



IHE Performance Report

2000-2001

Salem College

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Overview of the Institution

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest women's college in the nation by founding date, and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduates major in an academic discipline and complete licensure programs in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all students, and all prospective teachers are encouraged to develop solid content knowledge, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems in a rapidly changing and increasingly global world.

Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Undergraduates are primarily women, and most traditional students are campus residents. Adult students are a significant and valued part of the undergraduate population as well. At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's teacher education program, and the faculty emphasize integrated, meaning-centered instruction as we seek to promote the cognitive development and the dispositions we value in each prospective teacher - that all children are learners, and that teachers are responsible for creating the conditions of learning for all students. The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) and work experience who are preparing to change careers and enter teaching, and experienced teachers who seek to improve their instructional skills in literacy. Lateral entry teachers are offered licensure programs in ten areas, and all classes are available during evening hours to accommodate their work schedules. All candidates for licensure, including lateral entry teachers, are assisted and mentored by Salem College faculty during supervised practica experiences prior to being recommended for licensure by the College.

Program Areas and Levels Offered

Salem College offers the following teacher education programs leading to North Carolina licensure at the undergraduate level: elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K); second languages (French, Spanish, K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. At the graduate level, students may earn licensure (initial and/or advanced) in elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K) and language and literacy (K-12 reading). Lateral entry teachers may pursue licensure in ten areas: elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K); second languages (9-12 - French and Spanish); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, birth through kindergarten, and learning disabilities.

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

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

Collaboration with classroom teachers and administrators is central to our program. Using the Clinical Advisory Council for Teacher Education (CACTE) as a vehicle, teachers, administrators, students, and college faculty work together to plan, revise, and execute appropriate teacher education experiences. Teachers from our professional development schools regularly teach classes in our program, including fine arts methods, reading methods, classroom management, and secondary content methods; often these are offered on-site in K-12 schools. On-site coordinators in our professional development schools serve as supervisor-mentors for students participating in early field experiences and collaborate with faculty to determine readiness for candidates to move beyond established checkpoints in the program. Teachers serve as consultants for search committees in the Education Department, work with faculty in revision of our conceptual framework, participate in collaborative action research projects with preservice teachers, serve as guest lecturers and consultants for classes, work with faculty to assess all student teaching portfolios and technology competencies, work with faculty to revise and evaluate existing programs, participate in on-campus seminars such as Project Wild, advise faculty regarding purchases for the Curriculum Materials Center, and advise college faculty members on curriculum alignment between college courses and the North Carolina Standard Course of Study. Salem faculty have collaborated with local schools to present faculty enrichment sessions requested by classroom teachers, including math instruction, thematic and interdisciplinary instruction, the inquiry method of site-based leadership, grant-writing, content area reading strategies, brain research, literacy development, and constructivism. Salem faculty work closely with classroom teachers to support instruction and intervention strategies; faculty members teach classes in local schools several times during the year and participate in student mentoring programs such as "WINGS." Teachers in our professional development schools have access to the Curriculum Materials Center. Salem faculty have written grants and collaborated with organizations writing grants to provide scholarship support for licensure candidates and Masters degree students. Teachers are invited to participate in on-campus enrichment activities, including the Center for Women Writers Lecture Series, the Woodrow Wilson Visiting Scholars Program, and the Salem College Community Music School Concert Series. We have arranged for guest speakers on campus to speak to students and faculty in local schools. The Salem College Art Gallery collaborates with local teachers of young children to display a children's art show each spring.

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

Through the Salem Leadership Connection, all traditional Salem students participate in a series of extensive volunteer internships. In the second year program, College 200, which has been coordinated by a teacher educator at Salem, students perform community service. These students regularly choose tutoring in lower-performing schools as their service activity. Faculty members work closely with lower-performing schools to provide staff enrichment, and they serve on school leadership teams and advisory councils. We have chosen to use a lower-performing high school as our primary professional development site at the secondary level; Salem students work closely with teachers and students at this site to observe, assist, tutor, and provide remedial instruction. Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals. Since we believe that a solid foundation in early childhood is critical to later success, we have focused many of our efforts in that direction. This proactive strategy has lead to presentations in brain research and early child development. Our Birth to Kindergarten program maintains extensive connections with centers at-risk students attend. We have sponsored training sessions for teachers and assistants in these centers, leadership seminars for their directors, and

workshops for siblings of high-risk children. We recruit many licensure and Masters candidates in these settings, with the goal of improving educational experiences for younger children.

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

A full credit course in educational technology is required for initial licensure students in teacher education at Salem College. This course teaches the advanced competencies in the use of technology and instructs preservice teachers in the integration of technology; each course in teacher education integrates technology to some extent, and each course requires students to use technology to meet course requirements. Methods courses review appropriate software and Internet resources for different disciplines; students are required to use email to communicate; and the use of on-line search services and electronic data bases is required in most courses. All students prepare portfolios which showcase their ability to use and integrate technology. In addition, faculty seek to continually upgrade their skills in technology to model best practice; the College fully funds these efforts. A member of the Education Department served as the campus-wide chair of the Technology Task Force and was instrumental in selecting new software designed to promote technological competence for all Salem students. This will allow the department to further upgrade the technology course, because all students will have met basic competencies in word processing, presentation software, databases, and spreadsheets prior to enrolling in the course.

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

Specially-designed programs for lateral entry teachers have been planned in ten licensure areas. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, BK, and LD. All candidates for the lateral entry program receive special advising with the Coordinator of Lateral Entry Programs, who collaborates with the Office of Continuing Studies to enroll lateral entry candidates in appropriate programs. Advising for lateral entry teachers is offered during the late afternoon and evening hours by both offices, transcripts are immediately evaluated, and plans of study are typically prepared during advising appointments. Prior experience is carefully considered to determine appropriate equivalencies. Classes have been scheduled to accommodate the needs of lateral entry students, and all requirements may be completed in the evening hours, summer sessions, and/or directed study options. Lateral entry candidates receive on-site mentoring from Salem College faculty during supervised practica experiences prior to being recommended for licensure. College faculty from the Education Department and from the Arts and Sciences have served as mentors to lateral entry teachers and have provided directed studies courses in response to their needs. Lateral entry candidates are targeted for special assistance on the Praxis II specialty area tests, and review sessions have been planned to accommodate their schedules. Information about the lateral entry program is sent to surrounding districts, and the Coordinator of Lateral Entry Programs conducts information sessions in local schools as needed.

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

Learning Plus software is made available to help students prepare for the Praxis I PPST. Through the Continuing Studies Program, a math review course is offered, and the Writing Center offers individualized tutoring for students to review composition skills. Faculty in the Education Department and in Arts and Sciences take the specialty area tests and schedule review sessions for students prior to their taking the tests. When students' Praxis scores arrive, faculty carefully analyze them to identify any common areas of weakness and use the data to make appropriate changes in classes. Graduates are asked which areas they found most challenging and what recommendations they would make for our classes after taking the tests. Faculty use sample test items in classes, prepare test items that are similar to the standardized questions, and use similar scoring techniques to prepare students for the tests. Our students are typically successful on these tests.

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

We have invited Teacher Recruiters from DPI to speak on our campus each spring. We publicize these meetings across campus, especially with first year and sophomore advisers. We sponsor a course each year during the January exploratory term called, "The Life of a Teacher" that is taught by a faculty member at one of our professional development school sites. This course provides first year students the opportunity to participate in a guided early field experience. Education faculty regularly speak at career days in local schools to discuss teaching as a career choice. Prospective students and their parents visiting the campus are invited to visit education classes, discuss licensure options with the Director of Teacher Education, and meet with individual faculty to explore teaching as a career. The Director of Teacher Education participates in first year orientation and information sessions for prospective Continuing Education students to introduce licensure options and requirements.

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

We offer a significant scholarship to support minority candidates who pursue teaching. The Anna Maria Samuels Scholarship is a renewable half-tuition scholarship for a minority student who enters the Master of Arts in Teaching Program for initial and advanced licensure in elementary education, learning disabilities, or birth to kindergarten. We work closely with Smart Start to help our Birth through Kindergarten students obtain receive Smart Start scholarship funds, and many of our minority students are served through these funds. The Director of Teacher Education and Graduate Studies attended graduate school fairs at several HBCUs to recruit students for licensure programs offered at the Masters level. Materials about undergraduate licensure programs are shared with members of the minority student organizations on campus, and faculty work closely with promising minority students who may consider teaching as a career choice. Faculty speak at career days at local K-12 schools to promote teaching as a career choice and participate with K-12 students who wish to complete internship experiences with teacher educators.

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

In collaboration with school partners, early field experience courses were formalized and begun with teachers/administrators serving as course instructors and supervisors. Action research projects with the Children's Center and other K-12 schools were conducted and the results disseminated. Arts and sciences faculty were recruited to participate in Praxis tests and hold review sessions for students. Arts and sciences faculty were encouraged to collaborate with local school partners in coordinating research projects, and planning began on such projects. With administrative support, the Director of Teacher Education reported to the college faculty during regular faculty meetings on state and national standards for teacher education, encouraged faculty to begin the process of curriculum alignment with the NCSCS, and shared information regarding performance rates on specialty area tests. In response, several departments have begun to use Praxis II data as one of their departmental assessment tools.

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

Faculty support Salem College program completers by providing resources and suggestions; providing support for candidates completing Performance Based Licensure; offering advising via email, telephone, and/or classroom visits; and establishing support groups for new teachers. We have made the Salem Curriculum Materials Center available to Salem graduates and other new teachers in our partner schools, and faculty offer pedagogical advice and suggestions about resources to new teachers through the New Teachers Support Group. The

communications and sociology judged essay contests on racial diversity; Spanish faculty worked with high school Spanish teachers to create cultural materials for high school students; faculty members in the Art Department judged regional finals for the Visual Arts portion of the Reflections competition for the Winston-Salem/Forsyth County Schools; and biology and chemistry professors judged science fairs. A math professor served on a team to select students for Governor's School; the Dean of the School of Music worked with K-12 faculty in music to plan and teach extensive units. Professors from Salem collaborated with high school students on projects in biology, sociology, communications, and government, and presented guest lectures to high school students in their specialty areas of sociology, psychology, and math. Faculty members in sociology collaborated with local teachers to sponsor January term internships, placing Salem students in schools to complete action research projects and assist K-12 students. A faculty member in mathematics prepared exhibits focusing on careers in math. These were specially designed to debunk myths about girls and mathematical ability and to provide resources to girls and their parents on keeping children interested in science and mathematics. In addition, faculty members provide voluntary service to school advisory committees and leadership teams, work with PTAs, and serve as lunch buddies. Salem College hosts Governor's School each summer, and many faculty are directly involved with these gifted high school students who share our campus. Faculty from Arts and Sciences teach classes, provide guest lectures, and mentor students who seek to do additional research in their areas of interest. After 229 years, the Salem College community continues to seek opportunities to serve K-12 students as part of its mission to provide high quality educational experiences on campus and beyond.

New Teachers Support Group is currently planning a web site with links to graduates who agree to serve as informal mentors to new teachers participating in the group. Through this group, and informally in one-on-one conversations, individual faculty have mentored new teachers in classroom management, planning for instruction, working with parents, and assessment strategies. We also offer an on-going literacy development support group that meets regularly throughout the school year. During these meetings, literacy specialists facilitate discussions, review recent research, and discuss specific issues and concerns that new teachers bring to the group. MAT candidates who have completed initial licensure are offered the opportunity to pursue their masters advanced competency licenses during their first 1 – 3 years as classroom teachers. These students complete seminar courses that are specifically designed to lead them successfully through the elements of Performance Based Licensure, including classroom-based action research projects that will have immediate impact upon their teaching. These seminars are led by experienced classroom teachers who have training in portfolio assessment providing support, guidance, and feedback to new teachers as they progress through the initial licensure period. M.Ed candidates in our Masters Advanced Competency program complete a course that studies the mentor/mentee relationship so that they will be better prepared to serve as mentors for Salem graduates and other new teachers with whom they work. They are encouraged to participate in the New Teachers Support Group as mentees.

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

We provide support for career teachers in our professional development schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops in inclusion, brain-compatible instruction, developmentally appropriate instruction, content area reading, and cooperative learning for career teachers. We offer a literacy development support group that meets regularly throughout the year; literacy specialists meet with teachers to disseminate new research, introduce the best in new children's literature, and provide guidance in instituting developmentally appropriate reading and writing strategies. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms and share the results in classroom forums. We work with our school partners to disseminate information at the national Professional Development School conference. We have written grants to obtain tuition support for career teachers to engage in graduate studies, and we work closely with Smart Start to support graduate study for local teachers of young children. We share resources from our Curriculum Materials Center on request, and faculty offer informal advising to teachers through telephone, email, and personal contacts. Salem College faculty respond to local career teachers who seek assistance and/or resources for their career growth plans.

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, which numbered four last year, is involved in providing professional development experiences for school personnel across the state. Collectively, we have worked with and/or presented to approximately 700 people in NC who work with children during the last year. Topics have included inclusion, brain development and learning, brain-compatible instruction, literacy development strategies, content area reading, issues in early childhood development, math methods, thematic and interdisciplinary instruction, inquiry methods of site-based leadership, and grant writing. An education faculty member, who is a literacy development specialist, serves on the local advisory board to create a children's museum designed to showcase children's literature. Another teacher educator has served as a trainer and assessment consultant for the local exceptional children's school. Beyond the initiatives of the education department, the wider Salem College community, which included 52 fulltime faculty last year, has had significant school involvement as well. Arts and Sciences faculty tutored K-12 students in reading and math, spoke to K-12 students visiting Old Salem, and served as consultants for Advanced Placement teachers and exams. Professors in

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	0	Total	10
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	27
	Other	0	Other	0
	Total	3	Total	29
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	3	Total	8

B. Lateral Entry/Provisionally Licensed Teachers


Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	12	11	9
Elementary (K-6)	34	32	28
Middle Grades (6-9)	.	.	.
Secondary (9-12)	16	14	10
Special Subject Areas (k-12)	7	7	6
Exceptional Children (K-12)	10	10	9
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	79	74	62
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	NA	
MEAN PPST-W	NA	
MEAN PPST-M	NA	
MEAN CBT-R	330.5	
MEAN CBT-W	325.67	
MEAN CBT-M	325.6	
MEAN GPA	3.40	3.21
MEAN MAT		NA
MEAN GRE		1389
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	1	0	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	1	0	0	0
Special Subject Areas (K-12)	0	0	0	0	2	1	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	1	0	0	0	3	1	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (K-6)	30	100
English	1	*
Mathematics (9-12)	1	*
Spanish (K-12)	1	*
Special Ed: Learning Disabilities	4	100
Special Ed: Learning Disabilities (NTE)	1	*
School Pass Rate	38	97
PK/PLT	33	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	12	1	.	.	.
U Licensure Only	2	2	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1	.	.	.	.
U Licensure Only	.	.	.	.	.	.
Masters Degree	5	6	8	.	1	.
G Licensure Only	1	1	2	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	51	96.1	70.6

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Forsyth	161
Stokes	26
Surry	18
Wake	16
Davidson	15
Davie	13
Wilkes	11
Guilford	8
Charlotte-Mecklenburg	8
Yadkin	6

**I. Satisfaction with 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	3.86	3.69	3.67
preparation for managing the classroom	3.64	3.46	3.40
preparation for using technology as an instructional tool	3.36	3.46	3.33
preparation for meeting the needs of diverse learners	3.57	3.77	3.43
Preparation in curriculum content and delivery strategies	3.71	3.69	3.53
Number of surveys received	14	13	15
Number of surveys mailed	35	35	35

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	3	4



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Shaw University

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Overview of the Institution

The Shaw University, which was founded 1865, is the oldest historically black institution in the South. The University is church-related. Within that context, affiliation with the Baptist church has been a constant since the institution's conception. Although, The Shaw University was established to provide education and training to formerly enslaved persons, it never excluded any prospective student on the basis of race, creed, or ethnic origin. Today, The Shaw University remains committed to providing educational opportunities for all segments of our society without regard to race, creed, or ethnic origin. The preparation of teachers from both public and private schools has been and remains a central part of the institution's purpose. Currently, the University confers Bachelor of Arts, Bachelor of Science, and graduate degrees on candidates who successfully complete prescribed courses of study. A significant feature of The Shaw University's core curriculum is the required courses in ethics and values. All students must take nine credit hours in ethics as a part of the requirements for all bachelor's degree programs.

Special Characteristics

The Shaw University is an urban institution, which is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, which is the capital of the State of North Carolina, is located in one of the fastest growing metropolitan areas in the United States. A major effort toward serving the needs of the nontraditional student is the University's Center for Alternative Programs of Education (CAPE). CAPE provides selected courses for degree granting credit in urban and rural localities throughout North Carolina. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underserved in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by NCATE (National Council for the Accreditation of Teacher Education) and the North Carolina Department of Public Instruction. Admitted students are categorized as pre-professional, professional, non-professional, and post -baccalaureate. Faculty coordinators develop individual programs of study toward teacher certification for the post baccalaureate student.

Program Areas and Levels Offered

The Shaw University Department of Education offers the bachelor's degree level in the following program areas: Biology Education (9-12), Birth-Kindergarten Education (Pre-K, Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Social Studies Education (9-12), and Special Education: Mentally Disabled (K-12).

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 design and delivery of curriculum/courses, etc.).

During the 2000-2001 academic year, the Dept. of Education dramatically expanded collaborative activities with public schools. Eight (8) new partnerships were developed with public schools in the Wake Co., Johnson Co. and Franklin Co. school systems. All of our full-time Department of Education faculty members were actively engaged in the provision of

technical assistance for teachers and students in our partnership schools. Two-thirds of our grant proposals were written in collaboration with one or more of our partnership schools. Eighty-percent of our clinical faculty members are K-12 teachers. One-third of the members on our Teacher Education Council are comprised of public school principals and teachers. With faculty guidance, students in the Dept. of Education provided weekly tutorial sessions for elementary, middle, and high school students. The demand for our tutorials activities during the regular school year provided the impetus for instituting the summer tutorial program. Faculty in Dept. of Allied Health's Speech Clinic collaborated with the Dept. of Education by offering services designed to address communication disorders among K-12 students. These services included comprehensive speech and hearing screenings. Speech and Language Pathology students were actively engaged in valuable clinical experiences related to this effort. Education and Natural and Physical Sciences faculty celebrated ten successful years of the Environmental Protection Agency/Shaw University High School Research Apprenticeship Program. Of the 48 high school students who have completed the four-year program, all have entered college. More than ninety percent have majored in science or math. High school students spend three Saturdays a month and a 6-week summer program at Shaw University. In addition, the NASA sponsored Shaw University Pre-College MSET Experience, which is strong compliment to the High Research Apprentice Program, had another very successful year providing a comprehensive program for middle school students. PACE/MSET is designed to enhance middle school students' skills and in science, math, and technology.

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

Shaw University is committed and intensely involved in addressing the special needs of low performing public schools. Some of our efforts include providing technical assistance and support to our partnerships schools in areas such as: test taking skills, test construction, evaluation of standardized tests results, curriculum reform, technology integration, improvement of instruction, and student achievement in English, Mathematics, and Science and tutoring (both after school and Saturday sessions). Another very important effort is our work with the Historically Minority College and Universities Consortium (HMCUC). The North Carolina Legislature provided funds for this consortium's Closing of the Achievement Gap (CAG) programs. Shaw University's CAG proposal development was completed and approved in November 2000. The Department of Education launched its initial set of programs funded by the N.C. state legislature in January 2001. All of the Closing Achievement Gap programs are targeted at the lowest performing public schools and school with a significant percentage of low achieving students. During the spring semester another grant proposal was developed and funded by the Governor's Crime Commission. The program is a two-year project aimed at the prevention of juvenile delinquency among low achieving middle and high school students. This project is based at one of our partnership high schools, which is a low performing school. The core focus of this project is the improvement of student achievement in the skill areas of English, Mathematics, and Technology. In addition, counseling and support is provided for students in test taking skills, personal and social adjustment, and career exploration. All members of the Department of Education faculty are actively engaged in the aforementioned efforts.

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

In 2000-2001, all technology resources in the Department of Education were upgraded and expanded. New computers were purchased and installed in the departmental computer laboratory and in all faculty offices. All faculty members (full-time and clinical) completed a series of advanced professional development activities in order to upgrade their technological skills. Those professional development activities support our three-part technology integration initiative. One-third of the Department of Education's courses were web-enhanced in 2000-2001. Faculty used Blackboard, Syllabus Manager, Jenzabar, and Compass to place course syllabi online. Additional electronic course materials were linked to all online syllabi. By fall 2001, another third of our courses will be web-enhanced. By the fall semester of 2002, all

courses will be web-enhanced. Six new instructional technology courses were developed and implemented by Department of Education faculty. Basic Technology for Teachers, Intermediate Technology for Teachers, and Capstone Seminar - Electronic Portfolio are required of all Department of Education majors. In addition, Advanced Instructional Technology - Multimedia, Educational Website Design and Maintenance I and II are offered as electives. Faculty provided technology training for workshops for pre-K and K 1 teachers. Because of the success of those workshops, significantly more technology training workshops will be offered during the upcoming year. Technology training will be extended to teachers of students in grades 2-12.

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

Shaw University formally established a structured program to maximize support for lateral entry teachers. The Post Baccalaureate Certification /Professional Development program is managed by a full-time Coordinator. Lateral entry and add-on certification students are accommodated. All classes are taught in the evenings and on weekends. This arrangement supports the work schedules of students. Once a student completes the admissions process, a certification completion plan is developed. In addition, we carefully evaluate all prior collegiate coursework and work experiences in order to identify competency equivalencies. In such cases, competency examinations are administered as a verification of the student's skill level. The certification completion plan is communicated to the school system in which the lateral entry student is employed. The progress of each student is closely monitored on a semester basis. All students are administered a series of diagnostic examinations in order to uncover weaknesses. Action plans are developed with the student in order to alleviate any identified weaknesses. Throughout the certification matriculation process, faculty work on a one-to-one basis with schools employing lateral entry students. This effort was initiated at the beginning of the 2000-2001 academic year in order to insure that all requirements are completed and to strengthen the quality of lateral entry teachers. We have experienced a heightened demand for lateral entry teacher support. The establishment of the Post Baccalaureate Certification/Professional Development Program has provided a strong vehicle facilitating a structured expansion of our lateral entry teacher development efforts.

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

Departmental faculty restructured our approach to improve the PRAXIS scores of our students. We developed a series of one credit hour PRAXIS seminars that provide the student with direct instruction and computer laboratory support. The PRAXIS Seminar I is the faculty's initial comprehensive diagnostic and prescriptive effort. This seminar is required of all students. The PRAXIS Seminar II is a more focused and intensive direct instructional effort toward the improvement of Reading competency. The PRAXIS Seminar III is a more focused and intensive direct instructional effort toward the improvement of Writing competency. The PRAXIS Seminar IV is a more focused and intensive direct instructional effort toward the improvement of Mathematical competency. The PRAXIS Seminar II, PRAXIS Seminar III, and the PRAXIS Seminar IV are not required of all students. Enrollment in additional PRAXIS seminars is determined by the assessment of a student's progress profile completed in PRAXIS Seminar I. Core texts in the Learning Plus series along with supplemental materials are used in each seminar. All seminar course content includes instruction in test taking skills. PRAXIS tests were administered to seven faculty members. Additional members of the faculty are scheduled to take one or more examinations in the PRAXIS series. Information gained will be used to strengthen PRAXIS seminar content. The aforementioned efforts are coupled with the continued use of the Learning Plus software in the department's computer laboratory. It is too early to determine the long-term success of our efforts. However, faculty members are engaged in a systematic effort to improve student performance on the PRAXIS series of tests. Each semester, data are collected and analyzed. Findings are discussed relative to the improvement of instruction and the course content of PRAXIS Seminars.

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

The Department of Education works closely with the Office of Admissions and Recruitment as well as admissions officers at each of the nine off-campus centers. We provide specialized materials and follow-up communications with applicants who have expressed an interest in education as a major. Also, faculty members have participated in recruitment teams initiatives including out of town trips. These trips include open houses, visits to public schools, and special programs for prospective students. A Shaw University alumnus and Bank of America provided the Department of Education a very large and generous scholarship endowment. Scholarships are limited to freshmen teacher education majors. Each scholarship provides a student with full tuition, room, and board over the course of four years. The student must maintain a GPA of "B" or better.

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

More than ninety per cent of our current students are members of cultural minority groups. The remaining percentages are international and Caucasian students. Previously, we were limited in our ability to recruit minority students as majors in the Department of Education. However, we have received a very significant scholarship endowment from a university alumnus along with Bank of America. This scholarship endowment is designed specifically for education majors. With the new scholarship funds, we have experienced a significant increase in new freshman applicants committed to majoring in education. In addition, we have used the endowment as leverage in writing more proposals to foundation for additional scholarship support. We will continue seeking new sources of funding to support potential students seeking a career in education.

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

Several new initiatives have been developed. Formal establishment of The Post Baccalaureate Certification /Professional Development program and the completion of a comprehensive plan for a program of graduate studies rank one and two as the most significant new initiatives that we developed. The PBC/PD program has permitted acceleration of our efforts to support lateral entry teacher certification, add-on certification, and professional development for career teachers. The faculty completed a proposal for the establishment of a graduate program in the Department of Education. This proposal has been approved by all institutional entities including the University's Board of Trustees. We have submitted the appropriate information to the Southern Association of Colleges and Schools (SACS) for final authorization. Public acknowledgment of this effort has created a storm of positive interest. The most common response is, "When can I apply?" Another important initiative is the technology integration project. During the 2000-2001 school year all of our existing curricula were restructured. A major element of the restructuring process was the integration of technology in all course work. By fall of 2002, all course taught in the Department of Education will be web-enhanced. We have received significant external funding in order to expand our technology resources. The university administration purchased and installed new hardware and software in all of the Department of Education's facilities (faculty offices, computer laboratory and departmental library).

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

Shaw University has designed and implemented a program called First Year Transition. This initiative is designed to assist first year teachers in making the transition toward a more successful entry-level teaching experience. Initially our focus was targeted to the graduates of our traditional curricula. However, because more than fifty percent of our students are the

non-traditional students, we expanded our goals to include the post-baccalaureate students. We developed a course EDU 311 – Independent Study in order to provide a structured framework to support beginning teachers. In this manner, beginning teachers can accomplish several major tasks. Beginning teachers are provided individualized counseling, assistance in unit-lesson plan development and implementation, individual preparation for the PRAXIS specialty examination, guidance in the development of the state required portfolio, and improved technological skills. In addition, faculty members visit classrooms and collaborate with principals and other supervisory personnel in order to strengthen the overall entry-level experience. Feedback from the initial group of beginning teachers that were engaged in this course indicated that we should expand the number of sections offered. During the spring 2001 pre-registration period, more sections were provided.

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

The Post Baccalaureate Certification/Professional Development program was formally established in order to address the needs of three target groups. Those groups are comprised of persons who seek: lateral entry certification, add-on certification, and professional development for career teachers. Currently we are limited in our efforts to provide support to career teachers. Most career teachers seek graduate course work. However, we are addressing that issue through the development of a graduate program of studies. Our most popular effort to support career teachers has been in the area of technology training. We provided technology workshops to teachers at five of our nine off campus centers. In light of the current demand, we will expand our offerings of technology workshops and courses for credit. Faculty from Department of Mathematical and Computer Sciences worked with faculty in the Department of Education in this effort. Faculty in the Department of Natural and Physical Sciences collaborated with Department of Education faculty in providing workshops to science and math teachers in order to update their skills and content of their courses. Most of the later efforts were supported by grants from the National Science Foundation and NASA. More Department of Education - Department of Natural and Physical Sciences joint grant proposals have been written targeting support for the career teacher. We will write many more grants to support graduate level education once final approval for the proposed graduate program is secured from the Southern Association of Colleges and Schools (SACS).

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 faculty in the Department of Education are involved in some way with public schools. During the 2000-2001 academic year, Department of Education faculty significantly increased their involvement in public schools. Faculty involvement in the public schools is now an evaluation requirement for all Department of Education faculty members. Other faculty members, in the university's departments, have increased their involvement and active presence in public schools. The most frequent source of involvement is the provision of technical support to our partnership schools. Faculty have worked with public school faculty to assist in the design of localized evaluation instruments. One faculty works as a member of a team of university evaluation consultants that provides input on the Wake County School System's Safe Schools/Healthy Students Project. This project is supported by a large federal grant. Some other faculty work with public schools to support after school based tutorial and recreational programs. Moreover, faculty members serve on local school boards, advisory boards, public education networks, etc. Also, faculty members in other university departments are participants in public school activities and provide other similar support services.

II. CHARACTERISTICS OF STUDENTS


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

	Full Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	4
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers


Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	8	0	0
Elementary (K-6)	22	1	1
Middle Grades (6-9)	0	0	0
Secondary (9-12)	5	0	0
Special Subject Areas (k-12)	0	0	0
Exceptional Children (K-12)	11	4	4
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	46	5	5
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	NA	
MEAN PPST-W	NA	
MEAN PPST-M	NA	
MEAN CBT-R	327.5	
MEAN CBT-W	325.25	
MEAN CBT-M	327.25	
MEAN GPA	3.65	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	0	0	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	1	1	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	0	0	1	1	0	0	0	0
 Comment or Explanation								

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

1999 - 2000 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Biology (9-12)	1	*
Elementary Education (K-6)	3	*
Social Studies (Comprehensive)	1	*
Special Ed: Mental Disabilities	1	*
School Pass Rate	6	33
PK/PLT	6	67
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only
Masters Degree
G Licensure Only
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only	1	.	.	.	.	.
Masters Degree
G Licensure Only
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	9	44.4	55.6

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Wake	73
Halifax	33
Cumberland	30
Nash	28
Vance	26
Durham Public	25
Charlotte-Mecklenburg	17
Harnett	16
Wilson	15
Edgecombe	14

**I. Satisfaction with 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	
preparation for managing the classroom		3.00	2.00
preparation for using technology as an instructional tool		3.00	3.00
preparation for meeting the needs of diverse learners		3.00	2.00
Preparation in curriculum content and delivery strategies		3.00	2.00
Number of surveys received		1	1
Number of surveys mailed	1	1	1

TABLE 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
10	2	.



IHE Performance Report

2000-2001

**St. Andrews
Presbyterian College**

IHE Performance Report

St. Andrews Presbyterian College

2000 - 2001

Overview of the Institution

St. Andrews Presbyterian College in Laurinburg, North Carolina is a four-year, church related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college and Presbyterian Junior College. The 600 acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students from diverse national, ethnic and socio-economic backgrounds. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges. The College offers fourteen departmental majors and six interdisciplinary majors on the Laurinburg campus. In addition to the established majors and pre-professional programs, the curriculum offers experiential and service learning through internships, guided independent study, interdisciplinary courses and international travel/study opportunities. Through its integrated core curriculum, the College seeks to graduate informed, articulate individuals, able to live and work productively in an expanding global community. St. Andrews also offers evening and weekend classes leading to a bachelor's degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a bachelor's degree, an Associates degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. St. Andrews is one of only 40 colleges in the country featured in the book *Colleges that Change Lives* by Loren Pope, profiling colleges that provide a rich environment for learning, empowers young people and develops them into winners.

Special Characteristics

The St. Andrews teacher education program prepares Learner-Directed Proactive Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. There are three full-time faculty members in the Department of Education; the department chairperson, the coordinator for the Elementary Education program and the coordinator for student teaching. The coordinator for the Physical Education, K-12 licensure program teaches content courses in the Exercise Science and Sport Program and the methods courses for Physical Education. The coordinator for the Physical Education, K-12 program serves as the chair for the Interdisciplinary Program of Exercise Science and Sport Program. The Department of Education also has support from in-service teachers in the region who teach part-time at the College and serve as consultants for the teacher education program. The Department also offers a degree completion/licensure-only program, offering evening and weekend classes on the campus of Sandhills Community College. The program is administered by the Department of Education on the main campus in Laurinburg. The Department of Education Chair serves as the program coordinator for the Education program at Sandhills and serves as the primary advisor for students moving through the program. In addition to teaching professional education courses on the main campus in Laurinburg, all full-time faculty in the Department of Education teach courses on the Sandhills campus. Faculty from the main campus supervise St. Andrews, Sandhills Campus student teachers. All teacher education majors complete a series of early field-based experiences in classroom settings that combine extended periods of time for observation with opportunities for tutoring and teaching. Student teachers complete two teaching placements during a full semester of student teaching. Elementary Education majors complete a primary grade (K-2) placement and an upper elementary classroom (3-6) placement. Physical Education majors also complete two placements, selecting teaching experiences at two of the following levels: elementary, middle school or high school.

Program Areas and Levels Offered

St. Andrews Presbyterian College offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12.

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 design and delivery of curriculum/courses, etc.).

Faculty in the Department of Education are committed to supporting local school districts and the community in a variety of ways. A Teacher Education Advisory Council was created this year to encourage dialogue and collaboration with area school districts. The meetings brought together ILP Coordinators, Staff Development and Personnel Directors to examine the design of the curriculum, support for teachers in the field, and strategies for collaboration. One significant result was the partnership on a grant project that is described in section H. St. Andrews is proud to be a school-business partner with Washington Park Elementary School. During the year students were placed as tutors in the classroom, and the Athletic Department's "Bite with a Knight" program encourages students to study hard with their sights set on a college education. Washington Park faculty serve as cooperating teachers for early field experiences and student teachers and make recommendations for program improvement. The Education Department Chairperson was appointed to serve on the steering committee for the Scotland County School Community/Business Partnership Program. The Department was active in educational outreach programs. For example, the Coordinator for Student Teaching initiated and directed a Vietnam Memorial Exhibit and education program on campus. Over 2,000 children from area school districts visited the campus to participate in the program. The Elementary Education Coordinator presented an orientation for Kindergarten parents on strategies for school success. She also served as consultant for parent-teacher conferences on IEP/504 Plans and conducted diagnostic reading tests for Family Services. In Physical Education, the coordinator for the program supported field day activities conducted during the spring in area schools, assisted by Physical Education majors from the College. Physical Educators in Scotland County co-teach specialty area courses in the major. ESS 218: Skills Analysis: Gymnastics and Dance is taught by a middle school physical educator and college faculty. In ESS 217: Skills Analysis: Swimming, pre-service teachers work with an elementary school physical educator teaching Scotland County fourth graders to swim. Graduates have returned to campus as guest lecturers and invite current students to visit their classrooms. Faculty frequently present at workshops and conferences for teachers and parent groups. For example, the Elementary Education Coordinator presented workshops for parents in the community on strategies for helping with homework and encourage reading. The Department Chairperson presented a workshop on current trends in Social Studies for faculty at the Episcopal Day School in Moore County. The Student Teaching Coordinator presented a workshop for a group of Moore County teachers on using Cuesenaire Rods and Geoboards in the classroom. He also serves on the Scotland County School Strategic Planning Task Force, the Smart Start Task Force, and the Advisory Board for the Partnership for Children as well as serving as the College's representative on the Scotland County Youth Task Force. In-service and retired teachers, specialists and administrators serve as adjunct faculty and assist with the design of the curriculum.

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

The teacher education program is committed to supporting local schools in their efforts to support children performing below grade level. Pre-service teachers serve as tutors at local schools working with at-risk children. Students enrolled in EDU 336/338: Reading and Language Arts and EDU 342: Math in the Elementary School assist teachers working with small groups and individuals through fifteen hour field experiences in each course. Physical

Education majors enrolled in EDU 322: Reading and Writing in the Content Area worked with a lateral entry teacher at Scotland High School to serve children in the exceptional education program. The Elementary Education Coordinator presented an after-school workshop for at-risk students in grades 5-12. The program focused on multiple intelligence strategies. Student-athletes at St. Andrews participate in service projects that place them in local schools to tutor children performing below grade level. St. Andrews participates in the "America Reads" program and scholarship programs requiring public service placing students from the College in schools to tutor children performing below grade level.

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

The Department requires education majors to complete two technology courses, CIS 111: Introduction to Computer Information Systems and EDU 236: Technology for Educators. CIS 111, a course normally completed the first year a student is enrolled at St. Andrews, focuses on the basic technology competencies for educators while EDU 236 concentrates on using technology as an instructional resource. The Technology for Educators course is taught by media specialists in Scotland and Moore County. The department has designed a series of technology-based projects to be completed in professional studies and methods courses. Faculty define performance tasks requiring students to integrate technology into specific content areas, as well as using technology to manage instruction to demonstrate mastery of the advanced technology competencies. The projects require the students to use the technology for production of instructional materials as well as a vehicle for presentation. Several faculty members have placed courses on Blackboard.com, a web-based class information site providing students a model for using technology in the classroom. Additionally, there is an expectation that students use word processing, spreadsheets, and/or desktop publishing for all written assignments. During the report year, the Department of Education revised the technology assignments created to meet advanced technology competencies as a result of curricular changes in the professional studies sequence of courses. Orientation sessions are arranged through DeTamble Library on the main campus and the Learning Resource Center at Sandhills Community College to introduce students to NC LIVE and other technology-based research tools. Students on the main campus have accounts on the St. Andrews campus network for e-mail and access to the Internet. Students have access to computers in four computer labs, in the library, and the dorms have been wired to provide direct access to the college computer network in dorm rooms. The Teacher Education Curriculum Lab has two multi-media computers for student use and during the report year purchased a scanner to support project assignments. Faculty have networked computers in their offices. Students in the St. Andrews, Sandhills Campus program who do not have e-mail and Internet access at home program may establish accounts through the Learning Resource Center on the Sandhills Community College network. Sandhills Campus students also have access to the computers in the Learning Resources Center on the community college campus. The Department of Education works with the Director of Learning Resources at Sandhills Community College to ensure that students in the St. Andrews, Sandhills Campus Program have access to appropriate software to complete course assignments.

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

Lateral entry teachers contacting the college are directed to the enroll in the St. Andrews, Sandhills Campus Program where the department offers an evening and weekend program leading to a degree/licensure in Elementary Education. The College appointed a full-time director for the Sandhills Campus Program, beginning fall 2000, who works closely with the Chair of the Department of Education to serve the lateral entry teachers. The Sandhills Director disseminates information about the program, answers questions about program requirements, and meets weekly with the Education Chairperson to review student records. The director at Sandhills is often the first point of contact for lateral entry teachers seeking information about the program. Classes at the Sandhills Campus are scheduled to accommodate the needs of working adults who are unable to pursue a day program and the

College charges a reduced tuition for students enrolled in continuing education programs. The Sandhills Elementary Education Program offers a full schedule of required courses over three semesters (Fall, Spring, and Summer). A transcript evaluation is conducted by the department chair for the purpose of preparing a program of study for lateral entry teachers. The program coordinator works with the lateral entry teacher to create a timetable for completing the required courses as defined by the program of study. In addition, the brochure outlining the Department of Education's policies and procedures for working with lateral entry teachers is distributed to personnel directors in school districts surrounding the Sandhills campus. The Department maintains a close working relationship with the county coordinators for initially licensed teachers to better serve lateral entry teachers. The Teacher Education Advisory Council (described in section A) examined strategies for serving lateral entry in the region and support available from the teacher education faculty. Faculty have provided support of lateral entry teachers by visiting classrooms, providing instructional materials and assistance in the development of instructional activities for the classroom. The Department Chairperson and the Coordinator for Elementary Education have presented demonstration lessons in the classrooms of lateral entry teachers in Scotland County and Moore County. Lateral entry teachers have also been willing allow faculty to use their classrooms for teaching labs. Students enrolled in a methods course have accompanied faculty for visits to lateral entry classrooms. The faculty member, lateral entry teacher and pre-service methods students work together with the children in the classroom to present a lesson providing a real world teaching lab to prepare teachers. Lateral entry teachers enrolled at St. Andrews and completing requirements at other colleges use the Praxis study materials available through the Teacher Education Curriculum Lab.

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

The Department of Education designed a model for preparing students to satisfy testing requirements for admission to teacher education and for licensure. Students entering the program are encouraged to participate in the workshops offered by the Department to prepare students for the PPST. The department has assigned individual faculty to serve as coordinators for each of the three PPST exams (reading, writing and math). The coordinator for each exam is responsible for preparing support materials and conducting the scheduled workshop. Packets of materials for students include sample test questions and test-taking strategies. Workshops are offered during the fall and spring semesters on the main campus in Laurinburg and on the St. Andrews, Sandhills Campus. Test preparation for the PPST is also integrated into EDU 246: Education, Culture and Society, the beginning course for all education majors. If a student is unsuccessful on one or more of the exams, he/she is directed to the faculty coordinator for that particular test for additional help. Faculty provide one-on-one help sessions for students who must repeat a test. To review math vocabulary and operations, students are encouraged to enroll in a self-paced course offered by the Math Department. Notices advertising the Praxis I workshops have attracted area community college students planning to transfer to the four-year teacher education program at St. Andrews. Preparation for Praxis II licensure exams occur throughout the program. Faculty design assignments, test questions, and/or writing prompts across methods courses that model the Praxis II exam questions/prompts. Test strategies and topic reviews are integrated into EDU 425: Student Teaching Senior Seminar.

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

The Department of Education is committed to encouraging student to enter the teaching profession, particularly recruiting students with roots in the Sandhills, an area of state facing a serious teacher shortage. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the department with an opportunity to recruit students enrolled in college transfer programs. The placement of a full-time director on the Sandhills campus has resulted in increased interest in the program. She is accessible throughout the day and evening to talk with perspective students about St. Andrews. The new

director has also expanded our marketing efforts by visiting other community colleges in the region and increased advertisement efforts at appropriate times during the year. We work closely with community college students as they select college transfer courses to meet teacher education requirements. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The evening and weekend program, St. Andrews, Sandhills Campus Program, has attracted many teacher assistants to complete degree requirements for licensure. On the main campus in Laurinburg, the Office of Admissions conducted a series of meetings with the Department Chairperson to become familiar with teacher education program requirements. This has enabled Admission Counselors to respond directing to the most frequently asked questions by parents and perspective students about teacher education at St. Andrews. The Office of Admissions also conducts recruiting efforts when groups such as the Carolina Future Problem Solvers Quiz Bowl teams or the Teacher Academy spend time on campus. A college tour of high school guidance counselors visited St. Andrews providing an additional opportunity to highlight the teacher education program.

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

The department is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community colleges previously described offer an opportunity to recruit a diverse student body. St. Andrews is located in a region of the state that provides opportunities to draw on diverse population. The department is committed to encouraging minority students to enter the teaching profession. St. Andrews annually hosts a conference of African-American Presbyterian Churches. The conference brings African-American Presbyterian church leaders to the campus and includes the participation of middle school and high school students. In conjunction with the Office of Admissions, the Department of Education has an opportunity to talk with conference participants about our program and distribute information about the teacher education program.

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

The Teacher Education Advisory Committee was developed for the purpose of increasing collaboration between the teacher education program and area school districts. One significant outcome of the meetings was the opportunity to work with Montgomery County on a grant proposal that has received funding. The Community Learning Centers grant, Project CLASS (Community Learning Activities in a Safe Setting) was awarded \$2,148,313.00 (over three years, beginning July 1, 2001). A teacher education faculty member from St. Andrews will serve on the CLASS Advisory Committee. The goal of the project is to establish after-school community learning centers to provide safe, nurturing, and inviting environment in which students and adults may gain knowledge, skills, and attitudes to enhance their intellectual, social and physical well-being. Learning centers will be established at two middle schools and another eight schools in the district will serve as satellite sites. The teacher education faculty will provide staff development workshops on a variety of topics for teachers, parents, and community members. An estimated 2,500 persons are expected to participate in the activities provided by Project CLASS, including students from every school in the district plus teachers, parents, and community members. Other partnership agencies participating in Project CLASS include FirstHealth of the Carolinas, Sandhills Mental Health Center, University of North Carolina, Montgomery Community College, Montgomery Community Resource Team, the Montgomery Department of Health, Montgomery Partnership for Children, Students Supporting Students and Crisis Council.

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

St. Andrews has a unique opportunity of offer support for beginning teacher in the Sandhills region. Many of the students in the program have roots in southeastern North Carolina and remain in the area to teach. The Director of Student Teaching works with first year teachers who have completed program requirements at St. Andrews; visiting classes, observing and providing support. The Department of Education also responds to requests from area school districts to support beginning teachers who completed teacher education requirements at other colleges. For example, in response to requests by public school personnel directors and beginning teachers in the region, the Department offered Praxis II workshops during the report year for in-service teachers preparing to take the licensure exams, many for the second or third time. The workshops targeted teachers seeking licensure in Elementary Education. The workshops provided test-taking strategies, suggestions for studying for the exam, and a review of concepts covered on the test. Test preparation materials for all Praxis II tests are available through the teacher education curriculum lab and faculty are available to meet with beginning teachers and lateral entry teachers preparing for the tests. Review sessions conducted during the Student Teaching Senior Seminar are also open to beginning teachers preparing for the exam. Faculty have also conducted demonstration lessons in classrooms of beginning teachers on topics ranging from the use of manipulatives in math to the integration of technology in the classroom. The Department Chairperson presented a technology-based social studies lesson for a first-year teacher, assisted by pre-service teachers enrolled in the social studies methods course. She also coordinated a Zero Population Growth Workshop on the Sandhills Campus for recent graduates of the program teaching in the area, lateral entry teachers enrolled in the program as well as pre-service teachers enrolled at the College. The Coordinator for Student Teaching serves as an ILP consultant for the Richmond County Schools. The Elementary Education Coordinator served as an assessor in the Sandhills region for the Performance-Based Licensure "Products" (portfolio) submitted by second year teachers in June 2001.

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

During the report year, St. Andrews adopted a new general education program that will provide opportunities for the Department of Education to expand its course offerings. The new course designs will offer topics of interest for career teachers enrolling in courses for the purpose of license renewal. Under the category of Creative Arts, the Department has proposed a Multicultural Children's Literature course and Children's Theater course as elective options. St. Andrews has served as the site for the North Carolina Teacher Academy, where teachers from across the state address educational issues facing schools today. Local teachers are encouraged to participate in programs offered by the College such as the Writer's Forum and attend special events on campus. The teacher education curriculum lab is a resource center on campus open to career teachers preparing for instruction. The College facilities (computer labs, science labs, the Scottish Heritage Center, and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. One of the recommendations of the Advisory Council (described in section A) is the development of a resource guide for area school systems listing programs and human resources available at the College to assist the classroom teacher. Teachers serving as cooperating teachers have an opportunity to assist in the evaluation of the student teaching program and make recommendations for program improvement. Outstanding career teachers are invited to speak to pre-service teachers to share their "real-world" experiences and provide strong models for good teaching. Faculty provide support for teachers preparing for National Board Certification. For example, the Communications Department has provided assistance in the preparation of a teacher's classroom video to be submitted to the National Board for review. The Elementary Education Coordinator directed the organization of a local chapter of the Reading Association for teachers in Montgomery County. Faculty serve as speakers for seminars and professional meetings attended by beginning and career teachers. For example, the Elementary Education Coordinator spoke to teacher trainers at a meeting conducted by North Carolina Public Television. The Department Chairperson and the

Elementary Coordinator shared the podium at regional and state reading conferences examining the Rhythm of Reading.

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 and administrators across the college also volunteer to serve local school districts, volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. To celebrate Read Across America, St. Andrews librarians volunteered to read to children at Wagram Primary School. A political science professor worked with a teacher at Scotland High School to review student essays and mentored international students participating in a cultural exchange with Hollbrook Elementary at Ft. Bragg. Coaches have served as proctors for End-of-Grade testing. Faculty and students in the Art Department judged art contests in Scotland County Elementary Schools. The Communications Department videotapes the Scotland County School Board meetings for broadcast on the local cable access channel. The new Singletary Therapeutic Riding Center opened in the spring 2001 has expanded opportunities for the College to serve disabled students in the community. The center is home to the St. Andrews Ride-Like-A-Knight program. Local schools identify students for the program, transport the children to the Center where the therapeutic riding specialists use horses to bring cognitive, physical, emotional and social benefit to individuals with disabilities. Due to our location in a rural area, K-12 students in local schools frequently take advantage of the electronic research tools available through the College's library. Faculty and staff serve on the board of the Future Problem Solvers an organization that challenges students in grades 4-12 to develop their creative problem solving skills. St. Andrews hosted the 15th Annual Future Problems Solvers Quiz Bowl for teams from schools in North Carolina and South Carolina in April 2001. Faculty and students served as judges/scorers for the event. Twice a month special needs middle school students are guests at the College attending special programs, visiting exhibits, and exploring the campus. The Scottish Heritage Center located in the college library offers programs for school children. Athletes tutor in schools across Scotland County, and do volunteer work supporting public school athletic teams. Faculty and staff volunteer in their children's classrooms as well as assisting with school programs such as the PTA, Band Boosters, the middle school Dance Company, and the Scotland County/Oban, Scotland Student Exchange Program.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	26
	Other	0	Other	0
	Total	3	Total	26
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	0	Total	4
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	1	Total	22
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers


Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	.	.	.
Elementary (K-6)	20	13	8
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	23	14	9
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	179.62	
MEAN PPST-W	175.67	
MEAN PPST-M	177.57	
MEAN CBT-R	328	
MEAN CBT-W	322.74	
MEAN CBT-M	322.8	
MEAN GPA	3.49	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	12	4	6	1	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	12	4	6	1	0	0	0	0
 Comment or Explanation								
Five of the six program completers listed in the UNDERGRADUATE LICENSURE ONLY category in this chart are lateral entry teachers who completed program requirements during the report year.								

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

	1999 - 2000 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	14	93
School Pass Rate	14	93
PK/PLT	14	86
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	7	1	2	.	.
U Licensure Only	.	1	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	1
U Licensure Only	2	.	1	1	1	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	17	70.6	76.5

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Scotland	46
Moore	41
Richmond	31
Wake	22
Charlotte-Mecklenburg	20
Lee	16
Montgomery	14
Robeson	13
Cumberland	10
Forsyth	9

I. Satisfaction with 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	3.80	3.00	3.40
preparation for managing the classroom	3.20	2.40	3.20
preparation for using technology as an instructional tool	3.00	3.00	3.60
preparation for meeting the needs of diverse learners	3.60	3.20	3.40
Preparation in curriculum content and delivery strategies	3.80	2.60	3.40
Number of surveys received	5	5	5
Number of surveys mailed	16	16	16

TABLE 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	1	5



IHE Performance Report

2000-2001

St. Augustine's College

IHE Performance Report

St. Augustine's College

2000 - 2001

Overview of the Institution

St. Augustine's College is an Episcopal church-related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church; part of its original mission was to prepare teachers to teach verbal and computational skills to newly-freed slaves. The College prepares students for graduate and professional experiences through the Divisions of Business; Education; Liberal and Interdisciplinary Studies; Natural Sciences and Mathematics and Allied Health; Urban, Social, and International Studies. Additionally, the Division of Military Science oversees the College's notable Army Reserve Officer's Training Corps (ROTC) program. St. Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 36 academic disciplines within its five academic divisions. St. Augustine's College is committed to the needs of the community. The College houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20) respectively. Accredited by the Southern Association of Colleges and Schools, the Department of Education is also accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction.

Special Characteristics

The teacher education program is committed to the preparation of teachers to as mentors. Faculty members mentor prospective teachers as they guide student through the learning process while serving as role models. Other key processes and outcomes that help distinguish the Saint Augustine teacher are the development of strong knowledge of the content area, the development of a comprehensive ability to communicate, teaching effectiveness, knowledge of the learning process, planning skills, the ability to evaluate and use evaluation effectively, and experiential learning. Through a small but strong nurturing experience both our traditional and non-traditional students demonstrate the ability to significantly impact student learning upon completion of the program. Evidence is reflected in that six program completers have earned teacher of the year awards in their school during the past three years. The teacher education program, which attracted a highly diverse population of non-traditional, offers licensure only and lateral entry persons seeking quality preparation a flexible program. Evening and weekend courses are offered using a 10-week accelerated program called Second Chance. These students have the benefit of being mentored by highly qualified, dedicated faculty and staff in the department of education. The Alternative Teacher Education Program is totally inclusive of the same level of high quality teaching, mentoring, and experience provided for students in the traditional program.

Program Areas and Levels Offered

Saint Augustine's College is authorized to offers licensure programs in the following areas: Biology Education (9-12); Business Education (7-12); Elementary Education (K-6); English Education (9-12); Exceptional Children's Education: Learning Disabilities (K-12); Mathematics Education (9-12); Music Education (K-12); Physical Education (K-12); and Social Studies Education (9-12). Additionally, Saint Augustine's offers a well-developed accelerated learning, alternative licensure program for those seeking licensure only, add-on licensure, lateral entry, and professional development. Students may complete the approved program of study from any of the colleges approved programs.

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 design and delivery of curriculum/courses, etc.).

The teacher education program has a strong commitment to promoting activities that strengthen public schools. Such service fits in perfectly with the college's efforts to promote community service by faculty, staff, and students. Members of these groups have voluntarily contributed their time to a number of teacher professional development and student academic enrichment activities. The teacher education program has successfully fostered ongoing relationships with several schools in the Raleigh area and in rural areas of North Carolina. The teacher education program works very closely with SPARC Academy Charter School through team teaching, staff development, student internships, special tutor/mentor session conducted by faculty and student majors, and grant writing. Faculty and students are also very involved in research-based projects and grant writing with both Charter Schools. Faculty and students team-taught an advanced mathematics course for students at SPARC Academy during the academic year. The results were that all students scored from one to two levels higher than previously on their end of grade test scores with only one student score at the same level. Faculty and students in the Physical Education Teacher Education Program worked with SPARC Academy faculty to develop a physical education program. The course was team taught by faculty members from both institutions and student. The teacher education program published the curriculum.

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

During the 1999-00 academic year, all members of the teacher education program provided services to three low performing Charter Schools. Members of the colleges faculty in Math and Sciences, and Urban and Social Studies, and Liberal and Interdisciplinary studies also worked with faculty in teacher education to assist these schools. The Math and Science Saturday Academy was one of such activities where faculty from each both areas worked with student to improve their level of performance on end of course testing in technology. The teacher education program worked with faculty in the Arts and Sciences to improve student performance in reading, writing, end of grade testing. Through the Global Village Afterschool Program, students were prepared in social studies, technology, math and science, writing, and reading. As a result of working with these students, 95% of the children involved improved their academic performance on test and overall performance in schools. If Those schools were SPARC Academy, Laurinburg Institute Charter School, and Sankore Charter School. Members of our faculty joined advisory boards, conducted summer professional development workshops, and made visits to these schools during the academic year. While services were offered to other low performing schools, no responses were received.

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

Members of the teacher education faculty provided services to the state as state technology competencies were converted to standards. The teacher education technology portfolio handbook was revised this year. The teacher education programs Technology Task Team worked with the Grant writing Task Team to achieve funding of the Bush Faculty Development Technology Grant to improvement student learning and to help teachers at the college integrate technology in their instructions. The grant for \$300,000 was funded with the teacher education program providing the leadership for implementation of the grant. A needs assessment was conducted during this academic year, which provided input into the development of the curriculum and workshops for faculty. Through the strengthening of faculty use of technology in all classes at the college, pre-service teachers will be provided a

more enhanced learning experience. The teacher education program included as a part of that grant professional development opportunities for in-service teachers. They will receive training, may enroll in coursework, will evaluate technology portfolios for students at the college and will be paid a stipend for services to the grant. Additionally, a series of staff development workshops are offered for teachers during the summer including an instructional technology course fifteen teachers were served during the year of record.

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

Saint Augustine's College has identified as part of its mission that it would serve non-traditional student populations. The Department of Education houses one of the most productive Alternative Teacher Education Programs in the state. The program consists of four (4) 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings. The program has a full time program coordinator and a full time secretary. and increased course offerings. Faculty have presented at the state and national level regarding the program. Additionally, faculty member have served on state task teams to share and improve the quality of lateral entry preparation throughout the state.

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

The Department of Education houses a PRAXIS Lab staffed with a director, quantitative specialist, reading and writing specialist, and a secretary. The institution with Title III funding supports the lab. One on one and individual assessment and work with each student major (traditional and Alternative Teacher Education Program). Additionally, students enroll in a course entitled Basic Test Taking Skills during their first four semesters of matriculation or until all sections of the PRAXIS I exam are successfully completed. PRAXIS Lab staff monitor student readiness to sit for the PRAXIS I Examination. Several workshops are sponsored in the PRAXIS Lab for faculty and students. Faculty from the Liberal Arts and Sciences often conduct the workshops. An incentive program has been initiated during this academic year. Students that successfully complete all test requirements prior to the end of the sophomore year earn a \$2,000 scholarship through the Department of Education. Faculty members implemented a "Study Group" program this year, where students that have passed the tests tutor those that have not taken or passed the test. This program is being monitored for effectiveness. Additionally, the teacher education program currently serves as an ETS test pilot site.

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

Efforts to recruit students into professional education programs leading to licensure consist of advertisements in the local newspaper (News and Observer), on the Colleges radio (WAUG 750 am) and television (WAUG TV-68) stations, and Public service announcements on other local radio and television stations. The development of a Web site for the Department of Education and circulation of brochures at local and statewide recruitment fairs and local schools are among efforts conducted by the teacher education program to recruit students. Letters are also written to students that have expressed an interest in attending St. Augustine's College. Some recruitment scholarships are also offered. A teacher education program has developed and implemented a Recruitment and Retention Plan. In brief, the plan calls for the recruitment of more junior college students, grant writing and fundraising for scholarships, and increased strategies for student success on the PRAXIS Examinations.

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

Recruitment efforts are driven by the Recruitment and Retention plan. In that plan are goals, objectives, and strategies to recruit more American Indian and Hispanic/Latino students to the program. Recruitment efforts are conducted with families, groups, and individuals from the Hispanic/Latino and American Indian populations. We have hosted two focus groups that included African American, American Indian, and Hispanic/Latino populations. Scholarships have been offered to qualified members underrepresented populations. The Closing the Academic Achievement Gap Summit and the Minorities Health Disparities Conference was hosted by the teacher education program and brought all groups together to discuss and share strategies that would work in their communities. Materials were shared as we displayed our program at each conference. Faculty members made a number of recruitment trips to various states.

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

As a private institution, the Saint Augustine's College Department of Education has a tremendous record of successful grant writing to support the goals and objects set forth in its long-range Plan of the teacher education program. New initiatives supported through funding during the year of record include initiative of the Global Village Afterschool Program, this program provide the unit with opportunities to achieve goals in student development, faculty involvement, and community and public school support. The Reevaluating Educational Choices for At-Risk and Suspended Students Together (RECAST) Saturday Academy initiative helps supports involvement of faculty and students with rural schools and increased support of the Closing the Gap Academic Achievement initiative. The Active Minds Saturday Academy provides support for faculty and students that work with Wake, Wilson, Beaufort, and Warren Counties. Another new program this year is Project F.O.C.U.S. (For our children's ultimate success). This program supports academic enrichment, personal development, cultural exposure, and intervention programming for children that are court involved. Participants receive instructions in technology, reading, writing, and math from faculty and students in the teacher education program in addition to other programming. In addition, non-funded new initiatives are workshops that are held each semester for student teachers. Mock interviews are held for students and conducted by public school superintendents and principals from across the state. The results of the interview are shared by the team with each student and then with faculty in the teacher education program. This has been a tremendous assessment tool for evaluation of our students and program. The second initiative is that we hold Performance Based Licensure workshops for current students, student teachers, alternative students, and beginning teachers. State trainers are invited to come in each semester to conduct the workshops. These workshops are evaluated and students have an opportunity to have their work/portfolios reviewed by trainers.

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

The Teacher Education program supports beginning teachers from Saint Augustine's College as well as those from other colleges by providing support in test preparation though workshops and the use of the PRAXIS Lab. These beginning teachers may also use our curriculum lab and attend various workshops free of charge. During this academic year, we implemented workshops on Performance Based Licensure for our students and graduates, the workshops were free of charge and an invitation to attend was extended to beginning teachers at local schools. Faculty make calls to graduates to keep in touch and they are invited to all Department of Education activities such as the end of year banquet, the induction ceremony for newly admitted teacher education majors, and the alumni reception during homecoming. Surveys are sent to graduates, newsletters, and they are invited to return to campus during our end of the year program. They are invited back to the college for sessions with the undergraduate students. The Graduate Follow-up Task Team for the teacher education

program reports that this academic year has been the most productive year of graduate follow-up activity and response in recent years.

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

Career teachers are provided support through the use of our Curriculum Lab materials, staff development workshops, grants writing, and continuing education coursework. They are invited back to the college for seminars with teacher education majors, mock interview sessions, and three career teachers are represented on our Teacher Education Committee. Career teachers may also earn renewal credit through our Alternative Teacher Education Program and as Technology Portfolio Evaluators. During the year of record career Saint Augustine's College provided teachers the opportunity to participate in the Closing the Academic Achievement Gap Summit sponsored. A number of teachers participated as a focus group; their input was significant and used in the development of initiative by the teacher education program this year. A number of teachers were invited guest and spoke with students in methods classes. Over sixty teachers completed professional development workshops through the teacher education program during the year. They evaluated student technology portfolios, screened student teachers prior to placement, and provided mock job interviews for students. Teacher education faculty conducted team teaching with career teachers in their classrooms and at the college.

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 members serve as program coordinators and advisors for students in their respective areas. All SCDE faculty members are involved in public schools as they mentor, observe, evaluate and guide their students/advisees during the Early Field Experiences and Student Teaching. Each faculty member is required to serve and have their advisees serve in the public schools during each academic semester in two or more of the following areas: staff development workshops, attend PTA meetings, pupil development/mentoring, research, curriculum or program development or special program involvement. They also visit classes and serve as "Celebrity Readers", conduct skills testing, and assist with curriculum development. The teacher education program is currently considering a service-learning requirement for students and faculty. This will be voted on during the 2001-2002 academic year.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	1
	Total	2	Total	11
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	1
	Total	2	Total	5
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Total	0	Total	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers


Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Elementary (K-6)	25	25	20
Middle Grades (6-9)	0	0	0
Secondary (9-12)	15	15	15
Special Subject Areas (K-12)	10	10	10
Exceptional Children (K-12)	15	15	15
Vocational Education (7-12)	25	25	20
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	90	90	80
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	NA	
MEAN PPST-W	NA	
MEAN PPST-M	NA	
MEAN CBT-R	327.88	
MEAN CBT-W	322.25	
MEAN CBT-M	322.22	
MEAN GPA	3.49	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	3	1	2	1	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	1	0	0	0	0	0	0	0
Special Subject Areas (K-12)	2	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	6	1	2	1	0	0	0	0
 Comment or Explanation								

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

	1999 - 2000 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	1	*
Music	1	*
School Pass Rate	2	*
PK/PLT	2	*
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	5	1	.	.	.
U Licensure Only	.	2	.	.	.	.
Masters Degree
G Licensure Only
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only
Masters Degree
G Licensure Only
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	5	60.0	60.0

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2000 - 2001**

LEA	Number of Teachers
Wake	137
Nash	28
Franklin	26
Halifax	24
Durham Public	23
Vance	15
Cumberland	14
Charlotte-Mecklenburg	14
Johnston	13
Wayne	12

**I. Satisfaction with 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		2.00
preparation for managing the classroom	2.50		2.00
preparation for using technology as an instructional tool	2.50		2.00
preparation for meeting the needs of diverse learners	2.50		2.00
Preparation in curriculum content and delivery strategies	3.00		2.50
Number of surveys received	2		2
Number of surveys mailed	5	5	5

TABLE 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
11	1	4



IHE Performance Report

2000-2001

UNC-Asheville

IHE Performance Report

University of North Carolina at Asheville

2000 - 2001

Overview of the Institution

UNC-Asheville is a four-year state-supported national liberal arts university set in the heart of the Blue Ridge and Great Smoky Mountains. The UNCA campus, including the Botanical Gardens, occupies 265 wooded acres about one mile from downtown Asheville. With 3187 undergraduate students and 173 full-time and 121 part-time faculty, UNCA maintains a 18:1 student-faculty ratio. Our size allows diversity in the student population and, at the same time, individual attention. Personal interaction between students and faculty in and out of the classroom develops an academic atmosphere in which all share in the pursuit of learning and inspires a learning environment characterized by lively discussion and spirited debate. The primary mission of UNCA is to offer an undergraduate liberal arts education of superior quality for serious and able students. The university is committed to a liberating education emphasizing the central role of humane values in thought and action, the free and rigorous pursuit of truth, and a respect for differing points of view and heritage. It aims to develop men and women of broad perspective who think critically and creatively and who communicate effectively. The University of North Carolina system has awarded UNCA the unique designation as its singular undergraduate liberal arts university.

Special Characteristics

UNC-Asheville is one of 16 members of the national Council Of Public Liberal Arts Colleges (COPLAC). We also host one of the 15 Teaching Fellows programs in North Carolina. UNC-Asheville was the founding institution for the national Undergraduate Research Program, which provides academic-year and summer student research and travel grants, hosts an annual spring symposium, and publishes an annual anthology of student research. Since summer 2000, we serve as one of the 3 original NC TEACH campuses, in collaboration with Western Carolina University. We are the only UNC school designated as a Liberal Arts institution. As such, our Humanities core has served as a national model for other liberal arts universities, as has our Arts & Ideas capstone course and required arts lab(s). These liberal arts core courses (and others) include a service learning component, as does our freshmen orientation and First Year Experience courses. We also offer an interdisciplinary studies program which allows students to study topics that transcend traditional disciplines. These include courses in Africana Studies, Ethics and Social Institutions, Fine and Performing Arts, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and a graduate program leading to the Master of Liberal Arts. UNCA has been further authorized to begin awarding Interdisciplinary degrees. In addition, we are the home of the Center for Creative Retirement, College for Seniors, and the Asheville Graduate Center. The chancellor has committed the university to becoming the first intergenerational institution in the country. UNC-Asheville was named a "best buy" by the Fiske Guide to American Colleges and Universities for the 8th consecutive year, specifically naming the Education program as a strength; and named 1 of 100 "best buys" in public universities by Kiplinger's.

Program Areas and Levels Offered

UNCA offers the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts degrees in the arts and humanities, the natural and social sciences, and selected pre-professional and professional programs firmly grounded in the liberal arts. The university also offers a multidisciplinary Master of Liberal Arts degree program. Cooperative Programs include a Bachelor of Science in Nursing with Western Carolina University and a Bachelor of Science in Engineering as well a newly-established Mechatronics degree program with North Carolina State University. Special Programs include: Travel

Abroad, Humanities, Undergraduate Research, African Studies, Health Promotion, Honors, and Teaching Fellows. The university is committed to serving the community in ways that complement its educational mission. It makes resources such as the nationally recognized Center for Creative Retirement available to students at all stages of life for personal growth. Through the Asheville Graduate Center, the university offers programs for advanced professional study. The UNCA Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Class A Teaching Licensure in the following areas: Elementary Education (K-6); Middle School (6-9) in Language Arts, Mathematics, Science, and Social Studies; Secondary Education in Biology, Chemistry, English, Latin, Mathematics, Physics, Science, and Social Studies; and K-12 programs in Art, Foreign Languages, Reading, and Theater Arts. We are awaiting approval of a new licensure program in Earth Science, 6-9 and 9-12. The licensure program services undergraduates, transfers, post-baccalaureate, and lateral entry students. Housing one of the smallest faculties in the UNC system, the education department is still able to provide programs equal to those of much larger campuses, and we maintain an active, successful University School Teacher Education Partnership with 3 area school districts.

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 design and delivery of curriculum/courses, etc.).

LEA: NBPTS middle grades teacher serves as Coach-to-Coach. 4th grade NBPTS teacher adjuncts our Language Arts course. LEA personnel director adjuncts our Intro to Education course. 2 retired LEA folks supervise student teachers. LEA folks are class speakers, panel members, and workshop instructors. LEA folks serve on standing UNCA teacher education advisory committee. Education Department: Regional and state Odyssey of the Mind judge. Science fair judges. Writing and end-of-grade tests proctors. Hosted many campus visits for K-12 students. Paid LEA students' admissions for campus events such as "bell hooks," "I Never Saw Another Butterfly," and women's basketball games. Ran the AVID Summer Bridge Program for rising 9th and 10th graders. Taught a summer computer course for at-risk middle school students. Ran ongoing technology workshops for teachers. Ran summer technology institute for teams of teachers/interns at Warren Wilson archeology dig. Hosted summer institute for NBPTS preparation. Ran summer institute on PBL for ILT II's. Hosted/presented at Teaching Fellow's Jr and SR state conferences. Assisted alternative school students with senior projects. Assisted with and presented at UNCA conference on Multicultural Literature for Children and Young Adults. Hosted workshops & panels on contemporary issues in education. Participated in Emma Elementary Community Reading Week. Judged Buncombe County Schools' "Battle of the Books." Methods students were e-mail partners with a local 4th grade class. Facilitated 8th grade teachers' book club on Multicultural Literature. Assisted Physics Department with UNCA's first regional Science Olympiad for area middle schools, and supervised several events. On Asheville's School Development Steering Committee. Member of Education Coalition- coordinating community services to address the needs of 150 African American males. Continued Asheville High School's Teacher Cadet program. Participated in Dr. Suess Day. SACS coordinator for area schools.

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

The ABC's identified no area LEAs as low-performing. We serve schools with populations of students potentially at-risk. These include socioeconomic disadvantages, limited English proficiency (Spanish-speaking and Ukrainian students), and students on suspension from regular classes. Our involvement includes K-12 tutoring and mentoring programs (Young Scholars, Partners In Learning, CREED, AVID, Asheville to Asheville, Communities In Schools, Computer Literacy Initiative, Teacher Cadet); guest teachers and consultants for curricular and pedagogy assistance (a UNCA consultant directory was distributed to LEAs). Student teachers and methods students are placed in these schools. Workshops on raising achievement are made available for pre-service students, student teachers, Initially-Licensed

Teachers, Lateral Entry and continuing teachers. LEA speakers have presented on topics such as effective parent conferencing, special needs, and the reading and writing tests. All teachers, including schools with at-risk populations, are provided e-mail accounts for cooperating teachers and USTEP participants, and are given campus "privilege" cards. Asheville City Schools adopted the Comer Model, and 1 of our faculty sits on their commission to implement this in the schools. Preservice students attended a talk by Comer himself, and are introduced to his model in EDUC 310. Our partnership with the city schools resulted in a grant for an after school computer skills center in Asheville high (POWER Center), for students and families. Faculty sit on the Education Coalition, a community and school- based program designed to support African-American males; and on a Multicultural Leadership Team for Asheville City Schools. We participate in Dr. Seuss Day and Reading Week, and the Foreign Language department does ESL tutoring at Emma Elementary. America Reads & America Counts provides tutors for K-6 math and reading.

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

Pre-service teachers: Basic technology skills are introduced in Intro to Education. Students complete technology assignments aligned with INTASC and NCSCS and pass a written test. Transfer and post-baccalaureate students exempt from EDUC 310 may take a 1 s.h. tech lab. Tech assignments are embedded in all subsequent methods courses. These accumulate in a portfolio turned in during student teaching. A course/technology matrix ensures each licensure track covers all required competencies. Web sites are updated by our ed tech specialists to serve as tutorials, link to other sites, clarify and define terminology, and provide guidance. Each faculty member maintains a homepage and several include links to student homepages created for specific courses. A lab assistant is on duty to help students with technology-related projects. Faculty use technology in their own teaching and create assignments for students to demonstrate technology in their own teaching experiences. SAS on-line software is incorporated into ED314. WebQuests are incorporated into secondary methods, and a faculty member presented results of his research with Web Quest at an international reading conference. In-service teachers (ILTs, lateral entries, continuing): are provided free e-mail accounts, access to computer labs, equipment and software (SAS catalyst grant). Lab workshops for coop's held on software, instructional design, and assessment of students' portfolios. 2nd year of PT3 federal grant was continued, 2 additional personnel hired, expanded services included onsite trouble shooting, web design, collaborative action research projects with coop/intern teams, summer archeology dig technology component for selected teams. Continuing education classes on technology are offered at UNCA on Saturdays.

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

Post-baccalaureate students with an undergraduate GPA 2.5+ are exempt from the PPST. Post-baccalaureate students with an undergraduate GPA between 2.3 and 2.5 meet with an advisor to form a Plan of Study for 9 s.h. based on transcript analysis. Upon achieving a 3.0+ GPA on the POS, the student may be admitted into the program. Admissions and Enrollment are now considering 2.0 GPA's with other lateral entry criteria. Lateral entry teachers may request a waiver of portions of our program for which they can demonstrate competence based on professional experience, upon verification by the LEA. These include crediting lateral entry teachers with field experiences in their home schools and a shortened student teaching period in their own classrooms if appropriate to their area of licensure. Adjuncts and our Coach-to-Coach have expanded the geographic area within which we can now supervise lateral entries. Our full-time field placement officer maintains close contact with LEAs, monitors lateral entry teachers in the field, and arranges mentoring by content area or methods faculty when appropriate. In the cases of lateral entry licensure for teachers employed out of their content area, in private schools, or at a different grade level, our field placement officer works with the appropriate schools to arrange an alternate placement. We alternate day and time of courses to accommodate lateral entry teachers. We offer summer courses based on our staffing availability. We use a LEA personnel director as adjunct who

facilitates hiring of lateral entries in Asheville City. We assist with the training of mentors of lateral entry teachers and provide workshops and seminars for ILTs. EDUC 342: Diagnosing and Correcting Reading Difficulties, K-12 is available on line. Advisors work closely with lateral entry teachers to plan their schedules, monitor their progress, and serve as liaisons to the school. After-school and summer advising is available for them. We regularly provide information to post-baccalaureate students about lateral entry, and in partnership with WCU, we provide the facilities for NC TEACH.

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

UNCA requires a major in a specific content area while also completing the requirements for licensure. This ensures that secondary and middle grades licensure students are "experts" in their content area. They also pass senior competency exams and a senior research project in their degree department. This further prepares them for their specialty area exam. Elementary licensure students usually major in Psychology, which also carries a senior research and competency requirement. All licensure students additionally complete an action research project in their LEA classroom. A university-wide Writing Across the Curriculum Program ensures that students develop critical thinking and writing skills. UNCA maintains a university-wide Reading Center, Writing Center, and Math Lab to which we direct students who are in need of additional preparation. Students achieving less than a "C" in any courses (education or content) may be required to repeat that course. The department maintains a library of materials available for study including Tests at a Glance, Learning Plus books and videos, and commercial PRAXIS preparation materials. Each year Education faculty, Arts & Sciences faculty and LEA faculty have taken various PRAXIS exams and presented test-taking strategies to students in general, and in content areas specifically. Subsequent retreats have been held with Arts & Sciences faculty and LEA folks to revise curricula as appropriate. A year-end program review occurs for each licensure track. Program coordinators consider PRAXIS scores, course evaluations, survey results from program completers and employers, and student teacher exit interviews. Area reports are discussed at a department meeting reflecting on the strengths and weaknesses of the program, and strategies are identified for improving student performance, which further prepares them for PRAXIS.

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

Faculty and students contacted potential students and their families at Admissions open houses. Admissions attended state and regional recruitment fairs. Faculty made presentations to local schools about careers in teaching and interviewed high school students seeking research scholarships and teaching fellowships. Faculty participated in a recruiting luncheon and workshop for Teaching Fellows finalists and parents. TF Ambassadors visited high schools across the state, giving workshops to students on issues in teaching, interview skills, and UNCA. These are followed by personal letters and phone calls. TF's and Education Department brochures were updated. Customized packets of information about our programs were mailed to high school counselors, available at Open Houses, and sent to people requesting information by phone or e-mail. These contained brochures about specific licensure tracks, contact information for program advisors, department fact sheets, a USTEP brochure, T F brochures when appropriate, and a letter of greeting by the department chairperson. Information was available on the internet, along with e-mail addresses and phone numbers for program advisors. Faculty received a significant number of e-mail contacts. Applicants for admission completed surveys indicating areas of interest, and their names were sent to our department for follow-up contacts. These included freshmen, transfers, and post-baccalaureate students. Advisors did ongoing transcript analyses for lateral entries and post-baccalaureate students and helped with admission and registration for classes. Articles and an editorial appeared in the local newspaper following our IHE Report results and NCATE accreditation, generating increased queries for licensure. We held our 1st "Opening Doors to Teaching" during Founders Day, hosting students from 12 area high schools. Our Teacher

Cadet teams with a local high school to bring students to UNCA. Our tutoring and mentoring programs qualify students for the Legislative Opportunity Grant.

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

A VC for diversity and multicultural concerns advises all departments about recruiting efforts. Groups combining efforts for minority recruitment include the Africana Studies, Univ. Schools Teacher Education Council, Enrollment Services, Financial Aid, First Year Experience, International Programs, Minority Affairs, and the Teaching Fellows. Admissions holds Multicultural Recruitment Day, and sponsors Camp College, a summer residential program for minority students from Asheville and Charlotte. A minority recruitment officer resides in Charlotte. We share with NC State a summer travel program to Ghana, advertised to potential students as a funded program for minority students. An African American female TF worked full time in Admissions. African American graduates serve as regional contacts for recruitment for licensure students. UNCA continued its Teacher Cadet Program at Asheville HS, paying tuition for students to take a course at their school and on campus, taught by an African American LEA teacher and Education faculty. Tutoring and mentoring programs support minorities: Young Scholars, CREED, Partners-In-Learning, Asheville-to-Asheville, Achievement Via Individual Determination, Communities In Schools, and the Computer Literacy Initiative. These provide classroom support services and bring students to UNCA to experience a university setting, meet students, attend university events, and receive additional academic preparation. Some of these continue through the summer. UNCA students in these programs are drawn from the African American Colloquium, Education Department methods courses, and across campus from courses requiring service learning. These programs are coordinated among the Key Service Learning Center, the Education Department, Special Academic Programs, and the VC for multicultural concerns and are designed to keep kids in school, excite them about education, and usher them into college. Cherokee students attend Super Saturday courses each semester. UNCA hosted Kituwah, fall 2000, a Native American gathering of nations.

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

We hosted a statewide 2-day USTEP retreat for UNC education departments and posted the proceedings on the web. We hosted "Opening Doors to Teaching," a 1/2 day seminar for high school students and counselors about teaching as a career. We coordinated a series of campus-wide meetings between directors of the Math Lab, Writing Center, America Reads, Key Service Learning Center, and the Education Outreach Coordinator to begin centralizing community/school services. Our PT3 grant co-sponsored a summer ed tech component for an archeology dig at Warren Wilson for teams of students, supervisors, and cooperating teachers. PT3 funded teams of student teachers and coop's for classroom-based ed tech research projects as part of EDUC 396/496. A faculty member formed a monthly Multicultural Book Club for 8th grade teachers, and members presented at a reading conference. We held a 2-day summer institute for NBPTS preparation, and a 3-day summer institute for ILTs to work on PBL. We combined our Council on Teacher Education and our USTEP steering committee into a single advisory body with university standing committee status. Members include LEA teachers and administrators, UNCA students, Education faculty, and Arts & Sciences faculty.

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

We continued our USTEP web site, newsletter, e-mail distribution list, address and phone list for ILTs identified in our partnership school districts. We provided seminars for ILTs on such topics as math, technology, history, and a 3-day summer institute on PBL. Visits were made by our C2C and/or other faculty to ILTs identified by principals as requiring additional mentoring. Faculty served as mentors and resources as requested by ILTs, identified by an ILT survey. Graduates were invited back to campus for events including Founders' Day and

Homecoming receptions. ILTs were invited by the Education Club to make panel presentations to pre-service students on their experiences. Faculty maintained relationships with ILTs that include visiting their schools, co-presenting at conferences, and inviting the ILTs as guest speakers in methods classes. We paid for subs for ILTs to visit other classroom teachers, and to work on their PBL. We underwrote costs for conferences and other professional development opportunities through a mini-grant program.

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

We provided "mini-grants" to underwrite costs for professional development, including registration and travel to attend conferences, and teaching materials. Orientation to our student teaching handbook, educational technology portfolio requirement and our action research model continued for clinical faculty and cooperating teachers. Education and Arts & Sciences faculty served as consultants, guest presenters, and provided resources for teachers as requested. University "privilege cards" were given to all cooperating teachers and partnership members for free access to the university library, fitness complex, computer labs and other facilities. E-mail accounts, lap-top computers, a digital camera, a projector, CDs and other software and teaching materials are available to teachers. Training and stipends were provided for using technology in classroom research projects. An extensive number of continuing education courses are offered by Special Academic Programs. UNCA faculty and LEA faculty conducted research together and co-present at conferences. A Multicultural Book Club was sponsored for 8th grade teachers. Summer institutes were held for teachers including AP training in English, Biology, Spanish, Studio Art, and Calculus; a residential NEH seminar on Beowulf; and NBPTS preparation. Technical support was provided for area schools with websites and networking. Our C2C helped develop and implement INTASC training modules, provided mentor training, updates on PBL, forums, TPAIR training, assessment center support, regional INTASC workshops across 9 school systems.

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?

Arts & Sciences: Spanish and Language FYE classes tutored ESL students weekly. Faculty tutored in math, reading, writing, and English. Faculty served on Parent-Teacher-Associations, School Foundations, Communities in Schools, school boards, and other school committees. With the Center for Diversity Education and 3 high schools, produced an exhibit keyed to the NCSCOS, "An Unmarked Trail: Stories of African Americans in Buncombe County." Humanities faculty gave presentations for area K-12 schools and participated in faculty development project with N. Buncombe Middle School, sponsored by the National Humanities Center. Ran the Claxton Elementary Chess Club. Math Dept sponsored the NC State Mathematics Competition. Various faculty made numerous on-site K-12 classroom presentations such as "African Art," "Our time on the Continent," "What it Takes to Get Into College and Succeed," "Russian Language in a World Geography," "Physics and Music," Chinese New Year, insects, library instruction, a multimedia Drama presentation, and History Day. Led overnight star watch for elementary kids. Provided teacher training on such topics as "Basic Geological Principles," "Mineral resources of Western NC," Advanced Placement Institutes, Earth Science Institute, authored CD Astronomy Gallery distributed to K-12 teachers. Designed and built with students an entrance sculpture to a new elementary. Admissions office sponsored career days, college prep workshops, and Camp College. SAT prep course was taught. Ramsey Library co-chaired the Conference on Multicultural Literature for Children and Young Adults. Bulldog Day organized 500 freshman and 110 faculty/staff for 1200 hours of service at 30 agencies (including schools) in one morning. Judged the Asheville High Senior Exit Projects. Hosted/judged the annual regional senior high Knowledge Bowl. Ongoing educational technology support for LEAs. Taught variety of Super Saturday courses for gifted/talented kids. Various departments sponsored open houses, special programs, performances for area students.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	50
	Other	0	Other	0
	Total	11	Total	52
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	37
	Other	1	Other	0
	Total	15	Total	39
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	6
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	12	Total	24
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers


Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0	0
Elementary (K-6)	.	4	4
Middle Grades (6-9)	.	4	4
Secondary (9-12)	.	5	5
Special Subject Areas (k-12)	0	4	4
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	0	17	17
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	182.67	
MEAN PPST-W	178.85	
MEAN PPST-M	182.29	
MEAN CBT-R	332.4	
MEAN CBT-W	327.09	
MEAN CBT-M	328.69	
MEAN GPA	3.35	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	9	0	18	0	0	0	0	0
Middle Grades (6-9)	1	0	7	0	0	0	0	0
Secondary (9-12)	12	0	14	0	0	0	0	0
Special Subject Areas (K-12)	6	0	13	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	28	0	52	0	0	0	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Elementary Education (K-6)	20	100
English	9	89
Language Arts (6-8)	1	*
Mathematics (9-12)	4	100
Reading (bachelor's level)	1	*
Social Studies (6-8)	1	*
Social Studies (Comprehensive)	5	60
School Pass Rate	43	93
PK/PLT	41	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	17	4	1	1	0	0
U Licensure Only	25	3	1	1	0	0
Masters Degree	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1	0	0	0	0
U Licensure Only	5	5	1	0	0	0
Masters Degree	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	48	95.8	72.9

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Buncombe	201
Henderson	63
Asheville City	44
McDowell	31
Madison	21
Transylvania	19
Haywood	17
Charlotte-Mecklenburg	13
Rutherford	12
Burke	10

I. Satisfaction with 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	3.59	3.64	3.78
preparation for managing the classroom	3.12	3.42	3.65
preparation for using technology as an instructional tool	3.71	3.50	3.53
preparation for meeting the needs of diverse learners	3.29	3.50	3.35
Preparation in curriculum content and delivery strategies	3.76	3.67	3.50
Number of surveys received	17	12	18
Number of surveys mailed	34	34	34

TABLE 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
9	5	8



IHE Performance Report

2000-2001

UNC-Chapel Hill

IHE Performance Report

University of North Carolina at Chapel Hill

2000 - 2001

Overview of the Institution

The University of North Carolina at Chapel Hill, the nation's first state university, has provided higher education to 10 generations of students. Since the 19th century, this research university has offered distinguished graduate and professional programs, and UNC-Chapel Hill is currently ranked #3 in the nation among public universities by U.S. News and World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week normal school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, and in 1913 the School of Education was formally established as a professional school. Today we claim nearly 20,000 alumni, the third largest alumni base at UNC-Chapel Hill. As UNC draws talented students from around the state to its campus, the School of Education completes the circle, sending our vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our Internet network, our advanced programs, research, and teacher education programs we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national perspectives to local issues, and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

Special Characteristics

Our 59 full-time faculty members sustain a strong school-based teacher education program and a very productive research agenda. As a Research I institution, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for the state of NC. In addition to working with undergraduate and graduate students, we also serve teachers and schools throughout the state through research and evaluation on school reform, projection of curriculum materials to every school district in the state through LEARN NC, support of special education expertise through our on-line courses and modules, and development of funded English as a Second Language training for practicing teachers. Our early childhood program is distinguished by its close ties to the Frank Porter Graham Child Development Center, and our Professional Development School agenda involves departments across the campus and the School of Social Work. The School of Education ranked first in the nation again this year among all schools of education in public universities, according to a national panel of 1,000 school superintendents as reported in U.S. News and World Report. Overall we ranked #18 of the 187 schools studied. We have created the Carolina Teaching Network this year, an outreach initiative organized to bring graduate coursework and credentials to practicing teachers and prospective administrators.

Program Areas and Levels Offered

Program areas and levels authorized at the School are as follows: Pre-Kindergarten (B-K): Birth-Kindergarten, A, M; Preschool, add-on* Elementary Education (K-6): Elementary Education, A, M Middle Grades Education (6-9): Language Arts, A, M; Mathematics, A, M; Science, A, M; Social Studies, A, M Secondary Education (9-12): English, M; Mathematics, M; Comprehensive Science, M; Comprehensive Social Studies, M; Classical Latin, M Special Subject Areas (K-12): English as a Second

Language, add-on; Reading, add-on, M; Music, M; Second Language Studies: French, M; German, M; Japanese, M; Spanish M Exceptional Children (K-12): Specific Learning Disabilities, add-on, M Special Service Personnel (K-12): Curriculum Instructional Specialist, add-on, D; Media Coordinator, M; School Administrator, M, D; School Counselor, S; School Psychologist, S, D; School Social Worker, S *Denotes temporary authorization. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers.

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 design and delivery of curriculum/courses, etc.).

The teacher education courses offered by the School of Education involved extensive collaboration with public schools during 2000-2001: 30 elementary schools, 16 middle schools, and 13 high schools. In addition, school psychology and social work interns were placed in 9 school districts. Teachers in these schools worked with our students as well as our faculty members as they participated in curriculum committees and served on program advisory councils. Teachers from all our partnership districts, Chatham, Orange, Durham and Chapel Hill, met with us to plan our new off-campus Master's Degree Programs for Experienced Teachers that started in January. Public school teachers participated as full-time clinical instructors in our Elementary and Middle Grades Programs, and as adjunct instructors across our programs, and administrators from our partnership districts taught courses in the MSA program as adjunct faculty. Exchanges of knowledge and experience flourished as, for example, School of Education faculty taught all the Elementary courses, except for music and art, in the public schools. Our Research Triangle Professional Development School (PDS) Partnership involved 777 public school teachers and 10,578 students in the four participating PDS schools and one district-wide program. For the coming year, we have added five new schools to the first generation sites in our PDS family. PDS is guided by a Policy Board, comprised of parents and school personnel from our four partnership school districts; School of Education, Arts and Sciences, and Social Work faculty; and representatives of professional and business organizations. Groups met often this spring to design the next generation of PDS sites, identifying literacy, mathematics, arts integration, induction of new teachers and mentoring as themes that would pervade school curriculum projects as well as action research studies of them. Our extensive and enduring collaborations with the public schools are represented in our partnership with the Chapel Hill-Carrboro City Schools in planning the new Smith Middle School, which will include a School of Education wing dedicated to pre-service and in-service teacher education. This teacher center will serve our interns and student teachers as well as teachers from this area and around the state who will gather there for workshops, meetings, and after-school and summer coursework. Our teaching web site, LEARN NC, has worked with public school teachers to create thousands of lesson plans to share with their colleagues across the state, and is sustained by designated teacher/coordinators in more than 1,600 of the state's 2,100 public schools. Teachers actively participated in developing the projects and curricula produced by our Center for Mathematics and Science Education, the High School Literacy Project, the International Social Studies Project, and the Curriculum, Music, and Community Project. Our new evaluation unit, EvAP (Evaluation, Assessment and Policy) worked across the state training teachers how to evaluate their own programs and providing assessments for Schools Attuned, the Early Childhood Partnership in Forsyth County, and NC Charter Schools.

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

Committed to the support of low-performing schools, this School of Education addresses their needs through a number of curriculum and instruction projects. Dr. Jill Fitzgerald, a literacy expert on our faculty is conducting a statewide evaluation of the NC Reading Excellence Act Initiative, involving 16 low-performing and/or high poverty elementary schools in NC. Our

faculty provided program evaluation services to low-performing schools in four different school districts this year: Aulander Elementary in Bertie County, Omuteko Gwamaziima in Durham County, CIS Academy in Robeson County, and SPARC Academy in Wake County. Our ESL faculty provided tutors to ESL students at Eastway, Watts, and Pearson schools in Durham. Our Mathematics Improvement Through Problem Solving Project worked with schools in five districts, including Creswell Elementary School in Washington County, helping them implement new mathematics curricula in grades K-8. Our Science Education faculty coordinated a grant that provided elementary science staff development for approximately 180 teachers in the Durham Public Schools, including Eastway Elementary. The Pre-College Program of the Center for Mathematics and Science Education continued its collaboration, begun in 1988, with three school districts, including Durham Public and its low-performing schools, serving more than 1,000 female and minority students through in-school and on-campus enrichment in math and science.

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

LEARN NC, a Web-based teaching network emanating from the School of Education, enhances development of technology competencies in both pre-service and in-service programs. Our Instructional Technology Coordinator teaches technology workshops to our pre-service candidates during their junior and senior years, and a Web page has been created for each teacher education program to provide students with resources needed to complete their technology portfolio assignments. Elementary student teachers are required to develop integrated units on LEARN NC using an interactive template designed by LEARN NC technicians and Elementary Education professors. Literacy students use on-line case studies during their training in reading diagnosis, and the undergraduate students in Elementary Education collaborate to develop a 500-item database of children's literature. In the M.Ed. program, each of the core courses includes the development of technological competence as well as teaching the competencies to take on-line courses. The delivery these courses has been addressed by providing six hours of training to School of Education faculty. In addition, this year we added three positions to support our burgeoning Distance Education programs. Our technology infrastructure includes a network port (to the LAN, WAN, and Internet) in every classroom and two state-of-the-art networked multimedia computer labs (Windows and Macintosh) that are open 63 hours per week for student and faculty use. To improve the technological competence of in-service teachers, we conducted a two-day training module entitled "Teaching with the World Wide Web," attended by 19 of our Elementary Education cooperating teachers. Funded by an NC Catalyst Grant, this training will be offered to middle grades and secondary cooperating teachers over the next few years. Elementary cooperating teachers are required by the School of Education to have LEARN NC certification. LEARN NC initiated the Educators on Loan Program this year to deliver free training to in-service teachers focused on teaching them to use the Internet more effectively, meet student accountability standards, and close the achievement gap. Workshops were held in 38 primarily low wealth LEAs for about 3,300 teachers and 5,6000 students in 194 schools. LEARN NC conducted the COLT Program (Carolina On-Line Teacher), a program requiring at least 15 credit hours of on-line coursework and culminating in a continuing education certificate for K-12 teachers in Internet-based technologies. Thirteen in-service teachers completed this program in 2000-2001, and a new cohort of 14 in-service teachers is enrolled for 2001-2002. Our Center for Mathematics and Science Education continued to offer its popular courses for in-service teachers, "Mathematics and Science Technology I and II," training 68 teachers during the past year and this summer. LEARN NC published The Beacon, a newspaper on technology and instruction, sent to every teacher in NC.

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

We have expanded our efforts to develop special programs and initiatives to support the preparation of lateral entry teachers this year. In partnership with NC Central University, we are the Triangle Site of NC TEACH. Our focus at Chapel Hill is on the preparation of mathematics, science, and foreign language teachers, areas of major need in North Carolina. In 2000-2001, we enrolled 14 students, all of whom were hired to teach in NC high schools and middle schools. These teachers continued their course work throughout the fall and spring semesters, receiving ongoing support from master teachers and University faculty. We have enrolled an additional 27 new students for our NC TEACH program in 2001-2002. The Director of our Center for Mathematics and Science Education supported the School of Education's NC TEACH Program by providing instruction in the math module. Science education faculty helped design and deliver the NC TEACH science module. LEARN NC, our statewide Internet network for teachers, also supported the efforts of NC TEACH to serve lateral entry teachers across the state by providing training in the use of its Web site for all NC TEACH participants at five of the six sites. By demonstrating how to use the North Carolina Standard Course of Study, LEARN helped ensure the use and understanding of the standard curriculum for K-12 education in NC schools. By teaching prospective teachers to develop excellent curriculum resources via the Web-based LEARN NC lesson plan template, LEARN provided an effective model for pedagogical development. By hosting and maintaining a Web site containing more than 2,900 reviewed and approved lessons keyed to the NC Standard Course of Study, LEARN NC has provided extensive resources for these lateral entry teachers to use in their classrooms. We have three more programs specifically designed for lateral entry candidates. This spring, we added a "licensure only" admissions option in Middle Grades and have already enrolled four persons with baccalaureate degrees. Two other programs which serve lateral entry teachers are the Media Coordinator and School Social Worker programs. These "licensure only" programs are designed to serve lateral entry candidates who already hold appropriate master's degrees and wish to become licensed as special service personnel in schools. This year, we had a total of 43 students enrolled in our Media Coordinator and School Social Worker programs. Because support for new and lateral entry teachers on-the-job is critical to their success, this year we hired a teacher-on-loan to work with mentors across our partnership districts.

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

Our students have consistently performed well on the NTE/Praxis examinations. During 1999-2000, our undergraduates had a 100% pass rate, and 98% of our master's students who needed the tests for licensure and took them, passed. We have taken the following steps to improve the NTE/Praxis performance of our students. In a Middle Grades course on "The Teaching Profession," students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members provide remedial help and extensive feedback, and send students who have particular difficulty on the papers to the UNC-CH Writing Center, with a copy of the Praxis rubrics. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty required MSA students to review the exam format, complete sample exercises, and attend a review session conducted by SDPI. Faculty members held a workshop for pre-service teacher education candidates at which public school teachers, former student teachers, and testing experts inform the pre-service teachers about the NTE and Praxis exams. In curriculum meetings, faculty examined the NTE/Praxis test booklets and organized themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing.

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

The School of Education has two recruitment strands, one for undergraduate and MAT students and the other for graduate students in advanced programs. In the undergraduate/MAT strand, our recruitment efforts resulted in a 10% increase in enrollment for the upcoming year (257 expected for 2001-02; 234 for 2000-01). We designed and mailed 4,000 recruitment posters to NC community colleges, all UNC-CH Arts and Sciences departments, all NC colleges and universities, and liberal arts colleges and research universities across the U. S. We actively recruited students for the Teaching Fellows program and admitted 60 students as freshmen to the Teaching Fellows program, including the largest number of minority students in many years. A School of Education faculty member served as a General College advisor at the University in order to inform freshmen and sophomores about the teaching profession and about professional education programs. Our Middle Grades Education faculty organized and facilitated multi-media presentations for two groups of students, one campus-wide group of undergraduates and one visiting group of high school students. Middle Grades faculty also worked with local middle schools to explore tutorial opportunities for undergraduate students. As a result, a grant is being submitted to establish an America Counts work-study, after-school math program to complement our America Reads Program. We also recruited aggressively for our NC TEACH program this year, and as a result have increased enrollment from 14 to 41 during the reporting period. At the graduate level, we worked with school district personnel to recruit practicing professionals into our advanced programs. We have designed a new part-time, off-campus Master of Education Program for Experienced Teachers, organized in school cohorts, to replace former full-time, on-campus MEd programs. As a result of visits by our Deans to 12 surrounding school districts, we have admitted 75 teachers in three cohorts in Durham, Orange, and Chatham counties for this program. Our Learning Disabilities faculty successfully recruited 14 add-on licensure students this year; our Literacy faculty successfully recruited 10 add-on licensure students, and our ESL faculty recruited 82 candidates to participate in add-on licensure programs this year. We also initiated an off-campus Master of School Administration Program this year, mailing publicity materials to approximately 100 individuals within the Durham Public Schools and hundreds of alumni residing in the Orange County and Durham County region and holding multiple recruitment sessions in Durham and Orange counties. These recruitment efforts resulted in the expected enrollment of 29 students in the off-campus and 41 in our on-campus educational leadership graduate programs for the coming year. Our School Counseling faculty spoke to students in several University classes about the School Counseling Program and have recruited a class of 18 students for the coming year.

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

The School of Education is deeply committed to increasing minority representation among teachers and special services personnel in the public schools of North Carolina, and has initiated the following efforts to recruit a diverse student body. Our Teaching Fellows program invites minority Teaching Fellow regional finalists and their parents for a campus visit to learn more about the program at Carolina. Minority upperclassmen describe the experience of being a minority student at a predominantly white campus. This strategy has resulted in a freshman class with 18% minority students. The Willie Hall Kennedy \$5,000 Scholarship is awarded annually to a rising junior in education, with preference given to African-American students. Each year, 3-5 Smallwood Fellowships are given to first-year women doctoral students in educational leadership, a special effort to recruit more women into Educational Administration. We participate with the UNC-CH Office for Minority Recruitment in annual events for high school juniors and seniors, including Project Uplift for rising minority high school seniors, High School Honors Days for students and parents in the fall and spring, and Decision Days for admitted students, who visit classes in their proposed major. In fall 2000, we sent a letter and brochure describing the teacher preparation program to every minority undergraduate at UNC-CH, and we designed and mailed 4,000 recruitment posters this year to institutions of higher