| Language Arts (6-8) | | | |
|---------------------------------------|------|-----|-----|
| Content Knowledge* | 0041 | 152 | |
| Pedagogy** | 0043 | 135 | 164 |
| Required Total Passing Score | 0043 | 133 | 155 |
| Mathematics (9-12) | | | 319 |
| Content Knowledge* | 61 | 133 | |
| Pedagogy** | 65 | 135 | 143 |
| Required Total Passing Score | 05 | 133 | 145 |
| Music (K-12) | | | 288 |
| Analysis** | 0112 | 131 | |
| Concepts/Processes** | 0111 | | 150 |
| Content * | 0113 | 135 | 150 |
| Required Total Passing Score | 0113 | 136 | 148 |
| Physical Education (K-12) | | | 448 |
| Content Knowledge* | 91 | | |
| Movement, Forms, Analysis, & Design** | 92 | 155 | 161 |
| Required Total Passing Score | .92 | 144 | 157 |
| Science (6-8) | | | 318 |
| General Science: Content Essays** | 433 | 120 | |
| Physical Science: Pedagogy** | 483 | 130 | 140 |
| Required Total Passing Score | 400 | 139 | 156 |
| Science (9:12) | | | 296 |
| General Science: Content Essays** | 433 | | |
| Gen. Sci. Content Knowledge, Part 1* | 431 | 130 | 145 |
| Gen. Sci. Content Knowledge, Part 2* | 432 | 145 | 162 |
| Required Total Passing Score | 452 | 143 | 160 |
| Social Studies (6-8) | | | 467 |
| Content Knowledge* | 81 | 158 | |
| Analytical Essays** | 82 | 135 | 164 |
| Required Total Passing Score | 02 | 133 | 150 |
| Social Studies (9-12) | | | 314 |
| Content Knowledge* | 81 | 158 | |
| Interpretation of Materials** | 83 | 167 | 168 |
| Analytical Essays** | 82 | 145 | 173 |
| Required Total Passing Score | | 173 | 150 |
| Spanish (K-12) | | | 491 |
| Content Knowledge* | 191 | 148 | 150 |
| Productive Language Skills** | 192 | 156 | 159 |
| Required Total Passing Score | | 130 | 168 |
| | | | 327 |

Appendix C: Surveys



Public Schools of North Carolina

State Board of Education Phillip J. Kirk, Jr., Chairman

http://www.dpi.state.nc.us

Department of Public Instruction Michael E.Ward, State Superintendent

September 25, 2000

To:

Recent Graduates of NC Teacher Education Programs

Mentors of Recent Graduates of NC Teacher Education Programs
Principals of Recent Graduates of NC Teacher Education Programs

From: Eddie Ingram, Chief, Teacher Education Section

By law we are required to prepare an annual Performance Report on each college/university in North Carolina with an approved teacher education program. As part of the Performance Report we are required to gather information on the satisfaction of the individuals who completed North Carolina teacher education programs and their employers.

Our records indicate that you have recently completed a North Carolina teacher education program, and we need your help, the help of your mentor teacher, and the help of your principal.

Attached are three brief surveys. One is designed for recent graduates; one is designed for the mentors of the recent graduates; one is designed for principals of recent graduates. We do not anticipate that it will take you long to complete the surveys, but we sincerely hope that you will take the time to do so and return them to us in the enclosed envelope.

On each survey the college/university of the recent graduate should be indicated. We would ask the recent graduate to complete his/her survey, place it in the envelope, and give this letter and the survey to the mentor teacher. We would ask the mentor teacher to complete his/her survey, place it in the envelope, and give this letter and the survey to the principal. We would ask the principal to complete his/her survey, make sure all three surveys are in the envelope, and return the envelope to us. If you feel more comfortable doing so, each may return his/her survey in a separate envelope. In doing so, please make sure that the college/university is noted on the survey.

We have asked the colleges/universities to verify our records, but if we made an error and you have not completed a North Carolina teacher education program within the last several years, please note this on the survey and return it to us.

So that we may report this information to the State Board of Education and the Joint Legislative Education Oversight Committee of the North Carolina General Assembly in a timely fashion, we would ask that you return your surveys to us by October 25, 2000.

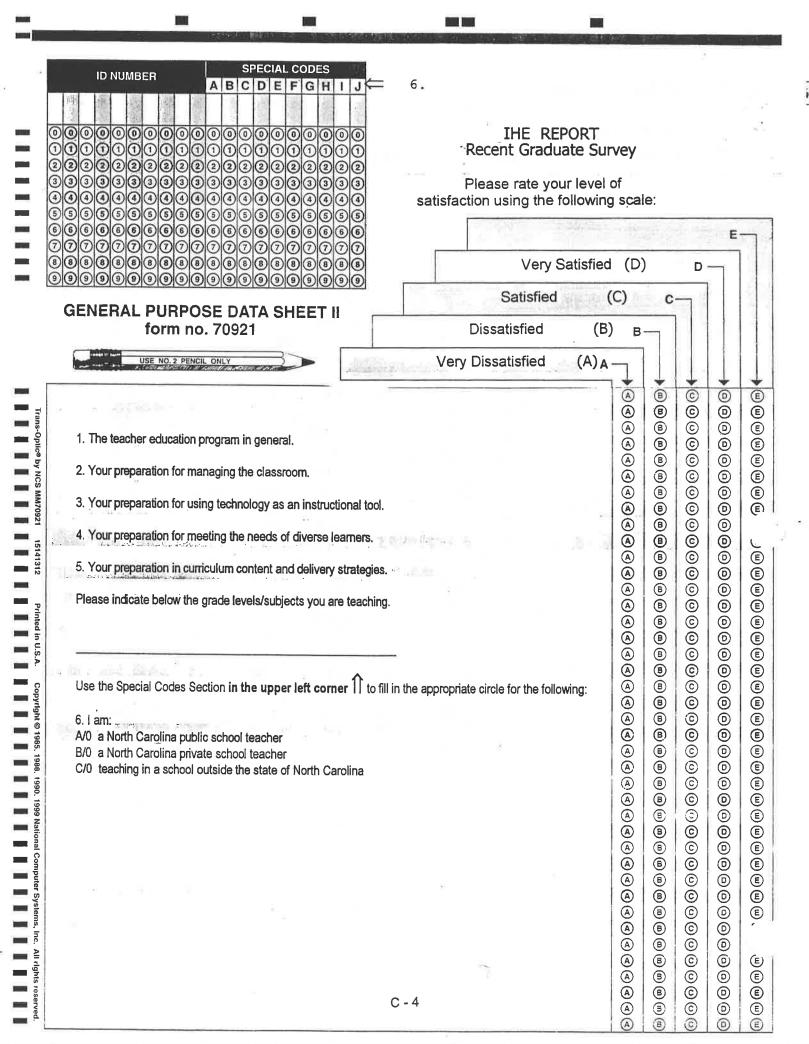
Your help is most appreciated.

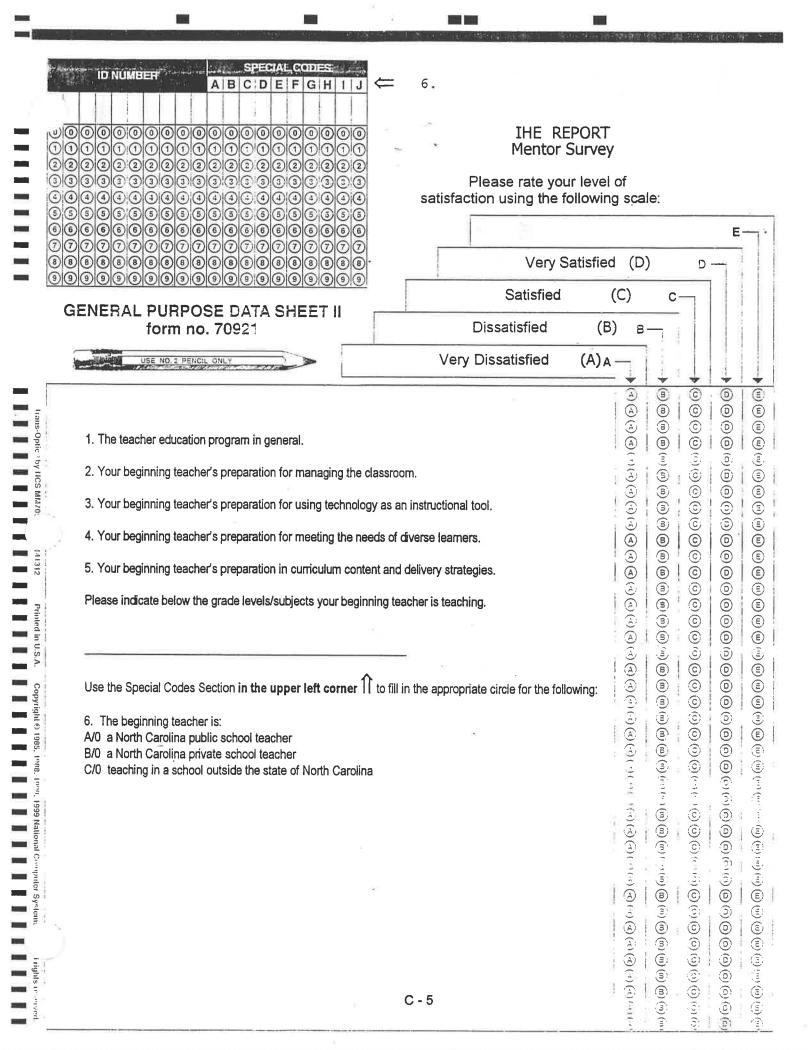
If you have specific questions, please do not hesitate to contact me at eingram@dpi.state.nc.us or (919) 715-1091

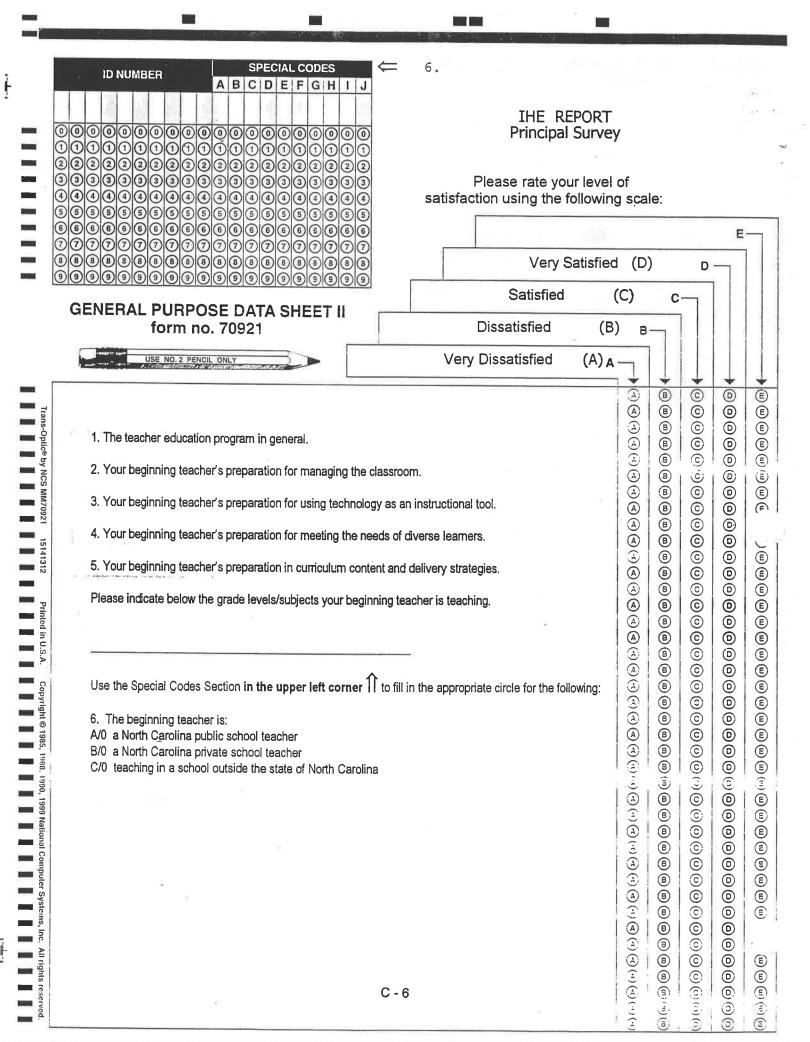
In the chart below please:

- find the ID # for the college or university that you attended
- write it in under the ID Number Section in the upper left cover of the enclosed form
- and fill in the appropriate circles beneath the number.

| College or University | ID# | College or University | ID# |
|---------------------------------|------|------------------------------------|------|
| Appalachian State University | 5010 | Methodist College | 5426 |
| Barber-Scotia College | 5052 | Montreat College | 5423 |
| Barton College | 5016 | NC A & T University | 5003 |
| Belmont Abbey College | 5055 | NC Central University | 5495 |
| Bennett College | 5058 | NC State University | 5496 |
| Campbell University | 5100 | NC Wesieyan College | 5501 |
| Catawba College | 5103 | Pfeiffer University | 5536 |
| Chowan College | 5107 | Queens College | 5560 |
| Davidson College | 5150 | Salem College | 5607 |
| Duke University | 5156 | Shaw University | 5612 |
| East Carolina University | 5180 | St. Andrews Presbyterian College | 5214 |
| Elizabeth City State University | 5629 | St. Augustine' s College | 5596 |
| Eion College | 5183 | UNC-Asheville | 5013 |
| Fayetteville State University | 5212 | UNC-Chapel Hill | 5816 |
| Gardner-Webb University | 5242 | UNC-Charlotte | 5105 |
| Greensboro College | 5260 | UNC-Greensboro | 5913 |
| Guilford College | 5261 | UNC-Pembroke | 5534 |
| High Point University | 5293 | UNC-Wilmington | 5907 |
| Johnson C. Smith University | 5333 | Wake Forest University | 5885 |
| Lees-McRae College | 5364 | Warren Wilson College | 5886 |
| _enoir-Rhyne College | 5365 | Western Carolina University | 5897 |
| ivingstone College | 5367 | Wingate College | 5908 |
| Mars Hill College | 5395 | Winston-Salem State University | |
| Meredith College | 5410 | Transcon-Galerii Gtate Offiversity | 5909 |







Appendix D: Rewards and Sanctions

Rewards and Sanctions

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, beginning this fall, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State and National Accreditation Standards

Teacher education programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

| Does Not Meet Criterion | Meets Criterion | Exceeds Criterion |
|--|---|---|
| The unit does not meet national accreditation standards. | The unit meets all national accreditation standards, but weaknesses have been cited. | The unit meets all national accreditation standards and no weaknesses have been cited. |
| Unmet state standards have been identified in one or more specialty area programs. | All specialty area programs meet state accreditation standards, but weaknesses have been cited. | All specialty area programs meet all state standards and no weaknesses have been cited. |

Criterion 2: Quality of Program Completers

Teacher education programs must produce individuals who know the subject matter they teach, have the pedagogical knowledge and skills to effectively meet the needs of diverse learners, and demonstrate the dispositions associated with effective teaching.

| Does Not Meet Criterion | Meets Criterion | Exceeds Criterion |
|---|---|--|
| Fewer than 70% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period. | 70-85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period. | More than 85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period. |
| 0 Fewer than 70% of program completers pass the specialty area exams within the authorized period. | 70-85% of program completers pass the specialty area exams within the authorized period. | More than 85% of program completers pass the specialty area exams within the authorized period. |
| 0 Fewer than 95% of program completers satisfactorily complete the Initial Licensure Program. | 95-99% of program completers satisfactorily complete the Initial Licensure Program. | All program completers satisfactorily complete the initial Licensure Program. |

| Does Not Meet Criterion | Meets Criterion | Exceeds Criterion |
|---|---|--|
| Fewer than 70% of program completers express satisfaction with the program. | 70-85% of program completers express satisfaction with the program. | More than 85% of program completers express satisfaction with the program. |
| Fewer than 70% of program completers express satisfaction with their preparation to use technology in the classroom. | 70-85% of program completers express satisfaction with their preparation to use technology in the classroom. | More than 85% of program completers express satisfaction with their preparation to use technology in the classroom. |
| Fewer than 70% of employers express satisfaction with program completers. | 70-85% of employers express satisfaction with program completers. | More than 85% of employers express satisfaction with program completers. |
| Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology in the classroom. | 70-85% of employers express satisfaction with the preparation of program completers to use technology in the classroom. | More than 85% of employers express satisfaction with the preparation of program completers to use technology in the classroom. |

Criterion 3: Involvement with/Service to the Public Schools

Teacher education programs can not exist in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

| Does Not Meet Criterion | Meets Criterion | Exceeds Criterion |
|--|--|--|
| There is minimal on-going teacher education faculty involvement with the public schools. | Most teacher education faculty are regularly involved with the public schools in substantive ways. | Faculty from teacher education and disciplines outside education are regularly involved with the public schools in substantive ways. |
| There is minimal institutional involvement with area public schools. | The institution supports and maintains public school collaborations and partnerships. | The institution proactively initiates and builds upon public school collaboratives and partnerships. |
| No special efforts are made to support beginning teachers. | Beginning teachers are provided some assistance on an individual or group basis. | The institution supports beginning teachers through special programs and initiatives on a consistent basis. |
| No special efforts are made to support lateral entry teachers. | General adjustments are made to meet the needs of lateral entry teachers. | The institution supports the preparation of lateral entry teachers through special programs and initiatives. |
| No special efforts are made to support career teachers. | Career teachers are provided some assistance on an individual or group basis. | The institution supports career teachers through special programs and initiatives on a consistent basis. |

REWARDS AND SANCTIONS

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further rewards/sanctions are described below.

For the 1999-2000 IHE Performance Report, institutions receiving 135 or more points will be recognized by the State Board of Education as "Exemplary." Institutions receiving fewer than 105 points will be designated as "Low Performing."

For each item on the assessment scale on which the institution receives a rating of "Does Not Meet Criterion" the institution is to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies). Technical assistance will be available through the Teacher Education Section. If an institution receives the same "Does Not Meet Criterion" on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

IHE Performance Report

Institutional Reports 1999-2000



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Preface

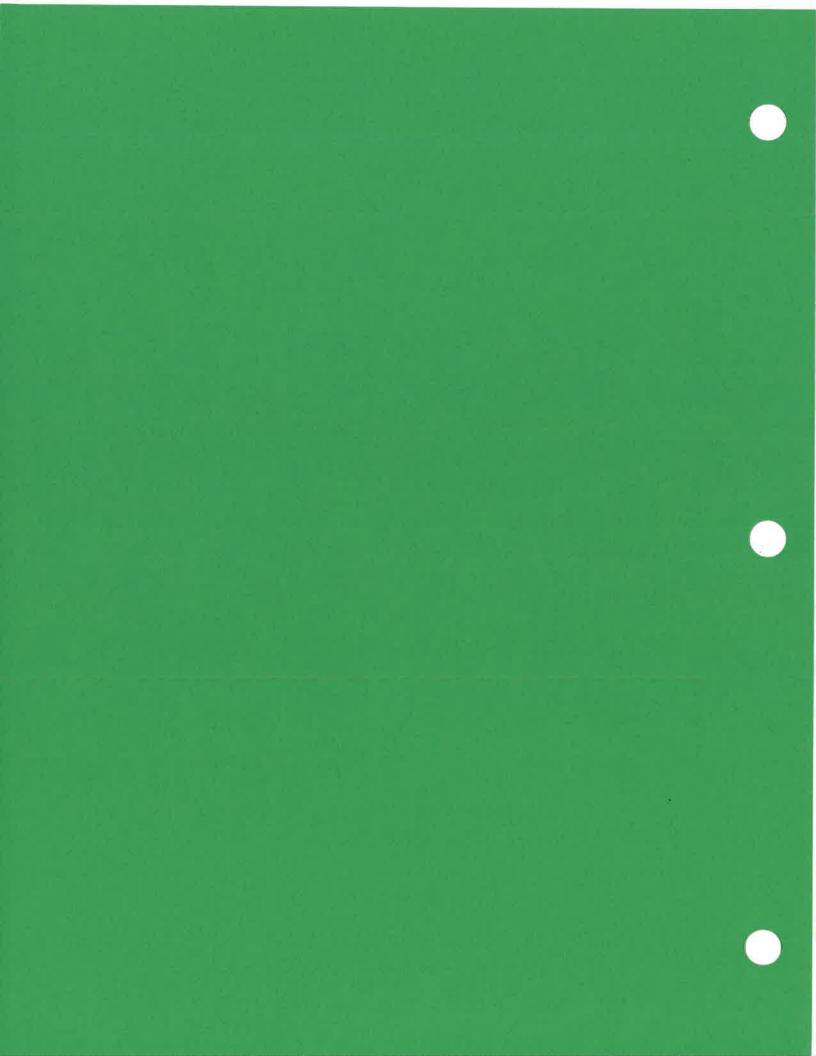
This document is designed as a supplement to the IHE Performance Report Summary Report. It contains the reports for individual institutions. The following information is provided:

- Overview of the Institution
- Special Characteristics
- Program Areas and Levels Offered
- Brief Summary of Collaborative Activities with the Public Schools
- Brief Description of Efforts to Assist Low-Performing Schools
- Brief Description of Efforts to Ensure the Technological Competence of Preservice/Inservice Teachers
- Brief Description of Efforts to Serve Lateral Entry Teachers
- Brief Description of Special Efforts to Improve NTE/Praxis Scores
- Brief Description of Efforts to Recruit Students into Teacher Education Programs
- Brief Description of Efforts to Encourage Minority Students to Pursue Teacher Licensure
- Brief Description of New Initiatives (if any) not described above
- Brief Description of Programs Designed to Support Beginning Teachers
- Brief Description of Programs Designed to Support Career Teachers
- Brief Summary of Faculty Involvement in Public Schools
- Characteristics of Students (Full-time and Part-time) Admitted to and Enrolled in Programs Leading to Licensure in the Fall of 1999
- Information on the Number of Lateral Entry Teachers Served
- Admission Test Data (Quality of Students Admitted to Programs during the 1990-2000 year)
- Number of Program Completers during the 1999-2000 year (as reported by the institution)
- Performance of Program Completers on the Principles of Learning and Teaching Exams and the NTE/Praxis Specialty Area Exams (Note: This information is based on individuals who completed student teaching during the 1998-99 academic year.)
- Length of Time to Program Completion
- Number of Undergraduate Program Completers Employed in NC Schools within 1 year of Program Completion (Note: This is based on individuals who completed student teaching during the 1998-99 academic year.)
- Top 10 LEAs Employing Teachers with degrees from the college/university
- Results of the Surveys of Recent Program Completers, Their Mentors, and Their Principals
- Number of Teacher Education Faculty

IHE Performance Report

1999-2000

Appalachian State University



IHE Performance Report Appalachian State University 1999-00

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the university strives to serve a diverse student body. The University has an approximate enrollment of 12,400 and is comprised of four colleges-Arts and Sciences, Business, Education, and Fine and Applied Arts, the School of Music, and the Graduate School. All except Business are directly involved in teacher education. The Reich College of Education (RCOE) serves approximately 2,000 students in undergraduate and graduate programs. The teacher education programs are NCATE accredited and the RCOE is the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 23 programs at the undergraduate level, 23 at the master level, two at the specialist level, and one at the doctoral level.

Special Characteristics

The RCOE has the largest undergraduate teacher education program in the UNC-system. Terminal degrees are held by 98 percent of the faculty. Ninety-eight percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains the largest Teaching Fellows program in North Carolina, grants Reich Scholar Awards to undergraduate students that include a summer enrichment program, provides support to 85 schools within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing elementary students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, Bringing It All Back Home —a center for working with juvenile offenders and adoptive parenting — the National Center for Developmental Education, the Adult Basic Skills Center which provides training for literacy teaching, and the ASU Communication Disorders Clinic which provides diagnostic and treatment services to over 1700 clients annually, a substantial number of whom are referrals from school districts.

Program Areas and Levels Offered

Programs areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS, MA; Business Education, Secondary Education, BS; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12),MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS; Health Education, Secondary Education, BS; Industrial Education with concentration in Secondary School Teaching, MA; Library Science: School Libraries, MLS; Marketing Education, Secondary Education, BS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education (K-12), BS; Physics, Secondary Education, BS; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, CAS; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, or Sociology, BS, MA; Spanish (K-12), BS; Special Education: Cross Categorical, MA; Special Education: Learning Disabilities (K-12), BS; Theatre Arts (K-12), BS; and Technology Education with concentrations in Trade and Industry, and Secondary Education, BS. Licensure Only programs are offered at the "A" level in English as a Second Language (K-12) (Add-On) and at the "M" Level in Exceptional Children (K-12) Mentally Handicapped, Exceptional Children (K-12) Behaviorally-Emotionally Handicapped, and Exceptional Children (K-12) Learning Disabilities.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

ASU and the RCOE maintain a strong collaborative relationship with schools. Four practitioners-inresidence, on leave from their districts, teach required courses, serve as liaisons to partnership schools, and assist with curriculum development. Other teachers serve as site coordinators for intern experiences. A special collaborative teaching position was created in one of the elementary PDS schools that permits a teacher to teach in both university and public school settings; this teacher assists faculty in methods classes, models appropriate teaching strategies for other teachers and student interns and also works in other PDS schools modeling instructional practices. Focus groups in math, science, social studies, and English were formed to bring together university faculty and practitioners to discuss alignment between college curricula and the NC Course of Study; these focus groups met for the year and developed action plans for next year. Faculty in the Department of Health, Leisure and Exercise Science are working with a group of high school physical educators on the implementation of a new curriculum model called Sports Education. A 20 member Field Advisory Council of school representatives and faculty reviews RCOE field experiences and offer recommendations for improvements. The University Teacher Education Council, which has 2 local school representatives serving as voting members as well as representatives from academic programs with teacher education majors, acts upon curriculum proposals that impact teacher education. The ASU-Public School Partnership Governing Board consists of 7 superintendents, the NWRESA director, the RCOE Dean, the Dean of Arts and Sciences, and the Partnership Director who oversee Partnership activities. The Partnership Coordinating Council with 30 members from Partnership schools works with RCOE faculty to identify and implement projects that address school and college needs; for example, a professional development school initiative involves 3 elementary schools and teachers who work with RCOE faculty and interns in the schools, co-teaching, providing supervision, and assisting with curriculum development; teachers receive professional development in return. Our Middle Grades Advisory Board of 19 teachers and administrators helped faculty develop portfolio requirements, and criteria for selection of professional development sites. The RCOE offers an afterschool program for local schools that provides 300 elementary children with experience in using technology to enhance their math, writing, and reading skills; about 100 preservice students assist as program tutors; another 100 provide tutoring assistance in schools. The Art Department offers a sixth grade afterschool art program for local students and art education students assist. Local area art teachers have free access to the Art Department's Visual Resource Center and its materials and can check out materials for use in their classes. The RCOE Communications Disorders Clinic offers speech and hearing screenings as well as follow-up therapy to schools; this work is done by communication disorders majors under the direction of clinical staff. Departments such as Biology, Family & Consumer Science, History, Math, Music, Astronomy and English work in schools and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments.

B. Brief description of efforts to assist low-performing schools.

Our immediate service region of seven counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have, however, on a regular basis provided special assistance in reading and mathematics to schools working to improve their student performance. For example, at one school, intensive collaborative work between university faculty, university interns, and teachers in the school showed that 95% of the students who scored at least two levels below grade level achieved at least one year's growth and 58% of those students achieved greater than one year's growth. This school had Exemplary Growth and became a Top 25 school as well as a school of distinction. In addition, this school was one of only four in North Carolina to receive national recognition as a Title I Distinguished School. Similar patterns of growth can be observed in several other partnership schools where the college has worked closely with teachers on improving student performance.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

Cooperating teachers attended workshops to acquaint themselves with the advanced competencies and to increase their knowledge of technology. Others gained experience in developing web pages for use in their teaching. In return, cooperating teachers submitted proposals for how they would use up to 5 computers in their classrooms; the best proposals were selected and 5 cooperating teachers received a set of 5 computers each for use with special projects involving student teachers in their classrooms. A large college classroom at ASU was renovated into a multimedia teaching/learning facility and a media lab was renovated to provide high end multimedia production facilities for students and faculty. A faculty development area for course development and for experimentation with streaming media was maintained. An on-line self-assessment needs instrument was refined, and as a result, we offered focused workshops to students and continued to develop on-line resources for students and faculty. An orientation to the technology competencies has become a regular feature in our introductory education class. Students in field experiences were expected to use technology for field notes and journaling, and to integrate the competencies within the curriculum. In addition, student teachers presented to the university supervisor and cooperating teacher at mid-term their technology products of learning. Deficiencies noted were included in the student teacher's work plan, field site workshops were offered, and a grade in student teaching was not assigned until the student had met all the competencies. An intranet was maintained as a means of communication (including chat rooms, on-line application for student teaching, calendar, access to career services, on-line resume development, contact with content area supervisors) for supervisors, student teachers, and cooperating teachers. Faculty participated in university-sponsored training workshops, including distance learning training, and received laptops in return. Trained graduate students worked in public schools as resource consultants to public school teachers. Several faculty taught courses via the NCIH and others combined web-based instruction with face-to-face teaching. Conferences held included a technology conference for public school administrators and a statewide conference for IHE's to address the advanced technology competencies and their implementation.

D. Brief description of efforts to serve lateral entry teachers.

The RCOE maintains a full-time field experience office; this office serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. In addition, we work closely with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. A well-established procedure for verifying prior experience and reviewing transcripts is used, and then the specific program area where the individual wishes licensure works directly with the lateral entry teacher to build a program. We are careful to consider prior experience and to determine equivalencies wherever possible. We consistently offer courses in the late afternoon, evenings and on weekends to accommodate the needs of our lateral entry candidates. We work with content areas, especially in the summer, to insure that appropriate coursework is available. For example, the Special Education program offered key summer courses needed by lateral entry teachers who could not take them during the academic year. We have a program to address the shortage of business education teachers-only three preparation programs exist at the public universities; this program offers combined web-based, NCIH and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. We have also targeted areas where lateral entry teachers may be place-bound and offer full degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance, consisting of 11 community colleges that work with ASU to bring programs to outlying and underserved areas. Enrollments in these programs are very strong, and are attracting a substantial number of lateral entry candidates who are trying to complete their requirements and need coursework close to their place of employment. Courses are offered in the evening to accommodate lateral entry and non-traditional students.

E. Brief description of special efforts to improve NTE/Praxis scores.

A special faculty initiative was undertaken to inform faculty in academic areas about the content and format of PRAXIS specialty tests; over 45 faculty in 23 different subject areas (including ASU's Chancellor) took the PLT and the appropriate PRAXIS tests for their disciplines; faculty provided

written reflections on their experience, met in focus discussion groups with other faculty to share their insights, provided written recommendations about changes in teaching and curriculum, and offered special hints to students about how to prepare for the tests. These insights are being compiled and will form the basis for changes in teaching and in curriculum. Our other Praxis efforts have taken several different routes. A library of resource materials on the various Praxis tests is maintained in our field experience office and students have access to free copies of all of these materials. Tutoring services and other sources of support were shared and available upon request for those students who may have failed one or more of the tests or who wished to brush up on their skills and knowledge prior to taking the test. For Praxis I exams, students were also referred to the Learning Assistance program and to specific departments (i.e., Mathematics) for assistance and special workshops and sessions. Learning Plus and its supporting materials have been adopted for use in our off-campus delivery of our undergraduate elementary education program. Appalachian maintains an approved computer testing center licensed by ETS to offer the CBT Praxis I and other ETS tests that have thus far been computerized. Students had ready access to this service and the score reporting process was expedited. In addition, a number of our content area programs have developed special workshops which were offered on a regular basis to acquaint students with the particular characteristics of the PRAXIS II tests in specialty areas. Some program areas devoted class time to the taking of the Praxis, while others had faculty who worked with students individually on preparing them for taking the tests.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Currently, ASU receives over 9,000 applications for 2,500 freshman seats. The RCOE works closely with the university admissions office to promote the programs of the college; this includes open houses, faculty visits to schools, special programs for prospective students, and special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school to promote college as a viable option to students who are at-risk. Teacher education students are involved in a mentoring/tutoring role to serve as potential role models for these students. Information on students who have applied for and/or been accepted to Appalachian with an interest in a teacher education program is regularly sent to program areas. Program areas communicate with these students, encouraging them to pursue their admission to Appalachian and a teacher education major. Program areas also sent letters to enrolled Appalachian students whose majors were identified as "undecided" in the spring and to "undecided" transfers in the summer encouraging them to pursue a degree in teacher education. Our Teaching Fellows program has also proven to be helpful in recruiting students; even candidates who are not selected as Teaching Fellows still opt to come to Appalachian for their teacher preparation as a result of their orientation experiences sponsored by the Teaching Fellows Program. We also maintain a large number of student organizations, honorary and service, through which we are able to attract new students into our programs. Initiation of off-campus undergraduate and graduate programs continued to be a major source for recruitment; guaranteeing access to the offerings of Appalachian State University in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool and providing off-campus students with immediate access to on-campus resources through technology has attracted substantial numbers of students. As a result, we now work closely with the ASU Learning Alliance, a group of 11 community colleges, who partner with ASU in delivering the last two years of programs in teacher education to community college graduates. Enrollments in these programs are very healthy. We also began putting information on line for potential students to access through the college homepage. Information regarding the teacher education programs was also distributed to potential teacher education students via e-mail and web pages. We also worked with our alumni in the field and with counselors to provide them with information if needed and in encouraging them to recommend students to our program and to provide us with names of prospective teachers. Other efforts were through our connections with Advisory Board members who serve as recruiters for the college, and through donors of scholarships who often recruit students for us as well. We also have found that providing fast, informative turn-around on requests for information, development of potential programs of study, etc., have a positive effect on recruitment.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The RCOE has made a special effort to develop an environment and support system for a diverse student population. The college participates in the university's Open Door program which is designed to create a supportive and welcoming environment for all students; in addition, the college's Diversity Committee developed and the college adopted a statement of policy on the role of diversity in all college programs and activities. The college received a Z. Smith Reynolds grant to fund a Minority Practitioner-in-Residence; this teacher, on leave from her district, will teach in the teacher education program, advise on issues of diversity in the classroom and curriculum, and serve as a recruitment liaison to urban schools. Activities listed under "F" above are also applicable to our recruitment of minority students to pursue teacher education degrees and licensure. We work closely with the university admission's office and the minority recruitment director to insure that minorities are contacted in the public schools and that they have ample opportunity to talk with minority admissions counselors about the teacher education programs at Appalachian State University. The college awards a large number of scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, including scholarships available for minority candidates. Since the county in which Appalachian is located has a very small minority population (approximately 2.6%), as does Appalachian, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue degrees in teacher education. This particular effort has been successful, especially for programs in school administration, library science, educational media computers, and middle grades. Special efforts also are carried out to encourage minorities to enter teaching fields and school services areas leading to licensure. For example, in the school counseling program a systematic contact program has been set up to recruit minorities who have already enrolled at Appalachian but who may not be aware of opportunities in education. The program area initiates contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting. From this initial contact, a systematic follow-up occurs through written and face-to-face communication and additional information regarding academic requirements, financial aid opportunities, etc. Minority enrollments in these programs are among the highest in the university.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The ASU-Public School Partnership, housed in the college, received federal funding of over \$1,000,000 for the three year Mountaineer Millennium Project, enabling all 7 partnership counties to provide afterschool enrichment and academic programs for over 700 elementary students at-risk. Students from the RCOE teacher education program provide tutoring support at some sites and graduate students provide supervision and leadership in the program along with representatives from social agencies in each community. The ASU-Public School Partnership also received a federal GEAR-Up grant of over \$1,000,000 over a five year period to focus on providing academic support and career advising to students in a rural middle school. This grant follows these 90 at-risk students from middle school through high school to encourage them to seek a college education and broaden their career choices; faculty and students from the RCOE as well as representatives from career planning and Upward Bound are involved in support roles for the grant activities. The RCOE has several other initiatives underway. One of these is an International Student Visitation program that places ASU international students in Partnership schools to teach about their cultures and countries; over 20 visits occurred. Another initiative is a funded project to understand the influence of paraprofessionals on outcome measures of students with disabilities. It involves the training of paraprofessional educators to work in classrooms and involves in-school observation and staff development for paraprofessionals to assist them in becoming effective assistants. Still another initiative focuses on reducing the dropout rate of special education students. Research from this project shows the dropout rates among special education students in selected schools involved in the project within our Partnership region have been reduced 85%. In another initiative, several program areas within teacher education are involved in North Carolina FACES, a major grant funded this past year and housed in the Sociology Department. The purpose of FACES is to provide training and technical assistance for and with service providers in the NC System of Care whose mission is to bring together services, families, and communities to respond to the needs of children with serious behavioral or emotional problems and their families.

I. Brief description of programs designed to support beginning teachers.

The RCOE maintains several support systems for beginning teachers. We currently have a Coach2Coach person, an experienced teacher on leave from her district, who is available to provide mentor training and assistance to beginning teachers in our region. Through our ASU-Public School Partnership, we remain in contact with beginning teachers employed within the 7 districts served by the Partnership; in addition, our PDS efforts in local schools have created a support network of faculty who, because they are in the schools on a regular basis, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provided training sessions for inservice teachers and beginning teachers. One effort of particular value to beginning teachers is a special in-service program created by the college's BIABH Study Center; entitled "The Missing Curriculum: Teaching Social Competencies in the Classroom," this training program assists beginning teachers in adopting teaching and classroom management strategies which help reduce negative student behavior in the classroom. Over 500 teachers have been trained in this curriculum. Faculty members also were involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members were readily accessible for consultation when requested by beginning teachers; others served on ILT teams within the partnership area. The Department of Family and Consumer Science designed ways to facilitate direct interaction (email/direct telephone/web boards) with beginning teachers; a number of other programs maintain email contact with graduates and hold annual meetings with their graduates to keep current with their professional activities and needs. Many other departments have regular correspondence with graduates and offer them opportunities for professional development.

J. Brief description of programs designed to support career teachers.

The RCOE offers the most off-campus graduate programs in teacher education of any college of education in the UNC system-some sixteen sites during the past year with 20-30 individual courses each semester and a total enrollment of over 350 teachers and administrators. We use flexible scheduling-evenings, weekends, and accelerated courses-and a combination of technology-NCIH and web-based delivery--as well as face-to-face instruction. In addition, cooperating teachers and administrators working with our students receive tuition-free courses; over 90 teachers and administrators enrolled this year. Other professional development opportunities included technology training workshops for 20 cooperating teachers, ESL workshops for over 40 teachers, health education inservice for over 500 teachers, an alternative schools conference for 91 participants, technology conference for 200 school administrators and teachers, school focus grants designed to assist 30 classroom teachers with developing stronger curriculum, parental contacts, and communication, and a "Grow Your Own" program for administrative and leadership training for 20 prospective principals and assistant principals in our Partnership districts. RCOE faculty and others across campus also maintain an active presence in the schools. The university maintains a Math and Science Center, which offered a variety of workshops and courses for over 900 career teachers. The Math Department developed Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving the teaching of core mathematics from the North Carolina Course of Study. The Geology Department had an Eisenhower grant funded to work with practicing teachers in summer workshops. The Art Department maintains the Blueridge Artway, an ongoing program of video documentation of exhibits which can be used by area teachers in their classes in lieu of field trips to view exhibits at the university. The School of Music offers a summers-only master's program in music education as well as a number of professional development workshops for career teachers; among these are the North Carolina Summer Institute for Choral Arts, the Silver Burdett Ginn Elementary Music Education Workshop and the Appalachian Choral Workshop. In addition, the RCOE offered a special program that assists teachers and administrators in aligning their curriculum with the ABC's and developing appropriate teaching strategies. The Learning Focused Schools program operated in collaboration with the NWRESA and served 224 teachers and administrators. As a result of our PDS efforts, we provided professional development opportunities by engaging career teachers in co-teaching opportunities with university faculty, and in the planning of teacher education curricula. In addition, career teachers have been involved in classroom action research and have co-presented with university faculty at professional meetings. Tremendous support is given beyond class time by some of our program areas whose student populations are made up almost entirely of career teachers. Faculty worked closely with these teachers in their schools/districts on action research and other projects and professional development activities that were relevant to their particular needs and settings.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 150 instances of involvement with public schools. The Communication Disorders Clinic staff worked with public schools to conduct hearing screenings for 1800 students. One faculty member, for example, worked with teenage mothers whose children are at risk for language delays. Another faculty in Special Education logged over 100 days of technical support and work in area high schools, assisting teachers in identifying effective intervention strategies to lead to the retention of special education students. The RCOE Reading Clinic oversees the tutoring of 70 children which results in over 1200 tutoring hours a year. Some university coaches work with public schools to set up clinics and tutoring, as well as Big Brother and Big Sister programs. Physical education majors, under the supervision of faculty, provide instructional experiences for children from the Watauga County Center for Exceptional Children. School psychology first year students, under the supervision of faculty, volunteer to tutor in a local reading program for a full year, second year students in their practica carry a case load, do counseling, and school based consultation. Other faculty from across campus worked with school support staff, technology specialists, speech pathologists and audiologists, and school counselors on improving services and training. Almost all RCOE faculty and those in a number of departments outside the college have served either as consultants or presenters in schools and related agencies. Faculty outside RCOE, called academic consultants, are involved in supervision of student teachers and interns and spend extensive and regular time in the schools. Some faculty have worked with professional organizations to design renewal credit programs for teachers. For example, physical education majors conduct workshops for physical educators focusing on the construction of home made physical education equipment. Other faculty serve as mentor trainers or assist with ILT programs. Still other faculty work with technical support staff in the schools to assist in planning and implementing technology plans and programs. University faculty often serve as judges for student events in schools (e.g., music, art, theatre, speech, writing, family and consumer sciences). The college also assists partnership schools in involving students in cultural events; 50 teachers and 1,058 students attended university performances at reduced rates. A number of faculty have co-authored books, made joint presentations at professional meetings, or written grants with teachers. Faculty frequently serve on school task forces set up to address such issues as restructuring of schools, assessment, and social promotion. Other faculty have worked directly with schools to assist in the design of appropriate evaluation instruments and systems; quite often faculty and graduate students work as teams with districts to improve district efficiency in facilities management, financial auditing, and curriculum audits. Finally, faculty often make recruiting trips into schools to acquaint students and teachers with career choices in their fields and opportunities for further study at ASU.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to <u>and</u> enrolled in professional education programs leading to licensure.

| | FULL-TIME STU | DENTS | | |
|----------------|------------------------------------|-------|------------------------------------|-----|
| | MALE | MALE | | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 7 | Black, Not Hispanic Origin | 9 |
| | Hispanic | | Hispanic | 6 |
| | White, Not Hispanic Origin | 248 | White, Not Hispanic Origin | 728 |
| | Other | 2 | Other | 2 |
| | Total | 257 | Total | 746 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 21 | White, Not Hispanic Origin | 23 |
| | Other | | Other | |
| | Total | 21 | Total | 24 |
| | | | | - 1 |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 8 |
| | Hispanic | | Hispanic | 3 |
| | White, Not Hispanic Origin | 32 | White, Not Hispanic Origin | 142 |
| | Other | 2 | Other | 3 |
| | Total | 37 | Total | 157 |

| | PART-TIME STU | DENTS | | |
|----------------|------------------------------------|-------|------------------------------------|-----|
| | MALE | 11 | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 11 | White, Not Hispanic Origin | 31 |
| | Other | | Other | 1 |
| | Total | 12 | Total | 32 |
| 《基門美數 | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | 10 | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 27 | White, Not Hispanic Origin | 63 |
| | Other | | Other | |
| | Total | 28 | Total | 67 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 4 | Black, Not Hispanic Origin | 22 |
| | Hispanic | Ì | Hispanic | 2 |
| | White, Not Hispanic Origin | 69 | White, Not Hispanic Origin | 312 |
| | Other | | Other | 3 |
| | Total | 73 | Total | 340 |

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

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|--|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | 3 | 3 | 2 |
| Middle Grades (6-9) | 11 | 11 | 6 |
| Secondary (9-12) | 2 | 2 | 1 |
| Special Subject Areas (K-12) | 1 | 1 | |
| Exceptional Children (K-12) | 10 | 10 | 7 |
| Vocational Education (K-12) | 10 | 10 | 6 |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 37 | 37 | 22 |

COMMENT OR EXPLANATION:

Appalachian and the Reich College of Education respond to many students regarding licensure only programs. It is our current procedure to prepare a program of study for any student who asks us to do so, whether or not they have made a commitment to do their course work at Appalachian. There is no charge for this assessment. For many individuals, we are just one of several institutions they ask to do an assessment for them; some wanting the assessment only to compare to what they have received from another institution. Due to our process we have many inquiries and we respond to each of these by developing a program of study. This occurs whether or not they have serious intentions of registering at Appalachian as licensure only (including lateral entry and provisional) students.

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

| | Baccalaureate | Master's |
|--|---------------|----------|
| MEAN PPST-R | 180 | |
| MEAN PPST-W | 177 | |
| MEAN PPST-M | 180 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 325 | |
| MEAN CBT-M | 327 | |
| MEAN GPA | 3.20 | NA |
| MEAN MAT | | 45 |
| MEAN GRE-TOTAL | | 1465 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

^{**} At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure- Only | |
|--|-------------------------|------|---------------------------------|----|--------------------|-------------|--------------------------------|----|
| N = # Completing NC = # Licensed in NC | N | NC | N | NC | N | NC | N | NC |
| Prekindergarten (B-K) | 11 | 10 | | | | L. | | |
| Elementary (K-6) | 163 | 137 | 6 | 6 | 8 | 6 | | |
| Middle Grades (6-9) | 23 | 23 | 13 | 13 | 27 | 23 | 4 | 4 |
| Secondary (9-12) | 88 | 49 | 7 | 7 | 2 | 19 1 | 1 | 1 |
| Special Subject Areas (K-12) | 79 | 50 | 8 | 8 | 24 | 18 | 1 | 1 |
| Exceptional Children (K-12) | 23 | 19 | 2 | 2 | 11 | 8 | 2 | .2 |
| Vocational Education (7-12) | 12 | 10 | 9 | 9 | 1 | 1 | | |
| Special Service Personnel (K-12) ** | | | - | | 82 | 70 | 7 | 7 |
| Other | | 1000 | | | 34 | 24 | | |
| Total | 399 | 298 | 45 | 45 | 189 | 151 | 15 | 15 |

COMMENT OR EXPLANATION:

Licensure areas included in Special Service Personnel (K-12) are School Administrator; Curriculum Instructional Specialist; School Counselor; School Psychologist; Media Supervisor; Speech-Language Pathologist; and, Instructional Technology Specialist-Computers. Based on a review of available student data, more students appear to be opting to go directly to teaching positions in districts prior to completing their licensure requirements for license recommendation from the Institution. Information on when students are recommended by districts and when they received licensure is not communicated back to the institution for inclusion in the Institution's data base.

^{**} Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| | 1998-99 Student Teacher Licensure Pass Rate | | | | |
|--|---|-----------------|--|--|--|
| Specialty Area/ | | | | | |
| Professional Knowledge | Number Taking Test | Percent Passing | | | |
| Art (K-12) | 4 | 75 | | | |
| Audiology | | | | | |
| Biology (9-12) | 5 | 100 | | | |
| Business Education | 6 | 100 | | | |
| Chemistry (9-12) | | | | | |
| Earth/Space Science | | | | | |
| Educ Leadership: Admin and Leadership | | | | | |
| Educ of the Mentally Retarded Students | | | | | |
| Elementary Education (K-6) | 184 | 93 | | | |
| English (9-12) | 29 | 86 | | | |
| French (K-12) | 1 | * | | | |
| German | | | | | |
| Health Education | 10 | 100 | | | |
| Home Economics Education | | | | | |
| Intro to the Teaching of Reading | | | | | |
| Language Arts (6-9) | 7 | 100 | | | |
| Library Media Specialist | | | | | |
| Marketing and Distributive Education | 2 | * | | | |
| Mathematics (6-9) | 4 | 100 | | | |
| Mathematics (9-12) | 16 | 88 | | | |
| Music (K-12) | 17 | 94 | | | |
| Physical Education (K-12) | 21 | 53 | | | |
| Physics | | | | | |
| Reading Specialist | | | | | |
| School Guidance & Counseling | | | | | |
| School Psychologist | | | | | |
| Science (6-9) | 1 | * | | | |
| Science (9-12) | | | | | |
| Social Studies (6-9) | 4 | 75 | | | |
| Social Studies (9-12) | 21 | 67 | | | |
| Spanish (K-12) | 4 | 75 | | | |
| Special Education Cross Categorical | 9 | 100 | | | |
| Speech Communication | | 100 | | | |
| Speech-Language Pathology | | · | | | |
| | | | | | |
| Tching Emotionally Disturbed Students | | | | | |
| Tching English as a Second Language | | | | | |
| Tching Hearing Impaired Students | 05 | | | | |
| Tching Learning Disabled | 25 | 92 | | | |
| Tching Visually Handicapped | | | | | |
| Technology Education | 3 | 100 | | | |
| PK/PLT * To protect confidentiality of student record | 379 | 99 | | | |

^{*} To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

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

| | Full-time Students | | | | | | | |
|----------------------|----------------------------|----------------|----------------|----------------|----------------|----------------|--|--|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters | | |
| Baccalaureate degree | 50 | 91 | 99 | 77 | 33 | 35 | | |
| U Licensure Only | 7 | 8 | 2 | 1 | 1 | | | |
| Master's degree | | 5 | 24 | 26 | 10 | 18 | | |
| G Licensure Only | | 1 | 1 | | | | | |
| | | Part-ti | me Students | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters | | |

COMMENT OR EXPLANATION:

Baccalaureate degree

U Licensure Only

Master's degree

G Licensure Only

Undergraduate students may be accepted into the teacher education program after completing 60 semester hours; this can be as early as the semester following the student's sophomore year or, for some programs, as late as the senior year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. The best accounting possible was completed since some students were both part-time and full-time students at various times during their academic programs. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|-------------------|------------------|------------------|------------------|
| Baccalaureate 459 | | 83% | 63% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers | | |
|-----------------------|--------------------|--|--|
| Forsyth | 659 | | |
| Charlotte-Mecklenburg | 657 | | |
| Wilkes | 536 | | |
| Caldwell | 532 | | |
| Burke | 491 | | |
| Guilford | 491 | | |
| Catawba | 462 | | |
| Gaston | 424 | | |
| Wake | 360 | | |
| Iredell-Statesville | 339 | | |

l. 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.

| Satisfaction with | Program Completer | Employer | Mentor |
|---|----------------------|----------|--------|
| the teacher preparation program in general | 3.29 | 3.37 | 3.34 |
| preparation for managing the classroom | 2.77 | 3.25 | 3.14 |
| preparation for using technology as an instructional tool | 3.05 | 3.27 | 3.27 |
| preparation for meeting the needs of diverse learners | 3.01 | 3.21 | 3.23 |
| preparation in curriculum content and delivery strategies | 3.23 | 3.47 | 3.43 |
| Number of surveys received | 75 | 70 | 75 |
| Number of surveys mailed | 287 | 287 | 287 |

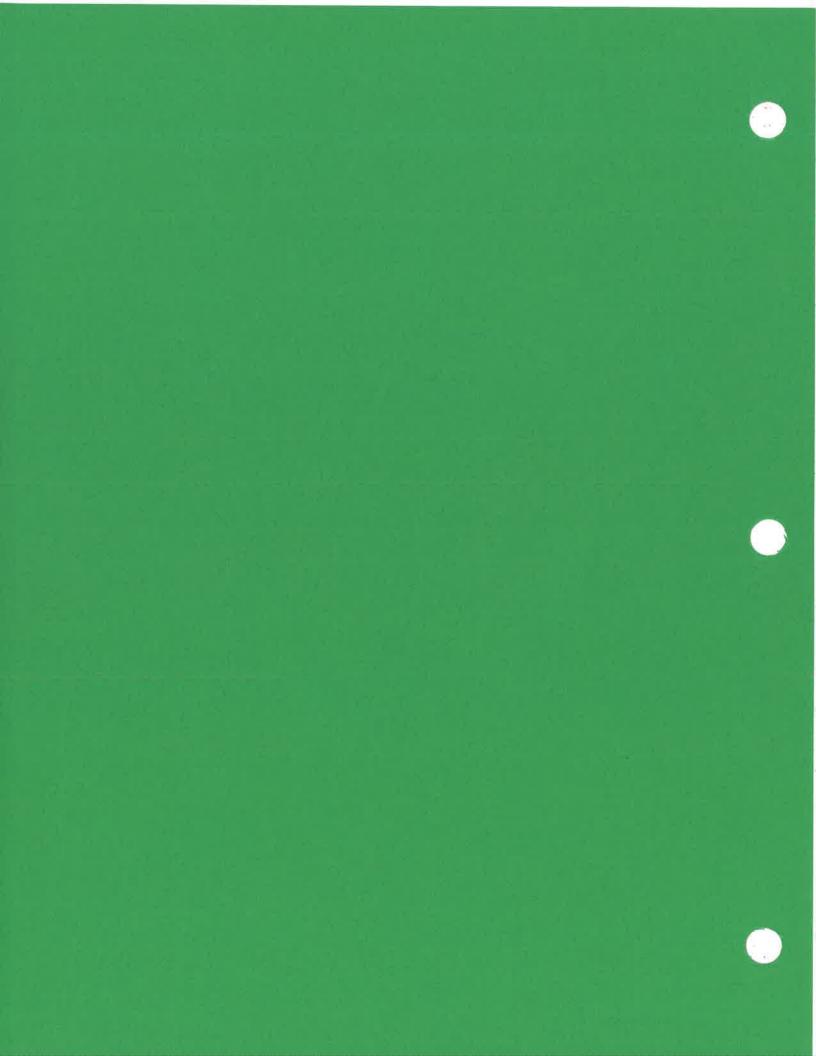
III. TEACHER EDUCATION FACULTY

| 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 |
|---|---|--|
| 74 | 65 | 32 |

IHE Performance Report

1999-2000

Barber-Scotia College



IHE Performance Report Barber-Scotia College 1999-00

Overview of the Institution

Barber-Scotia College was founded as Scotia Seminary in January, 1867, by Reverend Luke Dorland, who was commissioned by the Presbyterian Church, U.S.A. to establish in the South an institution for the training of Negro women. A survey of situations and of needs resulted in the selection of Concord, North Carolina, as the place for the location of the school. Organization included a program of elementary, secondary, and normal school work.

The original purpose of the College was to prepare teachers and social workers. Accordingly, subjects classified as normal, academic, and homemaking were offered in a manner to qualify for state certification as well as collegiate level studies. The Mission of the College has always focused on Total Student Development (TSD) as etched in the Faith Hall cornerstone: For Head, Hand and Heart.

The institution's second period of academic development came in 1916 as the name was changed to Scotia Women's College. In 1930, Barber Memorial College of Anniston, Alabama, merged with Scotia Women's College. The present name, Barber-Scotia College, was adopted in 1932.

Rating and accreditation by this time had become a point of great urgency in education in the South, and four years after the merger of Scotia with Barber, the Southern Association of Colleges and Secondary Schools granted Barber-Scotia approval as a Class "A" junior college. Eight years later (1942), the Board of National Missions took action to support fully a four-year program for the College; and in 1945, the first class to be granted four-year rating in 1946, which made it possible for graduates who plan to teach to receive the "A" Certificate.

On April 2, 1954, the charter of Barber-Scotia College was amended to admit students without regard to race or sex. Following closely on the event, the College was admitted to full membership in the Southern Association of Colleges and Schools. The College is accredited to award Level II degrees (Bachelor of Arts and Bachelor of Science).

Barber-Scotia College is historically related to the former Presbyterian Church in the United States of America, and currently to the Presbyterian Church (USA).

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The Division of Education is currently involved in numerous initiatives that promote partnership. These initiatives, however, are not limited to Teacher Education only, But the College is committed to campus-wide involvement with the local and area Communities.

The College adopted the theme "Building Bridges and Forging Relationships." These brief descriptions of the initiatives will enhance the focus of our education program.

Several initiatives have been prepared, organized, and developed to increase our partnership with various agencies and to enhance the teacher education program. Many of the following initiatives are designed and will enhance the preparation of teacher education candidates:

A. Project GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs (prepared for submission to the U.S. Department of Education). This program begins with 7th grade students and continues through high school graduation with comprehensive services including mentoring, tutoring, counseling and other activities such as after school programs, summer academic and enrichment programs and college visits. The program requires two other partners such as after school programs, summer academic and enrichment programs and college visits. The program requires two other partners such as community organizations, businesses, religious groups, State education agencies, parent groups, or non-profits to increase college-going rates among low income youth.

- B. Historically Minority College and University Consortium (HMCUC) for Student Achievement. The major objective of this program is to improve the communicative skills of third grade students (reading, speaking, listening, and writing). The partners are Coltrane-Webb Elementary School, Cabarrus County Schools and the College. A Presbyterian Women Association Grant funded a summer computer camp program.
- C. Minority Mathematics and Science Program for Grades 6-9 in Cabarrus County Schools (J.N. Fries Elementary, Concord Middle Schools) for Weekend and Summer Experience (U.S. Department of Education).
- D. Technology: Twenty-First Century 9-12 grades. The college has partnered with Cabarrus County Schools to implement this program funded by a Presbyterian Women Association Grant.
- E. The college proposes to establish a Center for International and Multi-Cultural Studies as a part of the International and Cultural Heritage Project. The proposal has been submitted to the Belk's Foundation and the North Carolina Department of Cultural Arts.
- F. Also submitted to the Belk's Foundation are two other proposals: "A Model Project to Encourage Male Students to become Elementary Teachers" and "Faith Hall: Cultural Arts Center" to restore Faith Hall (built in 1891) including a room filled with artifacts of the period that Dr. Mary McLeod Bethune matriculated at the College.
- G. "Collaboration: Creating a Partnership with Parents" submitted to the Parental Assistance program. This program will develop local school programs that will increase parental involvement in his/her child's education and develop information networks to educate parents about state and federal programs that serve their children and/or families. The College has participated in several activities with the Cannon School (a private school in Cabarrus County). Presentations on Black History Awareness are a major program for teacher education. Faculty, Staff and Administrators participated in a Cultural Diversity Workshop. The purpose of these activities is to increase awareness of cultural diversity.

The I-85 Corridor Consortium (Barber-Scotia College, Belmont College, Catawba College, Livingstone College and Pheiffer University) focuses on partnering in technology preparation for faculty to implement technology instruction in the teacher education program.

The College serves as the host site for the Multi-Cultural Student Union, a program in the Cabarrus County Schools. Many of the education candidates participated in the program as a part of their preparation.

A Faculty member serves on the Board of Directors of Communities in Schools and the Cabarrus County Charter School. This allows for the teacher education division to be involved in various educational organizations and agencies.

An Associate Professor of Mathematics, and a doctoral candidate in mathematics Education, partners with mathematics teachers in the Wake County Schools.

The Barber-Scotia College and Logan Community Linkage program allows young learners to develop higher mastery skills in critical and logical thinking in English, mathematics and science skills.

Education majors serves as proctors for end-of-grade testing for Cabarrus County Schools.

Education majors and other students served as tutors at the Academic Learning Center in the Logan community.

Students participate as volunteers at the Concord Boys and Girls Club.

Hosted teams from Panama and Paraguay for the 1999 Summer Special Olympics. Education majors participated in the preparation phase.

Barber-Scotia College continues to strive for excellence in education through partnerships. We believe that change will be sustained through the collective efforts of all educational institutions.

B. Brief description of efforts to assist low-performing schools.

Barber-Scotia College submitted three grants to the Historically Minority Colleges and Universities Consortium to close the achievement gap for minority students. The proposal for Mathematic skills was funded. The other two were not funded due to limited funding. The school systems were Cabarrus and Shelby City Schools.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

Teacher Education majors are required to demonstrate competence by developing implementing and evaluating lesson design—during—their method courses. Students must demonstrate their knowledge and skills by integrating lesson content through the technological strategies. There are two multi-media carts that are used by students and instructors to achieve this goal. Our —faculty members have attended workshops related to Web-In-A-Box training. There are four computer labs that teacher—education majors have access. In addition, the teacher education center has a mini lab that has ten computers. These are exclusively for teacher education majors.

D. Brief description of efforts to serve lateral entry teachers.

We have provided opportunities for lateral entry but there have been no participants. We are seeking to partner with adjoining school systems.

E. Brief description of special efforts to improve NTE/Praxis scores.

Barber-Scotia College has an established program for all teacher education majors. Students are required to complete the reparation program Learning Plus. The Learning Plus is available to all students, it is required through the Pre-Professional I, II, III courses. Test-taking sessions are presented to all majors (EDU 210, 310, 410).

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Special recruitment strategies are:

- * Scholarships for students
- * Special Convocation Programs (Speakers Bureau)
- * Education Day Apple pins presented to all teacher education majors and all faculty

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

- * Barber-Scotia College offers scholarships for African-American Males
- * SIP Summer Program is available to encourage students to become teachers (tutoring activities)
- * Mentor/Mentee Program

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

* Parenting Program design to prepare parents to increase their effectiveness in providing support

to their children

- Community Meeting Communities In Schools
- * Development of Head Start/Early Start Programs for improved child care workers/employees skills and knowledge
- Brief description of programs designed to support beginning teachers.
 - * Barber-Scotia College Faculty provide assistance to beginning teachers through shared materials.
 - Faculty provide demonstration sessions for beginning teachers
 - * Faculty members serve as mentors and advisors beyond graduation
- J. Brief description of programs designed to support career teachers.
 - * Workshops/In-service English as Second Language
 - * Student tutors Reading Partners 2 to 3 hours per week
 - * Demonstration and lecture series by faculty members
- K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?
 - Conduct workshops on multiculturalism/Diversity
 - Serve as lectures for special observance (Career Day)
 - English as second language activities. Tutorial activities
 - Material development

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to <u>and</u> enrolled in professional education programs leading to licensure.

| | FULL-TIME STUDE | NTS | | | |
|----------------|--|-----|------------------------------------|----|--|
| | MALE | | FEMALE | | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | | |
| | Black, Not Hispanic Origin | 5 | Black, Not Hispanic Origin | 11 | |
| | Hispanic | | Hispanic | | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | | |
| | Other | | Other | | |
| | Total | 5 | Total | 11 | |
| | 第四十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二 | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 | |
| | Hispanic | | Hispanic | | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | | |
| | Other | | Other | | |
| | Total | | Total | 1 | |
| 有其思考 | | が強力 | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | | |
| | Hispanic | | Hispanic | | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | | |
| | Other | | Other | | |
| | Total | | Total | | |

| | PART-TIME STUDE | NTS |
|----------------|------------------------------------|------------------------------------|
| | MALE | FEMALE |
| Undergraduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native |
| | Asian/Pacific Islander | Asian/Pacific Islander |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin |
| | Hispanic | Hispanic |
| | White, Not Hispanic Origin | White, Not Hispanic Origin |
| | Other | Other |
| | Total | Total |
| | | |
| 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 | White, Not Hispanic Origin |
| | Other | Other |
| | Total | Total 2 |
| 100 | | |
| Graduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native |
| | Asian/Pacific Islander | Asian/Pacific Islander |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin |
| | Hispanic | Hispanic |
| | White, Not Hispanic Origin | White, Not Hispanic Origin |
| | Other | Other |
| | Total | Total |

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

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|---|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | | | |
| Middle Grades (6-9) | × | | |
| Secondary (9-12) | | | |
| Special Subject Areas (K-12) | | | v |
| Exceptional Children (K-12) | | * | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | ¥ | |
| Other | | | |
| Total | | | |

COMMENT OR EXPLANATION:

No inquiries during period. Not appliciable.

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

| | Baccalaureate | Master's |
|---|---------------|----------|
| MEAN PPST-R | NA | |
| MEAN PPST-W | NA | |
| MEAN PPST-M | NA | |
| MEAN CBT-R | NA | |
| MEAN CBT-W | NA | |
| MEAN CBT-M | NA | |
| MEAN GPA | NA | NA |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

^{**} At time of admission to the master's program.

COMMENT OF EXPLANATION:

No one admitted during this this time period.

D. Program completers (Reported by IHE)

| Program Area | Baccal Deg | aureate Jree | Underg Licensi | graduate ure-Only | | ster's gree | Lice | duate nsure-)nly |
|---|---------------|-----------------|-------------------|----------------------|---|----------------|------|-------------------------|
| N = # Completing NC = # Licensed in NC | N | NC | N | NC | N | NC | N | NC |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 1 | | - 1 | | | | | |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | | | | | | | | |
| Special Subject Areas (K-12) | | | | | | Augs | | |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | illien w | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 1 | | | | | | | |

COMMENT OR EXPLANATION:

^{**} Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| | 1998-99 Student | Teacher Licensure Pass Rate |
|--|--------------------|-----------------------------|
| Specialty Area/ | | |
| Professional Knowledge | Number Taking Test | Percent Passing |
| Art (K-12) | | |
| Audiology | | |
| Biology (9-12) | | |
| Business Education | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | | |
| English (9-12) | *** | *** |
| French (K-12) | | |
| German | | |
| Health Education | - 113 | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | | |
| Library Media Specialist | | 10.11.2 |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | | |
| Mathematics (9-12) | | |
| Music (K-12) | | |
| Physical Education (K-12) | | |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | | |
| Spanish (K-12) | | |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | | |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | | |
| * To protect confidentiality of student records, | | |

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

| | | Full-ti | me Students | | | |
|----------------------|----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | 1 | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| | | Part-ti | me Students | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | 3 | | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | | | |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Charlotte-Mecklenburg | 70 |
| Cabarrus | 12 |
| Union | 7 |
| Guilford | 7 |
| Rowan | 6 |
| Cleveland | 6 |
| Scotland | 6 |
| Iredell | 6 |
| Bladen | 6 |

1. 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.

| Satisfaction with | Program Completer | Employer | Mentor |
|---|----------------------|----------|--------------|
| the teacher preparation program in general | | | |
| preparation for managing the classroom | | | |
| preparation for using technology as an instructional tool | | | |
| preparation for meeting the needs of diverse learners | | | |
| preparation in curriculum content and delivery strategies | | | |
| Number of surveys received | | | BOT-USE TO 9 |
| Number of surveys mailed | 0 | 0 | 0 |

III. TEACHER EDUCATION FACULTY

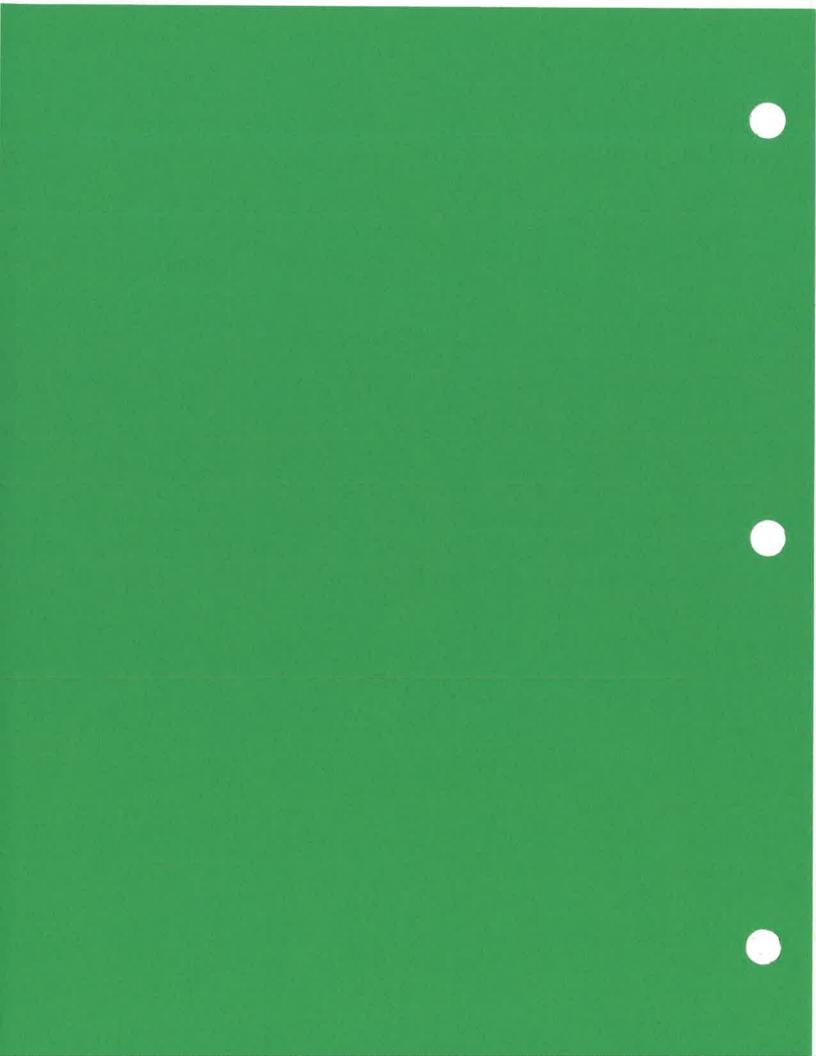
| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 3 | 6 | 0 |

* \bigcirc ed .

IHE Performance Report

1999-2000

Barton College



IHE Performance Report Barton College 1999-00

Overview of the Institution

Barton College was founded in 1902 by the Christian Church (Disciples of Christ) as Atlantic Christian College. The name was changed in 1990 to honor a founder of the Christian Church, Barton W. Stone. Barton College is located in Wilson, North Carolina, a city of almost 40,000 people in the eastern part of the state about halfway between New York City and Jacksonville, Florida, Although the majority of students attending the College are residents of North Carolina, an increasing number come from other states, particularly Virginia, Maryland, New Jersey, and New York. Barton College is an independent, baccalaureate, coeducational institution for qualified students from throughout the world. The College provides rigorous academic programs in a supportive, encouraging environment. To serve its culturally diverse community of learners, Barton's curriculum blends academic disciplines and professional programs which focus on lifelong learning. The goal of Barton College is to provide opportunities for intellectual, spiritual, social and cultural development. Barton graduates will be prepared to make reasoned and informed decisions, communicate effectively, understand interdisciplinary relationships, and demonstrate intercultural awareness and cross-cultural appreciation. To graduate ethical, socially responsible citizens and leaders for the twenty-first century global community. Barton depends upon a faculty and staff committed to student success. We express this commitment by setting demanding standards, and we fulfill this commitment by promoting the best in every member of our community.

Special Characteristics

The Teacher Education Program plays a central role at Barton College, with approximately one out of every five students declaring an interest in pursuing a career as a teacher. Through the Weekend College Program, many working adults who would otherwise not be able to obtain a teaching degree are able to complete the entire Elementary Education curriculum, with the exception of student teaching and practicums, through classes held every other Friday evening, Saturday morning and afternoon, and Sunday afternoon. Barton College prides itself on a supportive environment which enables students to function at their best. Barton has initiated a program called Personalizing the Individual, in which advisors are frequently apprised of their students' progress and, through reduced committee assignments, faculty members have more time to provide individual attention to students. This commitment to individual students is shared by all faculty and staff and serves as an important criterion in faculty evaluations each year. The conceptual framework for the Teacher Education Program, the Evolving Professional Teacher, acknowledges Barton College's role in advancing both the cognitive and affective development of students enrolled in the program. Although this theme is explicitly stated only within the Teacher Education Program, all facets of the College share in it.

Program Areas and Levels Offered

All Barton College School of Education programs are offered at the Bachelor Degree Level. The major programs of study are Elementary Education, Middle School Education, Specific Learning Disabilities, Education of the Deaf and Hard of Hearing, Art Education, and Physical Education. The School of Education also offers licensure programs in Biology, English, English as a Second Language, Social Studies, Hispanic Studies, and Mathematics.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The Barton College Teacher Education Program has become increasingly involved in collaborative activities with North Carolina public schools during the past year. With Wake Forest University and Elon College, Barton is participating in a three-year 1.2 million dollar catalyst grant to develop expertise and train future teachers in the design of technology-enhanced, inquiry-based instructional units. Entitled "Preparing Tomorrow's Teachers to Use Technology," the grant is establishing a

collaborative partnership between Barton teacher education faculty and cooperating teachers in the Wilson County Schools in the area of technology. A weeklong summer planning institute planned for 2001 will provide opportunities for teams of Wilson County teachers and Barton faculty members to design project-based inquiry units infused with technology. Through the Shodor Education Foundation in Durham, the Barton College Teacher Education Program is also participating in a three-year \$450,000 National Science Foundation grant to train preservice teachers of the deaf, experienced teachers, and deaf students in the use of classroom computational science (computer modeling and simulation). Three preservice teachers from Barton College are working collaboratively with three Eastern North Carolina School for the Deaf (ENCSD) teachers to develop and field test case studies, enrichment activities, supplemental labs, projects for independent group research, science fair ideas, and summer camp activities involving computational components. Through the grant, these activities will be disseminated nationally to programs serving deaf and hard of hearing students. In addition to grant activity, Barton College continues to be involved with the Wilson County Schools in a variety of formal and informal ways. At the present time, a committee consisting of Barton College faculty and Wilson County School officials (including the superintendent of schools) is meeting to discuss the logistics of a professional development school partnership, which is expected to be in place by the beginning of the 2001-02 academic year. For the past four years, Barton faculty have taught portions of elementary science and elementary social studies courses at a nearby elementary school, working in partnership with teachers in the classroom and Barton preservice teachers. For the same length of time, Barton has sponsored a dialogue journal exchange with students at ENCSD, where Barton preservice teachers write students at the school on a weekly basis as part of a course requirement. Barton hosted 150 public school teachers from the North Carolina Teacher Academy for two weeks this summer on the topic of learning styles and will apply to serve as host again in the summer of 2001. Lastly, public school officials from both the Wilson County Schools and ENCSD serve on the Teacher Education Committee.

B. Brief description of efforts to assist low-performing schools.

The Barton School of Education has several initiatives in place assisting low performing schools. First: Faculty and students service the East North Carolina School for The Deaf on a consistent basis. The students in this setting consistently score well below the regular North Carolina student population on most standardized tests. Barton College students complete practicum assignments in which they tutor students, assist teachers and teach introductory lessons. The Barton College faculty assists ENCSD in a variety of ways including but not limited to serving on committees, working with ENCSD students and teachers, facilitating dialogue exchanges, and conducting interpreting sessions. The Barton College faculty has also worked in the Pope Elementary and Johnson Elementary Schools in Nash/Rocky Mount to help improve services for students in K-2 (Project Liftoff). The faculty has conducted numerous training sessions in Bertie and Edgecombe Counties in curriculum differentiation techniques (many of these teachers are from low performing schools). In addition, several of the faculty are involved in the Volunteer Host project at Winstead Elementary School (low performing). This project is in collaboration with the Reading Recovery Program.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

A faculty member receives release time to serve as Instructional Technology Coordinator. She works with faculty to provide staff development with area schools, such as Bertie and Hertford County, to provide instructional technology staff development, using National Science Foundation and Eisenhower funds to help teachers incorporate multimedia, such as HyperStudio, PowerPoint, and KidPix. In addition, she is serving on the Wilson County Schools Technology Committee and on the committee revising the N. C. Technology Competencies for Educators. The School of Education partnered with Elon College and Wake Forest University to secure a PT3 (Preparing Tomorrow's Teachers to Use Technology) grant and began its implementation in summer 2000. This \$1.2 million federal catalyst grant will provide additional hardware and software and staff development for faculty and inservice and pre-service teachers. Also, Dr. Dolman participated in a \$150,000 capacity-building grant obtained through the Council on the Education of the Deaf and the Association of College Educators – Deaf and Hard of Hearing to foster technologically intensive teaching strategies and assessments. Dr. Dolman and Dr. Marge Harrington united with this organization to secure an additional catalyst grant, intended to foster the use of technologically intensive preservice teacher activities. There is structure provided within the licensure program to ensure that all education majors

take two technology courses which include all basic and advanced competencies and ensure students begin the Technology Portfolios. All methods courses reinforce technological competencies gained in these courses. The faculty model the integration of instructional technology and require the students to practice using it as well, making presentations using multimedia programs such as PowerPoint and HyperStudio, using internet resources, evaluating software and internet resources, and writing lesson plans that require the use of technology. Students are also expected to use technology in their field experiences, including using e-mail to maintain contact with college supervisors. The coordinator ensures that technology portfolios are checked by teams for sufficient evidence of advanced skills before they exit the program. Barton provides additional support for inservice teachers by offering the technology courses through Weekend College.

D. Brief description of efforts to serve lateral entry teachers.

Barton College responds to the educational community by committing to provide programs that will ensure that lateral entry teachers will be accommodated in their efforts to become fully licensed educators. A lateral entry teacher may acquire licensure through various options at Barton College. Licensure programs include Elementary Education, Middle School Education, Secondary Education, ESL. and Specific Learning Disabilities. As a member of the North Carolina Model Teacher Education Consortium, Barton College offers co-listed classes on-campus and off-campus. Lateral entry teachers may elect to take courses during the day program or through the Weekend College Program that begins on Friday night and ends on Sunday afternoon. Classes meet on alternating weekends. The Office of Lifelong Education provides admissions and enrollment requirements. Tuition reduction is offered to students who attend Weekend College and Consortium classes. Financial aid is offered through the financial aid office. To facilitate the registration process, personalized attention is given to each individual candidate in developing a program of study. Lateral entry teachers may register by telephone, e-mail, regular mail and in person. The Barton College teacher education faculty provides transcript evaluation, advising and methods courses that include the Praxis review. The faculty also coordinates directed /independent study classes to meet the critical need of individual lateral entry teachers. Lateral entry teachers may acquire the necessary credits within a short period of time.

E. Brief description of special efforts to improve NTE/Praxis scores.

The Barton College School of Education employs several mechanisms to assist students to improve the NTE/Praxis scores. First, the college has instituted an Academic Enrichment Center. This center delivers (free of charge) tutoring sessions on Praxis I (reading/writing/mathematics) and specific subject tutoring sessions in various content areas in preparation for Praxis II. Also, there are departmental tutors available for either of the exams (e.g. math tutors from the math department). The Learning Plus Computer program is in place and has been utilized for several years on the Barton Campus. Many students will begin to work on this program prior to taking Praxis I as opposed to just waiting to see if they need to work on the program after the fact. Several faculty members have successfully taken the Praxis I and II exams and several more have scheduled appointments to take the exams. The dean of the school and the director of the professional education program both visit classes on a regular basis with announcements concerning these exams and informational items concerning the teacher education program. Several times during the semester all education students will meet for a large group meeting. At this time the Praxis Exams are once more discussed and various offers of tutorial programs are discussed. Students are made aware of the professional tutorial programs available in the immediate area.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Barton College sponsors a "Meet Your Major" night. At this time students from across campus visit the various schools to find out about the possibilities which exist in the major areas of study. Faculty meet with prospective students (one-on-one) on a regular occurring basis. The college sponsors several open houses during the school year, at this time the faculty meet together with prospective students and their families. Efforts are currently underway with several local area high schools to present programs to their Future Teachers of America Organizations. In addition the SNCAE organization within the School of Education has several promotions each year where they reach out to high school students informing them of the positive aspects of being a teacher. As faculty teach in the Consortium and Weekend College classes they will interact with teaching assistants and Lateral

Entry teachers in an attempt to reach students who are currently in their classes in high school. Faculty members are constantly promoting the School of Education as they travel around the state presenting staff development workshops for teachers and administrators.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Several scholarships are targeted directly at minority students. The largest scholarship of this type is the Ruth Patten Grady scholarship which is worth twenty thousand dollars and is awarded to a deserving high school senior intending to major in elementary education. There are specific criteria for the scholarship and also specific criteria to keep the scholarship for all four years (\$5,000/year). Naturally, one of the requirements is that the student remain in elementary education. Through the Weekend College Program and the Consortium the faculty are networking with teaching assistants and Lateral Entry Teachers in an effort to reach local area minority students. Formal efforts are underway to build a stronger bridge to the Future Teachers of America Organizations at the local area high schools. One of the main initiatives is to reach out to minority students in an effort to introduce them to the positive aspects of the teaching profession. The faculty regularly meet with guidance counselors when they are out in the field and discuss the possible minority candidates interested in teacher education.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The School of Education has been involved in Reading Day at the mall. By doing so, the school has been exposed to a great number of adolescents and adults, some of whom display an interest in teaching as a profession. Also, our faculty and students have been involved in Story Telling Times at the Wilson County Public Library.

I. Brief description of programs designed to support beginning teachers.

Barton's support of beginning teachers begins by preparing them for the job market. All teacher education candidates participate in a seven week seminar (junior year - spring semester) that focuses on the application procedure, resume and cover letter writing, interview process, professional organizations, support services for teachers, aspects of the first year of teaching, and graduation and certification requirements. In the following fall there is a Senior Seminar followed by a Teacher Career Fair in early spring with over fifty school systems participating. In the later part of spring there is a Barton College Job Fair and job search workshops. Through these seminars, teacher candidates are extensively prepared in all areas of the Performance-Based Licensure Product Process and the Teacher Performance Appraisal Instrument in order to promote a smooth transition during first year of teaching. All Barton College education graduates are surveyed in their first year of teaching by the School of Education to a) implement curricular modifications, b) to improve the delivery of instruction, and c) to identify and improve services provided to beginning teachers. Barton offers on a continuous basis, its beginning teachers access to its Curriculum Lab materials and on-site assistance. In addition, supervising faculty periodically visit the classrooms of beginning teachers during the school year to offer assistance, encouragement, and support. E-mail addresses and phone numbers for the School of Education faculty are provided to beginning teachers. New teachers are urged to contact faculty and share concerns, needs, and success stories. Beginning teachers are invited to speak to classes and to social functions sponsored by the School of Education offering valuable insights to pre-service teachers while reflecting on their own experiences.

J. Brief description of programs designed to support career teachers.

Barton College faculty support career teachers in the local schools system and those in nearby counties in numerous ways. A curriculum lab is maintained in the library for the use of the Barton School of Education as well as for teachers in the local school system. The School of Education often lends materials to area schools. Barton faculty are active consultants in the local schools. They visit first and second year teachers who have graduated from Barton and provide assistance to them as needed. Principals often contact Barton faculty to make classroom visits in order to work more effectively with individual teachers. Career teachers are involved in action research through the Triad Program offered each fall to four elementary teachers who work in conjunction with the student

teachers to create units of study in science and social studies. Faculty have also partnered with Wilson County Schools to offer instruction on differentiating curriculum to all teachers over a two-year period. Barton School of Education faculty serve as members on ILT support groups for Wilson and Wayne Counties as well as for the local private school. The School of Education offers a seminar and luncheon each spring for all cooperating teachers. Guest speakers and faculty address current topics of interest. Barton provides support for local career teachers and others from across the state through staff development, participating in grant initiatives and by participating in several teacher-training experiences. Barton faculty have presented numerous workshops to career teachers. The topics include Brain-compatible classrooms, Public school law, stress management, questioning strategies, Critical and creative thinking skills, Using math manipulatives to enhance instruction, Integrating technology into the classroom, Differentiating Instruction, gifted education, group dynamics, and curriculum development. The science and technology faculty are involved with Bertie and Hertford counties through National Science Foundation and Eisenhower grants to work with career teachers to develop multimedia learning tools for use in the public school classroom. Barton faculty are involved in the NC Model Teacher Education Consortium and the Barton Week-end College teaching courses in Exceptional Children, Foundations of Education, Middle Grades Curriculum, Instructional Technology, Math and Science methods for Elementary. The NC Teacher Academy was located on the Barton campus this summer, allowing us to support professional development opportunities for over 150 career teachers throughout the state.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

The education faculty are very involved in the public schools and acknowledge the importance of strong relationships with many school systems as a strength of the teacher preparation program at Barton College. In the School of Education, several faculty members volunteer as tutors in the HOSTS program in Wilson Co. schools. Faculty are involved in staff development and curriculum development in Wilson Co. schools as well as Eastern N.C. School for the Deaf. Consultation is given to teachers and students in Wayne Co., Wake Co., Johnston Co., Pitt Co., and Wilson Co. An example of committee involvement is the occasion when two faculty members served as consultants to the Imagination Station Children's Museum to develop classroom science materials. Faculty has also delivered staff development in the areas of mathematics, classroom management, stress management for teachers, technology, school law, differentiated learning, and gifted education. In addition the school is deeply involved in Project Liftoff (at risk students), Reading Recovery, and Assisting Lateral Entry Teacher Committees. Last spring, a partnership was formed with Wilson Co. Schools to formulate the concept of Professional Development Schools. The School of Arts and Sciences offers support for the public school sector in a variety of ways. The Department of Art hosts the regional Eastern North Carolina Scholastic Art Awards Competition and Ceremonies each year. They also sponsor gallery talks at the Barton Museum for public school students and, the students participate in hands-on projects and activities sponsored by the Art Department. The Department of Biological and Physical Sciences have several professors who are active members of the Board of Directors of Imagination Station, a hands on science museum in Wilson for young students. Science faculty are also involved with Forest Hills Middle School in Wilson each year in the regional and statewide Science Olympiad Competition. The Department of English and Modern Languages sponsors the Victor R. Small Writers Series each year which offers lectures for the college community and the public free of charge. The English Department is also involved with the regional spelling bee for the public school system through judging participation as well as pronouncing words. In addition a partnership with East Carolina University has been formed that is involved with the Coastal Plains Writing Project. This project focuses on teaching N.C. public school teachers (K-12) how to better utilize writing in their classrooms. The teachers also do their own creative writing during this program and it is compiled in an anthology at the end of the program. The Department of Communication and Performing Arts Theater regularly visits Margaret Hearne Elementary School in Wilson to read stories to the students and to demonstrate improvisational acting. The School of Behavioral Sciences offers field placement opportunities for students as the Youth of Wilson Tutoring Program, an enrichment and tutoring program for minority children. Psychology faculty have participated the "Wilson Science Stars" program organized to create interest in science for students 8-12 years old. They have worked specifically with students from the Sallie B. Howard Charter School in Wilson.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to <u>and</u> enrolled in professional education programs leading to licensure.

| | FULL-TIME STU | DENTS | | |
|----------------|------------------------------------|-------|------------------------------------|----|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 7 |
| | Hispanic | 1 | Hispanic | |
| | White, Not Hispanic Origin | 13 | White, Not Hispanic Origin | 51 |
| | Other | | Other | |
| | Total | 14 | Total | 58 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 4 |
| | Other | | Other | |
| | Total | | Total | 4 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

| | PART-TIME STUDEN | NTS | |
|----------------|------------------------------------|------------------------------------|---|
| | MALE | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | 1 White, Not Hispanic Origin | |
| | Other | Other | _ |
| | Total | 1 Total | |
| 218 | | | |
| Licensure-Only | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | _ |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | White, Not Hispanic Origin | _ |
| | Other | Other | |
| | Total | Total | |
| | | | |
| Graduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | _ |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | White, Not Hispanic Origin | _ |
| | Other | Other | |
| | Total | Total | _ |

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

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|---|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | 24 | 16 | 16 |
| Middle Grades (6-9) | 14 | 9 | 9 |
| Secondary (9-12) | 11 | 7 | 7 |
| Special Subject Areas (K-12) | 3 | 2 | 2 |
| Exceptional Children (K-12) | 6 | 4 | 4 |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 58 | 38 | 38 |

COMMENT OR EXPLANATION:

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

| | Baccalaureate | Master's |
|--|--------------------------|----------|
| MEAN PPST-R | 180 | |
| MEAN PPST-W | 176 | |
| MEAN PPST-M | 180 | |
| MEAN CBT-R | 328 | |
| MEAN CBT-W | 324 | |
| MEAN CBT-M | 324 | |
| MEAN GPA | 3.32 | NA |
| MEAN MAT | GREEK MENSILOSISTIKUS IN | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

^{**} At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccala Deg | | Undergr Licensu | raduate re-Only | Master's Graduat Degree Licensus Only | | nsure- | |
|---|----------------|----|--------------------|--------------------|---------------------------------------|-------------|--------|-------|
| N = # Completing NC = # Licensed in NC | N | NC | N | NC | N | NC | N | NC |
| Prekindergarten (B-K) | | | | | | | | 91502 |
| Elementary (K-6) | 8 | 5 | 1 | | | // | | |
| Middle Grades (6-9) | 2 | 1 | | | | 100 mar 800 | | |
| Secondary (9-12) | | | | | | | | |
| Special Subject Areas (K-12) | | | | | | - 10 g H | | |
| Exceptional Children (K-12) | 6 | 4 | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 16 | 10 | 1 | | | | | |

COMMENT OR EXPLANATION:

^{**} Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area/ | 1998-99 Student Teacher Licensure Pass Rate | | | |
|--|---|-----------------|--|--|
| Professional Knowledge | Name has Talifa Tara | Daniel (D. 1 | | |
| Art (K-12) | Number Taking Test | Percent Passing | | |
| Audiology | | | | |
| Biology (9-12) | | | | |
| Business Education | | | | |
| Chemistry (9-12) | | | | |
| Earth/Space Science | | | | |
| Educ Leadership: Admin and Leadership | | | | |
| Educ of the Mentally Retarded Students | | | | |
| Elementary Education (K-6) | 10 | | | |
| English (9-12) | 18 | 95 | | |
| French (K-12) | 1 | * | | |
| German | | | | |
| Health Education | | | | |
| Home Economics Education | | | | |
| Intro to the Teaching of Reading | | *** | | |
| Language Arts (6-9) | 1 | * | | |
| Library Media Specialist | | | | |
| Marketing and Distributive Education | | | | |
| Mathematics (6-9) | | | | |
| Mathematics (9-12) | | | | |
| Music (K-12) | 1 | * | | |
| Physical Education (K-12) | | | | |
| Physics | 4 | 75 | | |
| Reading Specialist | | | | |
| School Guidance & Counseling | | | | |
| School Psychologist | | | | |
| Science (6-9) | | | | |
| Science (9-12) | | | | |
| Social Studies (6-9) | | | | |
| Social Studies (9-12) | 3 | 33 | | |
| Spanish (K-12) | 1 | * | | |
| Special Education Cross Categorical | | | | |
| Speech Communication | | | | |
| Speech-Language Pathology | | | | |
| Ching Emotionally Disturbed Students | | | | |
| Ching English as a Second Language | | | | |
| Ching Hearing Impaired Students | | | | |
| Ching Learning Disabled | | | | |
| Ching Visually Handicapped | | | | |
| echnology Education | | | | |
| PK/PLT | | | | |
| To protect confidentiality of student records, p | 31 | 94 | | |

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

| Full-time Students | | | | | | |
|----------------------|----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 23 | 10 | 2 | 1 | 1 | |
| U Licensure Only | 3 | 1 | 1 | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| | | Part-ti | ime Students | | | h |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 2 | | 1 | | | |
| U Licensure Only | 1 | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 43 | 79% | 65% |

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------|--------------------|
| Wilson | 302 |
| Nash | 184 |
| Wayne | 181 |
| Johnston | 153 |
| Wake | 143 |
| Edgecombe | 56 |
| Lenoir | 52 |
| Craven | 50 |
| Pitt | 46 |
| Franklin | 43 |

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.

| Satisfaction with | Program Completer | Employer | Mentor |
|---|----------------------|----------|--------|
| the teacher preparation program in general | 3.17 | 3.00 | 3.17 |
| preparation for managing the classroom | 3.00 | 3.25 | 3.00 |
| preparation for using technology as an instructional tool | 2.83 | 3.00 | 3.33 |
| preparation for meeting the needs of diverse learners | 3.17 | 3.20 | 3.17 |
| preparation in curriculum content and delivery strategies | 3.33 | 3.40 | 3.33 |
| Number of surveys received | 6 | 6 | 5 |
| Number of surveys mailed | 19 | 19 | 19 |

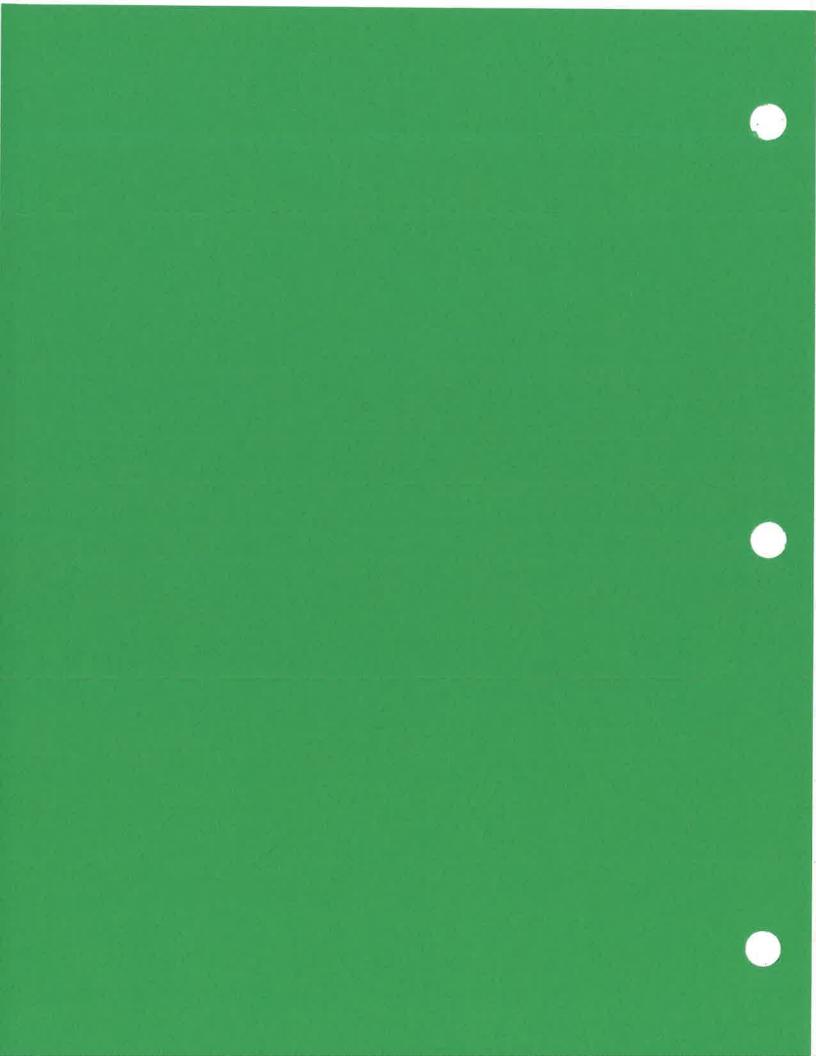
III. TEACHER EDUCATION FACULTY

| 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 |
|---|---|--|
| 7 | 10 | 6 |

IHE Performance Report

1999-2000

Belmont Abbey College



IHE Performance Report Belmont Abbey College 1999-00

Overview of the Institution

Belmont Abbey college, a Catholic, Benedictine, liberal arts institution, recognizes a responsibility to search for understanding in the context of the scriptural message and through the wisdom of the ages. The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and a successful career. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. There are approximately 935 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

The Sister Christine Beck Department of Education has extensive partnerships with local public schools; activities include technology education, family literacy programs, a comprehensive sequence of field experiences for teacher education students, continuous communication with and feedback from public school personnel, and numerous opportunities for public school educators to interact with Belmont Abbey students. An elementary education major has been designed for adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates as well as lateral entry teachers and those individuals pursuing licensure-only programs of study. Program components include flexible scheduling options (afternoon, evening, and weekend classes) and the opportunity for frequent, individualized advising sessions with education faculty. The Center for Innovative Educational Services (CIES), funded by a grant from First Gaston Foundation, is housed in the Sister Christine Beck Department of Education. The purpose of CIES is to support educational initiatives in Gaston County. Projects have included: technology training for local teachers, the establishment of a bilingual preschool program, and family literacy resources for four low-performing Gaston County elementary schools. A community advisory board assists the department chair in the selection of projects.

Program Areas and Levels Offered

Belmont Abbey college offers the following undergraduate degree programs: Elementary Education, Middle Grades Education (Language Arts, Social Studies), Secondary Education (English, Comprehensive Social Studies). A non-licensure B.A. in Education is designed for students with career interests in fields closely allied to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of Education.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The Sister Christine Beck Department of Education at Belmont Abbey College has been engaged in a number of collaborative ventures with local public schools. These mutually beneficial activities have included: program development, grant writing, service on committees and advisory groups (Teacher Education Committee, Technology Portfolio Review Committee), and curriculum revision feedback sessions with teachers and administrators from several local school districts. Three current partnership efforts include: (1) technology education for Gaston County teachers; (2) development of a bilingual preschool program ("International Child Development Center") which is housed in the McAdenville Elementary School; and (3) curriculum development for family literacy programs in four Gaston County "at risk" elementary schools. The technology education project, funded by a grant

from First Union, was jointly designed by a team of Belmont Abbey teacher education faculty and instructional technology specialists from the Gaston County Public Schools. Project objectives include both the improvement of basic computing skills as well as the ability to integrate technology into classroom practice and curriculum development. Grant funds provide substitutes for release time for training for participating teachers; funding was also available to support four teachers who presented culminating projects at a regional technology conference. The International Child Development Center represents a partnership with the Gaston County Preschool Program; with funding from the Center for Innovative Educational Services (First Gaston), an elementary classroom was renovated and materials were purchased for the pilot classroom serving eighteen children (nine English speaking and nine non-English speaking children). Other expenses (including personnel) have been shared between the school system and the college. With an August 2000 opening, the school will provide opportunities to serve a need in Gaston County and to support diversity education both in the school system and in the teacher education curriculum at Belmont Abbey. The program will also serve as a research facility and as an early field experience site for teacher education students. Parent involvement is also a crucial part of the program model. Family literacy initiatives are profiled in Section "B" of this report.

B. Brief description of efforts to assist low-performing schools.

The purpose of BALL (Belmont Abbey Literacy Links) is to extend and to augment the work begun in four "at risk" schools in Gaston County. A gift from Philip Morris provided reading materials, software, and "books for families" packets. These efforts have been implemented with the assistance of an adjunct faculty member who holds the position of literacy specialist in the school system. This individual has also designed workshops and information sessions for K-2 teachers and parents at Woodhill Elementary School, as well as obtaining feedback from other education department faculty, literacy teachers and building principals. Seniors in the teacher education program fulfill a course tutoring requirement with Woodhill Elementary third grade students. The Belmont Abbey Community Service Program, funded by the Center for Innovative Educational Services (CIES), also provides numerous opportunities for additional tutoring and mentoring experiences at these "at risk" schools.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

ED300 Technology and Learning is a required (3 credit) course for all initial licensure students at Belmont Abbey; students must earn a grade of "C" or above as assessed by the Technology Portfolio Review Committee in order to complete the course successfully. The course serves both traditional and adult students; course content addresses both basic and advanced competencies and instructs students in the process of curriculum integration, providing experiences with available technology resources for pedagogical and research use. Students must demonstrate mastery by designing artifacts which meet the NCDPI/NCATE criteria. The technology portfolio serves as the first phase in a technology documentation process that culminates with the senior professional interview portfolio. Preservice teachers incorporate their knowledge of technology integration in remaining program courses (e.g. PowerPoint presentations, digital photos, etc.) Full-time and adjunct faculty members strive to model the use of technology as a teaching tool throughout their instruction. One faculty member serves as the Director of Educational Technology; this individual coordinates the technology curriculum for preservice and lateral entry teachers, assists other unit faculty in efforts to incorporate technology competencies into professional and specialty area courses, sits on the Belmont Abbey College Computing Committee, recommends policies and procedures about the use and function of the Education Computer Lab, encourages the use of NC Live, purchases appropriate software and hardware, conducts training workshops for BAC faculty, as well as inservice teachers and administrators, and chairs the Portfolio Review Committee. The unit is currently developing a web site which will include faculty biographies, teacher education handbooks, announcements of upcoming events, course syllabi, and web sites critical to preservice/inservice educators. A directory of student and faculty email addresses will allow students to communicate instantly with faculty and peers for academic advising, professional collaboration, course assignments, additional suggested readings through topic bibliographies, study skills, and research information.

D. Brief description of efforts to serve lateral entry teachers.

The teacher education faculty at Belmont Abbey College has responded with enthusiasm to the requests of several local public school districts (Gaston, Lincoln, Charlotte-Mecklenburg, Kings Mountain) as well as the Diocese of Charlotte to design individual programs of study for lateral entry teachers and to work with personnel offices to coordinate efforts and create more effective data management systems. The department chair and licensure officer meet frequently with LEA representatives in order to refine and to evaluate procedures. Scholarship aid is available to all lateral entry teachers in the form of the Sister Christine Beck Teaching Grant, reducing the tuition cost by several hundred dollars per semester. Each lateral entry candidate meets with the chair of the education department for information about teacher education procedures and guidelines; the department chair serves as the designated representative for lateral entry programs for purposes of communication and policy discussions with LEA's. Candidates then meet with a specialty area advisor who outlines the course of study in writing. The prescribed program is reviewed and signed by the advisor, the department chair, and the licensure officer; copies are forwarded to the lateral entry candidate and the LEA representative. Since education courses are offered regularly in the evenings and on weekends, students have the opportunity to complete programs within a reasonable time period. Directed studies are also offered in order to facilitate program progress. Lateral entry candidates have access to all education department and college services/resources, including Learning Plus and specialty area workshops.

E. Brief description of special efforts to improve NTE/Praxis scores.

The members of the education department have addressed the need to assist all teacher education students in achieving a successful PRAXIS performance, on both the PPSTs and on the specialty area tests. The department serves students on both individual and group levels. Faculty members carefully monitor student testing profiles, and advise individual students about available resources on campus and in the region. The recent purchase of the Learning Plus program, available in the Education Computer Lab has provided opportunities for students to participate in a self-paced study process; trained lab assistants are available for questions and guidance. A new program requirement for undergraduate students, ED200 Introduction to Teaching, carries a requirement of a minimum of ten hours of Learning Plus in a monitored lab setting. Generally, students enroll in ED200 during their freshman or early sophomore year. Study guides are available in the Curriculum Resource Center; a series of peer-directed study workshops in reading, writing, and mathematics are available each semester. Faculty assistance in specific content areas may be included in the workshop format. Courses throughout the teacher education curriculum provide a solid foundation for the professional and specialty area tests. In addition, the education department has encouraged and funded students to attend study sessions such as Dr. Grace Mitchell's Principles of Learning and Teaching (PLT) workshop in Fall, 1999. As with the PPST, study resources (materials and faculty) are available for review and the opportunity to integrate course concepts with clinical experiences to prepare for the types of questions students might encounter. Peer and faculty feedback reinforce learning and also serve as a comprehensive review of the preservice educational experience.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Teacher education faculty participate in all college recruiting efforts, including open houses and small group meetings with prospective students. In addition, the Sister Christine Beck Department of Education sponsors open houses specifically directed toward interested adults, especially teacher assistants and those individuals with post-baccalaureate credentials who are interested in transitioning from established careers into the teaching profession. The chair of the department visits local community colleges to meet with interested students and to make presentations about teaching as a viable career choice. Education department activities also include the distribution of information pamphlets and adult program schedules to local public school teachers, principals, and human resource offices. Colleagues from local schools visit the ED200 Introduction to Education course to offer a motivational yet realistic view of teaching as a viable career choice. Representatives from the Belmont Abbey College Admissions Office have worked with teacher education faculty to become more knowledgeable of the education programs at the college, and often refer prospective students to

the department for further conversations and information. In order to highlight the teacher education programs, the Office of Admissions has also designed radio and newspaper advertisements.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

In August 1997, the education faculty approved a "minority recruitment/retention plan" with specific strategies and goals. Current faculty endeavors which further the stipulations of this plan include: contacts with high school counselors, visits to Future Teacher Clubs, mailings to teacher assistants in the Gaston County Schools, and collaboration with the local community college to identify qualified minority candidates. Recruitment strategies for the Adult Degree Program (Weekend College, elementary education model) also supports efforts to augment a growing minority student population.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

As a Catholic, Benedictine institution, Belmont Abbey is interested in maintaining partnerships with local Catholic elementary, middle, and secondary schools. The Dean of Academic Affairs is involved in planning on-campus visits for these students. The chair of the education department is currently serving on the SACS Peer Review Team for St. Gabriel Catholic School in Charlotte, and also serves as a licensure consultant for the Mecklenburg Association of Catholic Schools. In addition, the education department has joined two other Belmont Abbey units (Institutional Development and the Biology Department) to forge an institutional collaboration with the Stowe Botanical Gardens and Gaston Day School. The purpose of this partnership is to sponsor a symposium (planned for May 2002) to celebrate the life and work of André Michaux, a French botanist who traveled through Gastonia in the eighteenth century. Education department faculty have worked with a Gaston Day teacher in the development of an interdisciplinary curriculum project as part of the Symposium process; the curriculum includes a fourth grade unit (integrating mathematics, language arts, environmental science, and visual and performing arts) as well as information packets for teachers at the middle grades and secondary levels. A youth festival for all Gaston County elementary school students will be scheduled in 2001, as a prologue to the Symposium.

I. Brief description of programs designed to support beginning teachers.

Education faculty members have been involved in the Gaston County Schools Teacher Induction Program (TIPS) since the inception of the program in 1992. The current department chair helped procure funding for the pilot project and has assisted in the development and assessment phases of the TIPS model. All education faculty are available to consult with and to support recent graduates of the teacher education program, especially those beginning teachers currently employed in local schools. These consultations involve email exchanges, classroom consultations, and group professional meetings on campus. Recent teacher education graduates have established an email network to confer with and to support each other during the first year of teaching. The coordinator of this program (one of the new teachers) will communicate needs and support ideas to a designated faculty member, who then reports to the unit. The education department will consider this feedback and begin to develop some additional program components. The Belmont Abbey Upsilon Eta Chapter of Kappa Delta Pi education honorary meets on a regular basis throughout the year, offering speakers and presentations geared to the needs of recent graduates.

J. Brief description of programs designed to support career teachers.

Education department faculty have been involved in a number of efforts and initiatives for the professional growth of career teachers. The previously described First Union Technology Project provided three levels of computing education for fifty local elementary and middle-school teachers. The project not only offered training in the Education Computer Lab, but also included individual classroom consultations, where the technology instructor worked in the classroom of each participant and provided individualized assistance for their curriculum projects. A group of fifteen teachers, the "pinnacle group," have been meeting to plan further projects, including technology mentoring for beginning teachers. Two faculty members have assisted local teachers with the National Board Certification process. Exemplary public school teachers staff many of the weekend college courses in our elementary education adult degree program. These educators meet with resident faculty several

times each year, and are encouraged to request funding for professional development opportunities such as conferences as well as for resources to enhance their college teaching. Experienced teachers who seek "add-on" credentials receive individualized advising and program monitoring. Directed studies and flexible class schedule facilitate program completion within a reasonable time period. PRAXIS workshops are also available if the teacher needs to prepare for a specialty area test. The education faculty is currently meeting with public school teachers and principals to plan for a local Phi Delta Kappa Chapter.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

All education department faculty are involved in public schools and make individual contributions outside the scope of departmental activities and field experience responsibilities (supervision of early field experiences and student teaching). The department chair serves on the Gaston County Schools Strategic Plan Committee and also chairs the Center for Innovative Educational Services (CIES), a conduit for funding community education projects. She also works with the family literacy programs at Woodhill Elementary School in Gastonia. One faculty member who is an early childhood specialist has recently conducted extensive inservice seminars in curriculum review and development for the kindergarten teachers at Silver Valley Elementary School in Lexington, NC. The Director of the Curriculum Resource Center works with the public schools in several counties (including Gaston and Lincoln), conducting collection assessment of school libraries. She has also assumed a leadership role in the Gaston County Unit of NCAE. The Director of Secondary Education has taught demonstration lessons at local middle and high schools, worked with the Burke County Schools in the area of IEP compliance, and provided a leadership role assisting the faculty of Nation's Ford Elementary School in the development of a classical studies curriculum. She has also designed and taught technology training sessions for beginning and career teachers. Faculty members from English and the Social Sciences observe secondary student teachers, and the Director of the Abbey Writing Center has conducted writing workshops for local high school students. Two faculty members from Biology are members of the steering committee for the André Michaux Symposium, contributing to the natural science components of the interdisciplinary unit for fourth grade public school students.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to <u>and</u> enrolled in professional education programs leading to licensure.

| | FULL-TIME STUDE | NTS | | |
|----------------|---------------------------------------|------|------------------------------------|----|
| | MALE | MALE | | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| 3) | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 40 |
| | Other | | Other | |
| | Total | 1 | Total | 40 |
| | · · · · · · · · · · · · · · · · · · · | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 3 |
| | Other | | Other | |
| | Total | | Total | 4 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 2 |
| | Other | | Other | |
| | Total | | Total | 2 |

| 7 | PART-TIME STUD | DENTS | | |
|----------------|------------------------------------|-------|------------------------------------|---|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 3 |
| | Other | | Other | |
| | Total | 1 | Total | 3 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 4 |
| | Other | | Other | |
| | Total | 1 | Total | 4 |
| | 被 经制 一次。 | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | -1911 | White, Not Hispanic Origin | 5 |
| | Other | | Other | 1 |
| | Total | | Total | 6 |

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

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|---|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | 3 | 3 | 3 |
| Middle Grades (6-9) | | | |
| Secondary (9-12) | 1 | 1 | 2 |
| Special Subject Areas (K-12) | | | |
| Exceptional Children (K-12) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 4 | 4 | 5 |

COMMENT OR EXPLANATION:

The variance in the number of lateral students requesting program of study in Secondary Education and the number of students taking courses leading to licensure is the direct result of a student who wished to take professional study courses here at Belmont Abbey College although he was advised that we did not have the licensure area he sought.

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

| 2, | Baccalaureate | Master's |
|--|---------------|--|
| MEAN PPST-R | 179 | |
| MEAN PPST-W | 177 | |
| MEAN PPST-M | 179 | |
| MEAN CBT-R | 334 | 10 10 10 10 10 10 10 10 10 10 10 10 10 1 |
| MEAN CBT-W | 327 | |
| MEAN CBT-M | 325 | |
| MEAN GPA | 3.44 | NA |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

^{**} At time of admission to the master's program.

COMMENT OR EXPLANATION:

(1) Neither the MAT nor GRE was required for admission into the Master's program.

(2) We did not specifically track the number of years a student in the master's program had already spent in the classroom prior to coming into our program.

D. Program completers (Reported by IHE)

| Program Area | Baccala Deg | | Undergr Licensu | | Mast Deg | | Licer | duate nsure- nly |
|---|----------------|----------|--------------------|----|-------------|----|-------|------------------------|
| N = # Completing NC = # Licensed in NC | N | NC | N | NC | N | NC | N | NC |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 8 | 4 | 4 | 3 | 3 | 1 | | |
| Middle Grades (6-9) | 3 | 3 | | | 2 | 1 | | |
| Secondary (9-12) | | | 1 | 1 | | | | |
| Special Subject Areas (K-12) | | | | | | | | (a) (e)) |
| Exceptional Children (K-12) | 2 | 1 | 1 | | 3 | 2 | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | ralsja E | | | | | | |
| Total | 13 | 8 | 6 | 4 | 8 | 4 | | |

COMMENT OR EXPLANATION:

^{**} Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area! | 1998-99 Student 7 | eacher Licensure Pass Rate |
|--|--------------------|---|
| Specialty Area/ Professional Knowledge | N | |
| Art (K-12) | Number Taking Test | Percent Passing |
| Audiology | | |
| Biology (9-12) | | |
| Business Education | | |
| | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | 4 | 100 |
| Elementary Education (K-6) | 12 | 83 |
| English (9-12) | | |
| French (K-12) | | |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | | |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | | |
| Mathematics (9-12) | 1 | * |
| Music (K-12) | | |
| Physical Education (K-12) | | |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | 1 | * |
| Spanish (K-12) | | |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | | |
| 12 SWACON GEORGE - 12 ST - 2 S | | |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 17 | 82 wer than three test takers were r |

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

| | | Full-ti | me Students | | | |
|----------------------|----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 6 | 12 | | 2 | | |
| U Licensure Only | 3 | 1 | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| | | Part-ti | me Students | | <u></u> | |
| 5 | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Master's degree | 3 | 3 | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 19 | 84% | 74% |

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-------------------------|--------------------|
| Gaston | 146 |
| Charlotte-Mecklenburg | 25 |
| Lincoln | 16 |
| Kings Mountain District | 10 |
| Forsyth | 4 |
| Durham Public | 3 |
| Shelby City | 3 |
| Wake | 3 |
| Catawba | 3 |
| Davidson | 3 |

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.

| Satisfaction with | Program Completer | Employer | Mentor |
|---|----------------------|----------|--------|
| the teacher preparation program in general | 3.67 | 3.33 | 3.67 |
| preparation for managing the classroom | 3.50 | 3.33 | 3.33 |
| preparation for using technology as an instructional tool | 3.00 | 3.33 | 4.00 |
| preparation for meeting the needs of diverse learners | 3.00 | 3.00 | 3.33 |
| preparation in curriculum content and delivery strategies | 3.67 | 3.00 | 4.00 |
| Number of surveys received | 3 | 3 | 3 |
| Number of surveys mailed | 12 | 12 | 12 |

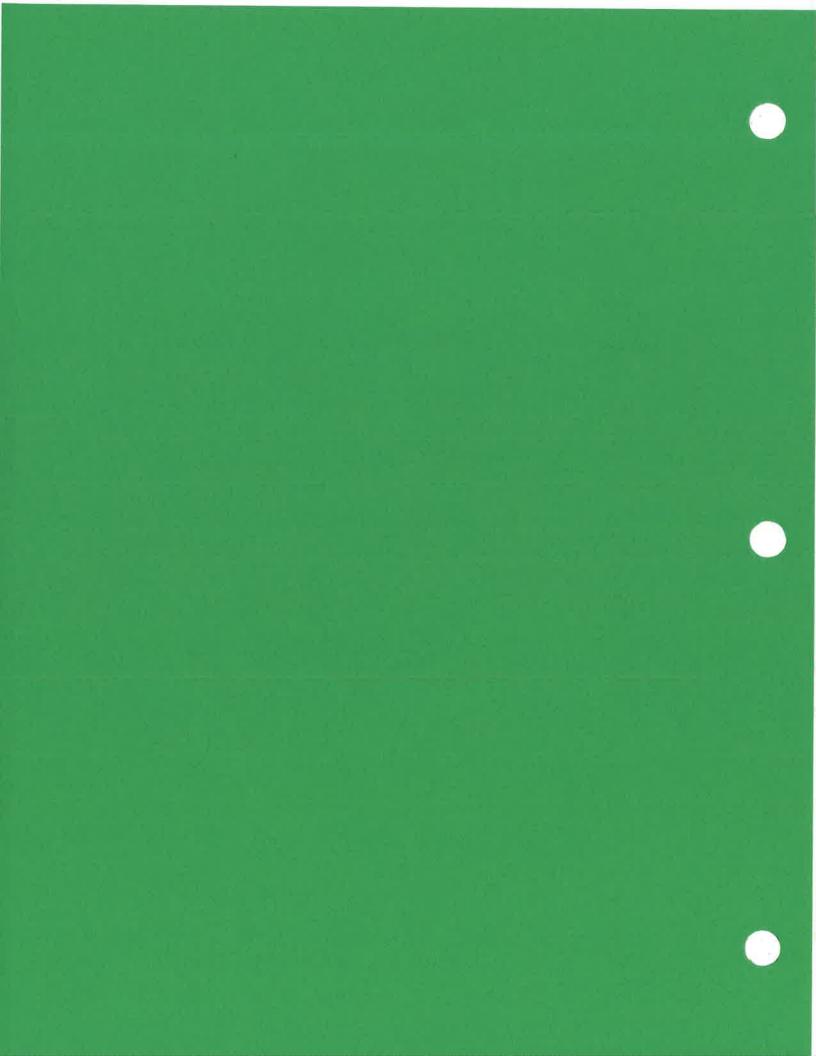
III. TEACHER EDUCATION FACULTY

| 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 |
|---|---|--|
| 4 | 0 | 8 |

IHE Performance Report

1999-2000

Bennett College



IHE Performance Report Bennett College 1999-00

Overview of the Institution

Bennett College is a 127-year-old private, small liberal arts college for women affiliated with the United Methodist Church. It has authority to offer degrees at two levels-Baccalaureate and Associate. The only historically African-American College for women in the state of North Carolina and one of the two historically black colleges for women in America, Bennett College is located in the southeast section of Greensboro, a rapidly expanding city of over 203,000 people. Bennett College comprises 55 acres of land and in addition, the college owns 112 acres of land in Sedalia, North Carolina, which is to be developed as a women's research and training center. Bennett college is committed to enhancing the potential for every woman enrolled so that the highest degree of success can be achieved. By promoting the acquisition of knowledge in an environment of open inquiry, the College encourages in each student a commitment to life-long learning, technological competence, morally grounded maturation, and responsible social action in search of justice. Reflecting its dedication to high academics standards, the College diligently promotes excellence in scholarship, research, leadership development, and public service. As a United Methodist Church-related, historically Black College, Bennett welcomes students of all ages, religion, race, educating all to value diversity as an integral part of human culture.

Special Characteristics

Bennett College, "Where Woman Are Empowered". The basic philosophy undergirding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of the critical and analytical thinking necessary for students to become life long learners. Bennett College prides itself on the diversity of religions and cultures among the student body and faculty. The student body consists of representation from eight foreign countries and nine religious denominations. The faculty comprised of 58 full time members, includes 15 Caucasians, 2 Hispanics and 4 Asian or Pacific Islanders. Bennett College has an on site Women's Leadership Institute that encompasses five specialist centers; Center for African Women & Women of the African Diaspora, Center for Women and Family Challenge Opportunity Program, Center for Women and Health, Center for Women and Science, Center for Women and Spirituality. Bennett College, Department of Curriculum and Instruction includes the Bennett College Children's House (a laboratory school for four and five year olds), the First Five Star Center in Guilford County.

Program Areas and Levels Offered

Licensure areas offered at Bennett include Elementary Education (K-6), Mathematics Education (9-12), Biology Education (9-12), Music Education (K-12), English Education (9-12), and Special Education (LD and MH) (K-12). Additionally, of the approximately 6,500 graduates of Bennett, more than half majored in education; Teaching in 31 states; 2 United States provinces and 6 foreign countries including Sierra Leone, Ethiopia, Bermuda, Ghana, Nigeria, and Germany.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Bennett College is a member of the Piedmont Alliance which consists of Guilford County Schools and six (6) other IHE's in the triad collegiate area. The Teacher Education Program within the Consortium meets with representatives from Guilford County Schools to plan, implement and maintain continuity and consistency of both state and national standards for educational programs. Bennett has partnered with 26 of the Guilford County schools as a member of the NCA&T Professional Development School Collaboration. The Department of Curriculum and Instruction Teacher Education Committee utilizes retired and active teachers and administrators to assist with program planning, course offerings, program evaluation, and other key decisions related to the Teacher Education

Program. During the Fall/Spring Semester 1999, 105 students completed the Pre-Professional Practicums with classroom teachers in 14 Guilford County Schools. Teacher education students and Faculty from Bennett in collaboration with Guilford College participate in Project Wild. Public School teachers and principals serve on the Advanced Technology Portfolio Committee along with representatives from Business, Industry and other college professors to assess the technology portfolios submitted by student teachers. Bennett College, Greensboro College and Guilford College have collaborated in conjunction with Guilford County Schools to submit and implement a grant to strengthen technology. "Preparing Tomorrow's Teachers To teach Technology" focused on researching instructional methods identified as "best practice" in using technology to enhance the educational process; to research assisted technology, and to research software for K-12 special needs students. Results were shared at a reception at Guilford College, hosted by Bennett College, Greensboro College, and Guilford College and attended by Teacher Education faculties and public school teachers and administrators. Bennett College Teacher Education faculty wrote a mini-grant which paid for two teachers from the Guilford County Schools to attend technology workshops in New York City. As part of the faculty exchange, a faculty member from Hampton Elementary School served as an adjunct clinical professor at Bennett College last year. The exchange faculty and two Bennett College professors taught Methods of Teaching Physical Education during the first semester and developed a handbook of more than 300 activities for Elementary Physical Education. Greensboro College and Bennett College have continued the implementation of the 1998-1999 Grant received to train Lateral Entry Teachers. During the 1999-2000 Institute, public school principals and teachers from three different school systems were invited to serve as consultants for the lateral entry training during the 1999-2000 Institute. Bennett College hosted a Breakfast Meeting for principals and teachers who provided student teaching sites during Spring 1999. Following the breakfast the principals and teachers were provided the opportunity to convey to us orally and in writing their ideas for improving the clinical experience for student teachers. A Student Teaching Banquet is held annually at Bennett College for principals and cooperating teachers who assist student teachers. The Teacher Education faculty (7 members) consistently support the area public schools, specifically: serving on school improvement teams (2), volunteering in the schools (6), members of the PTA.

B. Brief description of efforts to assist low-performing schools.

There are no low performing schools in Guilford County. However, Bennett College Teacher Educators are committed to assisting schools at risk for becoming low performing. Faculty volunteer on a weekly basis at three elementary schools. Pre-Professional Practicum students are assigned to "identified" schools and provide daily tutorial assistance. A special project initiated by President Scott targeted a particular identified neighborhood area school for a special mentors program. Elementary students in grades kindergarten through 5 were assigned a college student or faculty mentor from Bennett College to assist the elementary student academically and socially. AmeriCorps also assisted with the program. The MSET program developed special projects for students from "identified schools" in the areas of mathematics, science and technology. To date, 113 black, white, hispanic, male and female middle and high school students have participated in the MSET program. Further, a Saturday Science Enrichment program was developed for implementation in Fall 2000. It is projected that this program will reach approximately 60 – 80 middle and high school students. To augment the existing programs and efforts, the Teens Lead summer camp on the campus of Bennett College provided exposure, enrichment and peer mediation skills to middle and high school students from two "identified" area schools.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

Technology is a component of the Conceptual Framework in the Department of Curriculum and Instruction at Bennett College. Teacher education majors and faculty are consistently encouraged and required to demonstrate competence in the area of technology. A review and assessment of Technology Literacy (TL100) Required of all students in the Teacher Education Program, led the General Education Committee of the College to recommend that the College must offer students more opportunities to use technology in a variety of contexts that enhance problem-solving, critical thinking, analysis and synthesis. As a result of this assessment, a new computer applications course was approved by the faculty and will be implemented this Fall. This three-hour course is required of all students. Likewise, the General Methods and Technology (ED340) course in Teacher education, has employed more application activities to enhance the teaching/learning process. Our student

teachers use PowerPoint to demonstrate polynomials in algebraic equations; phonics in reading, maps and graphs in social studies, and so on. Videos of classroom activities enable immediate assessment of student attention spans, interaction and understanding of subject matter. Specific technological activities are aligned with the core courses in the Teacher Education Program and all Teacher Education course syllabi include technology requirements. The Advanced Technology Portfolio is a requirement for Senior Education majors (development begins the sophomore year). The Portfolio is assessed by public school teachers, representatives from business and industry, and college faculty. The Instructional Technology Specialist provides pre-service and in service technology training workshops to students and teachers. Sixteen faculty workshops and twelve student workshops were held during the 1999-2000 academic year. In-service teachers, pre-service teachers and faculty utilize the five technology labs on the campus. (Holgate Library, Pfeiffer Science, NASA-MASTAP, Learning Plus, MicroLab For Effective Teaching). A Department of Curriculum and Instruction technology newsletter is disseminated to Teacher Education students and faculty. The Collaborative Catalyst Grant (Preparing Tomorrow's Teachers To Teach Technology) provided faculty opportunities to enhance technological knowledge and skills. Further The Department of Curriculum and Instruction in collaboration with Guilford College, Greensboro College and Guilford County schools submitted an implementation grant to increase instructional technology in the areas of Special Education, Mathematics Education, and Science Education for students, classroom teachers and Teacher Education faculty. During the 1999 academic year, a mini grant written by a Bennett College Teacher Education faculty member funded two teachers attendance at a Technology workshop in New York City.

D. Brief description of efforts to serve lateral entry teachers.

Bennett College and Greensboro College received a grant in 1998 to develop and implement an Alternative Licensure program for Lateral Entry Teachers. The Piedmont Alternative Licensure Program (PAL) developed by Bennett College and Greensboro College has been in operation for two years. In 1999 14 teachers completed the program and 11 are teaching in North Carolina school systems (6 in middle school, 2 in high school, and 3 K-12 specialist). Three of the original 14 are not teaching. The PAL II cadre consists of 22 candidates from eight Piedmont school districts. During the summer of 2000 two Bennett College Teacher Education faculty members and the Vice President of Academic affairs served as members of the PAL faculty and taught two courses. During the 1999-2000 Fall and Spring semester two Teacher Education faculty members from Bennett College served as PAL-I faculty. In September of 2000 a celebratory dinner was held at Greensboro College to honor and recognize the PAL I and II students, faculty, superintendents, principals and other support personnel for the PAL program. Additionally, due to the increasing number of inquiries received regarding Alternative Licensure, a contact person at Bennett College has been appointed and an alternative Licensure Plan developed specifically for those persons interested in pursuing a lateral entry program at Bennett College during the regular academic year. Brochures, applications and information letters have been developed and are being disseminated to persons seeking alternative licensure information and to area school systems.

E. Brief description of special efforts to improve NTE/Praxis scores.

The Bennett College Department of Curriculum and Instruction faculty has implemented key strategies to assist teacher education majors to improve their performance on Praxis tests. A personalized Praxis Plan has been developed for each student and a Praxis advisor has been assigned to each teacher education major. Tutorial sessions for Learning Plus are coordinated and monitored by a designated faculty member. A Praxis Resource Center has been set up in the Micro-Lab for Effective Teaching and is available to all education majors. Teacher Education faculty and specialty area faculty members make a conscious effort to support, encourage, and celebrate all accomplishments related to praxis improvement. A praxis seminar; Education 440 has been revised to reflect recent changes in Praxis requirements and is a required course for senior education majors. ETS Test at a Glance Booklets are made available to education majors each semester and the SNCAE sponsored Praxis workshop information is shared at the Education Majors meeting.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The faculty members within the Department of Curriculum and Instruction take great initiative toward recruitment. More specifically, a department recruitment plan is developed annually. Definite steps that have been taken toward recruitment include faculty members serving as advisors, participating in College-A-Rama recruitment fairs, visiting six area high schools to meet with high school juniors and seniors to tell them about our program, writing letters and making telephone calls to potential education majors, and making presentations to various church congregations, social organizations and civic groups. One faculty member recruited at two high schools in Virginia. Recruitment brochures are posted on the SNCAE bulletin board located in the Department of Curriculum and Instruction and disseminated nationwide by the Office of Admissions. Each semester, the Department of Curriculum and Instruction hosts a recruitment reception for new and continuing education majors. Additionally, the Department of Curriculum and Instruction works closely with the Admissions Office to foster recruitment efforts of the college. The Department Recruitment Plan for 2000 – 2001 will continue to focus on students from all races and particularly the Hispanic and Latin population.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Bennett College welcomes students of all races, religions and cultures. Yet, attracting other races to the college continues to be a challenge despite the many efforts of the Office of Admissions and the Department of Curriculum and Instruction. Visits have been made to the Cherokee Reservation in North Carolina; Cooperative Agreements with Community Colleges with large numbers of Caucasian students have been solicited and visitations to high schools recognized for international student populations have increased. Teacher Education Scholarship lists are posted and disseminated. The Department of Curriculum and Instruction continues its collaborative initiatives with Greensboro College and the "Pal" Program where approximately 150 candidates applied for admission to this alternative licensure program developed by Greensboro College and Bennett College. The MSET enrichment program attracted both Caucasian and Hispanic students. A bilingual component will be added to the Department Recruitment Plan and efforts to encourage "minority" students to pursue teacher licensure will continue with renewed vigor. A major positive strategy for the Bennett College Teacher Education Program was the approval of the Teacher Education Committee that all senior Teacher Education majors will be required to take the N.C. licensure exams prior to graduation. In the past many of our out-of –state majors chose not to take the licensure exams.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

Bennett College Teacher Education methods faculty is teaming with the Departments of Mathematics and Science to team teach Mathematics for Teachers and Methods of Teaching Science. A three hour block of time has been allocated to integrate methods, content, theory and practice. The Department of Curriculum and Instruction course syllabi are on line. One Department faculty member is teaching an on-line course. The State SNCAE president and a Delegate At Large are members of the Bennett College Department of Curriculum and Instruction. We anticipate increased participation at the state SNCAE conference from Bennett College Teacher Education students. The Department of Curriculum and Instruction and the Department of Mathematics and Science have submitted a NASA grant "NASA opportunities for Visionary Academics". The focus of the grant is infusing technology with Mathematics, Science, Engineering and Teaching to enhance the literacy of preservice teachers.

I. Brief description of programs designed to support beginning teachers.

Teacher Education faculty have been appointed to mentor teams (ILT) for beginning teachers, faculty have assisted specific beginning teachers with developing and implementing classroom management plans. Beginning teachers were invited to utilize the micro-lab for Effective Teaching located in the Bennett College Department of Curriculum and Instruction for resource materials. Teachers use their lunch hour and after-school time to come to the lab. Further, Teacher education faculty visit and observe beginning teachers as personal follow up. Beginning teachers have received the "Enterprise"

Zone" developed for presentations and outlining expertise areas that faculty can share with the beginning teacher. Pre-Professional Practicum students assigned to beginning teachers assist with tutoring, bulletin boards, and provide clerical assistance. Beginning teachers have also been invited to share their experiences with student teachers and the Teacher Education Committee. Two beginning teachers have been appointed to the Teacher Education Committee to assist with planning and decision making for future teachers.

J. Brief description of programs designed to support career teachers.

The Bennett College Children's House, a laboratory school for three and four year olds and the first "Five Star" center in Guilford County serves as a practicum site for teachers at Dudley High School, Grimsley High School, Greensboro College, Guilford Technical Community College, specifically Early Childhood and Vocational courses. A Media Literacy Workshop sponsored by the Department of Curriculum and Instruction and The Children's House is planned for the fall semester. The workshop focus will be "Countering Media Violence With Media Literacy". Department faculty have conducted workshops for teachers, volunteered in classrooms, assisted as clinicians for the athletic programs and organized and implemented a volunteer program at an area high school. Department faculty have also assisted with classroom volunteer recruitment, written technology grants to assist teachers, conducted Science Workshops and assisted with revising curriculum requirements. Career teachers received additional support from faculty via service as guest speakers, judges, tutors and as after-school homework consultants. Pre-Professional Practicum students from the Department of curriculum and Instruction have assisted with clerical duties, bulletin boards, mentoring and tutoring.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

College wide support and service is consistently provided to the public schools. Faculty in Teacher Education and in the Arts and Sciences are heavily involved in the public schools following the leadership of our college president who initiated and implemented a mentor program at an area elementary school; then challenged students, faculty and staff to participate. Bennett College faculty serves on boards; PTA, School Improvement teams, PTA Education, Advisory Boards, Pre-college Advisory Boards and Secretary to the PTA Board. Faculty serve as mentors and tutors in many areas: reading, after-school programs, Spanish Programs, Black Males, Lunch Buddy Program, Big Sister-Little Sister, and High School Mentor Programs. Faculty conduct workshops, judge science fairs, hold poetry clinics, assist with "Kids Voting Project", serve as guest speakers, conduct athletic clinics serve as surrogate parents and recruit school volunteers. Further, a Bennett College faculty member is President of the North Carolina Science Teacher Association and serves as the North Carolina voting delegate to the First National Science Teachers Congress. The Bennett College advisors to the Presidential Scholars and the Presidential Scholars themselves were recognized in 1999-2000 with a plaque by the Interim Superintendent of Guilford county Schools for service to students in Guilford County Schools. The chairpersons of the Department of Curriculum and Instruction and Humanities were honored for service to public schools, and the Vice President for Academic Affairs serves on the State Teaching Standards Commission.

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II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to <u>and</u> enrolled in professional education programs leading to licensure.

| | FULL-TIME STUDEN | ITS | |
|----------------|------------------------------------|------------------------------------|----|
| | MALE | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | 12 |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | White, Not Hispanic Origin | |
| | Other | Other | |
| | Total | Total | 12 |
| 数量分析 | | | |
| Licensure-Only | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | White, Not Hispanic Origin | |
| | Other | Other | |
| | Total | Total | |
| | | | |
| Graduate | American Indian/ Alaskan Native | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | Black, Not Hispanic Origin | |
| | Hispanic | Hispanic | |
| | White, Not Hispanic Origin | White, Not Hispanic Origin | |
| - | Other | Other | |
| | Total | Total | |