

Teachers in our 21 county service area during the spring and summer. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP), continued to assist public school students in improving test-taking, communication, and technology skills for college entrance (and subsequently prospective teacher candidacy). The NNC-CSEP continued its focus of increasing the number of minority teachers pursuing teaching with an emphasis on recruiting African-American males into teaching. Another successful initiative aimed at increasing the supply of teachers was, the expansion of the North Carolina Model Teacher Education Consortium (NC-MTEC). Pasquotank, Perquimans and Chowan counties were added to this list. MTEC-sponsored courses resulted in dramatic increases in course and university enrollments. The Office of School Services coordinated efforts across campus to provide technical assistance to public school teachers. Selected pre-service teachers participated in staff development activities and partnership schools, enriching their field experiences. Technology workshops enhanced the skills of teachers and media specialists from partnership schools. Participation in the partnership increased collaboration among university faculty within the School of Education. The Department of Language, Literature and Communication along with, the North Carolina Scholastic Media Association, conducted an annual High School Media Workshop. Teachers and students from the 21 counties in northeastern NC were invited. Instructors from the Language, Literature and Communications Department, local teachers, and media professionals provided workshops for the visiting teachers and students on subjects ranging from newspaper design to replacing still photos with digital images. The Department of Geological, Environmental and Marine Sciences faculty are involved in delivering information on wetlands to the following schools: J. C. Sawyer Elementary School, Emily Spong Elementary School, Sheep Harney Elementary School, and Weeksville Elementary School, and other Pasquotank County public schools.

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

All efforts listed above were designed in collaboration with low-performing schools. ECSU has also been involved in other efforts to assist low performing schools. For the third year, ECSU has had a successful involvement with assisting the Halifax School District in improving overall SAT scores. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP) has been collaboratively involved with the district to help improve test taking, communication and technology skills for college entrance prospective teacher candidates. Through such collaborative efforts, overall SAT scores are improving. Of the 21 NENC counties, Halifax County continues to be one of the two top counties enrolling students at ECSU. Technology assistance of low-performing schools has been provided through staff development using power point and web page design through the NC Catalyst Project and the Tek Connect II Project. Opportunities have been provided for students to participate in a NC Communications and Skills Program Camp. The camp was held on the ECSU campus where students were taught word processing skills integrated with the writing process, use of the digital camera, and web page design. Students created web pages about themselves, complete with biographical information, digital photo, and hyperlinks to their favorite web site. This project was financed through the Matching Incentive Grant and was designed to develop and implement workshops to increase the quality and quantity of technology capable teachers in northeastern N.C.. Elementary, middle school and high school teachers were chosen.

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

Efforts to ensure that preservice teachers and inservice teachers are technology competent and to strengthen existing partnerships between the university/local Schools are continually improving. All degree programs and courses are web enhanced and have blackboards. Students in the music department have computer- enhanced equipment. The Tek Connect Grant enabled Elizabeth City State University to train more than thirty teachers in technology integration. Elizabeth City State University sponsored a technology showcase for regional students, teachers and administrators highlighting technology. The director of Instructional Technology in the School of Education and Psychology conducted Power Point workshops for

the U-STEP (University-School Teacher Education Program) Cooperative Teachers and their student teachers to assist them as they developed and utilized technology in instruction, with particular emphasis on multimedia applications, internet, and research. Through Grants such as NC Catalyst and School Service Matching Incentive Grant, workshops in Word Processing, Internet, Power Point, and Web Page Design were conducted for Inservice Teachers in our 21 county service area during the spring and summer. One of our highlights was our new Tek Connect II Web Portal. Thirty-eight educators from 12 counties attended a Tek Connect II Web Design Workshop. During this workshop they learned to use the Blackboard Management System, digital cameras, Internet, and Netscape as they created curricula related web pages correlated with the NC Standard Course of Study. These web pages are housed in on our web portal for all teachers, preservice teachers, students and parents to view and utilize. EDUC 203, Introduction to Computer Instructional Technology, which requires competencies in e-mail, word processing skills, spreadsheet, database, digital imaging, Internet, power point presentation, telecommunications, web design, web review, and software evaluation education majors. Students are expected to demonstrate a strong level of competency in these expressed areas. The university requires all students to pass a computer competency test. In addition to the acquisition of the first electronic classroom on campus, two more computer classrooms have been purchased through grants for the School of Education and Psychology. A complete cascading of all computers in the School of Education and Psychology is scheduled for this Fall. The upgrading of the facilities and equipment will further enable students and faculty to become more computer competent. It is an expectation that faculty continue to enhance their skills in infusing teaching with technology. The Department of Geological, Environmental and Marine Sciences is also involved in training teachers in the area of GIS/Remote Sensing. A two-week workshop is held every summer to give hands-on experience in GIS/Remote Sensing.

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

A part time-assistant has been assigned to assist the Director of Teacher Education to provide quality services to lateral entry and Licensure-Only candidates. Primarily, this individual evaluates transcripts for licensure-only and lateral entry students; registers lateral entry and licensure-only students on site; prepares correspondence letters, makes telephone calls, faxes and e-mails up-dated and critical information to lateral entry and licensure only students, and assists in preparing documents to be mailed out for these students. Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through the Weekend/Evening College and with the requirements for licensure. The assistant participated on a regular basis in the N.C. Model Teacher Education Consortium transcript evaluation advisement sessions at designated sites in the Northeastern North Carolina corridor. Elizabeth City State University is involved with NC Teach in collaboration with East Carolina University. This program is a statewide lateral entry teacher licensure program designed to recruit and address the most critical and chronic teacher shortage in secondary mathematics and science, middle grades and foreign languages, as well as K-12 exceptional children. It is developed jointly by the State Board of Governors of the University of North Carolina, with funding from Title II of the Higher Education Act. More than 100 lateral entry teachers are being given special assistance in their efforts to become licensed teachers at ECSU. ECSU is one of six UNC institutions associated with the NC Model Teacher Education Program. A \$40,000 grant was recently awarded to develop on-line education courses for lateral entry students. This initial effort will lead to a complete e-learning Licensure Program for ECSU through a collative agreement with Chowan College.

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

An ongoing review of prospective candidate's performance on Praxis I continues to be a top priority. The adjustment of removing the Praxis preparation portion of the Sophomore Seminar (GE 220) and placing the emphasis of preparation into a freshman course (GE 122 T) has shown some positive results. Observational data suggested that candidates who stayed with

teacher preparation were successful with longer periods coaching/tutoring review. This process continues with interval reviews. Health and Physical Education courses such as Biology (GE 155) have been substituted for GE 141-Botany. Biology 307 is being recommended as a required course in lieu of Biology 209. These major curricula changes in this program were made to enhance the possibilities of students being exposed to materials for Praxis. Many tutoring sessions were held for Praxis I. Peer tutors were assigned upon request. Evening workshops were held that focused on specific areas of Praxis. Unlimited access was available to Learning Plus and unlimited opportunities were provided for students to practice using on-line sample tests. A comprehensive plan of action was developed by a committee of faculty and staff to improve Praxis scores. Appropriately named "Praxis Attack," action items include flagging students with special test taking needs; introducing LearningPlus/PLATO freshman year instead of sophomore year; identifying monies to give stipends to student tutors and the development of web-based strategies to enhance Praxis test taking skills.

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

The Viking Scholars Program was instituted for students at the middle grades level to interest them in careers in teaching. Faculty attended job/career fairs at schools ranging from elementary to high school. Faculty advisors engaged regularly in campus orientation and advisement sessions. Regular collaboration through education councils and school-based improvement teams provided ongoing opportunities for recruiting students. ECSU-STEP clinical teachers and partners set a goal to increase the recruitment of student into teaching. One of the key components in the ECSU Teacher Education partnership was that of recruiting and retaining prospective teachers. One of the outreach strategies included holding workshops and seminars to identify and recruit high school seniors who might be interested in teaching. Meetings were held with freshman students enrolled in General Education 122T Learning Strategies to allow students to interact with Teachers-of-the-Year and other master teachers. Faculty syllabi continues to be evaluated to ensure inclusion of instructional materials and activities to reflect students success with PRAXIS. Students success with PRAXIS scores improvement continues to be a major priority. Elizabeth City State University is involved with NC Teach in conjunction with East Carolina University. NC Teach (Teachers of Excellence for All Children) is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of the University of North Carolina, with funding from Title II of the Higher Education Act. It is designed to recruit and address the most critical and chronic teacher shortage areas in secondary, mathematics and science, middle grades and foreign languages, as well as K-12 exceptional children. The Elizabeth City State University School of Education and Psychology in collaboration with Public Relations began developing a master plan for recruitment. More than 100 lateral entry teachers are being given special assistance in their efforts to become licensed teachers at ECSU. A part-time assistant has been employed to assist the Office of Teacher Education in the evaluation of transcript requests and advising lateral entry students. ECSU is one of six UNC institutions associated with the NC Model Teacher Education Consortium that works in a variety of ways to recruit teacher assistants and other school employees into teaching. In collaboration with 45 school systems, 10 colleges and universities, 27 community colleges and the State Department of Public Instruction, the consortium was developed in 1989 to address the critical shortage of teachers in northeastern North Carolina. ECSU continues to offer on-line courses through distance learning to help meet the needs of potential teachers essential to meeting their educational needs. There is a strong articulation process between the College of the Albemarle and Elizabeth City State University to help with the transition of our community college students into teacher education.

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

Elizabeth City State University is a Historically Minority University. However, 72% of its teacher education graduates are non-Afro-Americans. Many strategies have been implemented

to improve these demographics. Specifically, Elizabeth City State University supports the Maynard Scholars Program, which involves forty-five students and provides special assistance and guidance for recruitment and teacher training. Special initiatives on closing the learning and performance gaps, and the Elizabeth City State University Junior Viking's Program designed to recruit middle and high school minority and male students are also special efforts to recruit minority applicants into teaching. Upward Bound also serves as a strong catalyst for recruiting minority students. A proposal, "Real Men Teach" was submitted to the U.S. Department of Education for \$1,063,000.00 and a proposal was submitted to the Governor's Crime Commission as a Historically Minority Colleges and University Consortium Project. The School of Education and Psychology's web page also serves as major means for recruiting minority students. ECSU is one of the six UNC institutions affiliated with the NC Model Teacher Education Consortium. This is a collaborative effort involving school systems, colleges and universities, community colleges and the State Department of Public Instruction. The program includes a one-week orientation and an intensive five week summer institute for teachers prior to entering the classroom. Seminars/courses are offered during the school year, all focused on preparing participants to be successful in their beginning teaching experience and to support this continued professional development. Other programs and related activities for teacher recruitment include: ECSU Day in church, American Education Week assemblies and other activities, a diversity of education fairs which support teacher recruitment, prospective teacher meetings; exposure and emphasis through General Education studies, Laboratory School experiences, B-K proposed project and special grants. Collaborative efforts include technology expos, public relations with the media, acquisition of electronic classrooms, partnerships with community colleges, special tour groups to the campus, Teach Day, American Education Week planned activities, Tech Connect, and the new edition of the Wellness Center. As of spring 2000, ECSU has begun an Advanced Master's Degree Program in elementary education. Also, most of the strategies used in Section F-Student Recruitment are also specifically directed to minority recruitment.

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

Several new initiatives have been implemented in the School of Education and Psychology at ECSU. A Title III Grant funded the hiring of a data specialist to collect and analyze data input for teacher education. This individual will develop a systematic assessment plan for our unit. Another initiative involved the collaboration with Washington County in a project known as Windows of the world. ECSU has taken a leadership role in this special project involving Community, county and state agencies to assist Washington County in becoming technically and educationally connected with northeastern North Carolina, the state, nation and the world. Closing the gap in academic performance for minority students is another collaborative effort in which ECSU is involved. Collaborating with Historical Minority Colleges and Universities (HMCU), ECSU has received \$50,000 from HMCU Consortium to extend the Northeastern Communication Skills Project in an effort to close the performance gap. A proposal has been submitted entitled "Real Men Teach" to recruit minority males into teaching. A proposed request of permission to plan for a Birth through Kindergarten Program has been submitted. If given permission to plan, this new initiative would allow ECSU the opportunity to assist child care provided in northeastern North Carolina to obtain a degree in Birth through Kindergarten education. The top priority for ECSU and the School of Education and Psychology was and still remains recruitment and retention. Faculty and staff developed and implemented strategies for recruiting and retaining students both in the university and School of Education and Psychology. Such strategies included employing an acclaimed consultant, Noel Levitz, to work with the faculty and staff on the university level. From this consultation and guidance given by the firm, committees were formed and each school devised strategies to enhance enrollment and growth. A comprehensive university-wide advisement system was developed. Each student now can register via computer, using a personalized pin number for access. In the School of Education and Psychology a strong advisement system was formed. The university now exceeds 2000 students in enrollment. The Department of Geological Environmental, and Marine Sciences is planning to establish a program major in Geology with a minor in Secondary Education with a concentration in Environmental Science.

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

ECSU understands the importance of supporting beginning teachers. A three day retreat involving staff from the North Carolina Center for the Advancement of Teachers (NCCAT) and ECSU faculty designed especially for beginning teachers and their mentors was sponsored by ECSU Tek-Connect grant project. During American Education Week, beginning teachers were invited to the program honoring local county teachers of the year recipients. The director of Teacher Education consulted with ILT Supervisors to select appropriate materials for the beginning teacher orientation sessions. Beginning teachers from northeastern North Carolina were invited to attend ITL sessions. Attendance was strong. ITL sessions have already been scheduled for fall 2001. The requests for service is very impressive. The Curriculum Library housed current NC curriculum materials used by beginning teachers as they were introduced to the NC standard course of study. A workshop for beginning teachers on the performance based licensure product was provided by the PBL field base coordinator for ECSU faculty members. Faculty used the information in the design of activities used in their professional development courses. Our Teacher Education Warranty Program continues to ensure excellence in teaching performance of the Teacher Education Program graduates by providing employing schools a system of needs-based professional improvement. The School of Education and Psychology Computer Lab Curriculum Center remains constant resources for research and best practices for participants in technology and teacher workshops to enhance their skills. Beginning teachers also have open invitations for individual use of the lab and are also welcome and invited to use instructional materials from our web page. These materials include well designed lesson plans to assist teachers with subject matter materials, methodology in teaching, best practices in research, reference materials and guidelines and direction for implementation.

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

Instructional technology assistance remains an issue of high priority for our career teachers. Technology workshops provided public teachers with assistance in current trends and methodology in correlating teaching with technology. The Virtual College provided on-line courses and instructional assistance. ECSU serves a large geographical area consisting of 21 counties in northeastern North Carolina. Driving distance to the university from some of these LEAs becomes very demanding and time-consuming. The Virtual College has and continues to serve as a very valuable and convenient means to deliver quality instruction to many of our career teachers. Saturday Academy workshops were provided in collaboration with over twenty teachers in preparation for National Board Certification. Thirty area career teachers and ECSU faculty were collaboratively involved in a technology retreat at the North Carolina Center for the Advancement of Teachers (NCCAT). The newly established ECSU'S Advanced Master Degree program will graduate its first students in December. Positive feedback from the establishment and implementation of the program has been positive through surveys established and sent out by the university. Career teachers and mentors continue to serve as lead teachers for beginning teachers. Career teachers are invited to the university to assist on interview teams. Teachers now living in and around the ECSU service area have the luxury of matriculating at the graduate level within a closer range, utilizing resources such as the library, computer lab, and advising has become more convenient than before the establishment of the graduate program at ECSU.

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 continue to be involved in public schools. Specifically, faculty provided test taking skills workshops and Praxis II training. Technology involvement included weekend technology training, Tek Connect workshops and the NC Catalyst for ECSU faculty, LEA faculties and students. National Youth Sports Program (NYSP), Upward Bound, Northeastern North Carolina Communications Skills Enhancement Program (NNCCSEP) and MSEN were outreach programs

of which our faculty were involved. Our faculty were involved in tutorial programs such as HOST, Talent Search (on-site tutorial assistance to LEAs), Viking Scholars, TEEN Center, and Saturday Academy. Various Boards community assignments included School Boards, NC Teach, NC Model Teacher Education Consortium, E-Learning, NC Rise, NC CPC. Faculty served as guest lecturers and presenters for local LEAs, judges for various contests, consultants and recruiters from public schools. Community projects that impacted the community included the Northeastern North Carolina School Masters Club lectures to high school students and faculty. Recruiting activities included the Viking Scholars, Down East Viking Classic, High School Senior Day, etc. Faculty involvement as resource agents through the university include the Curriculum Center, G.R. Little Library, Web page, public school tours of lab school, Endowed Chair, committee assignments, Planetarium tours, electronic classroom, technology lab. Faculty involvement in public school performances include the G.R. Little Theater and community singers. The Department of Language, Literature and Communication gave 16 lecturers to high school students and faculty in NC; gave presentations at the River Road Middle School on modern Africa; provided individual help to slow readers at J.C. Sawyer Elementary School in order to improve their reading skills; edited senior projects at Northeastern High School judged Senior Projects at Northeastern High School. Several proposals, including a PT3 and Golden Leaf grant were submitted in collaboration with the School of Mathematics, Science and Technology. Also, efforts have begun between the School of Education and Psychology and the School of Mathematics, Science and Technology to dialogue and develop strategies for enhancing the mathematic curriculum for elementary teachers.

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	3	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	34
	Other	1	Other	0
	Total	10	Total	49
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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	6
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	2
	Other	0	Other	0
	Total	0	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	25
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	8	Total	44
Graduate	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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	1	Total	9

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)	26	26	26
Middle Grades (6-9)	9	9	9
Secondary (9-12)	40	40	40
Special Subject Areas (k-12)	3	3	3
Exceptional Children (K-12)	11	11	11
Vocational Education (7-12)	1	1	1
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	90	90	90
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	179.48	
MEAN PPST-W	175.59	
MEAN PPST-M	178.17	
MEAN CBT-R	327.35	
MEAN CBT-W	322.14	
MEAN CBT-M	322.44	
MEAN GPA	3.35	3.89
MEAN MAT		38
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)	15	7	8	3	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	3	1	1	1	0	0	0	0
Special Subject Areas (K-12)	2	0	1	0	0	0	0	0
Exceptional Children (K-12)	2	1	1	0	0	0	0	0
Vocational Education (7-12)	0	0	2	1	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	22	9	13	5	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	3	*
Biology	1	*
Elementary Education (K-6)	21	76
Language Arts (6-8)	2	*
Mathematics (6-8)	1	*
Mathematics (9-12)	1	*
Science (6-8)	1	*
Special Ed: Learning Disabilities	2	*
Technology Education	1	*
School Pass Rate	33	73
PK/PLT	29	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	23	.	.	.	.	.
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	.	.	.	.	.	.
U Licensure Only	12	.	.	.	.	.
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	41	70.7	75.6

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
Pasquotank	218
Bertie	102
Hertford	92
Halifax	89
Currituck	77
Perquimans	67
Chowan	63
Gates	51
Northampton	51
Washington	49

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	3.33	3.33	3.40
preparation for managing the classroom	3.73	3.17	3.30
preparation for using technology as an instructional tool	3.36	3.25	3.50
preparation for meeting the needs of diverse learners	3.55	3.17	3.50
Preparation in curriculum content and delivery strategies	3.60	3.33	3.80
Number of surveys received	12	12	10
Number of surveys mailed	31	31	31

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
13	11	11



IHE Performance Report

2000-2001

Elon University

IHE Performance Report

Elon University

2000 - 2001

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon is the third largest of North Carolina's 36 private colleges and universities. Elon offers its 4,200 students a dynamic academic program featuring a solid liberal arts education and excellent professional programs in business, communications, and education. Elon also is a national leader in experiential education. Students regularly connect knowledge with experience in programs such as study abroad, internships, research, service learning, and leadership. With 46 undergraduate majors, an average class size of 24, a 16-1 student-faculty ratio, and world-class facilities, Elon provides an ideal learning environment where students are encouraged to investigate for themselves and become independent learners. Elon faculty are devoted to teaching and are accessible to their students. Eighty-five percent hold the highest degrees in their fields. The 2000 National Survey of Student Engagement names Elon one of the top four universities in the nation – and the only master's level institution – in engaging students in learning. In the survey, Elon students rated the college at the top in five categories: level of academic challenge, active learning, interaction with faculty, educational opportunities outside the classroom, and supportive campus environment. In addition, Elon has risen to 11th place out of 123 Southern regional colleges and universities in the 2001 U.S. News & World Report's America's Best Colleges rankings. Elon offers students exciting opportunities and academic challenge with six selective, four-year Fellows programs. They are: Honors Fellows, Science Fellows, Journalism and Communications Fellows, Leadership Fellows, Jefferson-Pilot Business Fellows, and the North Carolina Teaching Fellows Program. Outside the classroom, Elon students have many opportunities to put their learning into practice and grow personally. There are more than 100 student organizations, including academic honor societies, intramural and club sports, Greek organizations, student media, and performing ensembles. Elon also has 16 teams that compete in NCAA Division I (I-AA football) and the Big South Conference.

Special Characteristics

Elon's low student-faculty ratio of 16-1 gives teacher education students the advising, academic challenge, and support services they need to become successful teachers. The program offers students opportunities to begin field experiences as early as spring semester of the freshman year, enabling students to make informed decisions about entering teaching early in their college careers. These early field experiences are followed by more extensive field experiences as part of methods courses, which come after students have been formally admitted to the program. Thus, the Elon teacher education student enters the student teaching semester with two or three semesters of school experience. Elon University is one of the fourteen campuses participating in the North Carolina Teaching Fellows Program. Elon is the only private, coeducational campus in the program.

Program Areas and Levels Offered

Elementary Education (K-6) Bachelor's, Masters Middle Grades Education (6-9) Bachelor's Secondary Education (9-12) Bachelor's · English · Mathematics · Comprehensive Science · Biology · Chemistry · Physics · History · Comprehensive Social Science Special Subject Areas (K-12) Bachelor's · Physical Education · Health Education · Music Education · Second Language Studies: French, Spanish Exceptional Children (K-12) · Behaviorally/Emotionally Disabled Master's · Specific Learning Disabilities Bachelor's, Master's

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

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

Elon University is involved with public schools in many activities, including program development, grant writing, team teaching, and service on committees. A formal partnership. The Alamance Area Education Consortium, serves as the chief avenue of collaboration between Elon University and the Alamance-Burlington Schools and the Lakeside Charter Public School. Activities of the Consortium include staff development opportunities, particularly in technology and scholarship support for teachers to earn master's degrees or obtain additional licensure areas. Collaborative grant activities have included: a U.S. Department of Education implementation grant, Preparing Tomorrow's Teachers to Use Technology, in which Elon teacher education students and faculty worked with Alamance-Burlington Schools faculty to increase the use of technology in classrooms. During 2000-2001, Elon concluded the activities of a Duke Energy Foundation grant to improve the teaching of mathematics in middle and high schools. In this project, Elon University mathematics education faculty and students worked with middle and high school mathematics teachers to enhance the use of technology in the teaching of mathematics. On a rotating basis, an Elon teacher education faculty member receives a course release for a semester to work onsite with a teacher in a public school classroom, teaching and conducting research. Other collaborative activities have included: public school teachers teaching classes at Elon, and teacher and administrators serving as guest lecturers in classes and the student teaching seminar. Representatives from Alamance-Burlington Schools serve as voting members on the Teacher Education Committee, the Teacher Education Advisory Council, and the M.Ed. Advisory Committee. In each of these cases, the public school personnel have been involved in program design and revision. Public school teachers served on the Technology Portfolio review teams to assess the Technology Portfolios of student teachers. Elon University is a member of the Piedmont Alliance with other area IHEs, Alamance-Burlington Schools, Guilford County and Winston-Salem/Forsyth County Schools. The Alliance collaborates on issues related to student teaching and other practicum experiences, and legislative issues affecting teachers. Elon rents its facilities to Alamance-Burlington Schools for free to conduct staff development programs for their personnel. Two teachers from Alamance-Burlington Schools served on the college committee to select the faculty member receiving the Elon's highest award for teaching. An Elon teacher education faculty member served on the committee to select a local school district's Teacher of the Year. The Elon mathematics department hosts the regional mathematics contest each year. Elon University has hosted the past 7 summer sessions of the North Carolina Teacher Academy.

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

Although no low-performing schools were identified in our area for this report year, Elon faculty and students have been involved in many tutoring efforts to assist students at risk for failure in several schools. One faculty member spent a semester working with teachers and students in the Lakeside Charter Public Schools. Teacher education students participated in tutoring in the 21st Century Learning Center, a project of the Alamance-Burlington Schools that provides additional tutoring to students in the areas of reading and mathematics. An Elon faculty member is involved with the Alamance-Burlington Schools in developing strategies to close the achievement gap of minority students.

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

A course, CIS 220 Computers in Teaching, is required of all teacher education students and is generally taken by students prior to formal admission to the Teacher Education Program. This beginning course addresses the basic technological competencies and provides the technological foundation for development of the advanced competencies. During the remainder of the professional education sequence and continuing through student teaching, there is concentrated effort to provide students with experiences designed to develop the advanced competencies. Faculty who teach professional education courses identify specific assignments and activities which will allow students to demonstrate mastery of specific advanced competencies. Students are consistently guided in the construction of the Technology Portfolio throughout the professional education sequence, beginning with the first course, EDU 211 Introduction to Education. The reflection writing activities required in the portfolio help the students become acquainted with the type of reflection that will be required as beginning teachers when they develop their product of learning during the second year of teaching. Upon completion of the program, students present the Technology Portfolios for assessment by a team of education faculty members and practicing public school professionals. Satisfactory demonstration of the advanced competencies is required for recommendation for the initial teaching license. An elective course, EDU 523 Educational Technology, is available in the graduate program. Teachers enrolled in the graduate program who need further development of their technological skills are advised to take this course as an elective. Many teachers from the area also take this course for license renewal credit to meet renewal requirements in technology. In 2000-2001, Elon University was awarded a U.S. Department of Education implementation grant through the Preparing Tomorrow's Teachers to Use Technology initiative. These additional resources (\$486,183 over three years) will enable the elementary education faculty to continue revisions in the methods courses. The revisions emphasize technology-enhanced problem-based learning units, which the teacher education students use with K-6 students in their field placements during the methods courses and in the student teaching experience. Additional faculty resources to assist students and teacher education faculty in further development of technological competencies have been provided to the Teacher Education Program. One-third of the primary educational technology instructor's time has been reassigned to the Teacher Education Program to provide staff development, student assistance, and workshops to continue the development of the technological competencies.

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

With its strong commitment to preparing teachers, Elon University works closely with individuals and with the Alamance-Burlington Schools to help lateral entry teachers gain licensure. Elon University has developed the Alternative Pathways to Teaching (APT) program. The APT program has been designed specifically for lateral entry teachers and provides a structured, two-year sequence of courses to enable the lateral entry teachers to gain clear licensure. The structured APT program includes several graduate level courses that can be applied towards a master's degree in elementary education or special education. APT begins with a yearlong course that integrates teaching methodology with essential skills in behavior management, instructional planning, and differentiating instruction for diverse learners. During this first year, teacher education faculty supervise the lateral entry teachers as they work on field-based assignments. Following this initial experience, the teachers expand their knowledge and skills through coursework in instructional technology, educational psychology, and courses specific to their licensure area. Upon completion of coursework, required licensure examinations, and satisfactory evaluation by the employing school district, teachers exit the program fully licensed to teach in North Carolina. The Dean, School of Education, serves as the initial advisor and coordinates the program for the lateral entry teachers. In determining specific courses needed, consideration is given for comparable coursework and comparable experiences to the Elon University programs. On occasion, specific classes have been scheduled in late afternoon so those lateral entry teachers can attend after their school day. Independent study work has also been used to assist lateral entry teachers in completing their

licensure requirements. College Level Examination Program (CLEP) examinations can be used by candidates to demonstrate mastery of subject matter.

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

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

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

Recruitment efforts for Elon University are coordinated by the Admissions Office. Teacher education faculty work with the Office of Admissions on special recruitment days to present information regarding the Teacher Education Program to high school juniors and seniors. Prospective students are informed of the teacher licensure programs offered by Elon University, and specific details of the programs are discussed. Current teacher education students assist the faculty with these presentations, so that prospective students gain a current student's perspective on the programs. In addition to these efforts to recruit prospective students, teacher education faculty meet with undecided students at the college in both formal and informal settings to discuss the Teacher Education Program and the employment opportunities available for future teachers. The Elon University Teaching Fellows program is a focused effort to recruit students into teaching. Elon provides a significant incentive by matching the \$6,500 state grant and providing an additional \$6,500 in scholarship assistance, for a total scholarship of \$13,000 per year. The Elon Teaching Fellows program provides special seminars, field trips, and a semester of study in London, with an internship in a British public school, to prepare uniquely qualified teachers for the North Carolina public schools.

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

In addition to the general recruitment activities described in section F, the Admissions Office has a special focus on recruitment of minority students. Prospective minority students are invited for a special weekend, Black Awareness Weekend, at the University. Prospective minority students are invited for a weekend of activities, including information sessions on academic offerings, financial aid, and college life. As part of the many activities planned for this weekend, there is an opportunity for the teacher education faculty to speak to these prospective students regarding teaching as a possible major.

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

New initiatives previously discussed include the Alternative Pathways to Teaching (APT) for lateral entry teachers and the TEACHHELP e-mail assistance line. In addition, a new position for the Teacher Education Program, Coordinator of School Outreach Activities, was approved. This full-time position will involve coordinating activities of the Elon University Teacher Education Program and the local public school systems. These activities will focus on programs for beginning teachers, career teachers, and field experiences.

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

Elon University supports beginning teachers with a variety of resources. Support for beginning teachers is provided by maintaining contact with these teachers via telephone calls and e-mail correspondence. An e-mail help line, TEACHHELP, has been established for teacher education alumni to contact the teacher education faculty for assistance or other information. Beginning teachers are encouraged to make use of TEACHHELP. The new position in the School of Education, Coordinator of School Outreach Activities, will focus on programs and services to assist beginning teachers as a major part of the position. Elon University student teacher supervisors contact beginning teachers in a particular building as they supervise current student teachers to ascertain if the teachers need any assistance. In a few cases, principals and other supervisors have asked Teacher Education for specific assistance for beginning teachers who are experiencing exceptional difficulty, most often in the area of classroom management. One specific support activity begins in the student teaching seminar during the students' final semester of professional preparation. A representative of the Alamance-Burlington Schools presents a seminar session on the North Carolina Initially Licensed Teacher (ILT) program. This program is described in detail, and the student teachers learn about the product of learning requirements. Also during the student teaching semester, students prepare a facsimile of a professional development plan in consultation with their cooperating teacher and college supervisor. In this activity, the student teachers gain experience in self-reflection and professional development, similar to what will be expected of them during the ILT program. Ongoing direct support for beginning lateral entry teachers is provided as these teachers are enrolled in the APT program until they obtain clear licensure. Other support for beginning teachers tends to be informal. The materials located in the Curriculum Materials Center (CRC) of the School of Education are available for checkout by area teachers. Since many of Elon's teacher education graduates gain employment in local school systems, there remains continuous, informal contact between graduates and teacher education faculty, as the beginning teachers seek advice from former instructors. The Elon University's cultural and enrichment programs are also open to area teachers and, upon request, the Teacher Education Program can arrange for complimentary tickets to any of the programs which have an admission fee.

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

Support is provided to career teachers through several continuing education opportunities, including seminars, collaborative research projects, and technology workshops. Elon's School of Education and the Alamance-Burlington Schools jointly sponsored a seminar presented by Dr. Roger Taylor for secondary teachers on curriculum integration. Area teachers were invited to a presentation by Joe Clark, a notable former principal with a particular focus on strong discipline in schools. An education faculty member and an elementary classroom teacher collaborated on a yearlong research project and presented the findings at the Eastern Educational Research Association annual meeting. A children's literature specialist and member of the Newberry Award Committee presented a seminar to area elementary teachers and school librarians and Elon teacher education students. The Preparing Tomorrow's Teachers to use Technology (PT3) grant provides opportunities for public school teachers to attend a weeklong technology workshop. Tuition scholarships for teachers who supervise Elon University student teachers provide additional support for career teachers to advance their

professional development. A tuition voucher is awarded to each teacher supervising a student teacher. This voucher may be exchanged for full tuition for one course at Elon University. If the cooperating teacher cannot use the voucher, then the principal of the school may reassign the voucher to another teacher to use. This reassigned voucher may be exchanged for a scholarship of \$100.00 for a course. In the 2000-2001 academic year, career teachers used a total of \$6,754.00 in tuition vouchers. Teachers have used these vouchers primarily for courses toward master's degrees but also for courses taken for renewal credit or to obtain additional licensure areas. These courses are offered in evenings and during summers to better suit the schedules of career teachers. The Elon University's cultural and enrichment programs are also open to area teachers and, upon request, the Teacher Education Program can arrange for complimentary tickets for any of the programs which have an admission fee. Elon University serves as a host site for the summer sessions of the North Carolina Teacher Academy.

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

Teacher education faculty and faculty throughout the University are involved with the public schools in a variety of ways. Following is a summary of activities for the 2000-2001 report year. Teacher education faculty have collaborated with teachers on research projects and presented this research at professional conferences, taught classes for a semester in a public high school classroom, worked with teachers and directors on curriculum revision projects, worked with teachers to enhance their skills in the use of technology, worked with low-achieving readers in an elementary school, and assisted with initial licensure projects. Science faculty have judged science fairs at school and district levels, worked with elementary school students on developing science fair projects, and conducted science "magic shows" in schools. Music faculty have served as judges for music festivals and contests, conducted clinics for students and public school faculty, and toured several elementary schools with a fully staged and produced opera (Little Red Riding Hood). Art faculty and students have judged art shows, conducted art activities in elementary schools, and spoken to classes about their work as professional artists. Communications faculty have worked with several local elementary schools on television production activities. Foreign language faculty and students have assisted local schools in working with non-English speaking students and parents. Psychology faculty have helped coordinate and participate in Girls in the Middle programs in local middle schools and Take Your Daughters to Work Days. A business faculty member chairs the local Rotary Club's Reading Is Fundamental program to distribute books to district elementary schools. English faculty members have helped stage plays in local schools, spoken to classes and faculty about various authors, tutored elementary school students in reading and writing, and collaborated with area high schools on judging writing contests. Members of the coaching staff have conducted athletic clinics and spoken to various student groups in area schools. In addition to the above activities, numerous Elon University faculty and staff have been actively involved with schools and PTOs as parent volunteers and officers.

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	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	200
	Other	0	Other	2
	Total	39	Total	212
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	5
	Other	0	Other	0
	Total	0	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
	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	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	8	Total	19
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	6
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	83
	Other	0	Other	0
	Total	9	Total	92

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)	5	5	3
Middle Grades (6-9)	2	2	2
Secondary (9-12)	5	5	4
Special Subject Areas (k-12)	3	3	3
Exceptional Children (K-12)	3	3	3
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	18	18	15
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	182.32	
MEAN PPST-W	178.69	
MEAN PPST-M	182.51	
MEAN CBT-R	329.24	
MEAN CBT-W	325.21	
MEAN CBT-M	327.20	
MEAN GPA	3.23	3.16
MEAN MAT		46.24
MEAN GRE		992.92
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= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	50	31	4	4	18	17	0	0
Middle Grades (6-9)	12	8	1	1	0	0	0	0
Secondary (9-12)	15	11	0	0	0	0	0	0
Special Subject Areas (K-12)	10	4	0	0	0	0	0	0
Exceptional Children (K-12)	19	12	0	0	9	8	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	106	66	5	5	27	25	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
Chemistry	1	*
Elementary Education (K-6)	42	100
English	9	100
Health Specialist	2	*
Mathematics (6-8)	3	*
Mathematics (9-12)	4	100
Mathematics (NTE)	1	*
Music	5	80
Physical Education	5	100
Science (Comprehensive)	2	*
Social Studies (6-8)	1	*
Social Studies (Comprehensive)	6	67
Special Ed: Cross Categorical (NTE)	1	*
Special Ed: Learning Disabilities	8	100
School Pass Rate	90	94
PK/PLT	80	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	0	13	36	33	6	.
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	3	.	.	.	.
Masters Degree	.	2	2	4	3	9
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	93	88.2	52.7

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
Alamance-Burlington	346
Guilford	138
Wake	54
Randolph	45
Forsyth	43
Durham Public	42
Charlotte-Mecklenburg	40
Orange	31
Chatham	30
Person	30

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	3.63	3.92	3.44
preparation for managing the classroom.	3.41	3.67	3.39
preparation for using technology as an instructional tool	3.44	3.50	3.50
preparation for meeting the needs of diverse learners	3.37	3.83	3.33
Preparation in curriculum content and delivery strategies	3.78	3.77	3.39
Number of surveys received	27	13	18
Number of surveys mailed	48	48	48

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	10	2



IHE Performance Report

2000-2001

**Fayetteville State
University**

IHE Performance Report

Fayetteville State University

2000 - 2001

Overview of the Institution

Fayetteville State University is a public comprehensive regional university, offering degrees at the baccalaureate, master's and doctoral levels. The primary mission of the University is to prepare its students and graduates to lead meaningful and productive lives. Fayetteville State provides services and learning opportunities to students who otherwise would not have benefits of a liberal arts education and extends its services to a ten-county service area and in the Sandhills Region of North Carolina. The School of Education is one of three academic degree-granting units at the university and is committed to educating and preparing pre-service teachers and other educational professionals as facilitators of learning. It is organized into four academic departments: 1) Elementary Education, 2) Middle Grades, Secondary and Special Education, 3) Educational Leadership, and 4) Health, Physical Education and Human Services. Support services are provided by five other units: the Curriculum Learning Resource Laboratory, the Office of School Services, the Office of Teacher Education, the Office of Testing, the Early Childhood Learning Center, and the School of Education Research Center. Presently, fifteen (15) teaching field options are offered at the baccalaureate and master's degree levels, in addition to a Master of School Administration degree and a Doctorate in Educational Leadership.

Special Characteristics

Fayetteville State University (FSU) is a historically black university established in 1867 and is located in Fayetteville, North Carolina, the fourth largest city in the state. It is also North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education located on 156 acres with a total of 47 buildings. The proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows for the accessibility of university programs to military personnel and a diverse population of prospective students. FSU is among the most ethnically diverse campus communities in the state with a population that is 75% black, 20% white, 5% American Indian, 3% Latino and 2% Asian. The majority of the 4,000 students who attend FSU are first-generation students who otherwise would not have an opportunity to earn a degree from a comprehensive liberal-arts university. The average age of the students is twenty-eight. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As a Level V doctoral granting institution FSU is one of only eight such institutions in North Carolina, fully accredited by SACS. Fayetteville State University during the reaffirmation of its continuing accreditation, received four commendations in the areas of 1)Involvement in the life of the community; 2)Partnership with public schools both locally and in the throughout the region; 3)Positive climate for teaching and learning by both faculty and students; and 4)Mentoring programs. Such commendations are given rarely. Fayetteville State University also has a viable international population and is committed to developing and enhancing existing outreach programs in other countries. Fayetteville State University has distinguished itself as a top producer of African-American graduates in the state and nation -- ranking 3rd in North Carolina among all universities and 30th in the nation.

Program Areas and Levels Offered

As a public comprehensive university, degrees are offered at the bachelor's, masters and doctoral levels. Fayetteville State University is organized into the College of Arts and Sciences, the School of Business and Economics, and the School of Education. Baccalaureate degrees are offered in thirty-one (31) program areas (accounting, banking and finance, biology, biology education, business

administration, chemistry, computer science, criminal justice, elementary education, English, English education, geography, health education, history, managerial economics, marketing education, mathematics, mathematics education, middle grades education, music education, nursing, physical education, political science, psychology, social sciences, sociology, Spanish, speech-theater, visual arts, and vocational business education. Master's degrees are offered in eighteen (18) program areas to include biology, biology education, business administration, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education, political science, political science education, psychology, reading education, school administration, sociology, sociology education and special education. In addition, the university offers a Master of School Administration degree and a Doctorate in Educational Leadership. Licensures are also offered in twenty-four teaching field options. The School of Education is in the initial planning stage of developing an undergraduate birth-to-kindergarten degree, and graduate degree in elementary education that will be offered totally online. An undergraduate degree in art education has received full-campus committee approval and a Master of Social Work degree is planned for the College of Arts and Sciences. A university-wide Teacher Education Committee and a Graduate Council all degree and program offerings.

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 School of Education is currently involved in numerous collaborative activities and has successful partnerships among public schools in its service area. The following list is not exhaustive, but evident of that fact: 1) Professional Academic Training Highway (PATH) Fellows Program, a partnership between Fayetteville State University and the public schools of participating school districts in a ten-county service area. The PATH Fellows has been reformatted as a service and research program for training teacher assistants to meet the requirements of an undergraduate degree and become fully licensed teachers in North Carolina. Two levels of implementation have been established. One at the elementary level and another at the middle grades level. 2) The Seamless Educational Highway Initiative (SEHI), a partnership among six major public education agencies (Cumberland County and Robeson County Schools, Fayetteville Technical Community college, Robeson Community College, UNC Pembroke, and Fayetteville State University) which have made a commitment to building a seamless educational highway in southeastern North Carolina that facilitates a smooth way for student academic success from early childhood through the community college and university levels, 3) Project READ provides undergraduate students who serve as tutors in reading at Nick Jeralds Middle School, Terry Sanford High School, Pauline Jones Elementary School and Ferguson Easley Elementary School. 4) Public school faculty assisted in developing the proposed new Elementary Education Program and in writing course syllabi for two Safe School courses, 5) Clinical teaching experience and methods classes in math, science, reading and language arts are conducted each semester at the professional development school sites. Mathematics and language arts faculty at Nick Jeralds also conduct classes for University methods classes, 6) A series of workshops on classroom management, best practices, school violence and technology are held for public school teachers and PDS interns, 7) University faculty provide shadowing experiences for middle grades students in the after-school program at Fayetteville State University each year, and 8) The special education faculty in collaboration with Pine Forest Middle School and College Lakes Elementary School engaged in reciprocal clinical teaching experiences. University graduate students participated in learning style training sponsored by Landmark and share these experiences with students in the designated schools. Work groups of public school and university professors have completed sets of learning rubrics in mathematics and reading that identify discontinuities that prevent a seamless delivery of learning experiences, K-16. These sets of learning rubrics were field tested successfully during the 2000-2001 school year in Robeson and Cumberland County schools.

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

Over the past five years, Fayetteville State University has made a concerted effort to work with not only low-performing schools in our area, but also with alternative schools and schools not recognized under the ABC's accountability plan of North Carolina. Specific professional development projects were developed to address the professional development of specific learning strategies of teachers in Cumberland, Hoke, Robeson, Halifax, Sampson and other counties within its service area. Faculty members provided training for State assistance team. Undergraduate and graduate faculty and students selected and developed grade appropriate resources for students in low-performing schools. University faculty provided technical assistance in granting writing projects to provide students to work with at-risk students. Faculty and teachers are currently assisting students at Pauline Jones Elementary School and Margaret Willis Elementary School by serving as tutors in reading, mathematics and science. University faculties have conducted workshops on classroom management, effective teaching strategies and cooperative learning in low-performing schools. During the 2000-2001 academic year, research initiative on student achievement became a primary focus, with an emphasis on improving low-performing schools and other schools where gaps in achievement between ethnic groups and gender were notable.

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

The School of Education is continuously committed to enhancing the technology skills of pre-service and in-service teachers. All teacher education majors are required to develop an electronic portfolio beginning with the initial technology course, EDUC 210 Computers in Education. The course content also includes designing power point presentations, electronic report cards and selecting appropriate software for teaching and learning. Pre-service, in-service teachers and FSU faculty also make presentations at technology conferences. The Instructional Technology Specialist for pre-service and in-service teachers conducts a series of technology seminars. During the 2000-2001 academic year a NC Catalyst grant provided opportunities for technology of training in-service teachers, pre-service teachers, and university faculty in the development of lessons plans on the web. Twenty-seven (27) public school teachers, 9 FSU faculty and one university faculty from Methodist College were trained. Fayetteville State University continues to provide resources (personnel, software and hardware) to faculty and students to ensure the technological competence of pre-service teachers, in-service teachers and university faculty. A website was developed for accessing twenty-five (25) lessons plans for elementary, middle and secondary instruction. The Division of Information Technology Services works closely with all academic units on campus. In addition to the Instructional Technology Specialist in the School of Education, software and hardware a computer consultants are assigned to the School of Education and provide in-service development for faculty and classroom demonstrations for preservice and in-service teachers. In addition to the Teaching and Learning Center on campus, a computer technology lab is available exclusively for training in technology competencies. The requirement that all preservice teachers complete a comprehensive technology portfolio is greatly enhanced by our students' easy access to three computer labs in the School of Education, multi-port internet access in each classroom, StarNet access for professional development, and complete internet access throughout the entire campus and from their homes. During the 2000-2001 academic year, five "smart" classrooms were installed in the School of Education. Each "smart" classroom has a TV monitor/VCR, automated screen and computer/LED projector capability with internet access. This initial installation of five "smart" classrooms is the second phase of upgrading the teaching and learning environments for pre-service and in-service teachers. A multi-media presentation classroom was installed during the first phase. The additional installation of "smart" classrooms provides optimal environments for all students to demonstrate what they know and are able to do in the area of instructional technology.

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

Fayetteville State University continues to provide comprehensive services to lateral entry teachers. The Office of Teacher Education in the School of Education is a full-service office with a full-time Director of Teacher Education and two full-time academic support staff. This office is the port of entry for licensure-only and degree-seeking teacher education majors. The university has served over 1432 lateral entry teachers in the past seven years. During the 2000-2001 academic year, 559 lateral entry teachers have requested programs of study and 322 have been issued programs and are enrolled in one or more courses leading to licensure. The majority of the lateral entry teachers have been in the area of special education and secondary education and are employed in Cumberland County Schools. In addition to the successful strategies implemented in the past three years (i.e., FSU-sponsored conferences on Lateral Entry, published annual lateral entry handbooks, the expansion of the course, EDUC 694, Introduction to Teaching for Lateral Entry Teachers, consistently offering evening and weekend courses, and the continued affiliation with the NC Model Teacher Education Consortium. A well-established infrastructure and system for processing, advising and monitoring lateral entry teachers is used to ensure the successful completion of all licensure requirements. Fayetteville State University successfully hosted the first intensive summer institute for NC TEACH program, an alternative licensure program for mid-career professionals. Twenty-four (24) lateral teachers were selected for the program and eighteen (18) initially accepted the opportunity to become fully licensed teachers in North Carolina and 17 completed the full program and are employed. Follow-up professional development sessions for NC TEACH alumni continued to help in support of their continued success. E-learning initiatives were implemented specifically for lateral entry teachers in partnership with UNCP. Online courses have been developed by six participating faculty and an agreement was established between FSU and UNCP to accept each university's courses to satisfy the requirements for licensure. The Office of Teacher Education is the portal of entry for all lateral entry teachers and the process by which lateral entry teachers are served has been updated and improvements have been made to automate the process. These improvements have reduced the time required to process lateral entry requests significantly.

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

During the 1999-2000 academic year, Fayetteville State University conducted a complete review and assessment of the performance of its students on the PRAXIS I and PRAXIS II Test Series. Seven important lessons were learned and form the basis for a well-conceived university-wide plan to improve PRAXIS scores. The following lessons were learned: 1) Teacher education majors need more structure earlier in their programs of study; 2) Strategies must begin during the freshman year; 3) Taking the PRAXIS should not be viewed as a dry-run exercise; 4) Students should take PRAXIS I no later than the second semester of the sophomore year; 5) Students assigned to the PRAXIS Learning Plus Lab require guided practice; 6) More control is needed when students take the actual PRAXIS test; and 7) More emphasis needs to be placed on test-taking skills. An initiative entitled PRAXIS 2000 (and Beyond . . .) was implemented at Fayetteville State University. This initiative is a prescriptive and collaborative effort among the School of Education, The College of Arts and Sciences and the School of Business and Economics. The lessons learned from the 1999-2000 assessment continue to frame the implementation of strategies for the 2000-2001 academic year. PRAXIS 2000 (and Beyond . . .) is a long-term initiative that involves ten (10) major strategies: 1) Requiring all students to declare majors by the end of the freshman year; 2) Requiring students to take pre and post PRAXIS I and II tests. 3) Developing learning modules for all PRAXIS test disciplines. 4) Redesigning classroom tests to PRAXIS test format. 5) Requiring students to engage in more writing experiences. 6) Requiring students to attend PRAXIS workshops, 7) Providing individual and small group tutoring sessions; 8) Infusing writing across the curriculum; 8) Realigning first-year mathematics courses with more emphasis on the fundamentals of mathematics; 9) Realigning first-year English course with an emphasis on grammar and error recognitions; and 10) Requiring students to take sample pre-and post PRAXIS tests. PRAXIS specialists have been identified in mathematics, reading, and English. Each specialist has worked closely with faculty (university-wide), developed learning modules,

created test item banks and conducted seminars for students and faculty. The framework of the 2000-2001 focus was 1) To increase the success rate of students seeking admission into the teacher education program as first-time test takers on PRAXIS I; 2) To increase the number of program completers seeking licensure as first-time test takers; and 3) To provide an infrastructure for maintaining collaboration between and among the College of Arts and Sciences and the School of Business and Economics. Measures of our success have been realized through; 1) fifty-six (56) students being reimbursed test fees for passing PRAXIS I and/or PRAXIS II as first-time test takers; 3) Mathematic and English courses were reinstituted to complement the requirement of the PRAXIS tests; and a new course and experiences were developed for students to improve their test-taking skills.

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

The School of Education works very closely with the Office of Admission and the College of Arts and Sciences to recruit students into the teacher education programs. Strategies include: 1) The distribution of printed material on teacher education; 2) marketing strategies such as bookmarks, School of Education pens, buttons, and cups; 3) Annual teacher fairs; 4) Annual teacher education major meetings; and 5) Active participation in student professional education associations. The School of Education also works very closely with alumni who received a degree or teaching license from FSU. A very successful recruiting initiative continues to be the Professional Academic Training Highway (PATH) Fellows Program. It is a service and research program for training currently employed teacher assistants to become fully licensed teachers in North Carolina. There are 128 students currently enrolled in the program since its beginning fall 1997. A total of 25 students have completed the program and all are employed as teachers in the neighboring counties. A stronger relationship among the community colleges has become a top priority at Fayetteville State University. One of the most successful recruitment initiatives has been the establishment of formal partnership agreements with Fayetteville Technical Community College and Sampson Community College for community college students seeking to earn a degree in elementary education from Fayetteville State University. The specifics are discussed in Section H of this report.

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

Fayetteville University is proud to be among the most ethnically diverse universities in North Carolina and no other university has been more successful as FSU encouraging minority students to pursue teacher education as a major and teaching as a mid-career leading to full licensure. FSU is currently 75% black, 20% white, 5% American Indian, 3% Latino and 2% Asian. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, "... Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students." In addition to the strategies outlined in Section F and the new initiative outlined in Section H, the School of Education works closely with the public schools of the ten-county service area to recruit minority students into the teacher education. The use of scholarship funds, minority presence funds, and the quality of our teacher education program have proven to be very effective recruitment strategies for attracting white students into the teacher education program. Presently 55% of the students in the School of Education are black, 40 % are white and 5% Other (Latino or Asian). The School of Education faculty participated with the PAPPAS Consulting Group to develop a plan for recruiting minorities at Sampson Community College, Robeson Community College, and Fayetteville Technical Community College.

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

A major focus of the School of Education and the university during the 2000-2001 academic year continues to be the enhancement of our partnerships with public schools, the business community, and other stakeholders in the teaching and learning experience. An added focus this year has been the formal development of meaningful sustainable partnerships with the community colleges that serve the Sandhills area. The School of Education at Fayetteville State University has successfully developed in collaboration with Fayetteville Technical Community College and Sampson Community College formal partnership agreements that serve as a four-year seamless articulation plan for students who enroll initially at either community college with the specific interest in completing a Bachelor of Science Degree in Elementary Education. The four-year seamless articulation plan ensures that students will transfer to Fayetteville State University as juniors and provides avenues through which faculty from all participating institutions to be engaged actively in the advisement and learning experiences of the students. This plan was developed carefully and collaboratively over a period of one academic year. The significant value of the plan is that it is portable to any community college in North Carolina. This, alone, expands the university's recruitment catchment area statewide. The second year of the five-year \$6,000,000 grant from the national Science Foundation was implemented successfully with indications that we are at least six months ahead of the projected outcomes and goals. The grant is housed in the School of Education and focuses on improving mathematics and science achievement of students in 35 rural school districts in North Carolina, South Carolina, and Virginia. The School of Education received a total of \$1,202,374 in grant awards for the 2000-2001 academic year. New initiatives focused on closing the achievement gap, faculty development, distance education, teacher recruitment, and technology training. A new partnership with Harnett County Schools has been established and the School of Education for the implementation of a nationally validated program entitled READING RECOVERY. The initiative requires FSU to provide (in collaboration with Harnett County Schools) the necessary training to implement the program successfully. All training will occur in the schools mostly with an observation component held on university's campus for pre-service as well as inservice teachers.

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

The School of Education continues to invite beginning teachers to attend all seminars and programs that are sponsored by the School of Education, including workshops on classroom management, student characteristics, parental involvement, safe school initiatives and end-of-grade testing strategies. The students are provided a handbook T.O.P.I.C.S. (Tips on Performance in The Classroom Setting) that includes information on teaching strategies, diversity, classroom management and current research initiatives in education. Curriculum Laboratory resources are available for all beginning teachers to assist them in preparing teaching aids. These resources are provided at no cost to beginning teachers. Instructional technology support and assistance are also provided by the Instructional Technology Specialist, who conducts workshops, by request on campus and in the schools. The School of Education initiated a Beginning Teacher Academy (BTA), a monthly seminar for beginning teachers which was held in conjunction with prospective student interns enrolled in EDUC 490, Seminar in Education. The goal of the Beginning Teacher Academy is to assist first year teachers by mentoring them during their initial teaching experiences. The School of Education has continued a very successful partnership with NASA in Hampton, Virginia through the Mathematics and Science Center on campus. The focus is on enhancing the mathematics and science teaching methods of preservice teachers beginning their teacher internships in preparation for a successful induction as a beginning teacher. During the 2000-2001 academic year, a research proposal aimed at improving the teaching strategies and success of beginning teachers was developed and submitted. A major interest of the School of Education is the development of intervention strategies for beginning teachers to improve student achievement. Fayetteville State continues to be a leader in the issuance of a warranty for its teacher education graduates.

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

The School of Education revised its Master of Arts in Education (M.A.Ed.) and Master of Arts in Teaching (M.A.T.) degree programs into the Master of Education with teaching field options in elementary education, reading education, middle grades education, secondary education and special education. (See the Section C on Program Areas and Levels for specialty areas). The Master of Education Degree Program leads to an "M" license and is congruent with the core competencies required for advanced licensure. Teachers who are admitted in the program must have a valid Class "A" level teaching license. The program can be completed on a part-time or full-time basis and a Coordinator of the M.Ed. programs has been established to provide full support to all career teachers enrolled in the program. In addition to providing opportunities for improving content proficiency in a specialty area, career teachers learn to understand and address the needs of diverse student populations, to develop leadership skills and effective interactive strategies, and to apply research skills effective to solve educational problems. The M.S.A and Ed.D. Programs are also offered on a part-time and full-time basis and provide critical support and opportunities to career teachers. In addition, teaching, professional development, consultative and research support are provided by the Center for Continuing Education, the Mathematics and Science Center, the Curriculum Learning Resource Laboratory, the Distance Learning Center, the Fine Arts Resource Center and the Center for Economic Education. The School of Education awards 5 continuing education credits to all career teachers who serve as partnership teachers for preservice teacher interns. This recognition and support has greatly enhanced the value of the university-school support and collaboration.

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

During the 2000-2001 academic year, the Office of School Services documented 455 services to 354 public schools in the ten-county service area of Fayetteville State University. The total number of services provided reflects the faculty and staff involvement in the public schools by the entire university. This involvement included workshops for teachers, demonstrations and workshops for public school students, speakers in the public schools, planetarium programs, university day for middle and high school students, and tutoring. Of the 455 services to public schools, 9,450 teachers and 15,550 students were served. The Office of Public Education Outreach at FSU documented a total of 55,000 hours of tutoring at the elementary and secondary levels by Chancellor Scholars. The School of Education has entered into its fourth year of the University-School Teacher Education Partnership with Cumberland County Schools and has expanded the Professional Development Schools to a total of nine elementary school and three middle schools. . All 45 full-time faculty and 3 part-time clinical faculty of the School of Education faculty have been individually involved with the public schools. Academic support staff has also been involved through a "Lunch Buddy" program with E. E. Smith High School. Methods classes continue to be taught in the public schools and the clinical experiences of preservice students have been increased significantly. The College of Arts and Sciences has been significantly involved in public schools. Eighty (80)% of the 168 full-time faculty and staff have been involved individually with public schools. The Upward Bound Program, Talent Search Program and Student Support Program provided services in tutoring, program evaluations, workshops, and mentoring. A recent award of GEAR-UP grant for 1.6 million dollars for five years extend the involvement of the arts and science faculty significantly. An exciting initiative during the 2000-2001 academic year has been the development and implementation of methods of teaching classes taught using a parallel teaching format involving a university professor, a partnership teacher and a school principal. This approach has added a valuable link between theory and practice. A total of 357 students, 525 parents and 575 teachers were served by the Mathematics and Science Center; the Curriculum Resource Laboratory served 5,990 teachers; the Center for Economic Education served 6,952 public school students and 364 teachers; and the Youth Motivation Task Force served 1,005 public school students. During the 2000-2001 academic year the School of Education

advanced its relationship with the Fort Bragg Schools through the establishment of a professional development school relationship. This relationship enhances greatly a variety of opportunities for our teacher education majors during their pre-service experiences. Faculty also have an added dimension to providing services in a federal school environment.

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	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	43
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	57
	Other	0	Other	0
	Total	8	Total	110
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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	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	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
Prekindergarten (B-K)	0	0	0
Elementary (K-6)	71	43	43
Middle Grades (6-9)	102	62	62
Secondary (9-12)	200	135	135
Special Subject Areas (k-12)	31	9	9
Exceptional Children (K-12)	104	49	49
Vocational Education (7-12)	51	24	24
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	559	322	322
 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	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.55	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)	33	0	1	0	0	0	0	0
Middle Grades (6-9)	14	0	0	0	0	0	0	0
Secondary (9-12)	8	0	0	0	0	0	0	0
Special Subject Areas (K-12)	1	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	2	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	58	0	1	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
Biology	2	*
Business Education	1	*
Elementary Education (K-6)	52	71
English	6	83
Language Arts (6-8)	3	*
Marketing Education	1	*
Mathematics (6-8)	3	*
Mathematics (9-12)	4	50
Mathematics (NTE)	1	*
Physical Education	2	*
Science (6-8)	2	*
Science (Comprehensive)	1	*
Social Studies (6-8)	5	100
Social Studies (Comprehensive)	1	*
School Pass Rate	84	73
PK/PLT	61	77
* 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	80	27	5	6	1	.
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	.	.	.	.	.	.
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	113	76.1	69.9

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
Cumberland	1270
Harnett	150
Robeson	129
Sampson	122
Hoke	121
Charlotte-Mecklenburg	76
Wake	71
Bladen	70
Wayne	60
Moore	56

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 gen59a1	3.21	3.35	3.59
preparation for managing the classroom	3.26	3.38	3.54
preparation for using technology as an instructional tool	3.03	3.08	3.62
preparation for meeting the needs of diverse learners	3.23	3.12	3.49
Preparation in curriculum content and delivery strategies	3.38	3.27	3.59
Number of surveys received	39	26	37
Number of surveys mailed	79	79	79

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
45	6	3



IHE Performance Report

2000-2001

**Gardner-Webb
University**

IHE Performance Report

Gardner-Webb University

2000 - 2001

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 20,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 3,200 undergraduate and graduate students.

Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. One of the most notable programs on campus is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision, hearing, and learning disabilities to fully take part in the educational programs of the University at no additional expense to the students. Through its continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has spent this year expanding into the Iredell County/Statesville area. For almost two decades our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, and graduate elementary education and school administration programs have been offered in that area, meeting at various locations. During the 2000-2001 academic year, the University bought land and built a permanent facility which will coordinate and house all of its programs in that area. One of the cornerstone programs at the Statesville campus will be undergraduate elementary education. An elementary educator was hired and has been responsible for recruiting, developing curriculum, and coordinating all aspects of the Statesville undergraduate elementary education program. The facility is complete and, at this point, we are eagerly awaiting the beginning of classes for the 2001-2002 academic year.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, biology, chemistry, comprehensive social studies), and special subject areas (physical education, Spanish Education, French education, music education). Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. (The elementary, middle grades, and English graduate programs were revised during the 1999-2000

academic year to meet the revised master's standards.) The institution and unit are currently accredited by NCATE and all licensure programs approved by NCDPI. The music education program is approved by NASM and the school counseling program is in the process of preparing for accreditation by CACREP.

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.).

Gardner-Webb University enjoys a healthy relationship with our public school partners and continues to seek new ways to strengthen those partnerships. Our public school involvement continues to include conducting workshops for public schools, serving on school district committees (e.g., TOY and Family Advocacy Coalition), serving on mentor teams, doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair), judging science fairs, judging athletic events, assisting teachers to prepare for the NBPTS process, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. Two public school personnel, an elementary school teacher and a secondary guidance counselor, sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in our undergraduate elementary education program and very capably teaching our EDUC 313 class, Teaching Students with Special Needs. She took the students in her class into the schools and gave them many invaluable opportunities to observe and work with special needs children. A public school science teacher also continues to adjunct with us and teach the elementary science methods course. Each semester we have a day in which we interview candidates who have applied for admission into teacher education. Each semester our interview team included a public school representative (a teacher one semester and a school counselor the next semester). Their questions and perspectives about the candidates being interviewed were extremely insightful. Local school personnel (administrators, central office personnel, teachers) continue to participate in several of our undergraduate and graduate classes as guest presenters and panelists. At the final student teaching seminar in the spring, Ms. Ginger Randolph, a Teacher in Residence, made a highly motivational and inspiring presentation to our students. The professor who teaches our Reading Foundations class continues to participate in a collaborative research project with a local elementary teacher in which the university students are paired with elementary students for reading and tutoring purposes.

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

During the 2000-2001 academic year, the University entered into an agreement with McDowell County, giving us a service area of eight distinct systems. Within those eight systems, there was only one low-performing school, Woodhill Elementary School in Gastonia. Again this year, the University made the services of the teacher education program known and available to the school and the Gaston County central office.

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

All pre-service candidates are required to earn a C or better in a EDUC 301, Computer Education Seminar, a required course within the professional studies component of each licensure program. In addition, the University has a technology competency assessment which must be demonstrated by all students in order to complete the graduation requirements. Most classes within both the undergraduate and graduate teacher preparation programs have requirements for research papers, projects and/or presentations that require students to use technology not only for preparation and research but also for production and presentation.

Within the unit, lesson plans are transmitted electronically to the supervisors and student teachers/supervisors are in frequent e-mail contact. The University continues to upgrade its web page, as do the individual departments. The Department of Education web page has been upgraded to contain information for students including program goals, curriculum information, and program handbooks. The University is committed to upgrading the technology competencies of its faculty and during the academic year several workshops were offered on the use of Blackboard and other assistive programs. We have not at this time set up specific programs to enhance the technological competence of in-service teachers; we feel that the primary responsibility for the continuing development of in-service teachers resides with their employing school systems. However, all persons who act as cooperating teachers or who supervise graduate interns have access to one free course at the University and that course may certainly be a technology course; in addition, cooperating teachers and intern supervisors have access to all technological, personnel, and media resources of the University.

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

All lateral entry teachers who request programs of study receive a thorough evaluation of both their transcripts and all relevant work experiences. These evaluations are completed by the content area coordinator and the Department of Education Chair. When the evaluation is concluded, each person receives a letter from the Chair of the Department of Education outlining the program of study required to receive the license sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Although our programs are relatively small and there is usually only one section of each course, the courses are rotated and many are offered in the afternoons for the convenience of lateral entry teachers. During this year, the special education class, children's literature, the multicultural seminar, and the computer class were all offered at time conducive to lateral entry teachers. The undergraduate summer school offerings in professional education are few, but are also rotated for the convenience of lateral entry teachers. Courses can also be taken at other institutions and transferred into the teachers' licensure programs. Many of these lateral entry teachers work in systems up to an hour's commute; in order to make class registration as easy as possible, advisors complete this process by telephone. Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms while ensuring that they have the knowledge and skills to serve their students well. During the 2000-2001 academic year, Gardner-Webb University faculty completed 111 transcript evaluations from post-baccalaureate students seeking licensure or from lateral entry teachers. Of those 111 letters sent, 45 of those persons (40.54%) have entered the University and are either taking undergraduate courses to meet lateral entry requirements or have entered our master's program(s) to earn their graduate degrees as they fulfill the requirements of their lateral entry contracts.

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

To assist students in passing PRAXIS I, six computers and the Learning Plus software from ETS continue to be used. Monitoring the PRAXIS lab and assisting the students to work through the tutorials is the prime responsibility of a graduate assistant. Special tutors may also be arranged either through the Department of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 201, Introduction to Education, and students are encouraged to take it as early as they feel confident and comfortable. Students who are not successful with any part of the PRAXIS I assessments initially are encouraged to take the computer-based format when they re-test. For students unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the student and his/her program coordinator review and prepare for the next test administration. Last year the Department of Physical Education, Wellness, and Sport Studies brought Dr. Donna Woolard to campus to work with the physical education licensure students and this year the physical education pass rate on PRAXIS II is greatly improved (from 25% to 80%).

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

The Admissions Office sends to the Department of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. The Career Services Center sponsored a Teacher Education Job Fair, with over thirty school systems participating and all University students were invited to participate, not simply licensure students. During the year four "VIP Days" were scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each VIP Day during which departments set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The Department of Education has an information sheet which prospective students complete at that time and follow-up letters are sent to all interested students. Several sections of EDUC 201, Introduction to Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. Information about teaching and the licensure process is posted on the Department's web site and the first edition of the Department's newsletter, TE.NET, was published this spring. The newsletter, which contained information about the teacher preparation program, personnel, and licensure in general, was distributed widely across campus, through the Teacher Education Committee, and to our public school partners.

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

A scholarship which provides \$2,000.00 annually is given to provide assistance to culturally diverse undergraduates who wish to major in teacher education, with up to 10 individual scholarships available annually. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to purchase names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population, most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. One member of the Department of Education is African-American and she serves as an unofficial mentor to many of the minority students on campus and shares the message of teacher education with the students through a variety of settings. Of the lateral entry candidates with which we are working this year, five are African-American and eleven minority students have entered our graduate programs. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current teacher assistants, many of whom are minority. She has met with two different Teacher Assistant organizations as well as student organizations at community colleges in the area. The unit's minority plan is reviewed annually on both the undergraduate and graduate levels and no changes were acted upon this year.

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

During 2000-2001 one more school system was added to the number with which we work - McDowell County. In the fall we had two student teachers in the system, one of whom was hired in the County at the conclusion of her student teaching experience. In addition to working with Burke County on their AG master's licensure for teachers, another master's program was begun. This program is an elementary education program with 20 selected teachers called the Burke County Fellows. As long as the University will deliver the program and the Fellows agree to teach within the county for a specified number of years, the county will pay their tuition. During this academic year, student teaching became a full-semester

experience. For many years it has been 11 weeks, with block classes delivered prior to the beginning of student teaching. Based on feedback from students and public school partners, in addition to supporting research, the teacher education program made the decision to expand the experience. During the last two years, planning and monitoring student programs was very carefully done to ensure that the transition would be a smooth one and that no student would be "caught." This was attended to very carefully and consensus from program completers and public school partners is that the transition has been very positive and beneficial to all participants. During this year the student NCAE organization was re-activated and re-energized with a new sponsor. This group had monthly meetings, did service projects at the University and in a local school, and brought several interesting and informative speakers to campus. The coordinator of the second language education programs, after making contact with all second language teachers in the area, formed the Foreign Language Consortium and held the first meeting in the spring. She has every hope that his group will provide both support and professional development for teachers of second languages. An important initiative this year for the Department was to replace two faculty positions. Searches were conducted and re-advertisements occurred until the right candidates were found. During this year, the faculty worked very diligently to ensure that the quality of our program and the service that we provide to our students remained high. The biggest initiative for this year has been the development of our Statesville campus and the programmatic planning necessary to deliver undergraduate elementary education at the site. The University committed to hiring a full-time coordinator to be based at the site with ½ time credit (6 s.h.) for coordination efforts and ½ time (6 s.h.) for teaching. Financial resources have supported her travel and the purchasing of materials and supplies necessary to ensure that the students at the Statesville site have the same quality program as the students in Boiling Springs.

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

The faculty at Gardner-Webb University stay in frequent contact with newly licensed teachers. Many of our program completers are from this area and remain in the area to teach, making it very convenient for faculty to stay in contact with them. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to determine needs that they have during their initial year. Beginning teachers continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual needs such as advice, resources, graduate school recommendations, and lesson plan ideas. As student teacher supervisors move in and about within the schools, they frequently visit beginning teachers to provide support. Several faculty are involved helping second year teachers develop their Performance Based Licensure Product of Learning. One ILT 2 met with faculty to share with us her comparison of the portfolio required of all student teachers and the PBL product, emphasizing areas of similarity and providing valuable suggestions as we prepare our pre-service teachers for their initial experience.

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

The faculty at Gardner-Webb University help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on her first attempt in obtaining National Board Certification. The faculty has also helped career teachers conduct research in their classrooms and has always provided in-service opportunities and other consultation which career teachers have requested. All cooperating teachers receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers. For some career teachers, the class has been for their own professional growth and some have used it to begin their master's programs.

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

The faculty at Gardner-Webb University volunteer in the local school systems through such activities as tutoring students (both at-risk students and those in special reading and/or math programs), working book fairs, telling stories and reading books during special literacy celebrations such as "book week" and "week of the young child," and making presentations at faculty meetings and PTA meetings. Service to the local school districts includes participation in such activities as serving on Teacher-of-the-Year committees, serving on mentor teams, working with career teachers who are preparing for National Board for Professional Teaching Standards assessment, serving on committees and councils such as the Cleveland County Partnership for Children Committee and the Rape Abuse Council, and serving on a local school SACS committee. The faculty conducts workshops and training sessions with a variety of public school and community groups including the local community college. These workshops are built around such topics as current research in learning styles and brain research, inclusion in the classroom, improving reading skills in students, assessment strategies, and the new gateways adopted by the SBE. While all SCDE faculty are involved in the public schools, many arts and sciences faculty also have been active through such activities as being guest speakers, judging a science fair, judging music contests and art shows, judging essay contests, judging athletic events, and serving on scholarship committees. Faculty members in both the SCDE and in the arts and sciences supervise student teachers and graduate interns and during those visits speak with principals, assistant principals, guidance counselors, program completers who are teaching in the schools, and make every effort to have the schools realize the presence of Gardner-Webb University and our interest in being partners in the pursuit of excellence. Faculty members also attended school faculty meetings, school board meetings (particularly in this year of merger debate), and district principals' meetings as one very powerful way of keeping the lines of communication open and ensuring that questions are answered and perceptions accurate. The faculty members of Gardner-Webb University, both with the SCDE and in the arts and sciences, commit much time, both personal and professional to collaborative activities with public schools and with the greater profession. We continually seek new avenues of collaboration and make every effort to be receptive to and meet the needs of our local school districts, administrators, and teachers. By doing this, we better serve all of our 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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	52
	Other	0	Other	0
	Total	15	Total	53
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	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	4
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	4	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	4	Total	10


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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	3	Total	5
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	19
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	105	White, Not Hispanic Origin	243
	Other	0	Other	0
	Total	116	Total	264

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)	.	.	.
Middle Grades (6-9)	20	20	10
Secondary (9-12)	18	18	6
Special Subject Areas (k-12)	8	8	2
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	46	46	18
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	176.47	
MEAN PPST-W	172.73	
MEAN PPST-M	180.19	
MEAN CBT-R	328.57	
MEAN CBT-W	324.04	
MEAN CBT-M	326.85	
MEAN GPA	3.22	3.11
MEAN MAT		46.4
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)	21	18	1	0	17	17	0	0
Middle Grades (6-9)	3	3	1	1	4	4	0	0
Secondary (9-12)	7	7	1	1	3	3	0	0
Special Subject Areas (K-12)	8	5	2	1	4	4	1	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	45	42	1	0
Total	39	33	5	3	73	70	2	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)	22	91
Language Arts (6-8)	3	*
Mathematics (6-8)	5	100
Mathematics (9-12)	2	*
Music	2	*
Physical Education	5	80
Social Studies (6-8)	1	*
Spanish (K-12)	1	*
School Pass Rate	41	93
PK/PLT	18	94
* 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	30	4	.	.	.	.
U Licensure Only	3	.	.	.	.	.
Masters Degree	.	.	.	12	15	44
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	42	95.2	73.8

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
Cleveland	255
Rutherford	239
Gaston	143
Forsyth	130
Surry	83
Shelby City	81
Iredell-Statesville	79
Kings Mountain District	63
Burke	58
Charlotte-Mecklenburg	55

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	3.17	3.75	3.71
preparation for managing the classroom	3.33	3.63	3.50
preparation for using technology as an instructional tool	3.12	3.63	3.71
preparation for meeting the needs of diverse learners	3.44	3.38	3.50
Preparation in curriculum content and delivery strategies	3.53	3.63	3.71
Number of surveys received	18	8	14
Number of surveys mailed	30	30	30

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
7	13	14



IHE Performance Report

2000-2001

Greensboro College

IHE Performance Report

Greensboro College

2000 - 2001

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on thirty acres of tree lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out Reverend Peter Doub's dream to found a preparatory school for young women and it became co-educational in 1954. Greensboro College now serves approximately 1000 men and women from 29 states and 12 different countries. About one-fourth of the students are adult learners. The College is committed to the belief that a liberal education provides the basic intellectual and communicative capabilities needed for a person to grow and to adapt throughout a productive lifetime. Consequently the liberal arts curriculum is thought to be the most appropriate context for professional, preprofessional, and career oriented programs. All Greensboro College preservice teachers receive this strong liberal arts foundation.

Special Characteristics

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Active learning, critical reflection, disciplined inquiry are central to this program. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The small, personable nature of the college and the nurturing qualities of the teacher education program offer traditional, non-traditional, and licensure-only students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The teacher education program offers a flexible schedule and small class sizes making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic competent faculty, informed caring advisors, and supportive knowledgeable staff all work together to provide students with quality collegiate programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers licensure programs in the following areas: Birth through Kindergarten (temporary authorization); Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education in Specific Learning Disabilities (K-12), Mentally Handicapped (K-12) and Behaviorally and Emotionally Disabled (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been temporarily approved for licensed Special Education and Elementary Education teachers.

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.).

Greensboro College collaborates with the public schools through involvement in program/curriculum development, grant writing, team teaching, curriculum/resource advising, clinical experience partnerships, and committee and board service. Program/Curriculum development includes: 1) creation of a career path program with Guilford Technical Community College and Guilford County High Schools to recruit prospective teachers into teacher education; 2) organization of the O. Henry Festival during which time national speakers and writers visit the area and devote a week to literacy and writing for preservice teachers, career teachers, and Guilford County School students; and 3) development of Village 401, a program designed to initiate projects and service leadership efforts in the 27401 zip code community. Collaborative grants and resulting programs include: 1) Preparing Tomorrow's Teachers to use Technology capacity building grant, through which faculty from Bennett, Greensboro, and Guilford Colleges and Guilford County School personnel were funded to incorporate technology in teaching Math, Science, and Special Education; and 2) the Duke Energy Grant, "Tutoring and Enrichment for Advancing Math and Science" (TEAMS) through which Greensboro College and Dudley High School faculty designed a peer tutoring program for students at risk of failing math. Team teaching and adjunct relationships, bring public school teachers and administrators to the college to serve as guest speakers in seminars where topics ranging from teaching exceptional children to understanding Performance Based Licensure are discussed; consultants conduct special programs such as Project Wild during pedagogy classes; special guests, such as the Teacher of the Year, deliver inspirational speeches each year at the Student Teacher and Alumni Honors Banquets; and public school faculty teach courses in special education, math, history, and earth science. Curriculum and resource service includes: 1) establishment of the Greensboro Teacher Educator Advisory Board composed of 22 public school principals, teachers, and professionals who review curriculum, develop programs, provide guidance for initiatives, and create the framework for sustaining and evaluating on-going partnerships; 2) participation of faculty in a number of professional community events including: FIRST (Females in Real Science and Technology) workshop for Girl Scouts where preservice teachers presented sessions and served as guides; the Nature and Science Camp for Asheboro City School 3rd graders implemented by Elementary preservice teachers, and the Children's Museum program organized by the Art Department. Clinical partnerships allow preservice teachers to engage in field and student teaching experiences and to teach students in a variety of diverse settings. In addition to the Advisory Board, public school educators serve in partnership roles as they review instructional materials, provide guidance in selection of resources, and serve on the Technology Portfolio Review Team. Greensboro College participates with other area IHEs and LEAs in the Piedmont Alliance. This group collaborates on student teaching, clinical issues, and legislative concerns and policies affecting teachers.

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

The Greensboro College faculty establish tutoring programs for at risk students, engage in faculty development to increase understanding of at-risk student needs, and provide support to teachers and students in low performing schools. Greensboro College provides support to at risk students through several tutoring programs: 1) TEAMS, Tutoring and Enrichment for Advancing Math and Science, is a program in which Dudley High School Science and Math Academy students tutor Lincoln Middle School students who are at-risk for failing the math end of grade tests. As a part of TEAMS, the Dudley Academy peer tutors participate in a series of enrichment workshops designed and taught by Greensboro College Mathematics faculty. Both Lincoln and Dudley are historically black institutions; 2) In conjunction with a Literacy and Learning course, preservice teachers tutor students at Jackson Middle School who

obtained low scores on end of grade reading tests; 3) Preservice teachers enrolled in the elementary reading course fieldwork will participate in the Irving Park Literacy program and provide instruction to elementary students who are at risk of failing the end-of-grade reading tests. As the Excellent Schools Act and the ABCs influence school practices, Greensboro College faculty attended a number of conferences addressing accountability and the achievement gap. Faculty attended the Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference. To support faculty teaching in low performing schools, special education and elementary faculty work with Greensboro College graduates who are teaching at risk students. Faculty assistance to teachers includes curriculum information, behavior management strategies and general support. English faculty conducted two workshops for career and preservice teachers that focused on curriculum instruction and assessment issues related to teaching students who are not performing at grade level in reading and writing. College programs provided assistance to needy children in the community by donating books for Special Education and Limited English Proficiency programs at a highly "impacted" local middle school. Middle School preservice teachers recruited tutors for an assistance program at an area school. Ultimately, the most valuable contribution the college makes to assisting low performing schools is made through the preparation of skilled and informed teachers. All preservice teachers take pedagogy courses in which the unique concerns of teachers and administrators and the needs of at risk students in low performing schools are addressed.

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

In order to organize and coordinate the increasing growth of technology in teaching, the Greensboro College Teacher Education Program established a Technology Task Force to oversee technology initiatives, curriculum, and instruction. This task force organizes and evaluates projects to insure that Greensboro College students are technologically competent. Greensboro College student teachers must submit an acceptable Advanced Technology Portfolio. All portfolio items are linked to the curriculum. The portfolios are reviewed by public school teachers and college faculty who work in teams to assess the quality of the portfolio items. All teacher education students are required to take Educational Technology courses in which they learn to apply technology knowledge to teaching. These courses were revised this year to reflect ISTE-NETS criteria and portfolio development. Technology competencies are embedded in all pedagogy courses. Texas Instrument graphing calculators and Geometers Sketchpads are used by secondary and middle grade preservice teachers in pedagogy and math classes. Students construct and use literature data bases, use List serves and engage in web based research. Elementary preservice teachers participate in internet projects including web quests and data exchanges with elementary classroom students. Preservice teachers are also required to develop web pages, to prepare power point presentations, to use internet for on-line research and to evaluate technology and electronic information. Teacher Education majors are asked to demonstrate technological competence by developing, implementing, and evaluating technology rich lessons. Greensboro College is also an official observation reporting site for Journey North. As a Journey North site, the college receives and then communicates, to more than 4,000 children from Mexico to Canada, data regarding the migration of the Monarch butterfly, robins and hummingbirds. Greensboro College faculty and staff were invited to participate in the SIERTEC/SERVE SUNRAY federal catalyst grant which focuses on authentic task professional development in technology. Through the SIERTEC/SERVE grant, faculty attended the Florida Educational Technology Conference where participants focused on portfolio development, assistive technology and institutional technology development. This grant also enabled three faculty to attend and participate in the National Educational Computing Conference where they received AlphaSmarts and worked on aspects of distance and on-line instruction. In May, the College hosted the 2001 Spring SUNRAY academy. SUNRAY participants worked successfully to expand the existing technology portfolio into a comprehensive developmental portfolio and to make the portfolio exclusively an electronic document. Math faculty participated in NCDPI symposium for the NCTM Principles and Standards for School Mathematics. The symposium focused on the importance of technology in teaching and learning mathematics.

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

Greensboro College is committed to preparing traditional and non-traditional teachers to be the most qualified and competent teachers they can become. Consequently Greensboro College has provided many options for individuals seeking teacher licensure. In collaboration with Bennett College, Greensboro College received funding for a grant to develop a lateral entry program in the Piedmont, the PAL Program. Now in its third year, the Piedmont Alternative Licensure Program, PAL, provides an accelerated developmental lateral entry training program for individuals either recently hired or anticipating employment as lateral entry teachers in the area schools. PAL candidates complete 21 semester hours over a twelve-month period: an independent study, an intensive summer experience, and one course in the fall and spring. These courses appear on the candidate's transcript and incorporate all the state professional studies and advanced technology competencies. The program has increased 300% in two years and a full time Coordinator of Alternative Licensure and Clinical Experiences was hired in August 2000. Surveys indicate the PAL candidates are highly satisfied with support and knowledge they receive through the program. Greensboro College has developed and revised a handbook on Lateral Entry in North Carolina and has created a link on its Web site to assist licensure only students. Additionally the College provides flexible course offerings to meet the needs of employed students whether or not they are in the PAL Program. Through GLOBES, Greensboro Licensure Only in B-K, Elementary and Special Education program, licensure courses are intentionally rotated through morning, afternoon, and evening time slots on a predictable basis. The number of Elementary, B-K, and Special Education lateral entry candidates has increased from 44 in 1999-2000 to 74 in 2000-2001. The Course Equivalency Subcommittee reviews the professional studies and specialty area courses of licensure-only students. Educational programs are designed on an individual basis to meet the needs of each licensure candidate including lateral entry candidates and other career change adults who wish to become teachers. The Director of Adult Education Program is informed of and responsive to the needs of lateral entry teachers and coordinates class schedules in order to ensure evening and summer offerings meet the needs of lateral entry teachers. The Director of Adult Education also contacts enrolled Lateral Entry teachers notifying them of course availability. The Directors of Adult and Teacher Education and the Coordinator of Alternative Licensure work together to counsel lateral entry teachers by phone, e-mail, and face to face. Special education faculty visited graduates who had been hired as lateral entry teachers and provided clinical support and made suggestions on behavioral management. Faculty assist Lateral Entry teachers in developing portfolios which document their classroom experiences and in providing candidates with information needed to pass PRAXIS. Arts and Sciences faculty serve as advisors for Lateral Entry teachers and have provided independent studies for candidates needing upper level courses.

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

Greensboro College monitors students carefully and is aware of the testing history of each candidate. Consequently we have offered workshops and provided information to students so that they will be successful on the PRAXIS tests. Two Greensboro College faculty received a professional development grant to develop PRAXIS workshops that focus on test taking strategies and ways to analyze test content. Through these workshops, study groups are organized and students also learn relaxation techniques. All students are provided with the TANG (Tests At A Glance) booklets and are also encouraged to purchase commercial study guides if needed. Additionally LearningPlus, a computerized tutorial program in math, reading and writing, is available to students. Students are reminded of LearningPlus and other commercially developed resources in a letter from the Teacher Education Office. Students who do not pass the PPST are encouraged to take the CBT and vice versa. Additionally courses have been revised to be more responsive to the needs of students taking PRAXIS I exams. Specifically the Math department modified the content in MATH 101, Ideas in Mathematics, to include number sense, numeration, geometry, patterns, functions, probability and statistics in order to correspond with PRAXIS PPST/CBT mathematics exam. Math faculty individually tutor students for the PRAXIS I mathematics exam. Students are informed of tests and support options in the Introduction to Education course (EDU 200), Early Fieldwork Seminar (EDU

200.3), and the Educational Foundations course (EDU 400). Faculty members meet with students who fail the Specialty area of Praxis II exams and devise a plan for passing the tests. Faculty and staff work collaboratively to inform students about workshops, campus resources and tutoring options. Many of the teacher education faculty have made course modifications that include constructed response test questions. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS tests. The teacher education program remains current about testing requirements and reports regularly to the program area coordinators regarding changes and policies. Faculty have attended workshops on the specialty area tests and several faculty have taken the PRAXIS exams in order to be better prepared to teach the pedagogy courses. In pedagogy courses students discuss test taking skills and work on comprehension exercises to improve listening skills. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

Recognizing the need to recruit and retain good teachers, the teacher education faculty are present at all campus-wide advising sessions and participate in the admission open houses and scholarship interviews. The Teacher Education and Adult Education Offices are open and responsive to contacts from the public. The Adult Education Program conducts recruiting meetings with prospective adult education students and engages in comprehensive advising assistance. During Open Houses prospective students are provided with Teacher Education information. Faculty regularly call students who express an interest in pursuing an education career at Greensboro College. The teacher education program is exploring a relationship with High School students through the Teacher Cadet Program and faculty have begun communicating with high school teachers about students who may want to teach. The College is also in the process of the developing a career path program with Guilford Technical Community College and Guilford County High Schools to recruit prospective teachers into teacher education. Each year one First Year Seminar is reserved exclusively for students who have expressed an interest in education. This seminar is instructed by faculty who are members of the teacher education program. The Music Education faculty established a Bachelor of Music Education degree, developed a brochure and personally contacted the parents of potential music education candidates. Music faculty also contacted students in introductory music classes who were undecided about a major and recommended considering a teaching career. Special Education faculty met with admissions staff to highlight aspects of the Special Education Program that could be shared with interested High School students. Active student education organizations communicate to the student body about careers in education.

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

Greensboro College is committed to honoring diversity and has actively sought partnerships with programs that support the professional development of minority students and future teachers. The teacher education faculty in collaboration with the Dudley High School Math and Science Academy were funded by the Duke Energy Foundation to design enrichment and peer tutoring opportunities for gifted high school math students who in return tutor middle school students experiencing math difficulties. The high performing math students trained as peer tutors, attended a series of enrichment programs at Greensboro College where they engaged in mini-research projects with math professors and fellow students. Peer tutors from the Dudley Science and Math Academy were instructed in how to tutor at-risk students. Minority mathematics students both at Greensboro College and Dudley were specifically encouraged to reflect on this experience as they considered careers in education. We are hoping that some of these gifted minority students will select math education as a career and possibly choose Greensboro College for their education. Dudley High School is the Historically Black High School in Greensboro. Greensboro College Admissions Office purchased the names of all

minority students, east of the Mississippi, expressing an interest in Teacher Education. The director of teacher education met with the new admissions director to develop a strategic plan that included recruiting minority students. The Greensboro College Teacher Education Program also developed a Task Force to address complex diversity issues.

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

Being a Private College, Greensboro College also values partnerships with private institutions. Greensboro College Teacher Education faculty worked with Greensboro Day School to co-host the Fall Parent Education Program. The October 2000 Education Forum featured Kay S. Hymowitz who addressed parents, teachers, teacher education faculty, students and the community on pressures placed on children and families. She writes extensively on education and childhood in America. Hymowitz writes and speaks about teenagers, marriage, the media, poverty, and moral development. She is the author of *Ready or Not: The End of Childhood*. Dr. John W. Maag, a nationally recognized behavioral consultant on best practices for managing resistance and improving relationships, was the Second Annual Special Education Proctor Symposium guest. The symposium is a collaborative project between Guilford Day School, a private school for learning disabled students, and Greensboro College. Dr. Maag addressed parents, teachers, preservice teachers, faculty, inservice teachers, and undergraduate students in March 2001. Topics included parenting without punishment, intervention procedures for at risk children and managing resistance. He is the author of *Parenting without Punishment*.

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

Greensboro College faculty support new teachers and recent graduates by making phone calls, classroom visits, providing resource information, establishing a new teacher's network, providing Initially Licensed Personnel support and information about Performance Based Licensure and advising sessions. At the Elementary Teacher Reunion, beginning teachers were asked about ways Greensboro College could support them. Some of the suggestions have been implemented and these include establishing a listserv for communication, creating a newsletter, and scheduling the reunion for next year. A faculty member in Special Education has assisted beginning teachers in the Guilford County area with behavior management, assessment, and IEP writing workshops and instruction. Special Education and Elementary faculty have also established a network directory for first year teachers. Elementary faculty have developed e-mail tips for beginning teachers and have made the Harry Wong video available for beginning teachers to borrow. Art faculty visit first year teachers in the area and provide them with resource materials. The Music faculty have conducted workshops for inexperienced band teachers who are given jazz band responsibility focusing on jazz literature for beginning jazz bands and improvisation techniques. Through the English department, the O. Henry Festival offers beginning teachers a way to implement the study of short fiction and creative writing. During the Festival, students and teachers meet with well known professional authors and engage in writing workshops that focus on process writing and holistic and primary trait assessment. In addition, the Piedmont Alternative Licensure (PAL) Program provides direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information, and exceptional children. The PAL Program also provides continuous support and networking opportunities for beginning lateral entry teachers. Greensboro College faculty provide support to beginning Lateral Entry Teachers by serving as advisors and conducting independent study opportunities.

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

The Teacher Education Program supports career teachers through a number of workshops and education forums, curriculum and instruction information, and continuing education opportunities. The College hosts workshops and career development opportunities to support career teachers these include: 1) the Annual O. Henry Festival through which speakers, workshops, and seminars and writing contests are available for English and Language Arts teachers; 2) the Courage to Teach Program which is founded on the work of Parker Palmer and provides a series of eight retreats over a two year cycle for teacher renewal, currently this program is housed at Greensboro College and is working with fourteen Guilford County teachers; 3) the "All Day Writing Workshop" conducted by Elementary Education and English faculty for alumni and cooperating teachers of the College's student teachers focused on writing instruction; 4) the Project Wild Workshop offered each Spring to preservice teachers and to career teachers for licensure renewal; 5) the Greensboro Day School and Greensboro College Parent Education Forums which support workshops for cooperating teachers and Greensboro Day School faculty. This year's keynote speaker, Kay Hymowitz, discussed the pressures placed on children to grow up prematurely; and 6) the Guilford Day School and Greensboro College Proctor Special Education Forum which includes a workshop for cooperating teachers and Guilford Day School faculty. This year's keynote speaker John Maag, spoke on managing resistance and discussed intervention strategies. Curriculum support is provided to career teachers through: 1) a Character Education program for middle grades; 2) a Fine Arts Day for teachers and their students which focuses on choral and instrumental issues hosted by the music faculty; and 3) a Statewide Enrichment Classroom at a local elementary school. Continuing education opportunities are available through the evening course schedule and the add-on licensure programs. The Pre-Kindergarten Add-on program has been temporarily authorized for licensed Elementary and Special Education teachers. The Teacher Education program provides formal and informal support for career teachers through the Annual Alumni Awards Banquet where Greensboro College graduates are recognized and honored for their contributions to the profession; and the annual Elementary Education Reunion where graduates meet for a time of sharing, networking, and support; College faculty network with alumni to provide support for career teachers who face a number of challenges including being assigned to new grade level, helping teacher coordinator find BED faculty, maintaining informal contacts with career teachers sharing resources, network, and conference information.

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?

Greensboro College faculty are involved in the public schools in a number of ways. The Middle Grade faculty serve on the Guilford County Schools Advisory Commission on Character Education and as president of "After Gateway" a newly formed organization providing resource information and support to parents and families of severely disabled older students who have aged out of public school programs. Middle Grade faculty conducted Character Education workshops and also demonstrated creative writing lessons at area Middle Schools. The Elementary faculty volunteered to read to "at risk" students in elementary schools, conducted "Whole Language and Literacy" workshops, judged science fair projects, participated in pen-pal programs, and evaluated the Senior Project/Portfolios presented by Dudley High School students. The Music faculty hosted the North Carolina District Middle School Choral Festival and the All County high school festival, critiqued public school ensembles, conducted brass ensemble workshops for teachers and students, developed and hosted the Piedmont All Star High School Jazz ensemble. Jazz trumpet player, John Entzi, participated in workshops for college and high school students. The Music department hosted statewide Enterpe Music Club Scholarship auditions as well as the Greensboro Youth Symphony Orchestra rehearsals and concerts. Music faculty serve as adjudicators, provide workshops, assist public school music teachers, and provide performing opportunities. The music education coordinator serves on Board of NCMEA which assists and supports public school music programs across the state.

The English faculty served as judges for the O. Henry "Short Fiction" contest for the Guilford County Schools, conducted workshops in "Process Writing and Holistic Assessment," served as editors of student writing booklets, read Tennessee State Writing Assessment and SAT essays, and judged the competitive "Reflections" writing contest for Guilford County Elementary students. The Theater faculty facilitated high school juniors' theater workshop in performance and design, evaluated over 300 senior high school auditions in performance and design, conducted theater audition workshops for high school students at the state level. The Biology faculty served as science fair judges at Lincoln Middle School and coordinated judges for other area science fairs. The Art faculty host the Scholastic Art Award National Program and teach art classes a Global magnet school. Spanish Faculty conducted Conflict Resolution workshops for fourth grade students at local elementary school. The Math faculty worked on reviewing K-12 Math standard course of study for North Carolina and Math faculty spoke at a professional conference on "Examining Student's Understanding of Elementary Statistics." A math professor, who is also a native of Scotland, visited local area schools sharing Scottish culture and playing his bagpipes. Additionally a number of faculty serve on PTA boards, school leadership teams, SACS teams, and advisory boards.

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	2
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	37
	Other	0	Other	0
	Total	16	Total	41
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	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	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
	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
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	47
	Other	0	Other	0
	Total	11	Total	52
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)	.	7	6
Elementary (K-6)	.	41	14
Middle Grades (6-9)	.	56	27
Secondary (9-12)	.	34	14
Special Subject Areas (K-12)	.	20	11
Exceptional Children (K-12)	.	26	6
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	210	184	78
Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	182.1	
MEAN PPST-W	178.5	
MEAN PPST-M	181.23	
MEAN CBT-R	328.8	
MEAN CBT-W	324.76	
MEAN CBT-M	327.09	
MEAN GPA	3.21	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= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	9	6	11	9	0	0	0	0
Middle Grades (6-9)	2	0	0	0	0	0	0	0
Secondary (9-12)	1	1	2	2	0	0	0	0
Special Subject Areas (K-12)	4	1	1	1	0	0	0	0
Exceptional Children (K-12)	3	3	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	19	11	14	12	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
Elementary Education (K-6)	9	100
Music	1	*
Physical Education	2	*
Special Ed: Learning Disabilities	3	*
Special Ed: Learning Disabilities (NTE)	1	*
Special Ed: Mental Disabilities	1	*
School Pass Rate	17	100
PK/PLT	13	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	15	1	.	.	.	.
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	13	.	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	19	84.2	63.2

**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
Guilford	193
Rockingham	52
Forsyth	38
Randolph	33
Alamance-Burlington	27
Charlotte-Mecklenburg	22
Wake	22
Davidson	21
Asheboro City	11
Durham Public	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	3.63	3.60	4.00
preparation for managing the classroom	3.38	3.40	3.50
preparation for using technology as an instructional tool	2.75	3.40	3.67
preparation for meeting the needs of diverse learners	3.63	3.40	3.67
Preparation in curriculum content and delivery strategies	3.50	3.60	3.83
Number of surveys received	8	5	6
Number of surveys mailed	19	19	19

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
6	16	5