North Carolina Teaching Fellows Program
The University of North Carolina at Charlotte

Pre-Evaluation Report
Campus Visit
October 19-20, 2010
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I. CAMPUS PROGRAM OVERVIEW
North Carolina’s urban research university, UNC Charlotte, offers students an exciting opportunity to study at the fourth largest public university in the State, located in one of the South’s premier cities. Responsive, dynamic, energetic, and effective, UNC Charlotte’s primary commitment is to extend educational opportunities to ensure student success. As part of the mission statement, UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

Reflective of the region, our diverse student body is comprised of 30% minority students. The College of Education is one of seven professional Colleges within our University and enrolls approximately 3000 students in undergraduate and graduate licensure programs. Within the College of Education, a vibrant Teaching Fellows Program continues to thrive with outstanding pre-service students who are studying to become teachers in North Carolina Public Schools.

Since the Teaching Fellows Program at UNC Charlotte began, 441 students have graduated. Currently, 123 students are enrolled in the program representing 39 counties in North Carolina. The class breakdown includes 28 freshman, 21 sophomores, 26 juniors, 43 seniors and five fifth-year seniors. Of these students 99 are females and 24 males; 96 Caucasian, 16 African-American, 1 Asian-American, two Native American, six Hispanic, and two Multiracial.

The Teaching Fellows Program is built on the pillars of academic and cultural enrichment, leadership, service, and excellence in teaching. The Program fosters scholastic achievement and professional leadership through personal attention and enrichment experiences. A variety of enrichment experiences such as activities designed to build leadership, retreats focused on interpersonal and team building skills, weekly seminars on relevant and timely educational issues, experiential learning through travel and cultural activities, service projects, diversity activities, early field experiences, and opportunities to participate in honors programs make UNC Charlotte’s program very strong. Teaching Fellows also benefit from the special guidance of a full-time campus director, program assistant, and graduate assistant, as well as academic advisors, and faculty mentors in the Colleges of Education, Liberal Arts and Sciences, and Arts and Architecture. The Teaching Fellows Program is part of the Honors College; therefore Teaching Fellows are housed in the Honors residence hall and receive priority registration.

Challenges for the Teaching Fellows Program at UNC Charlotte are not unlike that of most other public universities. With increasing enrollment, the need for increased budget support, both state and discretionary, is apparent. A major increase in resources since the last site visit has been the establishment of a new Program Assistant position with 100% effort dedicated to the Teaching Fellows program. University administrators such as the Dean, Provost, and Chancellor are highly supportive of the program and are committed to its success. While other programs on campus are being cut, the Teaching Fellows Program’s state funding has been protected, and these University administrators are committed to identifying additional resources for the Teaching Fellows Program as they become available. Another challenge with a growing program is academic monitoring and mentoring. We have an academic monitoring and mentoring system in place for our freshman and are exploring ways to expand the program for upperclassman. As for our alumni, support and mentoring is also a challenge. Several initiatives in place (alumni chapter and beginning teacher support program) will help provide support.
II. ADMINISTRATIVE INDICATORS

1. Assignment of Director and Other Staff
   A fulltime director (100%) is assigned to administer the Program. In addition to serving as Campus Director since 1998, she has 11 years of public school experience in both teaching and administration. The Campus Director serves as primary advisor and seminar facilitator for junior and senior Fellows and serves as secondary advisor for freshman and sophomore Fellows. The Director holds faculty rank in the Department of Reading and Elementary Education and participates in the instructional mission of the Department through the supervision of student teachers.

   A fulltime program assistant position (100%) was established three years ago as a new resource for the UNC Charlotte program. The Program Assistant is a UNC Charlotte alumna and brings a wealth of knowledge to the position. The Program Assistant’s primary responsibility is to oversee/manage the day-to-day operations of the office, oversee the work of the Graduate Assistant and student programming, and assist with recruitment. The Program Assistant serves as the sophomore advisor and seminar facilitator.

   A graduate assistant position (20 hours per week) has been in place since the program’s establishment. The current Graduate Assistant is both a graduate of the Teaching Fellows Program and UNC Charlotte. The Graduate Assistant’s primary responsibility is to assist with clerical duties, student programming, and recruitment. The Graduate Assistant serves as the freshman Fellows advisor and seminar facilitator.

2. Advisory Board
   A 26-member Advisory Board is comprised of University and public school personnel. Members of the Advisory Board include (but are not limited to) the Associate Dean of College of Education, Teacher Recruiter, Director of Teacher Education Advising and Licensure, Director of Field Experiences (or representative), Colleges of Education, Liberal Arts and Sciences, and Arts and Architecture faculty members, Director of Undergraduate Admissions (or representative), University Registrar (or representative), Associate Dean of Honors College, Teaching Fellow alumni, Teaching Fellow representatives from each cohort, and public school partners. Campus Director, Program Assistant, and Graduate Assistant serve as ex-officio members. The Program Assistant serves as secretary to the Board. Two business meetings are conducted each year (one per semester). Advisory Board members are also invited to two social events each year. A roster, agenda, and minutes are included in Appendix A.

3. Student Governance/Committee Structure
   Advisory Board: One Teaching Fellow from each cohort represents their class. This representative is elected by their peers and serves a one-year term on the Advisory Board and a two year term on the Leadership Council.
Leadership Council: Two Teaching Fellows from each cohort represent their class. These representatives are elected by their peers. The Leadership Council meets twice a semester and makes recommendations for enhancing and strengthening the Program to the Campus Director and Advisory Board. An example of an agenda and minutes of a Leadership Council meeting is included in Appendix B.

Committee Structure: Freshman, sophomore, and junior Teaching Fellows serve on committees each semester throughout their first three years at UNC Charlotte: Recruitment, Communications, Enhancement, and Mentoring. Three Fellows serve as co-chairs for each committee. An example of a committee agenda, minutes, and committee reporting sheet are included in Appendix C.

4. Housing
The Housing and Residence Life Assistant Director for Administration works closely with Campus Director to ensure priority housing for Teaching Fellows in the Honors College residence (Witherspoon Hall) their freshman year. After their freshman year, many Fellows remain on campus in Witherspoon or Laurel Hall. A few Fellows live in Sorority housing in Greek Village. The Housing Report is located in Appendix D.

5. Financial Aid
The Associate Director of Scholarships/Grants works closely each semester with Campus Director to ensure Teaching Fellows receive scholarship funds. Students are flagged in the financial aid system as Teaching Fellows each semester by Financial Aid personnel to ensure their classes are not dropped due to the late arrival of funding at the beginning of the semester (i.e. Student accounts are required to be paid-in-full prior to the start of the academic semester, however Teaching Fellows funds do not arrive on our campuses until after the semester has begun). Students may receive additional scholarships/funding in addition to the Teaching Fellows scholarship at UNC Charlotte. The Financial Aid Report is located in Appendix E.

6. Admissions
Undergraduate Admissions provides support by highlighting the Teaching Fellows Program in marketing and promotional materials (brochures, website, and video). Admissions Counselors are provided with Teaching Fellows brochures for distribution at in-state high school visits. Also, Teaching Fellows are invited to participate in Explore UNC Charlotte (open house) twice each semester. Several Teaching Fellows serve as contacts for prospective students who contact Undergraduate Admissions Office with questions. The Associate Director of Undergraduate Admissions serves as a member of the Advisory Board. The Admissions Report is located in Appendix F.

7. Faculty/Administrative Support
Faculty support is provided in various ways. A faculty member from each department (B-K, Elementary, Middle Grades, Secondary, and K-12) presents an overview of their department to the freshman class each fall. In addition, these faculty members serve as contacts for freshman and sophomore Fellows. Faculty members who
specialize in an area of education are often presenters for whole group seminars (ex: Special Education Assistant Professor Dr. Charles Wood – Classroom Management). Once Teaching Fellows are admitted to Teacher Education, an advisor in each department advises students during their junior and senior years. Faculty in the Colleges of Liberal Arts and Sciences and Arts and Architecture serve as primary advisors for our content majors who are pursing minors in secondary education and licensure in one of the arts areas.

Administrative support provided through the Dean’s Office relates to budgets and data collection. The Business Officer and administrative assistant manage all Teaching Fellows budgets. The Director of Development and administrative assistant, with the assistance of the Program Assistant, manage all data relevant to Teaching Fellow alumni.

8. Communications
Advisory Board: At the beginning of each academic year, Advisory Board members receive an invitational letter from the Campus Director for continued service. Prior to each Board meeting, members receive an email invitation with an agenda and minutes from the previous meeting as an attachment for review as well as any other materials members should review prior to the meeting. Any Board member not present for a meeting receives an information packet of material. A follow-up email after the meeting to include minutes is provided to all members. All Board members receive an invitation to two social functions a year – Celebration of Teaching and Senior Banquet. The Program Assistant serves as secretary and liaison to the Board.

Leadership Council: Prior to each Council meeting, members receive an email invitation with an agenda and minutes from the previous meeting as an attachment for review. A follow-up email after the meeting to include minutes is provided to all members. The Program Assistant serves as secretary and liaison to the Council.

Teaching Fellows
In August, prior to the beginning of the academic year, all Teaching Fellows receive an informational letter from Campus Director and Program Assistant highlighting activities for the year. The Program Assistant creates and maintains an email listserve including all Teaching Fellows email addresses, as well as individual distribution lists for each cohort. Email serves as the primary mode of communication between Campus Director, Program Assistant, Graduate Assistant, and Teaching Fellows. At the beginning of the semester, a calendar of events is distributed at the first seminar. This calendar of events is also posted on the website. Each week, Fellows receive an emailed FACTS (Fellows Announcements Celebrations Timely reminders Seminars) sheet updating the week’s events from the Campus Director (Appendix G). Fellows have weekly seminars where communication also takes place. Freshman Fellows receive a Teaching Fellows Handbook at their first seminar. Updates for the Handbook are provided throughout the following semesters. In addition, a Teacher Education Undergraduate Handbook is posted online. Phone contacts are made between Campus Director, Program Assistant, Graduate Assistant and Teaching
Fellows when email does not work. When phone attempts do not work, letters are mailed to Fellows by Campus Director. Created last year, a *Statement of Mutual Understanding for Information Sharing* form was used during all conference with Fellows as a method of documentation. This form and the *Statement of Mutual Understanding for Withdrawing* form, both created by the Program Assistant, is located Appendix G. At the end of each semester, grades are checked by Program Assistant and Teaching Fellows who are in academic or credit hour trouble receive a letter of warning which includes ideas and resources for remediation from the Campus Director. Teaching Fellows who receive a letter of warning are required to meet with the Campus Director prior to the start of the next academic year to work out a plan of action for moving forward.

**Faculty**
At the beginning of each semester, faculty members in the Colleges of Education, Liberal Arts and Sciences, and Arts and Architecture are emailed a list of current Teaching Fellows by major and classification. Faculty members are asked to contact the Campus Director if a Teaching Fellow in their class is having difficulty or is excelling. Professors who teach freshman and sophomore Teaching Fellows participate in a midterm academic reporting process (explained later in the report). Every September, freshman Fellows participate in a Meet and Greet where they are introduced to the College of Education faculty. In addition, an overview of the Teaching Fellows Program is provided each year to faculty via presentation at opening faculty meeting or Professional Education Council meeting. The Campus Director serves on committees and boards across campus which also serves as venue for communication.

**Commission and Staff**
There is constant communication via email, phone, and mail between Campus Director, Program Assistant, and Raleigh staff. The Graduate Assistant also communicates with the Raleigh staff when necessary. The Campus Director has previously served as member of an Advisory Task Force which evaluated the Teaching Fellows evaluation/annual review process.
III. CAMPUS PROGRAM GOALS

1. To provide an academically and culturally enriched preparation that extends beyond the regular college program.

All Teaching Fellows at UNC Charlotte take a one-credit hour (graded) weekly seminar for seven consecutive semesters. Attendance and participation in seminars, field experiences, leadership activities, cultural experiences, service opportunities, and committee involvement are required and are the basis of the grade students earn in the course. Each week Teaching Fellows meet whole group, individual cohorts, cross-cohorts, or with committees during seminar time (Appendix H).

A building-block model is used to develop student seminars with freshman seminars providing the foundation. Freshman seminar topics are designed to familiarize students with resources, personnel, and cultural opportunities available on campus and throughout the community. Seminar topics such as code of student responsibility/academic integrity, student organizations/leadership, resource fair, and study abroad provide freshman with information regarding campus resources. Seminars on learning styles, study skills, and time/stress management are presented by the University Center for Academic Excellence. Presentations related to teaching include code of ethics/professionalism and effective classroom strategies. Sophomore seminar topics focus on preparing students for diversity in the classroom. Topics include: service learning, working with at-risk and diverse students, working effectively globally, and incorporating arts into the classroom, as well as seminars on lesson planning and curriculum resources. Seminars for junior Fellows center on teaching pre-service candidates how to become leaders in their profession. Topics include: classroom management, parent conferencing, resume/cover letter writing, National Board of Professional Teaching Standards, Yearlong Internship, INTASC Standards, NC Professional Teaching Standards, and student teaching. Senior seminars focus on preparation for student teaching and graduation. Topics include: student teaching expectations, Impact on Student Learning Project overview, interviewing, and tips for a successful student teaching experience. Each cohort is provided presentations to prepare them for summer experiences as well.

Monthly whole group seminars provide Teaching Fellows exposure to campus/community/state leaders and an opportunity to network with colleagues in the College of Education (Education Learning Community students and Student National Education Association members). A “Leaders in Education” series was instituted last year. Keynote speakers for this year include: Student President Megan Smith, North Carolina Principal of the Year Jan King, and North Carolina Teacher of the Year Jennifer Facciolini. In November, area principals will participate in a principal panel. Spring speakers have not been confirmed; however the focus will be on community leaders.

Seminars devoted to professionalism during this academic year include academic integrity, etiquette, social networking, resume and cover letter writing, and interviewing skills. In 2008, an etiquette luncheon was provided for junior Fellows the week prior to Senior Orientation and conducted by the Director for the Center for Leadership Development. Last year the luncheon
was cancelled due to budget cuts, however provided funding is available, the event will take place again this spring.

Last year integrating the arts into the curriculum was the focus for four seminars during the sophomore and junior years. Faculty members from College of Arts and Architecture conducted seminars relative to incorporating music, theater, art, and dance into the classroom. These seminars will continue this year as well.

Teaching Fellows at UNC Charlotte participate in many cultural, networking, and social events individually and in small groups. The Enhancement Committee meets monthly to plan/organize social, service, and fundraising events for Fellows each semester. Social events in the past have included a Halloween Carnival for Kids, Vegas Night, Matthews Play House, Renaissance Festival, and laser tag. Social events being planned for this year include Teaching Fellows Thursdays (once a month outings), “Retro Night – Back to the ‘80s” dance, White Water Center Day, and State Fair Day. Funding for these social activities will be provided through fund raising activities overseen by the Fund Raising Sub-committee. Fundraising activities this year include selling College of Education t-shirts, bake sales, and flower sales. Annual social events each year include the Freshman Welcome, Freshman retreat, Celebration of Teaching, and Senior Fellows Recognition Ceremony.

The Honors College Gala is a semi-formal held during the spring semester at Lowe’s Motor Speedway. The planning committee includes representation from Teaching Fellows, University Honors, and Business Honors. Each year the theme is selected by the committee as well as decorations and menu items. Committee members promote and sell tickets to the Gala for their respective programs. The Business Honors Assistant Director creates Hold the Date, invitations, and tickets based on the theme. The Teaching Fellows Campus Director and Program Assistant oversee logistics. Due to budget cuts in 2008, the Gala was cancelled. In lieu of the Gala, a benefit dance for Relay for Life was organized and planned by the co-chair of the Enhancement Committee who also served as co-chair for the Honors College Relay for Life Team. After last year’s Gala, planning committee members, directors, and staff of each Honor College program evaluated the event and recommended the Gala be a bi-annual event. The next Honors College Gala will be held in March 2012.

Experiential travel experiences are provided for Teaching Fellows each year. The trip is open to all Teaching Fellows and the Dean has provided funding to offset the cost of the experience, however Fellows are responsible for the majority of expenses incurred. In previous years, the Enhancement Committee has selected the destination of the fall break trip and made suggestions for the itinerary. In 2006 Teaching Fellows traveled to Charleston and in 2007 to Washington, DC. Due to the rising increase in diesel fuel during the summer of 2008, the fall break trip to Nashville was cancelled. The Dean provided substantial funding to reinstate the fall break experience; however it was too late in the year to plan to trip. In lieu of the fall travel experience for 2008, a tour of the Ron Clark Academy was planned with Queens University for January 2009. Last year, the fall break trip to Nashville did not make due to low interest. The Leadership Council was charged with designing a four-year travel plan so students could prepare ahead of time for travel experiences with destinations of Charleston (2010), New York (2011), Washington (2012), and Philadelphia (2013). Once again, UNC Charlotte partnered with Queens
University for a senior class trip to the Ron Clark Academy in January 2010. This year’s fall break trip to Charleston will be attended by Teaching Fellows representing all classes. In January 2011, UNC Charlotte will continue the intercollegiate partnership with Queens University for a three-day trip to Atlanta, GA. This trip has been revised to include a tour of the Ron Clark Academy, visits to inner city schools, and tours of local attractions.

Beginning freshman year, Teaching Fellows are made aware of study abroad opportunities through seminar speakers and resource fairs. In previous years, several Fellows have studied abroad in Europe, Spain, and Greece. In the summer of 2009, a rising senior Fellow participated in a two-week study abroad experience in Beijing, China. Last fall, seven Fellows (six juniors and one senior) participated in a semester-long study abroad experience in Germany sponsored by the College of Education. Upon their return, Fellows share their experience with their colleagues and encourage them to participate in study abroad opportunities.

Experiences to increase knowledge and awareness about sensitivity to social and cultural diversity begin in the freshman year. Freshman retreat activities involve a focus on social and cultural diversity in addition to teaching experiences. A UNC Charlotte Counseling Center psychologist conducts a session on diversity awareness through small group interaction and whole group discussion for freshman Fellows. For sophomore Fellows, colleagues from across campus make diversity-related presentations: College of Education Assistant Professor who specializes in Multicultural Education conducts two sessions on overcoming challenges in diversity through mini and interactive lectures, College of Engineering faculty associate in the Office of Student Development and Success facilitates a discussion on effectively recognizing cultural differences and likenesses as well as the importance of intercultural competency in and outside of the classroom, LEAD presenter from the Center for Leadership Development presents a seminar on True Colors. Teaching Fellow alumna and Gaston County teacher in an “at-risk” classroom discusses what it means for a student to be “at-risk” and provides strategies on how to reach this population. Outside of seminar, sophomore Fellows are required to attend educational sessions conducted by the Multicultural Resource Center ranging in topics such as religion, sexual orientation, values, race and gender identity, and disabilities.

The Charlotte region offers many venues from which Teaching Fellows have to choose from for their individual cultural event during the fall. In addition to the Charlotte region, various dance and theater performances, art gallery showings, and musical performances activities are provided by the Dance, Theater, Art, and Music Departments on campus and are free of charge for students. Each fall, Teaching Fellows are required to attend an individual cultural event. They attend a myriad of cultural events. Each spring, culturally diverse performers are brought to campus to perform for Teaching Fellows through partnerships with the Multicultural Resource Center, Blumenthal Performing Arts Center, and Afro-American Cultural Center. This spring we are hoping to partner with the College of Arts and Architecture to attend an event in Robinson Hall as a whole group cultural experience.
2. To provide opportunities and experiences that encourage the development of leaders and decision makers.

Teaching Fellows are campus and community leaders. Each cohort participates in a specific leadership activity based on the yearly seminar theme. Freshman Fellows conduct an interview preparation workshop for Region 6 finalists prior to Regional Screening. Sophomore Fellows participate in two activities: attend educational sessions sponsored by the Multicultural Resource Center session and make a presentation about Discovery for the freshman Fellows. Junior Fellows also participate in two activities: attend a School Board, City Council, or County Commission meeting to observe/meet with community leaders and make a presentation about their Junior Enrichment experience to the sophomore class. Senior Fellows nominate and select the faculty recipient of the Undergraduate Teaching Award. Prior to the closing of the Southwest Education Alliance last year, senior Teaching Fellows served as facilitators for the annual Best Practices Conference. All Teaching Fellows attend Distinguished Speaker Forums sponsored by the Center for Leadership Development and submit a reflection of their experience.

Two Teaching Fellows from each class are nominated by their cohorts to serve in leadership roles. Students serve a two-year term on the Leadership Council. During their second year of service, they also serve on the Advisory Board. Major accomplishments for the Leadership Council over the past several years include the creation of mission and vision statements, slogan, four-year travel plan, and plans for seminar topics/activities for next academic year.

Teaching Fellows select and serve on one of four committees: Communication, Enhancement, Mentoring, or Recruitment. Committees meet three times during each semester and are led by three appointed co-chairs. The work of Enhancement, Communication, and Recruitment Committees will be discussed elsewhere in this report. The Mentoring Committee was re-established last year based on a recommendation from the Leadership Council. Committee members included sophomore and junior Fellows who were paired with freshmen (by majors) to serve as mentors. The members plan mentor/mentee events (Movie/Game nights), ensure communication is effective, make “care packages” for exam week and Discovery, and create exam tip sheets. A mentor-mentee dinner is held each year in the spring prior to the whole group cultural experience. This year, the Mentoring Committee took on a newly expanded leadership role. They conducted icebreaker activities at Freshman Welcome and met individually with their mentees. They also conducted team-building activities during the first day of the freshman retreat and hosted a cookout.

Teaching Fellows are often invited to events/activities sponsored by the Center for Leadership Development. In 2008, Teaching Fellows were invited to participate in the Distinguished Lecture Series where the keynote speaker was teacher and congressional candidate Tierney Cahill. The College of Education Dean’s Office sponsored a private reception for the Teaching Fellows and Learning Community students to meet with Ms. Cahill prior to her keynote address. Following the keynote address, Teaching Fellows were invited to a book signing with Ms. Cahill. Also in 2008, three Teaching Fellows participated in a week long summer leadership program entitled LeaderShape Institute. LeaderShape is an intensive program formulated to build student leadership skills. Teaching Fellows Program Assistant participated as a facilitator during the week where she guided and facilitated activities and discussions within small groups.
Attendance at professional conferences throughout the year is highly encouraged. Leadership Council members and Committee co-chairs attend the Multicultural Leadership Conference on campus each fall. This one day conference, held for student leaders on campus, is sponsored by the Center for Leadership Development and Multicultural Resource Center. Teaching Fellows also participate in various professional conferences such as The Child and Family Development Conference (UNC Charlotte), NC Middle School Association Conference (Greensboro), Advancing Literacy Conference (Kannapolis), NC Music Educators Association Conference (Winston-Salem), NC Association of Choral Directors Conference (Greensboro), Alpha Delta Pi District Leadership Conference, and Kappa Delta Pi International Convocation (Orlando, FL).

Teaching Fellows are involved in numerous professional, religious, Greek, service and interest-based activities as well as honor societies at UNC Charlotte. Fellows have served as SGA Senator for College of Education, College Democrat President, Kappa Delta Pi Honor Society President, Vice President, and Secretary, Student Council for Exceptional Children President and President-elect, APPLE President, Vice-President, Secretary, and Treasurer, National Residence Hall Honorary President, Vice-President, and Treasurer, Delta Pi Sorority President, Phi Mu Alpha Sinfonia President, Secretary, and Treasurer, Alpha Kappa Alpha Sorority Vice President, Native American Student Organization Secretary, and Campus Activities Board Crew Chief. Teaching Fellows have served as Resident Advisors for Housing and Residence Life, Orientation Counselors for SOAR (Summer Orientation Advising and Registration), and Student Alumni Ambassadors for the Alumni Association. To assist with their teaching skills, Fellows have worked as lead tutor for America Reads, tutor/assistant for the Writing Resource Center, Teacher Assistant in the Biology Department, and Theater Mentor.

Teaching Fellows also serve in leadership positions in their community. Faith-based community leadership roles include Women’s Auxiliary Counselor, Bible study leader, youth group leader, and College Council. Community leadership include music director, basketball coach, cheerleading coach, dance teacher, band marching instructor, choral librarian, and stage manager.

Often times, Teaching Fellows are asked to take part in University-related activities. Teaching Fellows have represented the College of Education at University Foundation Board Meetings and as commencement speakers. In September, two Teaching Fellows served as student hosts for the Southwest Education Alliance Superintendents’ Luncheon held at the Chancellor’s residence.

Teaching Fellows also have the opportunity to attend University and College of Education-sponsored events. Each year freshmen Fellows are invited by Chancellor Dubois to attend the Bank of America Excellence in Teaching Award ceremony. For the past two years, freshmen Fellows have been invited to participate in Community Conversations, a joint venture between the College of Education and the Levine Museum of the New South, which features a panel of community leaders and a reception.

At the request of Chancellor Emeritus James Woodward, Teaching Fellows have been invited to attend several community-sponsored events. In 2006, Teaching Fellows were invited guests for the 36th Annual Humanitarian Awards Dinner at the National Conference for Community and Justice where Board of Trustee member, Dr. Ruth Shaw, received the Humanitarian Award.
presented by former mayor Harvey Gantt. For the past two years, Chancellor Emeritus Woodward has sponsored a table for Teaching Fellows to attend the Annual Greater Enrichment Program (GEP) Banquet.

A major event focusing on exposing Teaching Fellows to leaders is the Chancellor’s Reception. In the fall 2007, Chancellor Dubois hosted a reception to honor Teaching Fellows and Principal Fellows at his residence. Campus, community, regional, and state education leaders were invited to attend. The plan is for this event to be held once every four years so all Teaching Fellows will have an opportunity to attend.

3. To provide opportunities for building an understanding of education’s place in a greater social context.

Teaching Fellows are actively engaged in public school experiences both through the carefully designed sequence of field experiences required for all teacher education candidates but also through activities and opportunities for reflection designed explicitly for Teaching Fellows. All Teaching Fellows in each cohort participate in public school activities. Verification of participation is through seminar presentations, experience logs, and evaluation forms. The Office of Field Experiences in the College of Education coordinates all field experiences in a variety of settings to include urban, suburban, and rural.

Collaborative partnerships allow an opportunity to expand experiences beyond the University. Ongoing partnerships with area school systems include Charlotte-Mecklenburg, Cabarrus, Gaston, Union, and Stanly County Schools. School personnel from these systems make seminar presentations and serve as members on the Advisory Board. The Teacher Cadet Partnership provides a forum for visits to area Teacher Cadet classes to recruit prospective students. Other partnerships over the years have included the Southwest Education Alliance, the Greater Enrichment Program, and Discovery Place.

Field experiences begin first semester of freshman year for Teaching Fellows. Students complete observations and discuss their experiences during seminar. During sophomore and junior years, Teaching Fellows are paired with outstanding mentor teachers within local schools. Sophomore and junior Teaching Fellows participate in 20 hours of clinicals (active involvement) during the academic year. Fellows are assigned to two teachers during the academic year within local school systems. Fellows meet with their clinical teacher at the beginning of each semester and worked collaboratively with them for a total of 10 hours. Sophomores focus on diversity within the classroom while juniors focus on teacher leadership. Senior Fellows participate in a yearlong internship which includes clinicals during the fall and student teaching during the spring semester in local school systems within a 50 mile radius of the University.

The careful selection of enrichment activities and cultural experiences provides Teaching Fellows with opportunities to critically examine the greater social context of education and to reflect on how the Fellows’ future work can contribute to equitable and successful educational opportunities for all pupils. Recent examples of experiences that relate to the social context of education include the presentation to the Fellows by Dr. Bill Harrison, Chair, State Board of Education, on North Carolina’s successful Race to the Top application and its implications for
the teaching workforce (September 17, 2010) and the Teaching Fellows’ participation in the Community Conversation at the Levine Museum of the New South (September 15, 2010) on “Increasing high school completion: How the community can partner with our schools,” with presentations by the Mayor, Chair of the County Commission, and editorial page editor of *The Charlotte Observer*.

Teaching Fellows are assigned readings that reflect on contextual issues of schooling and engage in book talks during seminars. Previous books have included *Savage Inequalities, Lies My Teacher Told Me, Teacher Man, The World is Flat, Educating Esme, Awakening the Heart, Teach Like Your Hair’s On Fire, A Child Called It, The Last Lecture*. This year’s book selections will focus on building community. In 2008, freshman and sophomore Teaching Fellows participated in the Big Read (campus- and community-wide reading of *To Kill a Mockingbird*). Fellows engaged in a book talk as well as a private “Mockingbird Tour” at the Levine Museum and movie viewing. Each year the junior Fellows read and discuss Ron Clark’s *The Essential 55* in preparation for Senior Conference and a visit to the Ron Clark Academy.

4. **To instill a sense of mission, service and professionalism in Teaching Fellows.**

Prior to 2007, the Teaching Fellows Program at UNC Charlotte did not have mission and vision statements. During 2007-08, both the Leadership Council and Advisory Board worked together to create these statements. Members reviewed University and College of Education mission/vision statements as well as Teaching Fellows. Below are the final versions of the mission and vision statements. The next task will be to make sure our mission statement is aligned with the University’s newly updated mission statement.

**Mission Statement** (approved March 27, 2007)
The UNC Charlotte Teaching Fellows Program aspires to be North Carolina’s most energetic, collaborative, self-directed, and responsive program for recruiting and developing visionary teacher leaders who are committed to a long-term profession in education. The goal of the Teaching Fellows Program is to strive for continuous improvement to become a model teacher preparation program.

**Vision Statement** (approved September 18, 2007)
The UNC Charlotte Teaching Fellows Program aspires to be North Carolina’s most energetic, collaborative, self-directed, and responsive program for recruiting and developing visionary teacher leaders who are committed to a long-term profession in education. The goal of the Teaching Fellows Program is to strive for continuous improvement to become a model teacher preparation program. The Teaching Fellows Program at UNC Charlotte will be known especially for leadership in academic excellence and cultural enrichment. This Program claims to have a special responsibility to graduate effective teachers who are dedicated to improving the status and perception of the teaching profession.

After receiving approval from the Advisory Board, Leadership Council members created a slogan for the Program: **“Distinguished. Dedicated. Diverse. The Future of Education.”** This slogan is printed on all documents and brochures used for marketing purposes as well as Teaching Fellows t-shirts.
Teaching Fellows complete 40 hours of service during their sophomore and junior years. At the beginning of each fall semester, a seminar dedicated to service learning is conducted for sophomore and junior Fellows. Sophomores focus on school service while juniors focus on community service. Partnerships with community organizations include The Greater Enrichment Program, Discovery Place, Literacy PALS, University Regional Library, AVID, Guardian Ad Litem Advocacy Foundation, and Firefly Afterschool Program. Sophomore Fellows volunteer as tutors in these programs as well as in schools throughout the region, including Freedom School sites. Junior Fellows participate in various service activities such as UNC Charlotte Disability Services note taker, UNC Charlotte Bone Marrow Drive, Sibshops, graduation project judge, and mission trips. Teaching Fellows also serve as tour guides for campus-wide events.

A Participation Agreement, modeled after UNC Wilmington, was created by the Program Assistant. Instituted last year, the Participation Agreement outlines all policies and activities Teaching Fellows are required to complete in order to remain in good standing in the Program. At the first seminar of each year, the Agreement is reviewed and signed by all Fellows and Campus Director. The signed form is placed in Fellows’ folders and reviewed during conferences if necessary. A copy of the Participation Agreement is located in Appendix I.

The Enhancement Committee organizes service projects each semester. Previous service projects have included Relay for Life, Operation Christmas Child, and Hemby Children’s Hospital. Last year, Teaching Fellows participated in the statewide food drive, assembled/mailed care packages to soldiers serving in Iraq, and painted/renovated classrooms. To raise money for Relay for Life, Teaching Fellows held a dance, breakfast at O’Charley’s, bake sale, and Mr. Relay Pageant. Service projects for this year include Race for the Cure, care packages for soldiers, and Mr. Relay pageant organized with the Social subcommittee.

The Communications Committee creates bulletin boards, takes pictures at events, and creates/publishes a comprehensive and professional edition of the Teaching Fellows newsletter, The Chalkboard, each semester (Appendix J). Newsletters are emailed to all Fellows, Advisory Board, Professional Education Council, and Campus Directors in addition to being posted on the Teaching Fellows website. Articles are not limited to the Program or campus, but rather focus on issues in education and topics of interest. During the 2009-10 academic year, two articles were published in the campus newspaper, The University Times.

5. To improve the image of teacher education candidates and programs campus-wide.

The Honors College is comprised of Teaching Fellows, University Honors, Business Honors, Levine Scholars, and Merit Scholars. Freshman within the Honors College take Honors English during their first semester. Honors College students receive priority housing in Witherspoon Hall and priority registration each semester. Directors for each honors program collaborate to plan events for the students throughout the year such as the Honors College Gala.

The Education Learning Community (ELC) includes freshmen and sophomores who aspire to be teachers and is patterned after the Teaching Fellows Program. Students receive specialized housing, have a one-credit hour seminar course, take education courses together, conduct service
projects, and participate in social/cultural events. The ELC Advisor, Campus Director, and Program Assistant work closely together to plan joint seminars each academic year.

Academic and personal support systems in place for Teaching Fellows are varied in scope and begin prior to the freshman year. During the summer, freshmen Fellows participate in SOAR and meet individually with Campus Director and Program Assistant for assistance with registration. Prior to the first day of class, freshmen Fellows participate in the Freshman Welcome event with their mentors. On a weekly basis, Campus Director emails the FACTS (Fellows’ Announcements, Celebrations, Timely Reminders, and Seminars) Sheet. Weekly seminars serve as an effective means to maintain regular communication, both personal and academic. Throughout both semesters, Fellows submit journal reflections as another means of communication. The Campus Director, Program Assistant, and Graduate Assistant advise Teaching Fellows and provide guidance. The Teacher Education Advising and Licensure Office (TEAL) provides academic advising for freshman and sophomore Fellows (junior and senior Fellows are advised by faculty members in their major). Praxis I and II workshops are provided by College of Education and College of Liberal Arts and Sciences faculty and Plato software is provided free of charge for students having difficulty passing Praxis I.

An academic monitoring system was put in place last year for the freshman Fellows. Prior to mid-term, campus faculty received a request from Campus Director for information regarding Fellows’ academic performance. This system was based on one used by the Athletic Advising Center. After receiving and reviewing completed forms, Campus Director, Program Assistant, and Graduate Assistant hold individual conferences with Fellows experiencing academic difficulty. Teaching Fellows Program Assistant created a form used for documentation purposes and Graduate Assistant recorded notes on the newly created forms. This year the process will be modified and expanded. Instead of mailing the request letter to each faculty, freshman and sophomore Teaching Fellows will present the form to each of their professors for completion. Upon completion of the form by the faculty member, Teaching Fellows will be responsible for submitting the form to Campus Director, Program Assistant, or Graduate Assistant.

At the end of each semester, the Program Assistant provides the Campus Director with a copy of all of Fellows’ transcripts. Fellows who are in violation of Commission policies are identified and contacted by the Campus Director via phone, email, and personal letter. Currently two Fellows are in academic difficulty and have met with Campus Director to discuss a plan of action for continuing in the Program.

Over the summer, the Campus Director received numerous calls for references from area principals wanting to know how prospective candidates perform in the classroom. Unless you have actually observed a student teacher in their classroom, you cannot provide essential information to be a credible reference. For some of the senior Teaching Fellows, the Campus Director has served as the student teaching supervisor and could provide the information requested. For others, the Campus Director could only provide information about the Fellow as a student in the Program. In an effort to have first-hand knowledge about their potential as a teacher, the Campus Director will conduct one observation of any students she is not directly supervising. This will also allow the Campus Director to provide support and mentoring for senior Fellows during student teaching.
All undergraduate majors, with the exception of the visual and performing arts students, participate in a yearlong internship which includes student teaching. Last year, the Campus Director and Program Assistant met with chairs/faculty from visual and performing arts (art, dance, music, and theater) and proposed for Teaching Fellows to pilot the yearlong internship process. All were in agreement. Last spring, one dance major participated in the yearlong internship. This fall, two theater and one art majors are participating. In addition, the new position, Director of Arts Education, was created. The Campus Director and Program Assistant work closely with the Director of Arts Education to ensure yearlong internships and clinical placements are a smooth process and will continue.

Marketing Teaching Fellows is pivotal to the success of the Program. The College of Education magazine, extracurricular, is published bi-annually and distributed to all alumni and campus administration, faculty, and staff. Teaching Fellows have been highlighted in numerous articles. A new marketing campaign for UNC Charlotte was launched in 2009. The “Stake Your Claim” campaign highlights faculty, staff, and students in billboard, magazine, and newspaper ads. Seven Teaching Fellows participated in the ad campaign as the “Faces of Teaching Fellows.” These seven students represented ethnic and gender make-up of students in our program as well as all teacher licensure areas. Last spring, the Campus Director was featured in the “Faces” section of the Campus News. An informative Teaching Fellows website http://education.uncc.edu/tfellows is maintained by the Program Assistant.

UNC Charlotte Teaching Fellows alumni serve as members of the Advisory Board, present seminars for each cohort of Fellows, and participate on alumni panels. Last year, a conscious effort was made to include alumni from other Teaching Fellows Programs as members of the Advisory Board and as seminar presenters. Currently alumni serve as the Teacher Recruiter for the College of Education, Teaching Fellows Graduate Assistant, Assistant Director for the Levine Scholars Program, and as College of Education faculty. To ensure alumni information is current, a link on the Teaching Fellows website is provided for updating information. An alumni Facebook page is also maintained by an alumna.

As requested by alumni, a Teaching Fellows Alumni Chapter will be established this fall through the Alumni Association. Eighteen alumni have volunteered to serve on the Board of Directors and an organizational meeting will take place in October. The Campus Director will serve as an ex-officio member of the Chapter. The Chapter will provide opportunities for alumni and current Teaching Fellows to network. Several events are in the planning stages hopefully to include a reception as part of the COED 40th anniversary celebration and alumni reunion.

Another exciting initiative taking place this year is the start of an alumni support program for beginning teachers called First 3 (Appendix K). In partnership with Kappa Delta Pi Honor Society, Teaching Fellows, and the College of Education, First 3 is a three-year support program for beginning teachers. The program includes summer institute, monthly seminars, socials, networking opportunities, and professional resources. The Campus Director, Program Assistant, Graduate Assistant, and Teacher Recruiter oversee the First 3 program. Teaching Fellows alumni are participants, seminar speakers, and facilitators. There are 12 participants in the first cohort. In May, Campus Director and Associate Dean (former Campus Director) co-wrote a letter to inform alumni of upcoming events and to request updated information. An alumni survey was mailed to
graduates from the last five years for collecting data on their preparedness for the classroom. Results are found in Appendix K.

6. To recruit and retain greater numbers of male and minority teacher education candidates in North Carolina.

A five-year Recruitment Plan, with input and approval by the Advisory Board, is the basis for all recruitment activities for the Program. The Recruitment Plan is shared with members of the Recruitment Committee as a guide for the process. Results from the 2005-10 Recruitment Plan are located in Appendix L.

Each year Recruitment Committee members and Campus Director visit regional Teacher Cadet classes, local high schools, and their former high schools to talk about the scholarship process, being a college student, teacher education, and interview preparation. Recruitment Committee co-chairs, with guidance from the Teacher Recruiter and Program Assistant, create a PowerPoint presentation for use during school visits. This year the new Teaching Fellows video will be part of the presentation, which features the campus of UNC Charlotte and Campus Director. In addition, Recruitment Committee members, Campus Director, and Program Assistant also conduct mock interviews in area high schools. UNC Charlotte maintains strong Teacher Cadet partnerships with local high schools with a strong minority presence, thus assisting in the Teaching Fellows recruitment efforts for candidates from traditionally underrepresented groups.

At all Explore UNC Charlotte open houses, Recruitment Committee members man a table at the resource fair and make a presentation about the Program during the break-out sessions. These open houses are held during the months of October, November, March, and April. At the April Explore session, recipients of the Teaching Fellows scholarship are invited to attend. Recruitment Committee members plan and oversee the Teaching Fellows Open House in February. Shadowing opportunities and campus tours are provided every Thursday, or upon request, for prospective students.

In preparation for the CACRAO tour, brochures are provided to the Admissions Office for counselor packets. This year the CMS college fair was held at UNC Charlotte. Teaching Fellows were on hand to answer questions about the Program. For the first time, an application workshop was conducted in September to assist prospective students in completing the application. Recruitment Committee members assisted with this workshop.

All prospective students who identified UNC Charlotte as one of their top five choices, and all males and minorities who were regional finalists receive letters from Campus Director, Teacher Recruiter, COED Dean, and Undergraduate Admissions. Recruitment Committee members contact prospective Fellows via phone prior to Regional Screening to answer any questions and promote UNC Charlotte and Teaching Fellows. Freshman Fellows participate in an interview preparation workshop for regional finalists. Fellows meet one-on-one with prospective students and conduct mock interviews as well as provided tips for interviewing.
The Dean’s Advisory Council includes a group of undergraduates who work to recruit prospective students and retain current students called Team Teach. Team Teach members work directly with the Teacher Recruiter. Eight members of Team Teach are Teaching Fellows.

The Teacher Cadet College Partnership consists of 28 schools from Cabarrus, Charlotte-Mecklenburg, Gaston, Iredell-Statesville, Kannapolis City, Stanly, and Union counties. Teaching Fellows partner with the Office of Educational Outreach to co-sponsor and host the annual Celebration of Teaching Conference every fall. This day-long event targets Teacher Cadet students and features NC Principal and Teacher of the Year as keynote speakers, breakout sessions, teacher networking session, lunch, recognition ceremony, and campus tours. Teacher Cadets are recognized and presented with UNC Charlotte College of Education promotional items. Teaching Fellows also attend this conference.

A priority for the upcoming year will be to create and print an updated brochure to reflect the current program as well as other promotional materials in conjunction with the Teacher Recruitment Office.
IV. DATA

Teaching Fellows: Profile of Class Recipients

<table>
<thead>
<tr>
<th>By Class</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tr>
<td>1. Recipients</td>
<td>36</td>
<td>37</td>
<td>43</td>
<td>29</td>
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<td>30</td>
<td>38</td>
<td>23</td>
<td>19</td>
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<td>3. Males</td>
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<td>7</td>
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<td>5. Asian American</td>
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<td>6. Caucasian</td>
<td>33</td>
<td>24</td>
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<tr>
<td>7. Hispanic</td>
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<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
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<td>8. Native American</td>
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<td>9. Other</td>
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<td>10. Withdrawals</td>
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<td>11. Removals</td>
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<td>12. Transferred Out</td>
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<td>13. Transferred In</td>
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<td>18. Graduated w/licensure</td>
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<td>31</td>
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<td>19. Graduated w/o licensure</td>
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<tr>
<td>20. Graduated</td>
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<td>31</td>
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<td>21. Teaching, if known</td>
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<tr>
<td><strong>23. Total Currently Enrolled</strong></td>
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<td><strong>4</strong></td>
<td><strong>42</strong></td>
<td><strong>26</strong></td>
<td><strong>21</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Beginning with the Class of 2005, there was an increase in the number of recipients through the Class of 2007. For the 2008-2010 the number of recipients decreased, however has remained consistent and above the 15 per class required minimum. The number of males and minorities has remained consistent over the last four years with the highest percentage for the Class of 2006. Currently 20% of our Teaching Fellows are male and 22% minority. Retention rates are 100% for the freshman class, 84% for the sophomore class, 90% for the junior class, and 98% for the senior class. The retention rate average overall is 93%. The graduation rate of Teaching Fellows graduating within four years is 91% and 93% within five years.