



IHE Performance Report

1999-2000

Chowan College

IHE Performance Report

Chowan College

1999-00

Overview of the Institution

Chowan College is a four-year co-educational institution. It is the second oldest of North Carolina's seven Baptist colleges. It opened in 1848 as a four-year college for women, Chowan Baptist Female Institute. It was renamed Chowan College in 1910, admitted male students in 1931, and became a two-year institution in 1937. In 1992 the college returned to four-year status when it admitted a junior class. The college continues to expand its academic program and to recruit well-qualified faculty. At the same time, it continues to appreciate its identity as a small church-related institution whose people know each other. The college attempts to provide an environment that is comfortable and conducive to intellectual, social, and spiritual growth. The administration and faculty believe in and insist upon intellectual freedom, while continuing the commitment to Christian principles. Chowan College does not discriminate on the basis of gender, race, color, age, creed, national origin, or handicap in its policies concerning employment, admission, housing, scholarships and grants-in-aid, and public functions.

Special Characteristics

The Teacher Education Program offers special one-on-one advising for all candidates seeking teacher education licensure. The class sizes are small and a "hands-on" approach is the focus for most courses offered through the department. The Elementary Education Program supports an "integrated" curriculum for its majors and offers a special nine-hour methods course entitled Integrating the Elementary Curriculum for all elementary education seniors. All teacher education candidates are required to compile a Presentation Portfolio to be submitted as a course requirement for Education 407-Effective Teacher Training. This portfolio includes personal evidence of an effective teacher collected throughout each candidate's professional studies and methods courses for teacher education licensure. The evidence collected reflects the INTASC standards and the knowledge, skills, and attitudes of the effective teacher outlined in the conceptual framework designed for Chowan's Teacher Education Program.

Program Areas and Levels Offered

The Teacher Education Department at Chowan College offers four fully accredited program areas. They are Elementary Education K-6, Health and Physical Education K-12, Math Education 9-12 and English Education 9-12. As of May, 2000 a Music Education Program K-12 was granted temporary authorization.

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.).

Various departments and/or groups within Chowan College participated in collaborative activities with public schools this year. The Financial Aid Department sponsored the America Reads Program providing reading tutors to various low-performing schools in the area. The coordinator of the program was an elementary education major and most of the tutors were education majors. The Science Department sponsored the annual Science Olympiad Program providing hands-on science activities for numerous area high school students during the spring semester. During the month of July the Science Department along with the Burroughs Wellcome Fund located in the Research Triangle Park hosted The Northeast North Carolina Science Camp. This program is an intense, hands-on science experience where participants are introduced to a variety of laboratory tools, taught how to use them and the significance of the data collected. In April, the faculty of the Math Department hosted the annual Math Contest at Chowan College. Contestants included 417 middle and high school students from 20 different schools in northeast North Carolina. Chowan College continued to be a site for the Upward Bound Program designed to encourage, facilitate and enable area high school students to attend college after graduation. During the 1999-2000 school year the Department of Teacher Education strengthened its assistance to lateral entry teachers by participating in the North Carolina Model Teacher Education Consortium (NCMTEC). Three education courses were offered through the

NCMTEC during the fall semester, two were offered during the spring semester and four were offered during the two summer sessions. Adjunct instructors, Mrs. Becky Flynn and Dr. Brenda Tinkham, both retired principals from the public school realm, were hired to teach courses offered through the NCMTEC. The Department of Teacher Education and the Science Department coordinated a collaborative science project entitled the "Eco-Team" during the fall semester. This integrated science unit was jointly taught by elementary education majors and biology majors in a third grade classroom in an area elementary school. Elementary education majors participated in a reading/writing partnership with first-graders in area elementary schools during the spring semester.

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

The Department of Teacher Education continued its support to low-performing schools by providing reading tutors through the America Reads Program and as a function of several early fieldwork experience requirements. Numerous elementary education majors participated in a reading/writing partnership with first-graders in a low-performing school in the area. Athletes from the Health and Physical Education Department also served as reading tutors to several low-performing schools throughout the school year. In addition, the Interdisciplinary Studies course required of all freshmen students at Chowan College contained a community service component during the fall semester. A number of freshmen students chose to participate as tutors and/or reading buddies for elementary students within two low-performing schools in the immediate area. The Department of Teacher Education offered its support to an area county school system for a possible 21st Century After-School Grant. The faculty in the department pledged their assistance as a volunteer partner to help improve the academic performance of students in the low-performing schools within the county.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Preservice teachers at Chowan College are provided instruction in the effective use of technology in most professional and specialty area courses. In the Department of Teacher Education emphasis is placed on teaching the effective use of technology across the curriculum. Many course assignments require the use of technology and most professors in the unit model the effective use of technology in their education courses. The end product of this intense study and varied use of technology is each student's 'Technology Product of Learning' that is begun in Education 371-Media and Technology and completed during the student teaching practicum. A public school teacher and a faculty member of the Department of Teacher Education formally evaluate this Product of Learning. Student teachers also have the opportunity to observe the use of technology in their assigned classroom and are expected to use technology effectively while completing their student teaching requirement. Chowan College was a host site for North Carolina's Teacher Academy this past summer. Two one-week intensive technology workshops were held on the campus for over fifty inservice teachers who teach throughout the state of North Carolina. Two refresher technology sessions will also be held during the 2000-2001 school year for the teachers who participated in the technology workshops this summer.

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

Chowan College is actively involved in the North Carolina Model Teacher Education Consortium (NCMTEC) and is currently working with approximately twenty lateral entry teachers. Three have been fully accepted into the Teacher Education Program, two have been provisionally accepted and the remainder of them is in the process of attaining all needed requirements for licensure. Approximately fifty lateral entry teachers have inquired into the Teacher Education Program at Chowan College this year. The Acting Chair of the Teacher Education Department reviewed numerous transcripts of lateral entry teachers seeking licensure through Chowan College. The Department of Teacher Education offered three courses for the NCMTEC during the fall semester, two during the spring and four during the two summer sessions. The Department of Teacher Education pledged its support to and became a partner in the NC Teach Program this year. NC Teach is a program designed to recruit, prepare and support college graduates and mid-career professionals as they enter the teaching profession in North Carolina. In addition, one faculty member from the Department of Teacher Education served as an advisory board member on the Northeast Collaborative Planning Committee. This committee is planning a Lateral Entry Teacher Assistance Project for lateral entry teachers in northeast North Carolina.

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

The Department of Teacher Education has purchased the Learning Plus computer tutorial program and makes it available to all candidates preparing for the PRAXIS I. An orientation to Learning Plus is provided for all candidates during the time they are enrolled in Education 201, Introduction to Teaching. This program is available to candidates in any computer lab on campus or in their dorm room if they are connected to the college network. Also available for checkout in the Department of Teacher Education are multiple copies of study guides for PRAXIS I and II. These guides are free to students. Faculty in the Department of Teacher Education have located various web sites to assist students in preparing for PRAXIS I and II as well.

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

In 1997, the Department of Teacher Education became an official member of the North Carolina Model Teacher Education Consortium (NCMTEC). Faculty members within the department have taught numerous courses for lateral entry teachers, thus enticing students to enroll in various professional education programs leading to licensure at Chowan College. Teacher assistants from various schools in the area have consulted with the Acting Chair of the Department of Teacher Education and three have enrolled in the college and are presently taking courses offered through the NCMTEC to obtain both a degree from Chowan and licensure in elementary education. Two faculty members from the Department of Teacher Education attended Career Day at Hertford County High School this past spring to discuss teaching as a career and the Teacher Education Program at Chowan College. As a college-wide effort to recruit students, members of the Department of Teacher Education contacted numerous prospective students by phone to discuss programs of study at Chowan College and to encourage them to attend the college.

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

Chowan College provides a special effort to encourage minority students to pursue teacher licensure by offering additional scholarship monies per year to any minority candidate who is formally accepted into the Teacher Education Program. The Department of Teacher Education is actively affiliated with the North Carolina Model Teacher Education Consortium and provides numerous opportunities for minority students to pursue teacher licensure through Chowan College. The Acting Chairperson of the Department of Teacher Education met with a significant number of minority students affiliated with the North Carolina Model Teacher Education Consortium during the 1999-2000 school year to review transcripts, discuss licensure requirements and develop individual plans of study for the completion of licensure requirements for the state of North Carolina.

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

The Student North Carolina Association of Educators (SNCAE) organization sponsored by the Department of Teacher Education initiated a number of community service programs throughout the 1999-2000 school year. Student members of SNCAE supported a Flood Relief Drive for newborn babies affected by the severe floods in the area this past fall. Members collected various baby items from college personnel and community members to fill numerous boxes for families who lost their personal belongings during the flood. The student members of SNCAE also coordinated a campus-wide Angel Tree Christmas Project collecting needed items for over fifty individuals living in the immediate area of Murfreesboro. During the spring semester, the club also initiated a Bedtime Story Hour at the local public library where education students read to children on a bi-weekly basis. In early May, the student members of the SNCAE, faculty members and staff from Chowan College constructed materials for over 500 Literacy Boxes for Head Start children located in the immediate area. The SNCAE also organized a "Dr. Seuss Birthday Party" for seven elementary classrooms in low-performing schools in the area. Members of the organization celebrated Dr. Seuss's birthday by visiting area classrooms, reading Dr. Seuss' books and providing a cake for the students in each classroom. A faculty member in the Department of Teacher Education assisted in a grant writing effort to fund Pre-K materials for the Hertford County Partnership for Children.

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

Graduates of the Teacher Education Program at Chowan College are offered assistance during their first two years of teaching through the Chowan College Teacher Education Department Pledge of Assistance. If the graduate is employed within a 100-mile radius of Chowan College, a visit by a faculty member of the Department of Teacher Education will be made at the request of the graduate in order to review effective teaching strategies and offer suggestions for improving the teaching/learning process. Up to four visits during the two-year period will be provided. Graduates teaching in schools located outside the 100-mile radius may receive guidance through phone interviews, email, etc. Principals who employ Chowan teacher education graduates may also request assistance from the teacher education faculty if they feel such assistance is needed to help the new teacher. A faculty member from the Teacher Education Department was an active advisory board member on the Northeast Collaborative Project. This goal of this project is to provide active support and assistance to beginning teachers in northeast North Carolina. All teacher education materials located in the Instructional Materials Center in Whitaker Library at Chowan College are also available for brief periods of time for graduates to use in their classrooms.

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

All cooperating teachers who have worked with Chowan's student teachers for a semester are awarded the opportunity to enroll in any three or four-hour course offered at Chowan College within a specified time period for a nominal tuition fee. They are also invited to attend a Student Teacher/Cooperating Teacher Workshop/Banquet in the spring semester. At this function they are introduced to the teacher education faculty and learn the philosophy of the Teacher Education Program. Materials located in the Instructional Materials Center in Whitaker Library at Chowan College are available for short periods of time to all career teachers in the area. Career teachers are also given the opportunity to earn CEU's by viewing TI-IN video presentations provided by the department of teacher education. An interdisciplinary seminar dealing with violence (including violence in the schools of today) was presented on the campus of Chowan College this past summer. Career teachers were invited to attend and were able to earn CEU's for their participation. Chowan College was a host site for North Carolina's Teacher Academy this past summer as well. Two one-week intensive technology workshops were held on the campus for over fifty inservice teachers who teach throughout the state of North Carolina. Two refresher technology sessions will also be held during the 2000-2001 school year for the teachers who participated in the technology workshops this summer.

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 arts and science faculty members of Chowan College have served the public schools in various ways this past year. The Science Department sponsored a weekend program entitled Science Olympiad. Area high schools students spent a weekend at Chowan College this past spring participating in hands-on science activities learning science facts and concepts. The Math Department faculty hosted the annual Math Contest in April. Contestants included 417 middle and high school students from twenty different schools in northeast North Carolina. Other faculty members at Chowan College participated in events that involved the public schools in the area as well. The chairperson of the History Department served as a judge in the Math Counts Poster Competition held in Hertford County. He also conducted a presentation for area eighth graders entitled Celebrating the Harlem Renaissance. A faculty member in the Health and Physical Education Department conducted a presentation on physical fitness for fourth graders at a local elementary school in the spring. Faculty members in the Department of Teacher Education were actively involved in the public schools this past year. The Acting Chair of the Department conducted an action research project in eight exemplary elementary schools in northeast North Carolina. Using an instructional leadership questionnaire and a balanced beginning reading program questionnaire teachers were polled to determine the relationship between instructional leadership behaviors of principals and the effects of a balanced beginning reading program in exemplary elementary schools in northeast North Carolina. Another faculty member of the department served as a panel member to discuss teaching as a career with Future Teachers of America high school students. She also was trained as a Performance-Based Licensure Product evaluator and attended a summer conference for additional training. The English Education Coordinator served as moderator for a local Quiz Bowl competition

and the district Quiz Bowl competition. He also participated in the Groundhog Job Ready Shadow Day as a mentor for local high school students who wished to shadow a college professor for a day. The chairperson of the Health and Physical Education Department and coordinator of the licensure program in that area participated as a sponsor and helper at the local Special Olympics. The Math Education coordinator taught Calculus I at a local high school during the spring semester and provided individual tutoring for area high school math students.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	21
	Other		Other	
	Total	7	Total	22
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	3	White, Not Hispanic Origin	1
	Other		Other	
	Total	3	Total	1
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 STUDENTS				
	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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	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	

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)	25	10	7
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	25	10	7

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	176	
MEAN PPST-M	180	
MEAN CBT-R	327	
MEAN CBT-W	324	
MEAN CBT-M	327	
MEAN GPA	3.39	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.

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)								
Elementary (K-6)	7	5						
Middle Grades (6-9)								
Secondary (9-12)								
Special Subject Areas (K-12)	3	1	1					
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	10	6	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/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	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)	11	100
English (9-12)	1	*
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)		
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	14	93
* 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	10	4	5			1
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	20	65%	45%

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
Northampton	20
Hertford	17
Gates	6
Bertie	5
Currituck	5

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	4.00	3.00	3.00
preparation for managing the classroom	4.00	3.00	3.00
preparation for using technology as an instructional tool	3.00	3.00	3.00
preparation for meeting the needs of diverse learners	2.00	3.00	3.00
preparation in curriculum content and delivery strategies	4.00	3.00	3.00
Number of surveys received	1	1	1
Number of surveys mailed	7	7	7

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	3	3



IHE Performance Report

1999-2000

Davidson College

IHE Performance Report

Davidson College

1999-00

Overview of the Institution

Davidson College is a highly selective, nationally recognized, independent college of the liberal arts and sciences. Founded by Presbyterians in 1837, the college is located in Davidson, North Carolina, 19 miles north of Charlotte, and enrolls approximately 1,600 men and women. The 450-acre campus has 76 campus buildings, including five historic landmarks. Davidson is committed to its responsibility as a liberal arts college and seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Davidson seeks to enroll students who will contribute to the life of the College and who have the promise to make good use of their education after graduation. The liberal arts curriculum at Davidson College is dedicated to the intellectual and personal growth of students. This curriculum affirms the intrinsic worth of a broad exposure to intellectual and artistic achievement and strives to nurture students' capacities for knowledge, understanding, judgment, and compassion. Teaching is the primary activity and responsibility of the faculty, which is also active in research and service. Developing skills in the methods by which knowledge is acquired, evaluated, and appropriately applied is the primary activity and responsibility of students.

Special Characteristics

The Education Department is unique at Davidson College, being the only professional program in a highly selective, national liberal arts institution. Although, the Department is small, both in the number of full-time instructors and in the number of students who complete licensure programs, the college maintains its commitment to secondary education, a commitment that demonstrates its concern for public service. In the attempt to grow both intellectually and personally, Davidson students are active in expanding their horizons through athletics, community service, and study abroad; thus, individual needs are addressed by close personal attention in order to enlist the best and brightest young minds in public education. The Education Department also brings national diversity to education programs in North Carolina. Last year, the five student teachers who completed the licensure program represented California, Texas, New York, and Virginia. Each year Davidson College offers two First Union Teaching Scholarships to members of the entering freshman class. These merit scholarships may be retained for four years provided there is evidence that the recipient is actively exploring the teaching profession. For students with financial need who are interested in careers in education, Davidson offers the William B. Hight, Jr. Scholarship. The William B. Hight, Jr. Teaching Award is given each year to the senior who has demonstrated great potential for a successful career in teaching at the secondary level.

Program Areas and Levels Offered

Davidson College grants initial teaching licensure at the Secondary School Level (9-12) in the fields of English, Latin, Mathematics, and Social Studies (which includes majors in Anthropology, Economics, History, Political Science, Sociology, Psychology, and Religion). K-12 licensure is granted in the fields of French and Spanish.

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.).

In order to augment instruction and increase our students' exposure to the public school environment, public school teachers and administrators were retained as members of the Methods faculty (Education 400). They taught content methods, ran special workshops, and attended faculty meetings. These faculty were involved in policy-making decisions and were particularly valuable in developing our new Conceptual Framework and in finding ways to address the new NCATE Standards and the IHE Performance Report. They also reviewed all materials in the curriculum laboratory related to their specialty area and suggested titles to include in the lab. All college facilities were available to these teachers and administrators, including space on the college web server,

technical assistance, and \$200 for professional development funds. Among specific activities, Rosebud Turner (Professional Development Coordinator, Charlotte Mecklenburg Schools) spent 6 hours running workshops in Diversity/Multiculturalism and 6 hours running workshops on Teacher Evaluation/Understanding the TPAI; Marie Rogers (English, Independence High School) provided instruction in English methods and conducted observations for our two student teachers in English. Evelyn Gerdes (former Area Superintendent for Charlotte-Mecklenburg schools) provided instruction in social studies methods and conducted observations for our three student teachers in Social Studies. Marie Rogers also ran a 3-hour workshop in Cooperative Learning. Kim Elliott, of the Northwest Regional Educational Service Alliance, addressed students on Performance Based Licensure and Multiple Intelligence Strategies. In the student-teaching seminar (EDU 420), Ralph Taylor (Charlotte-Mecklenburg Schools) spoke with students on discipline, classroom management, and alternative schools. Other personnel from CMS provided resources such as curriculum guidelines, pacing guides, etc.

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

The college hosted and sponsored "Love of Learning," an innovative program to increase the number of minority and other students who succeed in higher education. These students were identified with high potential but low performance. Three school systems were represented in the program—Charlotte Mecklenburg Schools, Iredell Schools, and Rowan Schools. The Program for students focused on five areas: (1) mastery of oral and written English, (2) mastery of mathematical skills, (3) development of skills in scientific inquiry, (4) development of test-taking skills and preparation for the SAT, (5) personal development. In 1987, a pilot project brought 30 African-American rising high school juniors to the Davidson campus to participate in a four-week program to enrich their academic, physical, spiritual, social, and cultural development. The comprehensive program, called "Love of Learning," focused on recruitment and retention of minority students by colleges and universities. Evaluation of the pilot project showed dramatic changes in participants attitudes and achievement levels.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

New department chair, Dr. Rick Gay, taught all students the required technology competencies. New multi-media computers with CD-writers and zip drives were added to the Curriculum Lab, along with a scanner, color printer, and digital camera. A continuing grant from First Union will allow the department to maintain a state of the art lab indefinitely. Individual instructional sessions were held in the Curriculum Lab and class sessions were held in a larger lab on campus. All students constructed personal web sites and electronic products of learning (portfolios) that included artifacts demonstrating the required competencies. Each student's portfolio was burned onto a CD-Rom; one copy was given to the student and a second copy is now kept on file. Portfolios can also be linked from the department web site and used as models for future students. The department considers itself a technological leader on the Davidson Campus. All education classes include a technology component, such as submission of papers electronically and online discussion groups using Outlook Public Folders. All Davidson students had web connections in their dormitory rooms (98% of all Davidson students lived on campus—in this year, all student teachers lived on campus). Davidson College offers all faculty and staff three-year, interest-free loans for up to three thousand dollars to purchase personal computers and peripherals.

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

Davidson College is happy to assist individuals who are interested in becoming licensed in the state of North Carolina through the Lateral Entry Program and has established a set of guidelines, administered by the departmental chair, to be followed by such individuals. A ninth-semester option is available for students who wish to return to Davidson and complete the student-teaching block (EDU 400, 411, 412, 420) in the spring semester. These students are given reduced tuition. In addition to traditional assistance, the Department developed a unique way to serve lateral entry teachers. Because of Davidson's mission as a highly selective, residential college that serves a traditional college-aged student, classes are not offered after 3:45 p.m.; nor are they offered at night, on weekends, or during the summer. Further, many Davidson students find it logistically difficult to complete a rigorous academic major, enroll in professional education classes, study abroad, and

spend an entire semester student teaching. However, many Davidson graduates do enter teaching through alternative routes, especially in the sciences and in other fields for which Davidson does not offer licensure. In order to accommodate these students and prepare them for the classroom, the Davidson faculty approved a new Interdisciplinary Concentration in Education for those students who plan to enter teaching via lateral entry. Students who complete this concentration, administered and supervised by the Education Department, will have completed 24 credit hours in education-related courses, including a capstone course designed as Directed Field Placement in their final semester. We strongly believe that this unique approach will be valuable for serving lateral entry teachers who will have a head start in completing the necessary requirements for full licensure. In addition, this program will encourage bright students to enter teaching, who would not have otherwise done so.

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

Learning Plus was available in the Education Department Curriculum Lab. The lab also contained copies of the PPST Study Guide as well as PPST Student Guides for English and Mathematics. Methods faculty reviewed the content for specialty exams using the sample tests provided by ETS. A copy of the same exams were given to each content professor and student teacher.

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

A letter and education brochure were sent to each first-year student and to each sophomore, introducing them to our program. Also included was an invitation to the Department Open House held in October. The Open House was announced at a faculty meeting encouraging faculty to tell their students about the program; e-mail conveying this information was also sent to faculty and students. For the first time, the Education Department built and maintained its own web site, which was designed to attract students to the licensure program. The web address was included in all communications. Education syllabi were placed online and accessed through the department web site. The chair also contacted Arts and Sciences chairs to explain new developments in the program and opportunities for students. The chair also participated in campus events and promoted the program through tutoring workshops.

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

The departmental chair visited the eating house run by the Black Student Coalition, spoke with its members, and distributed brochures about the program. The department also successfully recruited a minority candidate to become a full-time member of the Education Department. The Davidson faculty approved new courses in Multicultural Education and African-American psychology, exposure to which, we believe, will encourage minority students to pursue teacher licensure.

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

The department co-sponsored (with Community Services) a "Homework Lab" for elementary, middle, and secondary students. Located conveniently on the Davidson campus, the Homework Lab was open from 3:30-5:30 p.m. Monday-Thursday. Parents dropped their children off to be tutored by Davidson students in any subject. The department chair ran workshop training for tutors and observed tutors in their work. The department also co-sponsored (again, with Community Services) a program titled "Leaps and Bounds," a three-year, tuition-free, academic program for motivated middle school students with limited educational opportunities. Students participated in a four-week summer program and in a series of enrichment programs during the school year. The inaugural summer, July 2000, served 15 rising sixth graders with four Davidson students as teachers. The department chair ran a workshop for the teachers and observed classes and wrote formal teaching evaluations. The mission of the program is to empower middle school students to take ownership of their education and to become leaders in their school and communities through unique academic experiences, diverse social interaction, and community service.

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

In the fall we sent a letter to our former student teachers and their principals to avail the department as a mentor/resource for our beginning teachers. The faculty followed up personally with e-mails, visitations, and correspondence throughout the year. Our adjuncts (i.e., methods faculty) who taught in the same school as our beginning teachers served as support to them. All beginning teachers currently have web sites on the Davidson server; in addition, they were offered free web space on the Davidson server to set up additional web sites that can be accessed by their classes. To help in this endeavor, the department offered free technical assistance to those teachers who wanted to take advantage of this offer. Beginning teachers were also offered access to all materials in the curriculum lab, including books, periodicals, computers, scanner, digital camera, and CD-writing. The department also pays for membership in professional organizations for all student teachers.

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

Cooperating teachers were invited to attend the CEAC Cooperating Teacher Symposium at the expense of the department. All current cooperating teachers and teachers and administrators who serve as methods faculty were offered free web space on the Davidson server to set up either professional web sites or web sites that could be accessed by their classes. To help in this endeavor, the department offered free technical assistance and access to all materials in the curriculum lab, including books, periodicals, computers, scanner, digital camera, and CD-writing. Cooperating teachers and methods faculty were also offered \$200 to use for professional development activities. The department also pays for membership in professional organizations for all methods faculty and student teachers. Several years ago, the Education Department established partnerships with seven area schools. The Department of Education at Davidson agreed to establish workshops/staff development for faculty and staff, provide consultation for individual/class issues, offer Davidson faculty as resources for information or as speakers for classrooms, provide Davidson students as tutors, offer the high school faculty use of the Davidson library, and offer the use of Davidson facilities (conference rooms, dinner meetings, etc.). In return, the partnership school agreed to provide placement of students for classroom observations, provide placement of student teachers, faculty or staff presentations/appearances in education classes, provide high school facilities, establish possible team teaching opportunities with education students and faculty, and provide access to professional library and related resources.

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 SCDE faculty were involved in public schools activities: See 1A and 1H, above. Arts and sciences faculty included the following. Biology: (1) Hosted a class from Davidson Elementary; (2) gave a presentation on bluebird biology and let the students see and handle specimens; (3) served as a mentor for a Charlotte-Mecklenburg HS senior doing her senior research project. Math: (1) wrote the NC State Mathematics Contest; (2) served as a Table Leader at the AP Calculus Reading, is a member of the AP Calculus Development Committee, gave a talk at the NC Council of Teacher of Mathematics State Conference, and was elected to the board of the NC Association for Advanced Placement Teachers of Mathematics; (3) served as a AP Calculus AB reader; (4) served as the computer/internet expert for an elementary classroom and organized and assisted in providing internet experiences for students. Theater: (1) presentation to a high school English class in the IB program at North Mecklenburg HS, demonstrating how the process of designing scenery for plays incorporates the same analytical methods and principles that apply to all kinds of literature study. Chemistry: (1) worked with a 6th grade class at Mooresville Intermediate School on two occasions, talking about the chemistry of nitrogen, demonstrating a chemical test for proteins, using liquid nitrogen to make "instant" ice cream, and providing enrichment activities from a chemistry of art course. French: (1) member of the National Committee on Cultural Competence of the American Association of Teachers of French and co-taught a workshop for French teachers at the annual meeting of the American Council on the Teaching of Foreign Languages. History: (1) met with the coordinator of Social Studies for CMS to discuss aspects of the high school curriculum in an area in which area high school students score the lowest points on standardized tests. German: (1) coached Odyssey of the Mind team at Davidson Elementary. Spanish: (1) taught Spanish at Davidson Elementary once a week in fifth grade and in a multiage class. English: (1) took three students to

North Mecklenburg HS to perform scenes from Romeo and Juliet for ninth-graders. In turn, ninth-graders from the school came to dress rehearsal and provided an audience.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	4	White, Not Hispanic Origin	4
	Other		Other	
	Total	4	Total	4
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	

PART-TIME STUDENTS				
	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	
	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)			
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total			

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	187	
MEAN PPST-W	181	
MEAN PPST-M	187	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.46	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.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)								
Middle Grades (6-9)								
Secondary (9-12)	5	4						
Special Subject Areas (K-12)								
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	5	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.

One student has completed all requirements for NC licensure but has gone to Japan to teach in the JET Program and did not give us the SDPI filing fee before she left; therefore, her application has not been processed.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	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)	1	*
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)	4	100
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)	4	75
Spanish (K-12)	1	*
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	9	100
* 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		4				
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	9	89%	44%

COMMENT OR EXPLANATION:

I. 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	30
Wake	13
Durham Public	6

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	4.00	3.00	4.00
preparation for managing the classroom	4.00	3.00	3.00
preparation for using technology as an instructional tool	3.00	4.00	4.00
preparation for meeting the needs of diverse learners	3.00	3.00	4.00
preparation in curriculum content and delivery strategies	3.00	4.00	3.00
Number of surveys received	1	1	1
Number of surveys mailed	5	5	5

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
2	0	5



IHE Performance Report

1999-2000

Duke University

IHE Performance Report

Duke University

1999-00

Overview of the Institution

Duke University continues to be ranked among the very finest research universities in the world. Trinity College of Arts and Sciences and the eight graduate and professional schools which comprise Duke are home to over ten thousand students and over one thousand regular-rank faculty. The founding Indenture of Duke University directed its members to "develop our resources," increase our wisdom, and promote human happiness." The mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge; to foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom, and truth. By pursuing these objectives with vision and integrity, Duke seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university; to contribute in diverse ways to the local community, the state, the nation, and the world; and to attain and maintain a place of real leadership in all that we do.

Special Characteristics

Teacher Preparation Programs at Duke are organized around the central theme of preparing liberally educated, reflective teachers. This theme is consistent with Duke University's goal for all students—that they develop as liberally educated, reflective citizens—and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke's teacher preparation programs are entirely congruent with the broader university goals. It follows then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Vital, too, is the continuing partnership Duke has with Durham Public Schools. Durham's teachers serve as voting members on each teacher preparation committee; they are appointed faculty members within the Graduate School for the purposes of instructing teachers in training; and they are compensated for their work with the University. Durham Public School teachers and administrators collaborate with Duke researchers in grant proposals and ongoing research. The Office of Community Affairs, with its commitment to seven neighborhood partner schools surrounding Duke's campus, has focused the broader university community, from the President on down to entering freshmen, to contribute to the education of our community's children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

Program Areas and Levels Offered

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and a secondary program in the areas of English, mathematics, comprehensive general science, and comprehensive social studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers a secondary program in the areas of English, mathematics, biology, physics, comprehensive general science, and comprehensive social studies.

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.).

Directors of Program in Education, MAT Program, Duke's Center for Child and Family Policy hosted the DPS Superintendent and her Cabinet at a planning session to outline programs that will be initiated in the coming year and to strengthen existing collaborations. At the request of Durham Public Schools Superintendent, Duke University established a Substitute Teaching Corps, with education faculty providing training for undergraduates and graduates in classroom management and

instruction. Education Faculty provided training to over 200 students who volunteer in Durham's Schools. Education faculty provided training to over 100 students who are members of the America Reads Corps and the America Counts Corps. Education Faculty, in collaboration with area elementary school principals, presented results of a joint effort to improve EOG scores of low-performing students at the Closing the Gap conference in Greensboro. Program in Education initiated Project Child, a program to place groups of freshmen in two Durham schools to work on projects designated by the schools' principals. Professor Charles Payne, Department of History, is working with David Holtzkorn, DPS Research and Accountability, on investigating the achievement gap in DPS. Professor Helen Ladd, Department of Economics, is investigating the results of accountability measures on student performance with assistance from DPS central office personnel and the effectiveness of charter schools in school reform. Professor Ken Dodge, Department of Psychology and Director of the Center for Child and Family Policy, is a Principal Investigator for Fast Track, a comprehensive intervention program designed to prevent serious and chronic antisocial behavior in a sample of children selected as high-risk at school entry because of their conduct problems in kindergarten and home. Durham Public Schools administrators and teachers serve as Graduate School Faculty members and instruct both pre-service and in-service teachers. These DPS employees are compensated for their work at the rate of Duke's regular-rank faculty. Durham Public School teachers serve as voting members of the admissions committees and advisory boards of each of the teacher preparation programs. The Center for Documentary Studies is the home of Literacy Through Photography, a Program led by Professor Wendy Ewald that aims to help middle school students communicate through visual media. The Center provided training for ESL teachers on helping students whose first language is not English to communicate using film. Nicholas School of the Environment, with funding from Coca-Cola, has established the Center for Environmental Education with these K-12 outreach programs: three partner schools, including two in Durham, benefit from NSOE grad student involvement in the creation of outdoor classrooms; VINE Program which places NSOE graduate students in the schools creating curriculum and providing instruction; Coca-Cola Seminar for Teachers; the Teacher-Researcher Partnership, bringing together NSOE Research Faculty and K-12 teachers to conduct research on environmental issues.

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

Duke wishes to acknowledge Southern Durham High School, a site for MAT intern placement, for its performance on the ABCs. Designated a low-performing school in 1997-1998, Southern achieved Exemplary Status in 1998-1999, and was the host for Secretary Riley's State of Education Address in 2000. Details of Duke's assistance to Southern are in last year's report. Watts School, designated low-performing in 1998-1999, is one of Duke's Partnership Schools. One-hundred Watts students were served by Duke work-study and volunteers through the America Reads Program; Twenty-two Watts students were served through STARS; Sixteen Watts students received intensive tutoring through Duke's Partners for Success Program; Fifty-five Watts students were part of Duke's College Bound Program; Two-hundred Watts students worked with Duke athletes in an incentive to read program. The Watts Wellness Center, a Duke Neighborhood School initiative, employed a full-time nurse to provide health care to students which resulted in unusually high attendance rates. Education Faculty worked with the Watts Assistance Team. Watts attained expected growth in the 1999-2000 school year.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

All incoming students in teacher preparation are assessed on technological proficiency and provided individual and/or group instruction to bring them to a high level of competence in database, spreadsheet, presentation software, desktop publishing in addition to instructional software specific to each student's teaching discipline. Each teacher preparation program provides training in advanced skills for all students. The Center for Instructional Technology, headed by Dr. Lynne O'Brien, provided funding and training for the MAT Program to switch to web-based portfolios for MAT students. Training provided – which was also provided for in-service teachers – included basic web page creation, database creation, spreadsheet creation, digitizing video and audiotapes, and PowerPoint. CIT also provided training in Blackboard, the web-based class information site available through Duke to faculty and teacher/mentors. Laura Cousineau, Head of Duke's Lilly Library, is PI for a \$250,00 grant from AT&T to provide technology training for in-service teachers. As part of the grant, she and

her staff provided workshops and classes to teachers on basic internet skills, web searching, and how to create a web page for a class. In addition, librarians served as technology mentors at Lakewood Elementary, helping teachers learn how to use the new computers in the school. Laura was point person for the IBM grant Wired for Learning, which helps teachers communicate online with students and their parents.

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

Professor Brett Jones has been appointed coordinator for lateral entry teachers. Among his responsibilities are creation of guidelines for recruitment and advising for lateral entry candidates. Since most of Duke's classes are conducted during the workday, making it impossible for lateral entry candidates to attend, Duke's teacher preparation programs have shifted several classes to begin at 4:00 p.m. or later. These include: EDU-118, Education Psychology; EDU-190, Trends in Secondary School; EDU-109 Elementary School Curriculum; and MAT-341, Reflective Practice. The elementary teacher preparation program established an ongoing relationship with a local elementary magnet school to provide lateral entry opportunities for Montessori teachers employed at that school. Special services provided to these teachers include: independent studies conducted by Education faculty and supervision of teaching practice. Thus far, two of these teachers completed the lateral entry program and received licensure. Additionally, faculty in MAT and Program in Education have volunteered to work with Durham Public Schools Professional Development Center to provide guidance and feedback on the Product of Learning required of all initially licensed teachers. Lateral entry teachers are welcomed into workshops on preparing for the PRAXIS. Duke also offers mentor training to career teachers so that they can effectively supervise ILT and Lateral Entry Candidates.

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

Most Duke students do well on standardized tests, and the majority of teacher preparation students pass PRAXIS tests on their first try. Students previous scores in standardized tests are examined at the time of admission to a teacher preparation program. Any student whose past scores indicate a potential problem for NTE/PRAXIS scores is targeted for special help. Faculty provided PRAXIS testing manuals, tutorial software, and test orientation workshops to candidates during the 1999-2000 academic year. Students who have successfully completed PRAXIS tests mentor students who are preparing for the tests. Each candidate has a meeting with their respective program director to discuss tests required for licensure and the ways in which that candidate will prepare to complete the tests.

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

Efforts to recruit students in to all teacher preparation programs are ongoing and include: information sessions, advertised through the student newspaper and offered each spring and fall; direct mail to all qualified students; education faculty serve as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receive information about teacher preparation programs and the success of Duke's graduates upon completion of those programs; websites linked to the University main website; direct mail to select liberal arts colleges' Career Development Centers and arts and sciences departments; advertising in select liberal arts colleges newspapers; generous support from the Dean of the Graduate School to develop brochures, websites, and poster; direct recruitment through the Graduate School Recruiting Office. Prior to arriving on campus, all incoming freshmen are invited to meet with faculty in teacher preparation programs.

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

Faculty members in Program in Education provide information sessions for cultural student associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses are targeted for special mailings that inform them of Duke's teacher preparation programs. Duke University became a member of the Institute for the Recruitment of Teachers in 1999. IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. The Director of MAT led a

panel discussion of teacher preparation programs from institutions across the United States for the participants at the IRT conference. The Associate Dean of the Graduate School and Vice-Provost for Minority Affairs and her staff recruit for the MAT Program at GRE forums, and HBCUs. Duke University has been a member of the Rockefeller Brothers Fund Fellowship Program for Minority Students Entering the Teaching Profession since the Program was launched in 1992. The Program supports outstanding young people of color who intend to become teachers after graduation. Dean Martina Bryant continues to serve as contact person for the program. Education faculty mentor Rockefeller Fellows in their required education projects, and the MAT Program offers a matching fellowship to admitted Fellows from any participating institution. Each student majoring in Duke's African-American Studies Program receives a personal letter from the Director of that program and the Director of MAT inviting him/her to consider a career in teaching.

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

Program in Education will initiate Project Child, training and placing incoming freshmen in schools to work on projects designated by their principals. The Center for Child and Family policy collaborated on the Safe Schools/Healthy Students grant funded by the Departments of Education, Health and Human Services and will serve as grant evaluator and provide some grant services. This \$7.8 million grant is the largest ever received by DPS. Duke library has applied for an extension on the AT&T Technology grant to provide ongoing training in technology for career teachers. The Library plans to hold a conference for teachers and librarians to look at collaborative models for effective use of technology in the schools. Lilly Library plans to host high school students in AP classes and their teachers for introductory sessions on conducting research using library resources. MAT will purchase software designed to help high school students learn to write for Southern High School. The Program will provide training to Southern Faculty. Duke University, along with UNC-Chapel Hill, NCCU, and the North Carolina Education Research Center, will host a conference on Improving Urban Schools. The Center for Disease Control has funded a proposal from Professor David Rabner, Center for Child and Family Policy, to investigate conflict resolution in Durham's Middle Schools. Both the Center for Child and Family Policy and Durham Public Schools are members of the Youth Coordinating Board, which published, in August 2000, the State of Durham's Children.

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

At the request of principals in Durham Public Schools, Duke offers Cooperative Discipline workshops to initially licensed and lateral entry teachers. Education faculty have volunteered to assist new teachers with the Product of Learning. Duke University provides e-mail to all graduates. Teacher preparation programs provide ongoing support to graduates through listserv and electronic communication. Duke University, and its individual teacher preparation programs, provide an alumni web-site with chat rooms for graduates. From the first day of the first education course, students are encouraged to keep in touch with education faculty throughout their careers. To ensure that they feel comfortable doing so, teacher education programs regularly e-mail graduates with specific questions about their experiences in the classroom. Evaluation instruments are sent to principals. Any deficiency reported by a principal is address by the program. For example, if a principal indicates that a new Duke teacher is performing poorly in any area, faculty contact the graduate with advice on ways to improve. Duke provides mentor training to career teachers, and compensates them for their time taking the class, so that they may be effective mentors to beginning teachers. Duke allows its teacher education graduates to audit courses at no charge. The Dean of the Graduate School has provided generous funds for the development of a newsletter for graduates of the MAT.

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

At the invitation of the Woodrow Wilson Foundation, Duke and Durham Public Schools have initiated a proposal to establish a Teachers as Scholars colloquium, led by Duke faculty, for Durham Public Schools teachers. Teacher Education Programs offer workshops for in-service teachers in: Cooperative Learning; Cooperative Discipline; Instructional Technology; Parental Involvement; Web-Design; and Classroom Web-sites. The MAT Program provides mentor training to Durham teachers and compensates those teachers for their time in training. The Center for Instructional Technology provides training in web-based course software for the Durham teachers with whom the teacher education programs work. Lilly and Perkins Library provide training in technology for in-service

teachers. Duke's Center for Documentary Studies' conducts workshops for ESL teachers on communication using photography. Superior teachers from Durham Public Schools are selected to serve as mentors and on-site coordinators for teacher preparation programs and are generously compensated for their work. Professor Ron Witt, Department of History, received a grant from National Institute for the Humanities to offer a summer course in European History for high school social studies teachers. Professor Susan Alberts, Department of Biology, has requested funding from NSF to share her research in animal behavior with Durham science teachers. Professor Norm Budnitz, Department of Biology, has received funding to provide training to middle school science teachers. Professors Jack Bookman, Robert Bryant, John Harrer, Greg Lawler, and David Morrison, Department of Mathematics, work with the NSF-founded Park City Mathematics Institute, a vertically integrated program that brings together the best work of mathematics teachers at high school through post-doc levels. They continue with work through CHISEL – Carolina High School Education Leadership – that each year identifies a group of NC's best high school math teachers for a week-long workshop at Duke.' Program in Education sponsors an annual Educators Institute to offer academic support to DPS teachers for 12 hours of intensive study over two days. Teachers receive continuing education credit for participating.

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?

Each member of the education faculty serves on numerous committees and task forces in Durham Public Schools. These include the Task Force on Workforce Preparedness; Project ALOFT; Durham Public Education Network; Building Community to Close the Achievement Gap Initiative; and the Education Work Group. Each regularly offers workshops in their area of expertise to area teachers. These include: instructional technology, 4x4, cooperative learning, working with parents, and reflective practice. Collaborative grant proposals written during the past year include Teachers as Scholars and Partners for Success. Professor Trudy Able, Department of History, has received a grant for Digital Durham, a web-based course which allows middle school students to explore Durham's history using an historical database. Professor Elizabeth Kiss, Director of Duke's Kenan Ethics program, has received a grant to develop a character education program for North Carolina middle schools. Professor Peter Wood, Department of History, developed a course for Ph.D. students in history and MAT students on the Teaching of History. Professors Jim Tomberg and Lawrence Moore, Department of Mathematics, have received NSF funding to develop a web-based math course aimed at high school students that have completed one year of AP calculus.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	17
	Other		Other	
	Total	1	Total	22
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	7	White, Not Hispanic Origin	12
	Other		Other	
	Total	7	Total	12

PART-TIME STUDENTS				
	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	
	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)			
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total			

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	184	
MEAN PPST-W	180	
MEAN PPST-M	186	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.30	3.54
MEAN MAT		NA
MEAN GRE-TOTAL		1831
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)								
Elementary (K-6)	17	13						
Middle Grades (6-9)								
Secondary (9-12)	6	6			5	4		
Special Subject Areas (K-12)								
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	23	19			5	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 Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Professional Knowledge		
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)	12	100
English (9-12)	7	57
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)		
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)	2	*
Social Studies (6-9)		
Social Studies (9-12)	9	89
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	30	100
* 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		23				
U Licensure Only						
Master's degree	8	1				
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	34	79%	26%

COMMENT OR EXPLANATION:

Most Duke graduates teach in their home states, outside of North Carolina.

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
Durham Public	85
Wake	51
Charlotte-Mecklenburg	31
Guilford	20
Forsyth	14
Chapel Hill-Carrboro	14
Orange	11
Cumberland	10
Person	9
New Hanover	9

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	3.50	3.50
preparation for managing the classroom	3.33	4.00	3.50
preparation for using technology as an instructional tool	3.33	3.50	3.00
preparation for meeting the needs of diverse learners	3.67	3.50	3.50
preparation in curriculum content and delivery strategies	4.00	4.00	3.50
Number of surveys received	3	2	2
Number of surveys mailed	8	8	8

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
6	13	17



IHE Performance Report

1999-2000

**East Carolina
University**

IHE Performance Report

East Carolina University

1999-00

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools and other institutions. The university is the third largest in the North Carolina System. It is located in the coastal region of the state in Greenville, a rapidly expanding town of over 50,000 serving a large rural area. A reflection of the region's economic situation is that approximately 60% of the public school students qualify for either reduced or free lunches. Of the 18,000 students enrolled at the university, 83.9% are white non-Hispanic; the remaining 16.1% are minorities. Teacher education's ratios are 13% minority and 87% white non-Hispanic. Teacher education programs at East Carolina University are housed in the School of Education, College of Arts and Sciences and six other professional schools. ECU is the largest education program in the state, offering 26 undergraduate programs that lead to licensure and 32 advanced programs that generate licenses at the master's, advanced, and doctoral levels.

Special Characteristics

The primary focus of teacher education is "excellence through partnership" which is evident in the ongoing work with public schools, agencies, and businesses in the region. The programs have a history of receiving award in teacher education; most recently, the US DOE selected the Middle Grades program as one of eight national finalists for their Outstanding Teacher Education Program Award. The university serves more than 900 Lateral Entry teachers and more than 140 licensure-only students. Teacher education is heavily involved with outreach to the region through delivery of off campus programs via distance education, 'face to face' instruction at various community college sites, and Eastnet, the electronic connection between the School of Education and the public schools. East Carolina University teacher education programs have produced a higher number of employees in North Carolina public schools than any other institution. East Carolina University's history, present, and future is indisputably linked to teacher education.

Program Areas and Levels Offered

East Carolina University offers 38 different areas of licensure, 26 of which are at the undergraduate level and 32 at the advanced level (18 are at both the undergraduate and advanced levels). ECU has approved programs in B-K, Elementary, Middle Grades, Secondary Education, thirteen K-12 areas (e.g. Dance, Art, Music, Physical Ed, Foreign Languages, ESL, Drama, Media, Instructional Technology, Reading, Health), seven Exceptional Children areas, four Vocational Education areas, and six in Special Services Personnel areas. The School Administrator license can be earned at the masters, CAS, and doctoral levels.

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.).

East Carolina University has a long history of collaboration with the region's public schools: the partnership concept is very visible and operationalized as the way ongoing business is conducted. Through the East Carolina Clinical Schools Network (CSN), collaborative decisions are made regarding such things as the training of clinical teachers who supervise interns participating in their Senior Year Experience, curriculum revisions, and professional development. During the 1999-2000 year the CSN, faculty, and students were engaged in collaborative work with 15 different LEAs. In addition, three professional development schools operate under an advisory board of university and public school personnel. The CSN and PDS structures provide vehicles for: collaborative curriculum development and evaluation in public school and teacher education programs; utilization of clinical faculty (school personnel) in the teaching of education courses; direct involvement of faculty at school

sites and on school improvement teams; collaborative action research and professional development programs; Americorps tutoring project in reading; support for electronic portfolio development and dissemination of hardware and software to schools. These joint efforts are also evident in our NC TEACH and Project ACT programs as university and public school faculty join together to teach and support teachers who enter the profession via an alternative route. Specifically, public school teachers and principals participated actively and consistently on the revision of undergraduate elementary and special education programs, the development of alternate ways to deliver the new MAT program, and, on revisions of clinical teacher training. In addition, clinical teachers were placed in departments (math, elementary, special education); the Art-Math Project was jointly delivered to over 600 students; the local school system and School of Education jointly supported the salary of the PDS Coordinator; workshops on Reading Renaissance, diversity, English as a second language, and Performance Based Licensure, to name a few, were jointly presented. Faculty from ECU provided induction support this year to beginning teachers by presenting workshops on Performance Based Licensure and holding monthly seminars to assist them with their portfolios. An induction planning group of the CSN has designed workshops for ILTs for implementation in 2000-2001. As evidenced above, teacher education at ECU rests on the premise that true collaboration between the two cultures, IHEs and LEAs, is the only viable strategy for improvement in both contexts. Excellence through Partnership is operational in every aspect of the programs.

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

Accountability of student achievement and performance in North Carolina is measured by the statewide assessment program as outlined in the ABC Plan. The goal is to improve the overall level of student achievement in basic or core subjects. Of the 2080 schools in NC there were 43 schools in the state designated as low performing this past year, 2 of which are located in eastern NC. There were 597 schools in NC designated as no recognition schools because they did not meet expected growth/gain by an amount determined by the NC State Board of Education. To assist these schools ECU instituted in 1999-2000 the Halifax Project, a cooperative effort with three school systems with low-performing schools. The Halifax Project provides leadership training, leading to a principal license, for 51 potential leaders in the area. On going support also is provided these schools in the areas of improving mathematics and science understanding, designing electronic portfolios, participating in writing sessions, and gaining knowledge about study skills. These service activities are reported through the ECU Office of School Services that operates as a catalyst for developing partnerships among university faculty, public schools, and businesses. In summary, East Carolina University faculty designed and implemented 76 different initiatives during 1999-2000 that totaled an in-kind contribution of \$175,610 from the university. In analyzing the groups that were serviced by these initiatives, the following information is included. There were 22 school districts which were impacted by the ECU effort. This figure translates to ECU's service presence in 27% of the school districts in North Carolina. Furthermore, 84% of the ECU initiatives were delivered in LEAs designated as low wealth by the state. From another perspective, of the LEAs served by ECU, two LEAs had low performing schools and 32 LEAs had schools that did not meet growth expectations. Thus, ECU faculty were focused on providing service where there was the greatest need.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Programs have aligned technology competencies within teacher education curricula, provided redesigned and updated technology-rich courses. Staff development for faculty in the application of technology in instruction has also been a priority. The School provided workshops for faculty to assist them in embedding technology into their lessons and to assist them in preparing to deliver on-line components for their courses. The Technology Plan is in its second year of implementation, which moves students to the application of technology skills and toward the integration of technology in teaching and learning in their future classrooms. Technology competencies at the application level (Level II) are taught and evaluated in an advanced level course and in methods courses in each major field of study. To ensure that students have attained required competency levels, performance-based assessments are administered at each transition point in the curriculum model. Satisfactory performance on those assessments is required before students may move to the next level. In addition, student portfolios are assessed for technology competence before they exit their program.

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

East Carolina maintains an Office of Alternative Licensure in the Office of Teacher Education. This houses the active files of over 900 lateral entry teachers who have affiliated with East Carolina. A Coordinator of Alternative Licensure and full-time secretary provide assistance and information to lateral entry teachers who need plans of study, clarification of information about the lateral entry process and requirements, assistance with registration for courses, directions for completion of requirements and recommendation for clear licensure. The Coordinator of Alternative Licensure is considered to be the academic advisor for the lateral entry teachers. A brochure providing general information about North Carolina's lateral entry requirements was developed in this office and multiple copies were sent to every school system in North Carolina for dissemination to lateral entry teachers. Information about the Emergency Permit to Practice was developed for distribution to teachers needing further information about that licensure status. The Office of Alternative Licensure serves as a clearinghouse for information about lateral entry policies and procedures for the university and the service region. In addition to daily services, many special services have been provided for lateral entry teachers; five workshops, advisement at seven different sites, a Lateral Entry Symposium that 170 LE teachers attended, and support and assistance to Teach For America corps members, who have been affiliating with ECU for the past decade. ECU was designated as a site for NC TEACH, an accelerated program for LE teachers, thus adding another option for alternative route teachers to our already existing Project ACT, that has completed its seventh year of operation.

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

Learning Plus, PRAXIS I workshops, and study booklets are available for students. In addition, arrangements have been made with the School Psychology students to test students, free of charge, who the Counseling Center believes may have a learning disability. This enables students to receive extended time for the exams. The Office of Teacher Education pays faculty registrations for those willing to take the PRAXIS II exams. This year, faculty incorporated the tutorial sessions they developed last year into the Senior II seminars that are delivered during students' internship. A grant received by the Office of Educational Outreach enabled faculty to attend workshops and study sessions where they analyzed and studied the tests to better align their courses and assist their students understanding of the PRAXIS II exams. Thirty five faculty, many of whom were from the College of Arts and Sciences, participated in the workshops plus 12 public school teachers.

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

The School of Education has taken definitive steps to enhance student recruitment, including minority student recruitment. A recruitment video and a newly designed set of printed materials have been created. The redesign of the School of Education website has increased its use as a recruitment tool. "Leading Talent To Teaching" was initiated last year from the Office of School Leadership Programs. The L3T is a network of 30 high school teachers who serve as ECU teacher education ambassadors to recruit high school students in to the profession. In addition, we have used our Advancement Council, superintendents group, and the East Carolina Clinical Schools Network to create avenues for implementing ongoing intensive recruitment strategies. Delivery of 12 graduate programs (60 of the courses delivered on line) via distance education and expanding 2+ 2 programs with community colleges, including the delivery of PRAXIS I and MAT workshops, increased our recruitment efforts. Project Excel brought 50 minority teacher candidates to campus last summer. We have extended our alternative routes to teaching options by developing and implementing a Master of Arts in Teaching and becoming an NC TEACH site.

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

Added to Project Excel, a minority recruitment project now in its fourth year, is Project Excel North, a recruitment effort for minority eighth graders. Excel North's project director arranges for these students to have tutoring in math, science, and SAT testing, have their school attendance and grades monitored, and provides them information about colleges and financial aide information. Freshman scholarships are guaranteed to Excel North students who are admitted to college. Efforts are also made through our Legislators' School each summer to provide information on teacher education at

ECU to minority students who attend. Assistance in preparing for PRAXIS I exams is provided, free of charge, to minority students and those with disabilities by the Office of Teacher Education. In addition, the ongoing efforts to support and assist individuals who enter the profession via an alternative route, is a primary conduit for minorities to enter the teaching profession.

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

New teacher education initiatives during 1999-2000 year include the establishment of the Office of School Leadership Programs which works in low wealth counties to prepare principals; expansion of distance education programs, on line courses, 2+2 programs, and a collaborative masters; funding of Project Goal, a grant to recruit special education teachers; obtaining of an Americorps grant to provide reading tutors; and funding for Coach To Coach to provide mentor training for public school teachers. An affirmative vote was received to restructure the organization of the School of Education, which will provide a more integrated teacher education program with more congruent links to clinical settings.

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

In 1999-2000, the Clinical Schools Network formed a subcommittee to design and implement a support system for ILTs. Five workshops were conducted for ILTs and their mentors on the Performance Based Licensure process. More than 100 people were in attendance. The liaison for the middle grades PDS provided PBL mentoring to six ILTs who were going through the process last year. Monthly seminars are held for Project ACT and NC TEACH teachers during their first year of teaching. During last year, the Office of Teacher Education conducted two workshops for 60 beginning teachers on the Nature of the Learner and workshops were conducted in three school systems for 150 mentors on The Needs of Beginning Teachers. Two faculty in the Counselor Education Department worked one-on-one with 12 first year counselors. Recently initiated is an Induction Consortium comprised of the ILT Coordinators in our Clinical Schools Network and an ECU part-time coordinator for induction.

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

The CSN designs and implements a wide variety of professional development programs for career teachers each year. During the past year workshops have been conducted for career teachers in the areas of: Portfolio Development for Special Education National Board hopefuls, Music for Special Populations (100 teachers), Diversity Training I (50 teachers), Diversity Training II (50 teachers), Leadership Program in Discrete Math (24), Inclusion Workshops (150), Improving Achievement through Thinking Maps (60), Physical Education Workshop (32), Technology and Teaching (50), Around the World in Dance, Music, and Theater (30), Reading Conference (450), Limited English Proficiency (50), Behavior Management: Alternative Methods (50), and Conference for Excellence in Teaching Students with Learning Disabilities (60). These workshops were presented with the opportunity for teachers to earn 45 CEUs. Elementary school educators and middle school educators participated in 8 week long, hands-on workshops that incorporate interactive video and websites as instructional media. The workshops were delivered simultaneously at four Cybercampus sites. This was coordinated by the Center for Science, Math, and Technology Education at ECU. In addition, the Science Math Center conducted 33 projects for 103 teachers. Last year, a faculty member was sent for training in how to assess portfolios based on the National Board for Professional Teaching Standards. That was in preparation for providing workshops on preparation for National Boards to all teachers aspiring to that level of certification. In addition, an AP Institute has been designed by the College of Arts and Sciences and the School of Education to support advance placement teachers.

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 School of Education at ECU has 84 faculty member of whom 57 were involved in working in the public schools in a variety of capacities. There are an additional 59 teacher education faculty outside the School of Education, in the College of Arts and Sciences, School of Music, School of Art, etc. who are also present in the schools with their classes and doing action research projects. Last year there was a total of more than 300 hours per semester that faculty were in the schools supervising field

placements. Two faculty members are on school boards, three had 25 reassigned time to work with schools, and 47 were involved with presenting staff development. There were Elementary and Middle Grades classes taught in schools in Greenville by faculty from the School of Education and the College of Arts and Science. These involvements were in addition to the information provided in previous sections, A through J. Most recently, faculty from Arts and Sciences have committed their time at the secondary PDS in Pitt County.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	6
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	31
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	98	White, Not Hispanic Origin	413
	Other		Other	1
	Total	106	Total	457
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	19
	Other		Other	
	Total	11	Total	24
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	103
	Other	2	Other	3
	Total	43	Total	128

PART-TIME STUDENTS				
	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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	24
	Other		Other	
	Total	2	Total	25
Licensure-Only	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	34
	Hispanic	3	Hispanic	1
	White, Not Hispanic Origin	30	White, Not Hispanic Origin	130
	Other		Other	
	Total	38	Total	165
Graduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	33
	Hispanic		Hispanic	
	White, Not Hispanic Origin	65	White, Not Hispanic Origin	258
	Other	2	Other	
	Total	83	Total	293

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)	5	3	2
Elementary (K-6)	16	10	15
Middle Grades (6-9)	50	47	36
Secondary (9-12)	59	59	26
Special Subject Areas (K-12)	34	28	18
Exceptional Children (K-12)	62	50	44
Vocational Education (7-12)	36	25	8
Special Service Personnel (K-12)	1	1	
Other	1		1
Total	264	223	150

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	179	
MEAN PPST-W	176	
MEAN PPST-M	180	
MEAN CBT-R	329	
MEAN CBT-W	324	
MEAN CBT-M	326	
MEAN GPA	3.16	3.84
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.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)	15	12	16	13				
Elementary (K-6)	168	135	19	15	40	36		
Middle Grades (6-9)	39	62	6	5	6	5		
Secondary (9-12)	48	38	30	24	13	11	1	1
Special Subject Areas (K-12)	132	106	32	26	57	51	1	1
Exceptional Children (K-12)	33	26	17	14	37	29		
Vocational Education (7-12)	6	5	20	16	10	9		
Special Service Personnel (K-12) **					169	152	109	100
Other					2	2		
Total	441	384	140	113	334	295	111	102

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	
	Number Taking Test	Percent Passing
Professional Knowledge		
Art (K-12)	12	58
Audiology		
Biology (9-12)		
Business Education	4	75
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	11	82
Elementary Education (K-6)	133	95
English (9-12)	13	92
French (K-12)		
German		
Health Education		
Home Economics Education	2	*
Intro to the Teaching of Reading		
Language Arts (6-9)	25	84
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	17	65
Mathematics (9-12)	1	*
Music (K-12)	16	88
Physical Education (K-12)	16	31
Physics		
Reading Specialist	2	*
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)	6	67
Social Studies (6-9)	5	100
Social Studies (9-12)	5	40
Spanish (K-12)	1	*
Special Education Cross Categorical	2	*
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students	3	67
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled	16	81
Tching Visually Handicapped		
Technology Education		
PK/PLT	288	95
* 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	125	110	86	39	12	8
U Licensure Only	12	1	1	10		1
Master's degree	13	27	21	25	10	32
G Licensure Only	1	1	2	1		1
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	1	1	1		1
U Licensure Only	28	16	19	25	2	4
Master's degree		1	18	11	14	154
G Licensure Only	6	1	2	3	1	1

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	369	80%	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
Pitt	1,109
Wake	788
Craven	635
Wayne	618
Nash	502
Lenoir	490
Onslow	436
Beaufort	421
Wilson	378
Johnston	374

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	3.55	3.45	3.53
preparation for managing the classroom	3.30	3.31	3.54
preparation for using technology as an instructional tool	3.09	3.28	3.44
preparation for meeting the needs of diverse learners	3.17	3.27	3.47
preparation in curriculum content and delivery strategies	3.56	3.53	3.60
Number of surveys received	55	54	49
Number of surveys mailed	215	215	215

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
103	99	43



IHE Performance Report

1999-2000

**Elizabeth City
State University**

IHE Performance Report

Elizabeth City State University

1999-00

Overview of the Institution

Elizabeth City State University has been a growing, coeducational, undergraduate, public, state-assisted institution since its inception March 3, 1891, when House Bill 383 was ratified. That bill to establish the institution, was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. Elizabeth City State University is a comprehensive university, offering baccalaureate degree programs in the sciences, humanities, social sciences, business, industrial technology, education, mathematics and computer science, and other areas of study. In the fall of 1992, the university made history when its enrollment reached slightly over 2000, with 24% of its student body being non-Black. The faculty is committed and well prepared and, like the students, is comprised of individuals with varying national origins and ethnic backgrounds, making ECSU one of the most diverse universities in the region. As of December 1999, 13,462 students have been awarded degrees by Elizabeth City State University. Accomplishments since 1997 include: authorization to offer the university's first Advanced Master's Degree Program in Elementary Education, which admitted its first students in January 2000; two endowed professorships- the E.V. Wilkins in Education and the Marshall A. Rauch in Biology; the university being ranked #3 among the Best South Regional Public Liberal Arts Colleges in U.S. News and World Report's "1999 America's Best Colleges"; the enhancement of the Weekend/Evening College program with extended hours and child care services; and capital improvements including the Academic Computing Center, completion of the Fine Arts Complex, construction of a wellness center addition to R.L. Vaughan Center (physical education/gymnasium building), and a new technology building. In a move to streamline the effectiveness in its delivery of services to students, the university was recently reorganized into four schools: Education and Psychology; Math, Science and Technology; Fine Arts and Humanities, and Business and Economics. This reorganization is designed to bring about more effective operation for the university.

Special Characteristics

The School of Education and Psychology is responsible for recommending teacher licensure for its majors. It prides itself in its Teacher Warranty Program established in 1989. Strongly committed to servicing the 21 counties in northeastern North Carolina, collaboration with the North Carolina Model Teacher Education Consortium since 1989 has helped provide services for potential teachers in this region. The Model Summer Student Teaching Project has been in existence since 1987, providing preservice teachers the opportunity to complete their practicum experience during the summer at area elementary, middle and high schools. Based on the reflective teaching research of Cruickshank, this clinical model experience requires students to go through an intensive interview, in addition to meeting all requirements of the student teaching program. In an effort to support and enhance minority teachers in northeastern North Carolina to become National Board Certified, the university is in collaboration with NABSE/NBPTS Certification Support Program.

Program Areas and Levels Offered

Elizabeth City State University offers baccalaureate programs leading to teacher licensure in elementary education; middle grades education with concentrations in language arts, mathematics, science and social science; secondary education in the areas of art, physical education, and music; and exceptional children, specifically the mentally handicapped and learning disabled; vocational education in business education and technology education and a master's degree in elementary education, K-6. A student majoring in elementary education, middle grades education, special education, business education and physical education and technology education is required to select an academic concentration from art, biology, English, general science, mathematics, music, psychology or social sciences. All teaching programs in the School of Education and Psychology have the approval of the North Carolina Department of Public Instruction.

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.).

Elizabeth City State University continues to maintain a strong relationship with its partners. The continued implementation of the Elizabeth City State University-School Teacher Education Partnership (ECSU-STEP) was the primary focus for 1999-2000. Ongoing workshops between participating university personnel and clinical teachers (teachers who supervised the year-long internship) occurred to align more closely course requirements, public school classroom instructional requirements, and intern expectations. Also, clinical teachers indicated that they needed more instructional technology training which we have provided. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP), in its second year of its grant, continued to assist public school students in improving test-taking, communication, and technology skills for college entrance (and subsequently prospective teacher candidacy). The NNC-CSEP continued its focus of increasing the number of minority teachers pursuing teaching with an emphasis on recruiting African-American males into teaching. Another successful initiative aimed at increasing the supply of teachers was, the expansion of the North Carolina Model Teacher Education Consortium (NC-MTEC). Pasquotank and Perquimans counties were added to this list. MTEC-sponsored courses resulted in dramatic increases in course and university enrollments. The Office of School Services coordinated efforts across campus to provide technical assistance to public school teachers. Highlights for this year included participants examining the value of a yearlong field experience for improving the quality of prospective teachers of grades K-12. Partners held ongoing planning meetings to restructure method courses and align them more fully with public school classroom practice. Selected preservice teachers participated in staff development activities and partnership schools, enriching their field experiences. Technology workshops enhanced the skills of teachers and media specialists from partnership schools. Participation in the partnership increased collaboration among university faculty within the School of Education.

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

All efforts listed above were designed in collaboration with low-performing schools. ECSU has also been involved in other efforts to assist low performing schools. Most prevalent among those efforts is the involvement of the university with the Halifax School District. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP) is collaboratively involved with the district to help improve test taking, communication and technology skills for college entrance prospective teacher candidates. Through such collaborative efforts, overall SAT scores are improving. Of the 21 NENC counties, Halifax County is one of the two top counties enrolling students at ECSU.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

The first step in ensuring the technological competence of preservice teachers was the incorporation of basic competencies into an entry level course (Sophomore Seminar). Workshops were offered to bridge the gap between candidates who took the course and candidates who passed their sophomore year. Also, a thirty-hour workshop component was included in the seminar taken in conjunction with student teaching. In addition, a series of workshops for school personnel was conducted throughout the year. A major focus for the STEP Partnership was the continued training in technology for clinical teachers and media specialists in the elementary schools participating in the partnership. The training covered basic computer skills as well as introduction of computer technology into the classroom. It emphasized four broad areas: communicating, gathering data, organizing data and publishing information. Specific topics were computer basics, networking theory, Windows 95/98, file management, desktop publishing (using a word processing program), spreadsheets and database application, scanning, use of digital cameras, internet basics, E-mail, attachments, chat modes, and web page design development and publication. Participants are now more knowledgeable about and more comfortable with computers. The training led to more application of technology in the classrooms of the partnership schools. The teachers designed lessons that required the use of technology in all curricula. Communication among partners was enhanced by the use of e-mail. All interns and clinical teachers have access to the Internet. The clinical teachers received credit toward

continuing licensure after they completed the workshops. Through the acquisition of a Title III grant, equipment was purchased to establish a multi-media teaching/learning classroom.

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

Teacher education faculty and support personnel attended meetings and evening sessions to acquaint school personnel and lateral entry teachers with the degree programs and courses available through the Weekend/Evening College. Personnel participated on a regular basis in the NC model Teacher Education Consortium Transcript Evaluation Advisement Sessions at designated sites in the northeast. On-campus advisement sessions occurred throughout the year. Numerous courses of study were developed for lateral entry teachers. The North Carolina Model Teacher Education Consortium was extended to include Pasquotank and Perquimans Counties in northeastern North Carolina, thereby extending our base for lateral entry teachers. ECSU did not qualify as a North Carolina Teach Host Site, but collaborates with East Carolina, Barton College, Chowan College, North Carolina Wesleyan College in this program to recruit, prepare and support college graduates and professionals to teach in North Carolina.

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

Teacher Education Program continued its ongoing review of prospective candidate's performance on Praxis I. Course/curricular revisions were made to improve student performance. The Praxis preparation portion of the Sophomore Seminar (GE 220) was removed and placed into a freshman course (GE 122 T). Observational data suggested that candidates who stayed with teacher preparation and who were unsuccessful with one-semester coaching/tutoring/review were successful with one-year coaching/tutoring/review. Faculty and student tutors were secured to work in the area of greatest need- mathematics. These efforts were in addition to the computer-assisted instructional program which was available for student use from 8:00 a.m.-8:00 p.m. Monday through Friday and from 9:00 a.m.-2:00 p.m. on Saturday. As a result of successful candidate performance on Praxis I and II, grants were written and submitted for funding to enhance candidate performance. Education and across campus faculty were encouraged to take the PRAXIS exams and develop teaching strategies that would enhance student performance on the exams. Stipends were paid to faculty through the acquisition of a Matching Incentive Grant, and workshops and seminars were developed and presented through North Carolina Communication Skills Enhancement Program (NNC-CSEP), utilizing a consultant whose expertise focused upon assisting CBT Praxis I and other ETS test scores. The computer lab at ECSU continues to be available to students six days per week, enabling them to obtain at least 100 hours of practice with Learning Plus software.

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

The Viking Scholars Program was instituted for students at the middle grades level to interest them in careers in teaching. Faculty attended job/career fairs at schools ranging from elementary to high school. Faculty advisors engaged regularly in campus orientation and advisement sessions. Regular collaboration through education councils and school-based improvement teams provided ongoing opportunities for recruiting students. ECSU-STEP clinical teachers and partners set a goal to increase the recruitment of students into teaching. One of the key components in the ECSU Teacher Education partnership was that of recruiting and retaining prospective teachers. One of the outreach strategies included holding workshops and seminars to identify and recruit high school seniors who might be interested in teaching. Meetings were held with freshman students enrolled in General Education 122T Learning Strategies to allow students to interact with Teachers-of-the-Year and other master teachers. Sophomore Seminar was also used as recruitment opportunities. To compete with other districts in recruiting and retaining new teachers, the Elizabeth City-Pasquotank School district gave monetary supplements of \$800 to teachers with 1-3 years of experience, \$1,000 to teachers with 4-7 years of experience and \$1,200 to teachers with 8 years of experience or more. Also, the district raised mentor teachers' salaries to compete with the salaries of their counterparts in other school districts. Three-day workshops for teachers new to the district and teachers with less than three years of experience were held at the beginning of the school year to help them become aware of school laws, county and school regulations and school district initiatives. Follow-up workshops were in collaboration and cooperation with the university to give further support.

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

A recruitment focus for the Teacher Education Program was in the area of recruiting African-American males. Data presented to the Teacher Education Advisory Council showed that two-thirds of the African-American males interested in teaching did not meet the Praxis I requirements. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP) continued its focus to increase the number of minority teachers pursuing teaching with an emphasis on recruiting African-American males into teaching. Through this project, computer-assisted software was purchased to provide additional support in preparation for the Praxis I. A consultant was employed and several workshops were held in conjunction with ETS to help students improve their test taking skills.

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

Several new initiatives are being implemented in the School of Education and Psychology at ECSU. A Title III Grant was funded which enabled the hiring of a data specialist to collect and analyze data input for teacher education. Another initiative involved the collaboration with Washington County in a project known as Windows of the World. ECSU has taken a leadership role in this special project involving community, county and state agencies to assist Washington County in becoming technically and educationally connected with northeastern North Carolina, the state, nation and the world. Closing the gap in academic performance for minority students is another collaborative effort in which ECSU is involved. Collaborating with Historical Minority Colleges and Universities (HMCU), ECSU has received \$50,000 from HMCU Consortium to extend the Northeastern Communication Skills Project in an effort to close the performance gap.

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

Through the Educational Warranty, ECSU has a designated first contact person and a support person/team in each specialty teacher preparation area. Faculty work with LEAs to develop initial licensure processes to ensure that beginning teachers succeed. Faculty provide staff development requested by schools/districts to assist new teachers, especially in INTASC performance-based presentations. Several support systems are maintained for beginning teachers at ECSU. Teach Day is held annually at the university. Beginning teachers are invited and encouraged to attend and participate in sponsored activities. The Curriculum Center in the Teacher Education Program is well endowed with instructional materials and manipulatives. Beginning teachers are invited to come by and use materials on site or check out these resources for their instructional use. Faculty continue to advise and assist beginning teachers in classroom management techniques for effective teaching. The computer lab remains a constant resource for research and best practice resource techniques for beginning teaching remaining in the area. Beginning teachers are invited and encouraged to participate in technology workshops to enhance their technological skills.

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

Through career growth plans, career teachers request faculty development to meet their needs. The most requested items still remain in the areas of instructional technology and NBPTS support. Both teacher education and the arts and sciences provide support in technology. Many summer academy development opportunities are provided in mathematics and science. Support services, materials and guidance offered to beginning teachers are also available to career teachers. Through STEP, career teachers are identified as mentors and lead teachers for beginning and clinical teachers. Programs and activities like the Roundtables are held at the University Center to discuss and assist area teachers, media specialists and ECSU faculty and staff in sharpening their technological skills. The ECSU Virtual College also assist area and university faculty by providing course work to enhance their instructional skills. The North Carolina Model Teacher Education Consortium (MTEC) continues to be an important avenue for ECSU to enhance its enrollment while meeting the critical needs for teachers in northeastern North Carolina.

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?

Faculty are involved in clubs, such as the, Future Business Leaders of America; committees, ie, school improvement teams; performance assessments, mentoring, ie, HOSTS competitive school events, ie, Special Olympics and other functions in the public schools. All SCDE faculty and many arts and sciences faculty are involved in meetings with teachers in departments/grade levels to provide assistance in performance analysis and curriculum revision. Faculty supervise student teachers and the collaborate with mentoring teachers in the student teaching process. Our faculty are requested from time to time to make presentations at our local schools, to judge projects and even chaperone trips. Some university personnel serve as community coaches and assist in other related activities. Public school faculty members are involved in technology workshops and seminars at the university. They also serve on search teams to select new faculty for the university. University faculty serve on recruitment teams to encourage public school students to matriculate at ECSU. Faculty members invite public school teachers to visit and make presentations to university classes, and to read and evaluate student portfolios. Several public school personnel serve in an advisory capacity to ECSU's Teacher Education Council, which deals with matters related to curriculum and other instructional issues.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	16
	Other	1	Other	
	Total	9	Total	23
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	

PART-TIME STUDENTS				
	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	3	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	14
	Other		Other	
	Total	6	Total	35
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)	26	26	26
Middle Grades (6-9)	25	25	25
Secondary (9-12)	27	27	27
Special Subject Areas (K-12)	9	9	9
Exceptional Children (K-12)	9	9	9
Vocational Education (7-12)	4	4	4
Special Service Personnel (K-12)			
Other			
Total	100	100	100

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	179	
MEAN PPST-W	175	
MEAN PPST-M	179	
MEAN CBT-R	328	
MEAN CBT-W	322	
MEAN CBT-M	321	
MEAN GPA	3.27	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.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	16		3	1				
Middle Grades (6-9)	1							
Secondary (9-12)								
Special Subject Areas (K-12)	3							
Exceptional Children (K-12)								
Vocational Education (7-12)			1	1				
Special Service Personnel (K-12) **								
Other								
Total	20		4	2				

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	
	Number Taking Test	Percent Passing
Professional Knowledge		
Art (K-12)	1	*
Audiology		
Biology (9-12)	1	*
Business Education	1	*
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	3	100
Elementary Education (K-6)	31	97
English (9-12)	2	*
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	2	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)	1	*
Music (K-12)		
Physical Education (K-12)	1	*
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	2	*
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	41	100
* 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	6	9	3	2	1	
U Licensure Only	1	1				
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	58	81%	81%

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
Pasquotank	205
Bertie	98
Hertford	94
Halifax	79
Currituck	74
Perquimans	68
Chowan	58
Gates	54
Northampton	49
Washington	49

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	3.00	3.17	3.29
preparation for managing the classroom	3.38	3.43	3.86
preparation for using technology as an instructional tool	3.13	3.43	3.71
preparation for meeting the needs of diverse learners	2.88	3.14	3.14
preparation in curriculum content and delivery strategies	2.63	3.57	3.43
Number of surveys received	8	7	7
Number of surveys mailed	29	29	29

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	14	8



IHE Performance Report

1999-2000

Elon College

IHE Performance Report

Elon College

1999-00

Overview of the Institution

Elon College is a coeducational church-related college located near Burlington, North Carolina. The college was founded in 1889 by the Christian Church for the purpose of providing a liberal arts education to young men and women. Although it has grown and changed over the past 100 years, its fundamental commitments to liberal arts and professional education and to general Christian principles and values have not changed. The third largest of the 36 private colleges and universities in North Carolina, Elon College offers a wide range of choices in academics and campus activities, yet is small enough to allow students to feel a sense of personal involvement and interaction with faculty members and fellow students. The academic program of Elon College is designed to develop in each student a mature proficiency in the use of the English language, an awareness of history, and an appreciation of cultural, social, and scientific achievements. Upper level courses provide opportunities for concentration in areas of special interest and in professional and career-oriented branches of learning. The academic program includes such features as independent study, study abroad opportunities, and internships. Historically, the College has played a significant role in teacher education. A program of instruction and experiences designed to prepare teachers continues to be a major objective of the College.

Special Characteristics

The low student/faculty ratio at Elon College affords teacher education students the advising, support, and challenge to become successful teachers. The program offers students the opportunity to begin field experiences as early as spring semester of the freshman year; thus, enabling students to make an informed decision about entering teaching early in their college career. This early field experience is followed by more extensive field experiences as part of methods courses after students have been formally admitted to the program. Thus, the Elon teacher education student enters the student teaching semester with two or three previous semesters of school experience. Elon College is one of the fourteen campuses participating in the North Carolina Teaching Fellows Program.

Program Areas and Levels Offered

Elementary Education (K-6) – Bachelor's and Master's

Middle Grades Education (6-9) – Bachelor's

Concentrations: Language Arts, Social Studies, Mathematics, and Science

Secondary Education (9-12) – Bachelor's

English, Mathematics, Comprehensive Science, Physics, Biology, Chemistry,
Comprehensive Social Studies, History

Special Subject Areas (K-12) - Bachelor's

Physical Education, Health Specialist, Music, Second Language Studies (French, Spanish)

Exceptional Children (K-12)

Behaviorally/Emotionally Handicapped – Master's

Specific Learning Disabilities – Bachelor's and Master's

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.).

Elon College is involved with public schools through a variety of activities including program development, grant writing, team teaching, and service on committees. A formal partnership, The Alamance Area Education Consortium has served as the chief avenue of collaborative activities between Elon College and the Alamance-Burlington Schools, Lakeside Charter Public School, and the Burlington Day School. Activities of the Consortium include staff development opportunities in technology, support for beginning teachers, and scholarship support for teachers to earn a master's degree or to add additional licensure areas. Elon College has provided release time for a faculty

member to coordinate activities of the Consortium. Collaborative grant activities have included: A U.S. Department of Education grant, Preparing Tomorrow's Teachers to Use Technology, in which Elon College teacher education students and faculty have worked with Alamance-Burlington Schools faculty to increase use of technology in the classrooms; and a Duke Energy Foundation grant to improve the teaching of mathematics in middle and high schools in which Elon College mathematics education faculty and students worked with middle and high school mathematics teachers to enhance the use of technology in the teaching of mathematics. Other collaborative activities have included an Elon College teacher education faculty member teaching in the mornings with a second grade teacher each day for the school year and using this experience to enhance her teacher education classes; public school teachers teaching classes at Elon College; teacher and administrators serving as guest lecturers in classes and the student teaching seminar. Representatives from the Alamance-Burlington Schools serve as voting members on the Teacher Education Committee and the M.Ed. Advisory Committee. In both cases the public school personnel have been involved in program design and revision. Public school teachers served on the Technology Portfolio review teams to assess the technology portfolios developed by student teachers. Elon College is a member of the Piedmont Alliance with other area IHEs, the Alamance-Burlington Schools, Guilford County Schools and Winston-Salem/Forsyth County LEAs. The Alliance collaborates on issues related to student teaching and other practicum experiences and legislative issues affecting teachers. Elon College has made college facilities available rent-free for the Alamance-Burlington Schools to conduct staff development programs for their personnel. Two teachers from the Alamance-Burlington Schools served on the college committee to select the faculty member receiving the college's highest award for teaching.

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

No low-performing schools were identified for our area for this report year.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

A course, CIS 220 Computers in Teaching, is required of all teacher education students and is generally taken by students prior to formal admission to the teacher education program. This beginning course addresses the basic technology competencies and provides the technological foundation for development of the advanced competencies. During the remainder of the professional education sequence and continuing through student teaching, there is concentrated effort to provide students with experiences designed to develop the advanced competencies. Faculty teaching professional education courses identify specific assignments and activities which will allow students to demonstrate mastery of specific advanced competencies. Students are consistently guided in the construction of the Technology Portfolio throughout the professional education sequence, beginning with the first course, EDU 211 Introduction to Education. Upon completion of the program, students present the Technology Portfolio for assessment by a team of education faculty members and practicing public school professionals. Satisfactory demonstration of the advanced competencies is required for recommendation for the initial teaching license. An elective course, EDU 523 Educational Technology, is available in the graduate program. Teachers enrolled in the graduate program who need further development of their technology skills are advised to take this course as an elective course. Many teachers from the area also take this course for license renewal credit to meet renewal requirements in technology. In 1999-2000, Elon College was awarded a U.S. Department of Education capacity building grant through the Preparing Tomorrow's Teachers to Use Technology initiative. These additional resources (\$41,550) enabled the elementary education faculty to pilot a revision in the methods courses to emphasize technology enhanced problem-based learning units which the teacher education students used with K-6 students in their field placements during the methods courses and in the student teaching experience. Using this initial pilot grant, Elon College applied for a 3-year Implementation Grant under the same initiative to expand this initial effort. This grant was awarded in March 2000 (\$486,183) and will provide support for three years to continue and expand these efforts to increase technological skills of future teachers. Additional faculty resources to assist students and teacher education faculty in further development of technology competency have been provided to the teacher education program. One-third of the primary educational technology instructor's time has been reassigned to the teacher education program to provide staff development, student assistance, and workshops to continue the development of the technology competencies.

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

Elon College works closely with Alamance-Burlington Schools to assist lateral entry teachers to gain licensure. The Dean, School of Education, serves as the primary advisor for the lateral entry teachers and coordinates the program for lateral entry teachers. Upon request by the teachers or referral by the school district, transcripts of lateral entry teachers are evaluated to establish a specific course of study for each teacher. Consideration is given for comparable coursework and comparable experiences to the Elon College programs. Lateral entry teachers enter from such a wide variety of backgrounds that each course of study tends to be highly individualized, necessitating careful advising for the lateral entry teachers. On occasion, specific classes have been scheduled in late afternoon so those lateral entry teachers can attend after their school day. Independent study work has also been used to assist lateral entry teachers complete their licensure requirements. College Level Examination Program (CLEP) examinations can be used to allow candidates to demonstrate mastery of subject matter.

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

Students are informed of the various test requirements at appropriate points in the program. The PPST entrance test requirements are explained in EDU 211 Introduction to Education. Students are provided with the Tests at a Glance booklets to preview the tests and are encouraged to purchase commercially available study guides if needed. For those few students unsuccessful on their initial attempt on the PPST, they are advised on possible remediation strategies and encouraged to take the CBT as an alternative testing format. These students are encouraged to make use of available campus tutoring assistance to prepare for the tests. For the PRAXIS Specialty Area tests, students are advised of these testing requirements during the methods courses and student teaching seminar. The College has paid the fees for teacher education faculty to take the appropriate PRAXIS examinations for better advising of students. Seminars to prepare the students for the PRAXIS examinations have been conducted on campus. For those students with documented disabilities, they are advised to register for the nonstandard administration of the examinations.

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

Recruitment efforts for Elon College are coordinated by the Admissions Office. Teacher education faculty work with the Office of Admissions on special recruitment days to present information regarding the teacher education program to high school juniors and seniors. Prospective students are informed of the teacher licensure programs offered by Elon College and specific details of the programs are discussed. Current teacher education students assist the faculty with these presentations so that prospective students are able to get a student perspective on the programs. In addition to these efforts to recruit prospective students, teacher education faculty meet with undecided students at the college in both formal and informal settings to discuss the teacher education program and the employment opportunities available for future teachers.

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

In addition to the general recruitment activities described in section F, the Admissions Office has a special focus on recruitment of minority students. Prospective minority students are invited for a special weekend at the College. As part of the variety of activities planned for this weekend, there is opportunity for the teacher education faculty to speak to these prospective students regarding teaching as a possible major.

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

The Teaching Fellows program began working with Alamance-Burlington middle schools implementing the ProTeam program and with high schools implementing the Teacher Cadet program. These programs are designed to acquaint middle and high school students with teaching as a possible career choice. The School of Education and the Teaching Fellows hosted a program for these ProTeam and Teacher Cadet students to present their projects. Following the program, the

School of Education provided a luncheon for the students and their faculty sponsors. At this luncheon, the Dean, School of Education talked with the ProTeam and Teacher Cadet students about teaching as a career. Following the luncheon, Teaching Fellows conducted campus tours for these students.

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

Support for beginning teachers begins in the student teaching seminar during the students' final semester of professional preparation. A representative of the Alamance-Burlington Schools presents a seminar session on the North Carolina Initially Licensed Teacher (ILT) program. This program is described in detail and the student teachers are appraised of the requirements of the product of learning. Also during the student teaching semester, the students prepare a facsimile of a professional development plan in consultation with their cooperating teacher and college supervisor. In this activity, the student teachers gain experience in self-reflection and professional development similar to what will be expected of them during the ILT program. The staff development activities of the Alamance Area Education Consortium are available to beginning teachers. Other support for beginning teachers tends to be informal. The materials located in the Curriculum Materials Center (CRC) of the School of Education are available for checkout by area teachers. Since many of Elon's teacher education graduates gain employment in local school systems, there remains continuous, informal contact between graduates and teacher education faculty as the beginning teachers seek advice from former instructors.

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

The major program to support career teachers is tuition support for teachers who supervise Elon College student teachers. A tuition voucher is awarded to each teacher supervising a student teacher. This voucher may be exchanged for full tuition for one course at Elon College. If the cooperating teacher cannot use the voucher, then the principal of the school may reassign the voucher to another teacher for use. This reassigned voucher may be exchanged for a scholarship of \$100.00 for a course. For the 1999-2000 academic year, a total of \$11,979 in tuition vouchers was used by career teachers. Teachers have used these vouchers primarily for courses toward master's degrees, but also for courses taken for renewal credit or to add additional licensure areas.

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?

Teacher education faculty and faculty from across the College are involved with the public schools in a variety of ways. Following is a summary of activities for the 1999-2000 report year. Education faculty have worked with teachers to write grant proposals; worked with administrators on initial licensure projects; judged a mathematics fair at an elementary school; hosted classes of students visiting campus on field trips. Music education faculty have conducted band clinics and judged high school marching band competitions. An education faculty member who is a native of St. Vincent Island spoke to several area classes regarding life in the Caribbean Islands. As it has for several years, the mathematics department hosted the regional mathematics competition. Science faculty judged the Alamance-Burlington Schools Science Fair. One biology faculty member hosted an elementary class on campus and worked with the elementary students to set up an experiment. Chemistry faculty have made guest presentations in local elementary schools during Science Fair week. A computer science faculty member was a guest lecturer at the North Carolina Governor's School. Department of English faculty members judged the National Council of Teachers of English student writing contest; conducted a writing workshop for students at a local middle school and high school; and took literature students to make presentations at a local elementary school. Physical Therapy faculty conducted a workshop for middle and high school physical education teachers. Art faculty conducted a hands-on workshop on Raku Pottery for a high school art class and spoke at an honorary art society induction ceremony. The men's basketball coach and players spoke at D.A.R.E. graduations.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	6
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	145
	Other		Other	
	Total	30	Total	152
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	

PART-TIME STUDENTS				
	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	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	6
	Other		Other	
	Total	4	Total	6
Graduate	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	6	White, Not Hispanic Origin	39
	Other		Other	1
	Total	6	Total	41

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)	7	7	2
Middle Grades (6-9)	2	2	2
Secondary (9-12)	2	2	2
Special Subject Areas (K-12)	4	4	4
Exceptional Children (K-12)	2	2	1
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	17	17	11

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	177	
MEAN PPST-M	183	
MEAN CBT-R	329	
MEAN CBT-W	325	
MEAN CBT-M	327	
MEAN GPA	3.22	3.12
MEAN MAT		47
MEAN GRE-TOTAL		1050
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		4.7
NUMBER EMPLOYED IN NC SCHOOLS **		36

** 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	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	44	39	5	5	4	4	4	
Middle Grades (6-9)	4	3	1	1				
Secondary (9-12)	16	12						
Special Subject Areas (K-12)	7	6	5	4				
Exceptional Children (K-12)	18	17	1	1	1	1		
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	89	77	12	11	5	5	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/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)	1	*
Business Education		
Chemistry (9-12)	2	*
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	58	97
English (9-12)	2	*
French (K-12)		
German		
Health Education	3	100
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	6	67
Mathematics (9-12)	5	100
Music (K-12)	3	67
Physical Education (K-12)	9	56
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)	1	*
Social Studies (9-12)	7	43
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	8	88
Tching Visually Handicapped		
Technology Education		
PK/PLT	94	100
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		