triad Education Consortium (PTEC): All 15 school districts in the PTEC region	Provide professional Development for Assistant Principals	Assistant principals participated in a 1½ day conference with breakout sessions, superintendent panel and keynote speaker, Deputy State Superintendent Dr. Rebecca Garland, to address the unique needs of Assistant Principals	2014-15	UNCG faculty members, 135 Assistant Principals	Assistant principals were better prepared to assist principals in their current roles and to transition to the principalship.
School of Education Department of Specialized Education Services with Winston-Salem/Forsyth County Schools: Glen High School	Support students with disabilities to develop knowledge and skills for independent living	Youth Empowerment and Education in Schools Program (YES): Over a 5-week period, students learned about their disability, developed interpersonal and intrapersonal skills, explored career options, learned about living independently, developed leadership skills, developed teamwork and problem solving skills, discovered passion and purpose, learned the importance of responsibility for success and failure, and created roadmaps for their future.	2014-15	1 UNCG advocacy intern student, 2 transitional coordinators, Project Leader/The Adaptables, Inc. Center for Independent Living, 20-25 special needs students in 3 classes	Students learned about their disabilities and developed knowledge and skills for independent living.
School of Education Department of Specialized Education Services with Guilford County Schools:	Provide an opportunity for deaf, hard of hearing and oral track students to increase their communication, literacy	While Lindley Elementary is a year-round school, during the summer, much attention was focused on working with	2014-15	UNCG faculty member, 13 UNCG candidates in the	Over a 4-week period during summer of 2014, students built

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Lindley Elementary School	and mathematics skills	the deaf, hard of hearing and oral track students on their personal IEP goals and to help them transition to the Deaf program.		Deaf and Hard of Hearing program, 1 teacher of hearing impaired students, 7-9 students who are deaf and hard of hearing	language skills and improved their reading, comprehension, writing, math and signing skills.
School of Education Department of Specialized Education Services with Guilford County Schools	Develop a partnership with the Exceptional Children's Department	Faculty members met with the Director of GCS Department of Exceptional Children to discuss partnership.	2014-15	4 UNCG faculty members, Director of Guilford County Schools Department of Exceptional Children	The SES Department will work with the GCS Director of the GCS Department of Exception Children to design professional development opportunities for teachers.
School of Education Department of Specialized Education Services with Guilford County Schools	Develop/revise data training session designed for Exceptional Children (EC) teachers	Faculty members met with Guilford County EC coordinators to develop data training sessions and establish training dates.	2014-15	2 UNCG faculty members, 3 teachers	Developed data training sessions and established training dates.
School of Education Department of Specialized Education Services with Guilford County Schools: Various schools	Conduct data training session	Two faculty members provided data training workshop for EC teachers.	2014-15	2 UNCG faculty members, 50 teachers	Conducted 7-hour training session over two days for 50 EC teachers.
School of Education Department of Teacher	Increase mathematics achievement in secondary	Project LEAD provided yearlong professional	2014-15 (ongoing)	1 UNCG faculty member,	Teachers participated in

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Education & Higher Education with Randolph County Schools, Montgomery County Schools, Thomasville City Schools, Asheboro City Schools, Johnston County Schools: Middle and High Schools	mathematics	development to support teachers in implementing the Common Core State Standards in Mathematics, focusing on both mathematics content and student-centered instructional strategies.		32 teachers, 3 students	professional development about mathematics instruction.
School of Education Department of Teacher Education & Higher Education with Asheboro City Schools: McCrary Elementary School	Support professional development in "Student-Centered Mathematics Instruction"	NC QUEST Project provided yearlong professional development related to mathematics instruction.	2014-15 (ongoing)	3 UNCG faculty members, 7 teachers, 4 students	Teachers participated in professional development about mathematics instruction.
School of Education Department of Teacher Education & Higher Education with Randolph County Schools: Ramseur Elementary School	Support professional development in "Student-Centered Mathematics Instruction"	NC QUEST Project provided yearlong professional development related to mathematics instruction.	2014-15 (ongoing)	3 UNCG faculty members, 6 teachers 4 students	Teachers participated in professional development about mathematics instruction.
School of Education Department of Teacher Education & Higher Education with Asheboro City Schools: Balfour Elementary School, North Asheboro Middle School	Leverage students' first language (Spanish) to promote their academic success in reading and math Prepare parents with basic computer skills	Classes were held at the Heritage Language Academy from February 2015 through May, 2015.	2014-15 (ongoing)	1 UNCG faculty member, 6 teachers, 20-30 students	Parents received certificate of completion. Student academic performance improve in benchmark testing.

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School of Education Department of Teacher Education & Higher Education with Asheboro City Schools: District-wide	Support professional development for teaching writing	Participants met for two weeks during July 2014 to learn new strategies for teaching writing to K-12 students.	2014-15	UNCG faculty members, 17 teachers, 18 K-12 students	Teachers implemented new strategies for teaching writing with K-12 campers, modified plans to include new strategies, and planned professional development at their schools. UNCG faculty submitted a NC Quest Grant proposal to continue project.
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: Kiser Middle School	Explicitly leverage students interests in creating an empowering science learning unit	A 6th grade teacher worked with two UNCG faculty members and a small group of their students (about 4-6 each level) to plan a science unit in which the student leaders had input into the kinds of activities that would interest and be relevant to them and their friends.	2014-15	2 UNCG faculty members, 1 teacher, 6th grade science students	The 6th grade team planned a field trip for all of the 6th graders. Based on this, the 7th grade teacher now has a team of student leaders co-planning and unit on body systems in which students collect personal data by wearing a pedometer and keeping a week-

COLLABORATIVE ACTIVITIES					
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					long food log.
School of Education Department of Teacher Education & Higher Education with Rockingham County Schools: Huntsville Elementary School	NC QUEST: CORE-MATH III continuation project: Student-Centered Mathematics Instruction goals: <ul style="list-style-type: none"> Teachers and leaders will increase mathematics knowledge for teaching, Teachers and leaders will demonstrate reform-oriented practices, Teachers and leaders will provide leadership for instructional change 	The project provided yearlong professional development to <ul style="list-style-type: none"> support teacher professional development to improve student learning of mathematics, assist teachers in engaging students in the Common Core State Standards for Math through the adoption of instructional practices in response to student thinking, begin to integrate and connect existing learning trajectories in ways that are useful for teachers. 	2014-15 (ongoing)	3 UNCG faculty members, 13 teachers, 4 students	Teachers participated in professional development. The project is ongoing.
School of Education Department of Teacher Education & Higher Education with Surry County Schools: Cedar Ridge Elementary School, Copeland Elementary School, Dobson Elementary School, Flat Rock Elementary School, Franklin Elementary School,	Support teachers in mathematics instruction, specifically in the area of number and operations. Teachers will take what is learned and help other teachers at their school sites by conducting their own professional development.	Faculty and teachers participated in monthly face-to-face meetings, online instruction and informal emails.	2014-15 (ongoing)	1 UNCG faculty member, 18 teachers	Teachers participated in professional development. The project is ongoing.

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Mountain Park Elementary School, Pilot Mountain Elementary School, Rockford Elementary School , Shoals Elementary School, Westfield Elementary School, White Plains Elementary School					
School of Education Department of Teacher Education and Higher Education with schools in the Triad Region: Open	Support 3rd-12th graders writing development, address the downward trending in North Carolina's Writing NAEP Report Card	Faculty and teachers co-facilitated the Summer 2014 School of Education Young Writers' Camp in which students participated in digital writing instructional activities and wrote digital texts.	2014-15	UNCG faculty members, teachers, 50+ students	All campers successfully produced digital texts, which were shared with the community through a website http://www.youngwriterscampuncg.com/ , a campus-based sharing session, and a coffeehouse-style sharing session at a local bookstore.
School of Education Self Design Studio (Makerspace) with Guilford County Schools: Bluford STEM Academy	Introduce teachers to the makerspace and provide training in soft circuits and e-textiles	Teachers participated in discussions about circuits and created an e-textile cuff to take back to their school.	2014-15	UNCG staff member (director of the makerspace), 30 UNCG faculty and Bluford teachers	Teachers successfully learned about and designed a soft circuit project.

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School of Education Self Design Studio (Makerspace), open to community	Introduce students and parents to maker tools at the Science Everywhere Festival	UNCG teacher candidates participated in several makerspace trainings as part of their Elementary Science Methods course. They created learning activities with maker tools and used them to teach children and parents at the first UNCG Science Everywhere Festival.	2014-15	UNCG staff member (director of the makerspace), 24 UNCG students, students and parents (number not recorded)	UNCG students were able to support participants at the UNCG Science Everywhere Festival. Students and parents participated in the festival.
College of Arts & Sciences Department of Art with Guilford County Schools & Cleveland County Schools: Grimsley High School, Westchester Country Day School, Hanes Middle School, Southeast Middle School, Crest Middle School	Provide and develop a professional network through the bi-annual UNCG Art Education Seminar	Faculty, UNCG teacher candidates, and beginning and career teachers participated in a 1-day art education consisting of a panel discussion session, four hands-on art making/teaching application round tables and workshops, and a closing reception.	2014-15	2 UNCG faculty member, 25 UNCG students, 12 art teachers, 5 students	The event resulted in positive and constructive discussions on developing conceptual frameworks for relevant art curriculum in K-12 classrooms, sharing practical and meaningful lesson examples and resources, critical questions from UNCG student participants, and inspirational responses from professional

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					teachers.
College of Arts & Sciences Department of Art with Guilford County Schools: Middle College at UNCG	Provide art-Integrated lesson for high school students who had not had formal art classes in their high school curriculum	Through a collaboration with the GCS Middle College at UNCG's Spanish teacher and the principal, students experienced art and Spanish culture interdisciplinary lessons daily for four weeks in May and June.	2014-15	1 UNCG art education faculty member, 2 UNCG art education candidates, 2 Middle College faculty members, 25-30 high school students	Relevant and reflective art making activities were offered to high school students and observed by pre-service teachers.
School of Music, Dance & Theatre Department of Music Education with Guilford County Schools: Clara J. Peck Elementary School	Increase musicianship skills and acquire executive skills on string instruments	Elementary students attended class two times per week for 45 minutes each lesson. Lessons include instruction designed to increase musicianship skills and acquire executive skills on the string instruments. Students gave performances on campus and in the community, including Adopt a String Student Day (December 2014) and Greensboro Spring Concert (April 2015).	2014-15	1 UNCG faculty member, 2 UNCG graduate students, 25 UNCG undergraduates, 120 elementary students	Students learned improved their musicianship skills and presented two performances.

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School of Music, Dance & Theatre Department of Music Education with Guilford County Schools: Jackson Middle School, Mendenhall Middle School, Brown Summit Middle School, Greensboro Middle College, Weaver Music Academy, Lincoln Arts Academy, Smith High School	Support students' ongoing development and engagement in musical skills and performance	The Peck Alumni Leadership program provides private lessons for graduates of the Peck Elementary Orchestra program free of charge. These students all qualify for free or reduced lunch. They attend weekly private lessons and agree to mentor Peck Elementary orchestra students in exchange for their lessons. Students participated in two recitals and two interaction/performances with the Lillian Rauch Beginning Strings Students (from Peck Elementary).	2014-15 Ongoing	1 UNCG faculty member, 3 UNCG graduate students, 6 UNCG undergraduates, 12 public school students	Students continued to build their musicianship skills and presented four performances.

SERVICE TO PUBLIC SCHOOLS					
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School of Education Department of Educational Leadership & Cultural Foundations with Guilford County Schools: Elementary Schools District-	Provide support for culturally responsive pedagogy	UNCG faculty worked with district personnel and faculty of other local IHEs to develop and present a summer symposium on African American male literacy.	2014-15	UNCG faculty members, elementary teachers district-wide	Supporting teachers and students on culturally responsive pedagogy

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School of Education Department of Educational Leadership & Cultural Foundations and Department of Teacher Education & Higher Education and others with Guilford County Schools: Allen Middle School	Support the development of English language skills for parents of Allen Middle School students	The project provided instruction in ESL for parents of Allen Middle School as well as child care and tutoring for their children. Faculty members participated in Saturday morning "Real World English" instruction to Latino immigrant parents and enrichment programs for children. Guest speakers supported parents' request for additional information on topics related to the units of instruction.	2014-15	UNCG faculty members, 50 parents, 30 students	Fifty parents and 30 students participated. The program culminates in a completion ceremony for participants at UNCG.
School of Education Department of Library & Information Studies with Guilford County Schools: Elementary Schools District-wide	Provide support and expertise for a community literacy event	Two faculty members served as volunteers for the District Battle of the Books.	2014-15	2 UNCG faculty members; 65 school librarians, teachers, and parents; 365 students	Students participated in the District Battle of the Books.
School of Education Department of Specialized Education Services with Guilford County, Pre-Kindergarten and Child Care	Improve early childhood education through professional education for providers	UNCG faculty offered professional development opportunities for all teachers/providers in Guilford County.	2014-15	UNCG faculty members, approximately, 250 teachers	The project resulted in improvement of quality in early childhood

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Programs: Available to all Guilford County licensed facilities					classrooms in Guilford County.
School of Education Department of Specialized Education Services with Winston-Salem/Forsyth County Schools: Reynolds High School	Support students who are deaf and hard of hearing	B-12 DHH Program students and faculty and staff members volunteered at the Annual Deaf/Hard of Hearing Regional Field Day for K-12 students who are deaf or hard of hearing.	2014-15	6 UNCG faculty members and students, 100+ K-12 students	Students, faculty and staff participated.
School of Education Department of Specialized Education Services with Guilford County Schools: Johnston Street Elementary School, Kiser Middle School, Grimsley High School	Support students who are deaf and hard of hearing	Students in an American Sign Language class (SES306: ASL VI) video recorded American Sign Language interpretations of stories taken from a suggested reading list provided by Guilford County Schools. DVDs were archived for future classes at Guilford County Schools.	2014-15	UNCG faculty member, 3 UNCG candidates, 15 students	The students completed the recording of a children's story taken from the AP suggested reading list for the Guilford County Schools library.
School of Education Department of Specialized Education Services with Randolph County Schools: Trinity Elementary School	Support students who have learning disabilities	Read to students with disabilities and worked to motivate the students to read.	2014-15	2 UNCG faculty members and students, 12 students	Faculty and UNCG students read to students.
School of Education Department of Specialized Education Services with Guilford County Schools: Northeast Middle School	Provide teachers professional development about curriculum planning that is appropriate for all students	Faculty offered a Universal Design for Learning (UDL) workshop for middle school teachers.	2014-15	10 UNCG faculty members and middle school teachers	Faculty provided information about UDL strategies and implementation activities for digital tablets.

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School of Education Department of Specialized Education Services with Guilford County Schools: Northeast Middle School	Support students' creativity and innovation through experience in the School of Education Self Design Studio (Makerspace)	Each student was given a budget and access to supplies and tools to create inventions that were of interest to them and helpful to their community.	2014-15	UNCG staff member (director of the makerspace), 8 UNCG faculty members & school teachers 8 students	Students developed a product and demonstrated it for entrepreneur mentors, staff, faculty and parents at a closing ceremony.
School of Education Department of Teacher Education & Higher Education with Guilford County Schools	Provide professional development for teachers and teacher candidates about student bullying	Guilford Green Foundation Project: Faculty presented an anti-bullying seminar for prospective and practicing teachers.	2014-15	2 UNCG faculty members, 200 teachers and UNCG teacher candidates	Teachers and students benefitted from the seminar.
School of Education Department of Teacher Education & Higher Education with Bladen County Schools, Chatham County Schools, Dare County Schools, Guilford County Schools, Harnett County Schools, Stokes County Schools, Watauga County Schools, Winston-Salem/Forsyth County Schools	Provide professional development (PD) for teachers about Teaching English as a Second Language (TESOL)	Faculty developed and implemented TESOL for ALL Online PD.	2014-15	UNCG faculty members, 21 teachers	Teachers were prepared to take ESL Praxis II and become licensed to teach English as a second language.
School of Education Department of Teacher Education & Higher Education with Rockingham	Provide information to students about teaching	A faculty member in Social Studies Education spoke to students at McMichael High School during their Career	2014-15	1 UNCG faculty member, students in 3 high school	Students attended the presentation.

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County Schools: McMichael High School		Services Day.		classes	
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: District-wide	Provide teachers professional development in social studies instruction	A faculty member in Social Studies Education provided professional development on using primary sources to Guilford County middle grades teachers at a Guilford County in-service workshop.	2014-15	1 UNCG faculty member, 20 teachers	Teachers participated in professional development.
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: Jessie Wharton Elementary School	Support students' literacy experiences	A volunteer read to a class of 4th grade students as part of the school's Community Day.	2014-15	1 UNCG faculty member, 20 students	A group of 20 4th grade students participated in a "read aloud" in their classroom for about 35 minutes.
School of Education Department of Teacher Education & Higher Education with the Virginia State Reading Association	Provide teachers professional development about writing instruction	A faculty member presented on digital writing instruction and informational comprehension instruction at the annual conference of the Virginia State Reading Association.	2014-15	1 UNCG faculty member, 1 UNCG doctoral student, Estimated 50+ teachers	This activity will generate survey responses, audience comments and follow-up contacts that can be used to evaluate outcomes.
School of Education Department of Teacher Education & Higher Education with Guilford County Schools: Archer Elementary	Provide support and expertise for a community literacy event	UNCG students participated in the Hooked on Books program sponsored by the Teague Foundation.	2014-15	4 UNCG teacher candidates, 1 teacher, 4 students	UNCG students and school students participated in Hooked on Books.

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School of Education with Winston-Salem Alamance Burlington Schools, Asheboro City Schools, Forsyth County Schools, Guilford County Schools, Thomasville City Schools: Broadview Middle School, Haw River Elementary School, Graham Middle School, Cummings High School, Carver High School, Easton Elementary School, Forest Park Elementary School, Northwest Forsyth Middle School, Petree Elementary School, Philo-Hill Magnet Academy, Bulldog Academy, Liberty Drive Elementary School, Thomasville High School, Thomasville Middle School, Thomasville Primary School, McCrary Elementary School, Balfour Elementary School, Cone Elementary School, Hairston Middle School	Provide induction support for beginning teachers to improve their effectiveness	<p>The goal of the North Carolina New Teacher Support Program (NC NTSP), of which UNCG represents one region, is to improve the effectiveness of beginning teachers through intensive induction support aligned with each teacher's individual needs, teaching assignment, and school environment.</p> <p>NC NTSP provides support for beginning teachers in high priority schools that begins before their first day in the classroom and continues throughout their first three years of teaching. The key elements of the program include: 1) an intensive one-week Summer Institute "boot camp"; 2) direct, individualized classroom coaching; and 3) six follow-up professional development sessions per year.</p>	2014-15	5 UNCG coaches, 204 beginning teachers	<p>A two-day induction institute was provided to participating teachers in October.</p> <p>Coaches provided over 2200 coaching visits to individual teachers during the 2014-15 academic year.</p> <p>In each school district, at least four professional development sessions were offered to participating teachers.</p>
College of Arts & Sciences Department of Art with	Provide students with significant art experiences	Local students participated in the UNCG Summer Art	2014-15	10 art professionals,	Local high school students

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Guilford County Schools		Camp.		6 art education students, 14 students	participated in a one-week visual art camp that offered intensive college-level studio classes and art enrichment experiences, along with a closing students' art exhibition at a campus gallery.
College of Arts & Sciences Department of Art with Guilford County Schools & Alamance-Burlington School System: Graham Middle School, Welborn Middle School	Provide support for lateral entry art teachers	A member of the art education faculty made site visits to lateral entry teachers' schools for classroom observations, and feedback.	2014-15	1 UNCG faculty member, 2 teachers, 150+ students	Faculty guided lateral entry teachers in classroom management issues, teaching strategies, and curriculum development.
College of Arts & Sciences Department of Mathematics & Statistics with Guilford County Schools: District level professional development	Provide teachers professional development in mathematics instruction	UNCG faculty and district teachers participated in professional development led by Guilford County Schools' secondary curriculum specialist.	2014-15	2 UNCG faculty members, 15-20 teachers, 1 curriculum specialist	Teachers participated in professional development.
School of Health & Human Sciences Department of Human Development & Family Studies with North Carolina Department of Public Instruction Office of	Develop improved K-3 formative assessment for NCDPI	A faculty member served as the facilitator for the development of a K-3 formative assessment.	2014-15	1 UNCG faculty member	Progress was made in the development of a new assessment to be used in K-3 classrooms.

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Early Learning					
School of Health & Human Sciences Department of Human Development & Family Studies with North Carolina Division of Child Development & Early Education (NCDCEE), NC Pre-K	Provide support and expertise in adoption of NC Pre-Kindergarten curriculum	A faculty member chaired and participated in review and recommendation for North Carolina pre-kindergarten program curricula.	2014-15	1 UNCG faculty member	Curricula were recommended for consideration by the Child Care Commission.
School of Health & Human Sciences Department of Human Development & Family Studies with North Carolina Pre-school Agencies & Office	Provide support and expertise for community college pre-school agencies and institutions	A faculty member serves on the North Carolina Partnership for Children Board of Directors, the Communities in Schools North Carolina Board of Directors, the North Carolina Association for the Education of Young Children (NCAEYC) Board of Directors, and the Articulation Leadership Team with UNC General Administration and the North Carolina Community College System.	2014-15	1 UNCG faculty member, board & association members	These activities result in the improved quality of early childhood classrooms.
School of Health & Human Sciences Department of Human Development & Family Studies with Guilford Child Development Board of Directors, overseeing all Early Head Start and Head Start programs in the	Provide support and expertise for community pre-school agencies	A faculty member serves on the Guilford Child Development Board of Directors, overseeing all Early Head Start and Head Start programs in the county.	2014-15	1 UNCG faculty member, board members	This activity results in the improved quality of early childhood classrooms.

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county.					
School of Health & Human Sciences Department of Human Development & Family Studies with Sandhills Community College and Stanley Community College (serving Moore, Lee, Hoke, Scotland, Richmond, and Stanley counties)	Provide support and expertise for community college pre-school agencies and institutions	A faculty member serves on community college advisory boards.	2014-15	1 UNCG faculty member, board members	Partnership with community colleges supports community college programs and aides in recruitment for the UNCG online degree completion program.
School of Health & Human Sciences Department of Human Development & Family Studies with Head Start (HS) and Early Head Start (EHS)	Provide teachers professional development about interactions with students	Teachers participated in professional development about teacher-child interactions.	2014-15	UNCG faculty members, 70-100 teachers and staff	Teacher-child interactions within HS and EHS programs improved.
School of Music, Theatre, & Dance Department of Music Education and Department of Music Performance with Watauga County Schools: Watauga High School	Support and share expertise for students' music experiences	Watauga High School orchestra participated in a clinic with faculty and performed prior to the UNCG USO Concert. The high school director presented to UNCG music teacher candidates.	2014-15	7 UNCG faculty members, 1 teacher, 50 students	The faculty provided feedback on the students' orchestra performance.
School of Music, Theatre, & Dance Department of Music Education Cobb County School District (Georgia): District-wide	Provide teachers professional development about music instruction	A UNCG Music Education faculty member presented an in-service workshop for teachers at the beginning of the year in-service workshop.	2014-15	1 UNCG faculty member, 65 teachers	The goals established by public school and university faculty were met.

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School of Music, Theatre, & Dance Department of Music Education with Craven County Schools: Havelock High School, New Bern High School, West Craven High School	Support and share expertise for students' music experiences	A university faculty member provided a two-day all-county chorus experience for public school ensembles.	2014-15	1 UNCG faculty member, 3 teachers, Approximately 150 middle school students	Students participated in a choral performance.
School of Music, Theatre, & Dance Department of Music Education with Buncombe County Schools: A.C. Reynolds Middle School, C.A. Erwin Middle School, C.D. Owen Middle School, Cane Creek Middle School, Enka Middle School, North Middle School, Valley Springs Middle School	Support and share expertise for students' music experiences	A university faculty member provided a two-day All-county Chorus experience for public school ensembles.	2014-15	1 UNCG faculty member, 8 teachers, 180 students	Students participated in a choral performance.
School of Music, Theatre, & Dance Department of Music Education with Wilkes County Schools: Central Wilkes Middle School, East Wilkes Middle School, North Wilkes Middle School, West Wilkes Middle School	Support and share expertise for students' music experiences	A university faculty member provided a two-day all-county chorus experience for public school ensembles.	2014-15	1 UNCG faculty member, 4 teachers, 150 students	Students participated in a choral performance.

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School of Music, Theatre, & Dance Department of Music Education with Durham County Schools: Githens Middle School	Support and share expertise for students' music experiences	A university faculty member and 20 university students provided small and large group clinics on the UNCG campus and interacted in rehearsal settings. Music education students provided guided tours of the music facilities.	2014-15	1 UNCG faculty member, 20 UNCG candidates, 1 teacher, 52 students	Pre-service teachers gained experience working with middle school students, while the middle school students learned from the workshops and experience on campus.
School of Music, Theatre, & Dance Department of Music Education with Rockingham County Schools: McMichael High School	Support and share expertise for students' music experiences	A university faculty member provided workshops and clinic experiences for public school ensembles.	2014-15	1 UNCG faculty member, 1 teacher, 35 students	Goals established by public school and university faculty were met.
School of Music, Theatre, & Dance Department of Music Education with Davidson County Schools: Central Davidson High School	Support and share expertise for students' music experiences	A university faculty member provided workshops and clinic experiences for public school ensembles.	2014-15	1 UNCG faculty member, 1 teacher, 35 students	Goals established by public school and university faculty were met.
School of Music, Theatre, & Dance Department of Music Education with Guilford County Schools: Page High School	Support and share expertise for students' music experiences	In an on-campus workshop format, one university faculty member and 14 university students provided small and large group clinics and interacted in rehearsal settings. Music education students provided a guided tour of music facilities.	2014-15	1 UNCG faculty member, 14 UNCG students, 1 teacher, 60 students	Pre-service teachers gained experience working with middle school students, while the middle school students learned from the

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					workshops and experience on campus.
School of Music, Theatre, & Dance Department of Music Education with Orange County Schools: Gravelly Hill Middle School	Support and share expertise for students' music experiences	Gravelly Hill Middle School Band attended a one-day clinic with UNCG faculty.	2014-15	1 UNCG faculty 2 UNCG graduate students, 36 UNCG undergraduate students, 1 teacher, 40 P-12 students	The faculty provided feedback on the band's performance in preparation for Music Performance Adjudication.
School of Music, Theatre, & Dance Department of Music Education with New Mexico Music Educators Association: All New Mexico schools	Support and share expertise for students' music experiences	A UNCG faculty member participated in the selection and three-day rehearsal for the New Mexico all state orchestra festival.	2014-15	1 UNCG faculty member, 50 teachers, 140 students	Students participated in an orchestra performance.
School of Music, Theatre, & Dance Department of Music Education with the Tennessee Region Orchestra: Gatlinburg Area Schools	Support and share expertise for students' music experiences	A UNCG faculty member participated in the selection and instruction of students for the Tennessee Region Orchestra performance.	2014-15	1 UNCG faculty member, 70 students	Students participated in an orchestra performance.
School of Music, Theatre, & Dance Department of Music Education with Guilford County Schools: Grimsley High School	Support and share expertise for students' music experiences	Hosted by the Department of Music Education, Grimsley High School orchestra students visited UNCG for a rehearsal clinic and performance on campus.	2014-15	1 UNCG faculty member, 1 teacher, 120 students	The faculty provided feedback on the orchestra performance.

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School of Music, Theatre, & Dance Department of Music Education with Cabarrus County Schools: Central Cabarrus High School	Support and share expertise for students' music experiences	Faculty visited and provided clinics for Cabarrus High School orchestra students. Students received instruction in playing string instruments.	2014-15	1 UNCG faculty member, 1 teacher, 75 students	The faculty provided feedback on the orchestra performance.
School of Music, Theatre, & Dance Department of Music Education with Charlotte-Mecklenburg Schools: Audrey Kell High School	Support and share expertise for students' music experiences	Audrey Kell orchestra visited UNCG, participated in a clinic with faculty, and performed prior to the UNCG USO Concert.	2014-15	8 UNCG faculty members, 1 teacher, 50 students	The faculty provided feedback on the orchestra performance.
School of Music, Theatre, & Dance Department of Music Education with Randolph County Schools: District-wide	Provide teachers professional development about music instruction	A UNCG Music Education faculty member presented an in-service workshop for teachers during the beginning of the year teacher in-service workshop.	2014-15	1 UNCG faculty member, 40-45 teachers	The goals established by public school and university faculty were met.
School of Music, Theatre, & Dance Department of Music Education with Guilford County Schools: District-wide	Provide teachers professional development about music instruction	A UNCG Music Education faculty member presented an in-service workshop for teachers during the beginning of the year teacher in-service workshop.	2014-15	1 UNCG faculty member, 50 elementary school music teachers	The goals established by the university faculty member and public school elementary music teachers were met.
School of Music, Theatre, & Dance Department of Music Education with Ohio State-wide	Provide teachers professional development about music instruction	A UNCG Music Education faculty member delivered workshop sessions at Ohio Music Educators Conference (OMEA).	2014-15	1 UNCG faculty member, Approx. 80 teachers	The goals established by OMEA faculty will be met.

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School of Music, Theatre, & Dance Department of Music Education with Open Invitation	Provide teachers professional development about music instruction	String Teachers Conference: Teachers attended UNCG for two days of clinics and received continuing education credit.	2014-15	7 UNCG faculty members, 18 teachers, 40 pre-service teacher	The conference provided professional development and continuing education credit.
School of Music, Theatre, & Dance Department of Music with Schools (open invitation)	Support and share expertise for students' music experiences	Students attend UNCG for a two-day orchestra festival. Students received instruction and rehearsed with UNCG faculty.	2014-15	8 UNCG faculty members, 40 UNCG students, 18 teachers, 70 students	Students participated in an orchestra performance.
Teaching Fellows with open invitation to students and teachers	Provide engaging learning experiences for students	Teaching Fellows coordinated and implemented the Children's Festival, which is designed as an outreach to the community's students, and involved pre-service teacher organizations from across campus as well as the School of Education Self Design Studio (makerspace).	2014-15	300 UNCG faculty, UNCG candidates, teachers, students	Student participants demonstrated understanding of various musical, mathematical, scientific, kinesthetic, artistic, and literary skills and concepts through completion of a variety of projects.
Teaching Fellows and the Center for Diverse Language Learners with Guilford County Schools: Thomasville Elementary School and others	Provide multicultural experiences for students	The Teaching Fellows Program supported the "It Takes a Village" project by collecting money for the project in conjunction with the Triad Intercollegiate Conference (a conference	2014-15	Not recorded	Funds were used to support the following "It Takes a Village" programs: The Village Reading Project, Science in

SERVICE TO PUBLIC SCHOOLS					
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		sponsored by the Teaching Fellows at UNCG, NCA&TSU, and Elon).			the Village, Music in the Village, The Village Flex, The Little Village, and Village Outreach.
Teaching Fellows with Open Invitation	Provide professional development for career teachers	The Teaching Fellows Program supported career teachers through the Triad Intercollegiate Education Conference (co-sponsored with the Elon and NCA&T Teaching Fellows) and through participation in the Triad Teacher Researchers Conference.	2014-15	UNCG staff, 125 teachers	Career teachers were recruited to present at the conferences, making up approximately half of all presenters. Survey results on their presentations are consistently positive.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) 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.

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 23 initial teacher licensure areas.
- Provide clinical experiences that are consistent with the revised teacher education curriculum, 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 TtT 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.

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

All 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 new course linguistics (TED 335) was developed 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 will take the 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.

c) 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. Moreover, coursework addresses digital systems, especially those that schools in the region are currently 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.

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

Undergraduate candidates are required to take two teaching methods from the fines 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.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	59
	Hispanic	3	Hispanic	16
	White, Not Hispanic Origin	79	White, Not Hispanic Origin	317
	Other		Other	14
	Total	93	Total	424
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	12
	Other		Other	1
	Total	11	Total	15
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	12
	Other		Other	
	Total	2	Total	16
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	29
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	70
	Other	3	Other	7
	Total	36	Total	109

B. Lateral Entry/Provisionally Licensed Teachers
 Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	4	10
Elementary (K-6)	0	0
Middle Grades (6-9)	1	6
Secondary (9-12)	3	13
Special Subject Areas (k-12)	3	10
Exceptional Children (K-12)	3	10
Total	14	49
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,174.90
MEAN SAT-Math	569.20
MEAN SAT-Verbal	567.60
MEAN ACT Composite	26.25
MEAN ACT-Math	24.00
MEAN ACT-English	*
MEAN PPST-Combined	526.59
MEAN PPST-Reading	179.86
MEAN PPST-Writing	176.67
MEAN PPST-Math	178.98
MEAN CORE-Combined	484.20
MEAN CORE-Reading	181.06
MEAN CORE-Writing	170.44
MEAN CORE-Math	165.87
MEAN GPA	3.31
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	22	10		10
Elementary (K-6)	61	32		
Middle Grades (6-9)	4	5		
Secondary (9-12)	15	24		5
Special Subject Areas (K-12)	23	29		3
Exceptional Children (K-12)	12	15		11
Vocational Education (7-12)				
Special Service Personnel				
Total	137	115	0	29
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (grades K-6)	103	100
Middle Grades - Science	3	*
Math (grades 9-12)	1	*
Science (grades 9-12)	2	*
Spanish	2	*
Spec Ed: General Curriculum	38	100
Institution Summary	149	100

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

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	55	127	23	27	3	2
U Licensure Only	0	1	1	0	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	6	4	0	3	0	0
U Licensure Only	28	4	2	2	1	2
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	301	95	65
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Guilford Co Schs	1,471
Winston-Salem/Forsyth Schs	667
Randolph Co Schs	366
Wake Co Schs	351
Alamance-Burlington Schs	332
Rockingham Co Schs	258
Charlotte-Mecklenburg Schs	231
Davidson Co Schs	227
Durham Public Schs	133
Chatham Co Schs	124
Asheboro City Schs	124

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

III. 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
116	18	163