

- is held each spring on campus and members of the Department sponsor workshops for parents and students. Admissions counselors and staff distribute brochures about education and the Teaching Fellows program to potential applicants, and members of the Department provide personal contact with parents and students. Program graduates, who are teaching in middle and high schools throughout the state, and Department faculty, volunteering for Career Day programs at area public middle schools, provide another link to students making career decisions. Another recruiting tool used is the follow-up provided by faculty who continuously field phone calls, respond to emails, hold interviews, write letters, and meet with people who are interested in teaching. A growing licensure-only program at Meredith dictates that all faculty need to be involved with applicants who express interest in earning a teaching license.

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

Recruiting more minorities to Meredith College is a college-wide initiative and is a collaborative effort between the Admissions Office, the Education Department, and the Teaching Fellows Office. All faculty, staff, and students at Meredith College realize that a concerted and consistent effort must be made to recruit minority students to Meredith College and into teacher preparation. All prospective minority women receive literature on Meredith College, which highlights the Scholarship/Loan Program and the Teaching Fellows Program. Working closely with the Admissions Counselor for Minority Recruitment, we access schools, school guidance counselors and teachers regularly to express our commitment to having a diverse student population, and to encourage those interested in any area of education to consider Meredith College. The Admissions Counselor assists the members of the Department and the Teaching Fellows Director in targeting schools with high minority populations and minority students. Those students who inquire about Meredith College are contacted during a phone-a-thon by students, a member of the Admissions Office, a minority member of the faculty, and a member of Education Department and the Teaching Fellows Director, if the student indicated an interest in education. The College recruits at the CIAA Tournament held in Raleigh, NC and the Department will be represented during the 2002 tournament. When the campus hosts predominantly minority groups, the Education Department joins with departments across campus in actively recruiting prospects. Specific departments such as mathematics and science plus Teaching Fellows have outreach programs for middle school students, and information concerning teaching and Teaching Fellows is distributed. Realizing that the lack of financial resources prevents minority students from pursuing a college education, the members of Education Department have established the framework for an endowed scholarship for minority students committed to teaching.

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

An on-going support group for National Board Teacher Candidates began during the 2000-2001 school year with seventeen participants. We are in the process of recruiting teachers for the 2001-2002 school year. The Education Department at Meredith College is excited about other new initiatives on campus that directly impact its teacher preparation program. The College, continuing the technological literacy initiative, will institute the laptop initiative for the 2001 freshman class. Last year, the freshman Teaching Fellows class of 29 young women participated successfully in the pilot program, and will serve as laptop Fellows for all departments across campus during the 2001-2002 school year. They will be working on specific departmental technology projects, and will serve as assistants to the freshmen class as they receive and begin using their laptops. Community service has become a part of the total college program with the creation of an Office of Volunteer Services, and all teacher candidates in the elementary program will become a part of the Motherread program in the public schools. Several teacher candidates will be piloting the combination of a technology and professional portfolio that will be electronically produced. A newsletter for graduates that was suspended during the 1997-98 school year due to funding restrictions will be communicated

electronically in fall 2001. In addition, the Education Department is investigating becoming a School of Education during the 2002-2003 school year.

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

Many support systems are in place for beginning teachers. The implementation of its first teacher retention conference during the 1999-2000 helped the members of the Department and the College know that a conference of this type was needed. The second "Supporting Teachers in North Carolina Conference," funded by an in-house grant, was held in April 2001, and focused on areas of concern identified by teachers with fewer than five years experience. The free weekend conference allowed over 45 middle, secondary, and K-12 program graduates and their invited guests to come together to discuss and propose solutions to problems faced by young teachers. Among the seminars held were: "A Dialogue on Diversity," presided over by Marvin Pittman, Assistant to the State Superintendent; classroom management, a panel discussion on ILT portfolio development, a presentation on Pathways; and, National Board Certification. Its success has prompted the College to support the conference financially every year. Program graduates who begin teaching assignments in the spring semester do not have an assigned mentor and usually have tough teaching assignments. Members of the Department are offering to serve as mentors to program graduates who accept interim positions in area schools. We believe that this is a valuable service both to the beginning teacher and to the school. E-mail has made contact with program graduates routine, especially if they have moved to other areas of the state. It is through electronic mail that members of the faculty, both in Education and content areas, can assist new teachers in their classrooms with re-assessment of organization and classroom management strategies, the ILT portfolio, and in the development of assessment strategies. All teacher candidates use First Days of School during their internship, and continue to use the book and videos during their first years of teaching. In addition, all school systems/schools who hire our program graduates are urged to remain in contact with Meredith, electronically, by telephone or letter, on the progress of the new teacher, and if problems are indicated, are encouraged to contact members of the Department or specific content area for assistance. Occasionally, at the request of an administrator or a program graduate, the members of the Department provide assistance to a beginning teacher who completed a teacher preparation program outside the area or the state. As part of our continuing support, media and graphics support, such as video and audio editing, and the curriculum library are available to all Meredith program graduates.

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

Meredith College is consistently committed to career teachers in a variety of areas. The Department initiated the Teacher Inquiry Group for teachers to discuss research that they are involved in or want to initiate concerning their students' learning and their own teaching. The group meets monthly for a potluck dinner to exchange views on current educational practices and issues, to present research projects, discuss the major learnings that have taken place, and to receive assistance in areas of difficulty. Research presented during the 2000-2001 school year ranged from a bilingual teacher's understandings and teaching of her English-learning, Spanish-speaking immigrant students to the evaluation of the effectiveness of a writing program. Several faculty presented with teachers at international, national, and state conferences, including the International TESOL Conference. The College has become a support site for teachers seeking National Board Certification. Career teachers who are Nationally Board-certified serve as consultants facilitating the support groups, and reviewing the writing samples and video segments. With our new site-based approach to the portfolio assessment, the expansion of the use of technology in the schools is becoming evident. Cooperating teachers are more encouraged to use technology in the classroom, and are more open about its use. While we are providing training for cooperating teachers and faculty on the assessment of technology portfolios, students are involved in the technology training of their cooperating teachers. Through MentorNet, cooperating teachers have free training and development in technology. Faculty connected with the Education Department throughout the

campus regularly conducted workshops and institutes for NCDPI and area schools. A two-day workshop was held for teachers at a local elementary school on "Learning about ESL Students." Career teachers and/or beginning teachers serve on all program committees of the Department. Career teachers were presenters at the second annual "Supporting Teachers in North Carolina Conference" for beginning teachers held in spring 2001. The Education Department hosts a fall and spring banquet/seminar for cooperating teachers where they are kept abreast of the changes in teacher preparation. Cooperating teachers and their students are able to attend theater arts programs at reduced charge, and have access to materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Media Services in the library provides the Star Distance learning programs, taped off-air from satellite, that are used by area school systems for workshops. Meredith College, through its continuing education program, offers classes, such as classroom management, technology-based design classes, "Writing Across the Curriculum," and art history classes for teacher renewal credit. In addition, the Department arranges for NCDPI to host technology training sessions on campus for teachers.

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

The campus-wide commitment to education is consistently clear. Faculty members and students regularly present at conferences, such as the Workforce Development Summer Workshop sponsored by NCDPI, and conferences held by the North Carolina Teachers of Mathematics and North Carolina Science Teachers Association, all attended by classroom teachers. The Theater Arts Department tours age-appropriate plays to area schools and offers after-school classes for public school students, and teachers and their students attend college performances at reduced rates. In a college-public school collaboration, the head of theater production at Meredith College also serves as an adjunct faculty member at a local magnet high school. The College hosted Wesley Eure, author of the children's book, *A Fish Out of Water*. The book was illustrated by our graphic art students, and in collaboration with the Dance Department, became a dance presentation at one of our partnership middle schools. In addition, the Dance Department offers an intensive dance conference that teaches movement technique, pedagogy, and somatic studies. The English Department faculty offer summer workshops for teachers in World Literature in preparation for the 10th grade non-Western curriculum, and writing symposia for teachers and members of the community. Biology faculty sponsor workshops at North Carolina Biotechnology Center and provide hands-on paper and wet laboratories that teachers can integrate into the curriculum. Members of the Foreign Language Department participate and host meetings of the Wake County Organization of Foreign Language Teachers. And, the Foreign Language Department sponsors a program at Wake Technical Community College for Meredith students and ESL students to tutor each other. Many faculty throughout the College are called upon to be guest speakers in classrooms, grant writing collaborators and serve as committee members in their areas of expertise, such as early childhood, literacy, assessment, theatre arts, and religion. Faculty have worked directly with schools to assist in school design and the use of space. A faculty member in the Psychology Department is a member of the volunteer staff and conducts programs for parents at the Lucy Daniels Center for Early Childhood. Communications Department faculty regularly judge the high school Shakespeare speaking contest, and English faculty teach Shakespearean plays to elementary, middle and high school students. Science faculty participate in the Science-By-Mail program in which teachers and students partner with a "volunteer scientist" who corresponds with the students about projects, and they routinely judge science fairs in elementary, middle, and high schools. During spring 2001, faculty from across campus enthusiastically judged a virtual science and technology designed by students at a local magnet high school. During the summer, the Mathematics Department collaborates with NCSU in hosting Girls on Track for diverse middle school girls from throughout North Carolina; sponsors Math Week, a residential program for young women who are rising high school sophomores, with NCSU; and, during the summer of 2001, directed TEAM II, Teaching Excellence and Mathematics, a residential program 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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	149
	Other	0	Other	0
	Total	0	Total	153
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	63
	Other	0	Other	0
	Total	0	Total	65
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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	1
	Total	0	Total	7
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	36
	Other	0	Other	1
	Total	0	Total	42

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)	3	3	.
Middle Grades (6-9)	2	2	1
Secondary (9-12)	.	.	.
Special Subject Areas (k-12)	10	10	1
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	15	15	2
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	182.88	
MEAN PPST-W	179.31	
MEAN PPST-M	182.40	
MEAN CBT-R	330.18	
MEAN CBT-W	321.83	
MEAN CBT-M	323.09	
MEAN GPA	3.35	3.15
MEAN MAT		52.87
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)	6	6	2	2	0	0	0	0
Elementary (K-6)	36	32	20	19	0	0	0	0
Middle Grades (6-9)	5	4	2	2	0	0	0	0
Secondary (9-12)	9	8	3	2	0	0	0	0
Special Subject Areas (K-12)	15	12	4	3	1	1	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	1	1	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	71	62	32	29	1	1	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	4	75
Biology	2	*
Elementary Education (K-6)	64	97
English	5	100
English as a Second Language	2	*
Family & Consumer Sciences	1	*
French (K-12)	2	*
Language Arts (6-8)	1	*
Mathematics (9-12)	2	*
Music	4	100
Physical Education	3	*
Reading (graduate level)	2	*
Social Studies (6-8)	4	100
Social Studies (Comprehensive)	4	100
Spanish (K-12)	2	*
School Pass Rate	102	96
PK/PLT	98	98
* 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	42	17	9	1	.	.
U Licensure Only	22	5	1	.	.	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	1	.	1	.	.	.
Masters Degree	.	.	.	.	1	.
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	121	95.0	66.1

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

LEA	Number of Teachers
Wake	550
Johnston	67
Forsyth	51
Charlotte-Mecklenburg	48
Guilford	43
Harnett	43
Durham Public	42
Nash	41
Cumberland	34
Granville	34

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	3.61	3.64	3.78
preparation for managing the classroom	3.42	3.50	3.75
preparation for using technology as an instructional tool	3.29	3.39	3.55
preparation for meeting the needs of diverse learners	3.45	3.54	3.43
Preparation in curriculum content and delivery strategies	3.61	3.64	3.58
Number of surveys received	31	29	40
Number of surveys mailed	85	85	85

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	24	11



IHE Performance Report

2000-2001

Methodist College

IHE Performance Report

Methodist College

2000 - 2001

Overview of the Institution

Methodist College is a diverse, co-educational, four-year, independent liberal arts college located in Fayetteville, North Carolina. The student population of approximately 1800 includes not only traditional residential students, but commuters of all ages, including a large evening and weekend college contingent, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities and international students. The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The academic area has seven divisions: Education and Physical Science, Business and Economics, Fine Arts, Humanities, Medical Science, Sciences, and Social Sciences.

Special Characteristics

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction. The unifying theme of the program is the Facilitative Teacher. The model focuses on the importance of both the cognitive and affective domains in the learning process. As part of the requirements for the field experiences, students spend between ninety and one-hundred-and-twenty hours observing in the public schools at three different grade-levels before student teaching.

Program Areas and Levels Offered

The Teacher Education Program offers teacher licensure in the following specialty areas: Elementary Education, Special Learning Disabilities, Middle Grades Education (Math, Science, Social Studies, and Language Arts), Physical Education and Health, Music Education, Art Education, Spanish and French, Secondary Education (English, Biology, Social Studies, and Math), School Social Work and add-on certification in Reading and Academically Gifted.

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

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

The Teacher Education Program has partnerships with W.T. Brown and E.E. Miller Elementary Schools. Student Teacher block courses are held at W.T. Brown and teachers there serve as resource contacts and conduct guest lectures. Teachers from E.E. Miller, an A+ school, serve as resource contacts and student teachers observe cooperative learning programs at the school. The Teacher Education Program expanded its partnership with Cumberland County Schools' Teacher Cadet Program. This program was implemented at all nine high schools in the county with the goal of encouraging high school students to become teachers. The Teacher Education Program is part of a Technology Group with four other colleges. Its purpose is to develop collaborative grants with public schools to enhance technology. We also belong to the Sandhills' Regional Educational Consortium that is composed of school representatives from six counties. The Teacher Education Program seeks input from school practitioners regarding curriculum and program decisions. Two public school administrators serve on the Teacher Education Committee. Field experience students and student teachers are placed in six

surrounding counties. A Cumberland County teacher is a member of the Technology Review Panel. Two teachers from Cumberland County and one from Fort Bragg Schools serve as adjunct faculty for special education classes and a teacher from Robeson County and one from Hoke County Schools teach gifted education.

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

Professor Jerrie Bundy, sponsor of the Student Council for Exceptional Children (SCEC), was a liaison for student volunteers at Pauline Jones Elementary School. Methodist students tutored children in reading and math. Professor Jaunita Heyward served as the SACS Team Chair for Lillian Black Elementary School.

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

Preservice teachers gain technological competence through a variety of experiences. All Education faculty incorporated technology in their course syllabi that included: communication via e-mail with students, use of the Internet, NC-Live, and other online resources, relevant web-sites, electronic portfolios, word processing, spreadsheets, database management, and graphic programs. Students compile technology portfolios that are reviewed by a panel. All teacher education students are required to successfully complete an Educational Technology course. All Field Experience students maintain paperless records. They enter their timesheets, responsibility and activity forms, and lesson plans online. College supervisors then view students' progress and record classroom observations online. Professor Beck has implemented technology that will enable faculty to submit field experience and student teacher observations via e-mail. He also conducted three workshops for Cumberland County teachers: Using Multimedia Tools in the Classroom; Developing Classroom Activities Using Technology; and a Computer Lab Facilitators Workshop. Beck also conducted an administrators' workshop on the ABC Test Data. In addition, he developed an online technology program for Education faculty development at Methodist College that may be taken for 1-3 CEUs. He is also available to discuss technology concerns with graduates.

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

To accommodate Lateral Entry teachers, the Department of Education, implemented the Alternative Professional Program for Lateral Entry Teachers (APPLE). This program includes communication through a periodic newsletter, cost-free Praxis Seminars scheduled in the late afternoon so teachers may attend, and the assignment of an Education faculty supervisor who at least twice during the semester will visit, observe, and provide constructive feedback for first and second year Lateral Entry teachers. The program also includes a special Saturday luncheon seminar with sessions on classroom management, learning styles, student diversity, brain-based research, licensure requirements, and special concerns of the teachers. Dr. Benstead met with each class that enrolled Lateral Entry teachers to discuss their needs and concerns. The Department of Education also has developed an online course, Introduction to Education, that is required for all students seeking teacher licensure. They may now complete this course from home or school during the evenings or weekends at their convenience. Dr. Elizabeth Belford, Education, serves as an advisor for students taking evening courses. The Teacher Education Program offers a number of courses during the evenings and on weekends and has widely distributed Lateral Entry brochures.

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

Four review sessions were held free-of-charge to prepare students for Praxis I. Reading, Writing, and Math skills, test taking strategies and practice tests were included in the sessions. As many as twelve students attended one or more sessions. Students also have free access in the Education Technology Lab to LearningPlus, a computer-based tutorial developed by ETS to

help students prepare for Praxis I. During Field Experience I, students are required to complete at least ten hours of the tutorial. In addition, new Praxis software is being installed. Dr. Benstead, Division Director, and Dr. Foster, Chair of Education, met with each of the specialty area coordinators to review specialty scores, align course content with test content, and develop appropriate strategies to improve students' scores. Education faculty meet individually with students who need assistance preparing for the Praxis.

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

Methodist College's partnership with the Cumberland County Schools' Teacher Cadet Program (designed to encourage high school students to become teachers) is now in place. The program has been implemented at all nine county high schools. Approximately 115 students enrolled in an education course that was accompanied by classroom observations. This year the Education Department initiated and offered two college credit courses, Education 142 and 242 at Douglas Byrd High School. Dr. Virgil, an African American adjunct faculty member taught Education 242, Field Experience II. The College President, Dr. Elton Hendricks has allocated special scholarships of \$1,000 per year for graduates of the Teacher Cadet Program who attend Methodist College. Education faculty visit IDS classes (an orientation and study skills class for freshmen) to discuss the Teacher Education Program and the teacher shortage. Each fall, an Open Education Meeting is held on campus for students who have not declared a major. Education faculty present an overview of the Teacher Education Program and answer students' questions. During the summer, the Admissions Office invited high school counselors to campus for an orientation meeting. The Chair of the Education Department met with the counselors to discuss the education program. During Freshman Orientation, the Chair meets with incoming students and their parents to discuss Teacher Education. On parents weekend, Professor Beck conducted a power point presentation of the Teacher Education Program.

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

Approximately one-third of the students in the Introduction to Education course offered for the Teacher Cadet Program at Douglas Byrd High School are African-American. During the Spring semester, an African American Adjunct Professor taught Education 242, Field Experience II, a College Credit Course at the high school. Education Professors Foster and Heyward participated in Career Day at a predominately African American high school, E.E. Smith. Approximately forty African American students attended their presentation last fall. The college also actively recruits other minority students. The education faculty made presentations to IDS classes, an Open Education Meeting, and College Career Day. Each group included a number of minority students attending the college. Once minority students enroll at the college, they are made aware of programs designed to provide additional academic support. These include the IDS classes, the Student Resource Center (which provides free tutorial services), and the Writing Center.

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

Dr. Jo Ann Parkerson, Education, published *Transitions in American Education: A Social History of Teaching*, Routledge/Falmer, April, 2001. She attended a 3-day NCATE Workshop in D.C., a half-day NCDPI Title II Training Session, the History of Education Society Meetings in San Antonio and the Social Science History Association Meetings in Pittsburgh. Drs. Gillie Benstead and Jim Foster were NCDPI assessors for teacher portfolios, that are required for Performance Based Licensure. Dr. Benstead presented a paper titled "Teacher Education and Teacher Licensure in North Carolina" at an AACTE sponsored conference on Japanese/United States Teacher Education held in Tacoma, WA. She also reviewed Title III grant proposals submitted by colleges and universities for the U.S. Department of Education's Office of Postsecondary

Education. She attended three SACS training sessions and a 3-day NCDPI meeting on Education Programs. Professor Jaunita Heyward observed elementary and high school classes in Kenya, Africa. She also discussed international comparative aspects of education and schooling with education faculty at the University of Kenyatta. In addition, she attended a two-day NCATE training workshop in Rock Hill, South Carolina. Professor Frank Beck attended a statewide IHE Technology Meeting at Appalachian State University. Professor Foster attended a SACS Facilitator Training Workshop for public schools, the NCTE Forum, two state NCATE Workshops, and served on the State Evaluation Committee for Teacher Education Programs. Each semester, the Education Department sponsors a Soup & Sandwich Luncheon for education students. A guest lecturer from the public schools presents a current topic of interest. This year's topics focused on School Safety and Child Abuse. Each semester the Department of Education co-sponsors a joint meeting for Methodist College and Fayetteville State University student teachers. At the luncheon there is a presentation on a relevant topic, such as Brain-Based Research.

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

The Department hosted an Initial Licensure Training Workshop for approximately 150 second year teachers from Cumberland County Schools. Drs. Benstead and Foster assisted teachers on the Reflective Writing section of their portfolios. Dr. Foster served on the DPI-PBL Portfolio Review Team and reviewed ILT portfolios from several curricular areas. Additionally, Education Faculty are available to visit and give positive feedback for beginning teachers, and have expanded their use of e-mail to facilitate communication and provide additional support. Methodist College hosted an Education Job Fair for our student teachers and invited Fayetteville State and Campbell University students to attend. Dr. Foster and our education students also participated in the Cumberland County Job Fair. Recent graduates participate in the Teacher Education Alumni Association that sponsors a Homecoming Breakfast featuring the Teacher of the Year as guest speaker. Graduates are sent the biennial Teacher Education Newsletter to keep them informed and in-touch with the faculty. Special newsletters are sent to first year teachers. Also during their first year of teaching, they are sent a follow-up evaluation of the Teacher Education Program accompanied by a letter inviting them to campus. Comments and suggestions from the beginning teachers are used to help modify the program. Education faculty help first year teachers set up their classrooms, provide advice on discipline and classroom management, and other concerns of beginning teachers.

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

The faculty of the Department of Education collaborate with the Cumberland County Schools to provide staff development programs for career teachers. Drs. Benstead and Foster met with Cumberland County School administrators and formulated a college credit special topics course that would be tailored to the needs and interests of teachers. The three semester hour course is titled "Trends, Issues, Curriculum Design and Professional Development." Also Drs. Benstead and Foster participated as support personnel at meetings for teachers in the Cumberland County Schools seeking National Board Certification. Dr. Benstead provided professional support for a 3-day workshop, the NC Catalyst Program, that helped teachers create web-based lesson plans. Physical Education Professor Johnson helped a physical education teacher prepare for her National Board Certification. The Teacher Education Program offers one CEU credit for cooperating teachers of field experience students and two CEU credits for our cooperating teachers of student teachers. We also conduct a ten-hour seminar that provides an additional one CEU credit for cooperating teachers. At the conclusion of the student teaching semester, the cooperating teachers and student teachers are honored with a special luncheon hosted by the college. A guest speaker delivers a motivational lecture on teaching. Education faculty present workshops for the Annual Education Forum co-sponsored by Fayetteville State University and Cumberland County Schools.

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

All education faculty are involved in the k-12 schools as are ten departments in the Arts & Sciences. Dr. Benstead chaired the SACS Team for Scotland County and served on the Community Committee for Moore County's "1st in America Pilot School System." Professor Jaunita Heyward was SACS Facilitator for four schools; served as Chair, Board of Directors for a charter school; was guest speaker for a middle school and conducted a workshop for pre-school teachers. Professor Bundy, organized a conference for parents of special needs children where Professor Heyward led a reading workshop and other Education faculty participated. Professor Bundy served on the Cumberland County's Parent Advisory Council and her SCEC students assisted with the Special Olympics in two County Schools. The P.E. Department collaborated with an elementary school and 50 majors assisted with Field Day and Fitness Testing. Dr. Johnson participated in a P.E. workshop. Athletic Director, McEvoy continued his program where athletes regularly read aloud to school children and they hosted over 100 fourth graders on campus. Six youth sports camps were held. Four athletic trainers participated in high school career days. McEvoy was guest speaker at a middle school. Dr. Cohn had his students conduct drama sessions in schools. The Theatre Department presented six school matinees. Math Professor Jones presented a session for parents of special needs children; coordinated an elementary math fair and recruited twelve majors to help. Professor Greene, English, conducted an elementary writing workshop and a poetry writing workshop for 6th graders, gave a speech at a middle school and was a panelist for the gifted at Duke. History Professors Lydon and Ziegler led a H.S. global studies seminar. Dr. Lassiter, Psychology, conducted a workshop at a H.S. and Professor Vonnegut gave a presentation at a H.S. The Social Work Club donated \$100 to an elementary school for their disabilities program. Professor Foster, P.A. Program, tutored math at an elementary school, participated in health career days at two high schools and was on the Health Academy Board of Directors at a H.S. Music Professor Parsons was state Coordinator for the H.S. Honors Chorus Auditions; conducted performances at the state event, coordinated a Choral Music Festival for nine school districts (assisted by two other music professors) and organized a music and choral event for students. The college sponsors a Musicamp each summer and three music professors participate. Professor Foti conducted an Art Workshop for elementary and preschool children. Education students participated. College President Hendricks regularly read aloud to a primary class.

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	1
	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	1	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	1	Total	12
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
	Total	0	Total	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)	.	.	.
Elementary (K-6)	.	.	.
Middle Grades (6-9)	3	3	2
Secondary (9-12)	2	2	1
Special Subject Areas (K-12)	3	3	2
Exceptional Children (K-12)	2	2	2
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	10	10	7
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	181.8	
MEAN PPST-W	179	
MEAN PPST-M	181.25	
MEAN CBT-R	329.13	
MEAN CBT-W	323.75	
MEAN CBT-M	323.22	
MEAN GPA	3.41	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)	7	0	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	1	0	0	0	0	0	0	0
Special Subject Areas (K-12)	3	2	0	0	0	0	0	0
Exceptional Children (K-12)	2	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	13	2	0	0	0	0	0	0
 Comment or Explanation								

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

	1999 - 2000 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	6	67
Mathematics (9-12)	2	*
Physical Education	3	*
Social Studies (Comprehensive)	1	*
School Pass Rate	12	67
PK/PLT	9	89
* 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	13	0	0	0	0	0
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
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	15	73.3	66.7

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
Cumberland	340
Harnett	37
Wake	26
Robeson	17
Guilford	16
Sampson	16
Hoke	12
Bladen	11
Moore	10
Onslow	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	3.33		3.00
preparation for managing the classroom	3.00		3.00
preparation for using technology as an instructional tool	3.67		4.00
preparation for meeting the needs of diverse learners	3.00		4.00
Preparation in curriculum content and delivery strategies	3.67		4.00
Number of surveys received	3		1
Number of surveys mailed	10	10	10

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	8	4



IHE Performance Report

2000-2001

Montreat College

IHE Performance Report

Montreat College

2000 - 2001

Overview of the Institution

Located in the mountains of North Carolina, just east of Asheville, Montreat College is a Christian liberal arts institution committed to the integration of faith and learning. With approximately 400 "day" or traditional students on campus and 700 "adult" or non-traditional students off campus at centers across North Carolina, with branch campuses in Charlotte and Asheville, Montreat maintains a 12:1 student-faculty ratio. Our size allows diversity in the student population and, at the same time, individual attention. Personal interaction between students and faculty in and out of the classroom develops an academic atmosphere in which all share in the pursuit of learning. Montreat College is affiliated with the Presbyterian Church (U.S.A.). The conceptual framework of Montreat's Teacher Education Program is "reflective communication." A Reflective Communicator is an instructional leader who, through reflection, adjusts content and method for a given audience, and purpose; through methods courses, technology and content portfolios, and with copious field experiences--with practice and feedback--students learn to be reflective; students learn, to "read" the audience, purpose and context and to create the optimal learning environment. Montreat's conceptual framework "Teacher as Reflective Communicator" focuses on teaching students how to teach K-12 curriculum (knowledge, skills, and dispositions) while considering students' different needs. Professors' modeling and students' practicing cognitive, affective, and skill development models of teaching further enhance the reflective communication essential to preparing competent, caring, and reflective teachers.

Special Characteristics

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress. Pre-service and in-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans. Montreat also collaborated with UNC-Asheville in the Computer Literacy Initiative teaching low-achieving 8th grade students in the use of technology.

Program Areas and Levels Offered

The Montreat College Teacher Education program requires completion of a Professional Education Core, Specialization, Concentration, and 17 semester hours of Field Experience/Student Teaching courses necessary to qualify for North Carolina Class A Teaching Licensure in the following areas: Elementary Education (K-6) and Secondary Education (7-12) in the area of Mathematics.

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

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress. Pre-service and in-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans. Montreat also collaborated with UNC-Asheville in the Computer Literacy Initiative teaching low-achieving 8th grade students in the use of technology. Montreat College teacher education students and faculty conducted an all-day class in the computer lab at Asheville Middle School for six groups of students: two sixth grade classes, two seventh grade classes, and two eighth grade classes. These classes were involved in the use of technology as a learning tool. The College President, Dean of the Faculty and faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students). Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons instructional program, and making available computer laboratory and library resource facilities on the college campus. For many years, the college has shared facilities with the community including Anderson Auditorium, the Nelson-Bell Library, the Chapel of the Prodigal, Gaither Chapel, Belk Campus Center, and Newell Athletic Field. The college encourages faculty research, including but not limited to, Pew Grant fellows, and technology research publication and presentations. The drama program supports and delivers strong cultural activities for all segments of the population. Public school persons are invited to sit on college committees including the Teacher Education Committee and Board of Trustees. College students participate in tutoring at the Presbyterian Children's Home for underprivileged and culturally diverse students.

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

There were no low-performing schools identified in our area in 2000-2001. Montreat collaborated with UNC-Asheville in the Computer Literacy Initiative teaching low-achieving 8th grade students in the use of technology during the summer 2001. The three-week initiative included three Montreat faculty teaching low-achieving eighth-graders in the use of technology. Montreat College teacher education students and faculty also conducted an all-day class in the computer lab at Asheville Middle School (April, 2001) for six groups of students: two sixth grade classes, two seventh grade classes, and two eighth grade classes. These classes were involved in the use of technology as a learning tool.

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress. Pre-service and in-service teachers each receive a laptop to aid in the

integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 teachers and 28 Montreat Teacher Education students in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans. Montreat College sponsored three summer institutes in the use of integrating technology into the North Carolina Standard Course of Study. A total of 125 in-service teachers attended these summer institutes.

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

Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina. Our lateral entry policy was formally put into place in the spring of 2000. The college provides extensive professional development in the area of teaching with technology. These professional development courses are available to non-licensed teachers teaching in the public/private school sectors. All summer institutes, the expertise of the faculty and chair, and the resources of the Teacher Education Division are made available to Lateral Entry and professional development candidates without cost to the participant. In some instances, tuition costs are waived for the professional development courses. The opportunities for lateral entry professionals were personally presented to approximately thirty-four local K-12 schools beginning spring 2000. During the 2000-2001 academic we had 28 teachers enrolled in the professional development program "Teaching with Technology". At this time, we have one lateral entry student enrolled.

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

Our efforts to improve PRAXIS scores included the structure of the academic program that we required and special extra-curricular efforts which we planned and implemented. Our greatest insurance of student success on the PRAXIS came from the rigorous academic and professional courses of study required for our students. The division offers PRAXIS preparation and follow-up workshops for students in all programs during required seminars in education. Individual faculty have worked with students who have experienced difficulty. The division provides personal PRAXIS assistance and tutoring for students required to take the PRAXIS exams. Extensive resources for students and teachers are made available on an on-going basis. Practice exams are required for all teacher education students prior to the exam. Faculty in other areas on campus are available for personal instruction. The college provides a computer lab for writing staffed by an English faculty member. The lab is open daily for students to gain assistance and instruction in writing. When students' PRAXIS results arrive, our teacher educators analyze them in department meetings to identify common areas of weaknesses; we use the data to revise instruction.

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

Montreat invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities are encouraged to attend. Faculty from the teacher education division presents orientation sessions to these high school guidance counselors. The college recruitment literature/brochure has been totally redesigned to be available and appealing to prospective students, particularly minority students. Teacher Education has a special section in the high-tech quality literature. The teacher education division works closely with the athletic department in recruiting students interested in teacher education. The athletic department actively seeks to recruit students from a diverse population. Through telephone contact, direct school contact, personal letters, questionnaires, and personal visitation, the department contacts a wide variety of prospective students.

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

The college education faculty works closely with the administrators and teachers of low-performing schools, particularly Asheville City Schools. During the summer of 2000, the college faculty collaborated with the University of North Carolina, Asheville, to assist low-performing eighth-grade reading students using technology. The college offered faculty expertise and technology resources to enhance reading instruction during the five week program. Montreat College teacher education students and faculty conducted an all-day class in the computer lab at Asheville Middle School for six groups of students: two sixth grade classes, two seventh grade classes, and two eighth grade classes. These classes were involved in the use of technology as a learning tool. Montreat teacher education students distributed information about Montreat's Teacher Education Program.

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

Montreat College teacher education students and faculty conducted an all-day class in the computer lab at Asheville Middle School for six groups of students: two sixth grade classes, two seventh grade classes, and two eighth grade classes. These classes were involved in the use of technology as a learning tool.

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

Montreat faculty relationship with graduates is close. Former students contact faculty for advice and support. Principals in area schools alert faculty about job openings and their desire to employ Montreat graduates. Former students are involved professionally with faculty on the Teacher Education Committee and through the Future Teachers of America organization at McDowell High School.

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where in-service teachers participate with archivists at the Library of Congress. In-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 career teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans.

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

The "An Adventure of the American Mind" project provides instruction to K-12 teachers in even the remote areas of Western North Carolina. Planning for instruction and technology integration into the K-12 curriculum continues with the Native American population at Cherokee, North Carolina. The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. The experience culminates with a week-long "adventure" to Washington D.C. where in-service teachers participate with

archivists at the Library of Congress exploring our nations' culture and heritage. During the 2000-2001 academic year, over 200 pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. The College President, Dean of the Faculty and education, English, and history faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students) to align the "An" Adventure of the American Mind" training/instruction with the North Carolina Standard Course of Study. During the fifteen week intensive training, in-service teachers must produce a technology portfolio which includes mastery of technology skills integrated with lessons for the K-12 classroom which align with the North Carolina Standard Course of Study. Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons instructional program, and making available computer laboratory and library resource facilities on the college campus. College faculty visit on a regular weekly basis to provide support and further personal one-on-one training to in-service teachers. Each in-service teacher is provided a laptop to keep at the end of his/her eighteen month commitment to the project. Tech support is provided by the college to insure success for the in-service teachers' academic endeavor to integrate technology and the North Carolina Standard Course of Study.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	4	Total	14
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
	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)	.	.	.
Elementary (K-6)	3	3	.
Middle Grades (6-9)	.	.	.
Secondary (9-12)	.	.	.
Special Subject Areas (k-12)	.	.	.
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	3	3	.
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	180.33	
MEAN PPST-W	176.60	
MEAN PPST-M	183.21	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.35	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
Comment or Explanation		


D. Program Completers (reported by IHE).

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

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

	1999 - 2000 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. 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	9	15	10	9	.	.
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						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	1	0	0

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

LEA	Number of Teachers

- 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.

No information available.

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	1	1



IHE Performance Report

2000-2001

**NC A&T State
University**

IHE Performance Report

North Carolina A&T State University

2000 - 2001

Overview of the Institution

After last year's IHE report, the School of Education (SOE) reflected on its report and made deliberate decisions to work more closely with schools, beginning teachers, candidates and to employ the entire University in its efforts. The current report reflects the best of what we have been able to do on a consistent basis to improve the performance of all students. North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant Historically Black University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, effective public service, and service to public schools. The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an approximate enrollment of 7,500 students in eight colleges or schools. These include the College of Arts and Sciences, College of Engineering, School of Agriculture, School of Business and Economics, School of Education, School of Graduate Studies, School of Nursing, and School of Technology. In addition to the School of Education, four of the colleges or schools have teacher education programs: the College of Arts and Sciences, School of Agriculture, School of Business and Economics, and the School of Technology. The University offers degree programs at the baccalaureate, masters and doctoral levels with emphasis on teacher education, engineering, agriculture, science, technology, literature and other academic areas. Research is conducted collaboratively by the faculty within the University and with other agencies including public schools, IHEs and industry.

Special Characteristics

North Carolina A&T State University is a Historically Black College (HBCU) and is classified as a Land Grant University. It is the largest producer of African-American teachers in North Carolina; and according to Black Issues in Higher Education (2000), NC A&T State University is in the top ten universities producing African-American teachers in the nation. With the demand for a teacher force that reflects the diversity of our society, NCA&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. We offer a large range of licensing possibilities with 31 graduate and undergraduate licensure programs. Especially significant is our special programs to attract underrepresented populations to teaching science, mathematics, technology, and special education. We have enrolled students with an average SAT score of 850 and prepared them to compete with students who are licensed from institutions with SAT averages above 1000. Concurrently, we have raised standards for formal admission (2.8 GPA) and completion of the Teacher Education program (pass Praxis II before admission to student teaching). During the annual Teachers Career Day co-hosted by UNC-G and NCA&T, over 140 school district representatives actively recruited our students. Undergraduate students are taught by a diverse and competent faculty with ninety-nine percent holding the terminal degree. The University is lauded for special programs that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Math and Science Education Consortium (GAMSEC), GEAR-UP, NYSP, SMEAC, Project GRAD, RAP, Upward Bound, and McNair Summer Scholars Program.

Program Areas and Levels Offered

Pre-Kindergarten (B-K) Birth through Kindergarten (4) Elementary Education (K-6) Elementary Education (4,5) Secondary Education (9-12) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4,5) Comprehensive Social Studies (4,5) History (4,5) Special Subject Areas (K-12) Physical Education (4,5) Theatre Arts (4) Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Exceptional Children (K-12) Cross-Categorical (4) Vocational Education (7-12) Agriculture (4,5) Family and Consumer Science (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4) Vocational Business Education - Data Processing (4) Career Exploration (add-on) (4,5) Technology Education (4,5) Special Service Personnel (K-12) Counselor (5) School Social Worker (4) Media Coordinator (5) Instructional Technology (5)

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.).

A&T has continued to build upon and use its University-School Partnership (Partnership) with 19 schools in Guilford and Alamance County school systems as its main collaborative agent to proactively engage the schools in the teacher education process. The Partnership has been used to establish numerous other collaborative arrangements between faculty and public schools. To ensure that ongoing partnerships are developed and maintained, a full-time person from the Dean's Office is charged with the responsibility of coordinating partnership arrangements. PDS partners continue to collaborate with the teacher education program via the following activities: three (3) co-teaching activities in elementary education and foundations courses; public school teachers and University faculty designed and delivered instruction for the specialty block in elementary education (CUIN 510-515) and foundations (CUIN 625); continued the employment of a clinical faculty on loan from the Guilford County Schools; continued to use interactive video links between public schools and University classrooms; and funded four program improvement proposals from partnership schools. Board certified public school teachers work with graduate faculty to align the graduate curriculum with national board standards to ensure that the graduates are ready for the NBPTS certification examination. In addition, board certified teachers participated in the alignment of the undergraduate curriculum that address Praxis II specifications. Public school teachers assisted in alignment of basic skills to Praxis I competencies. Faculty members completed a ten-hour faculty exchange during the fall and spring, conducted adapted physical education class activities and participated in the student field day at McIver Education Center. Faculty from the Schools of Education and Agriculture planned and implemented children's story productions for over 200 students using original story production materials. Our partners continue to participate in dialogue about pre-service field experience sequences and provide feedback concerning specific courses and the number of hours to be required per course. Partnership schools are actively involved in preparations for the NCATE visit scheduled for April 2002 via their participation in the development of the program assessment system. Other examples include using clinical faculty in partnership schools and 28 non-partnership schools to work directly with supervisory teachers. Another collaborative activity involves 123 public school teachers from eight (8) school districts participating in a NBPTS Conference facilitated by two (2) NBPTS teachers. SOE planned, developed, and implemented workshops for University and public school faculty on Praxis I & II, grantsmanship, and technology. A mentoring program designed to close the minority student achievement gap in North Carolina is being conducted at Foust Elementary and Southern Middle School. This program supported collaborative mentoring activities for 53 at risk youth, 12 University faculty, and 8 public school teachers. The SOE faculty met with 2 public schools to develop an approach to disaggregate data (ABCs test) to more appropriately align curriculum and close the minority achievement gap.

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

A&T State University is making concerted efforts to work with low-performing public schools in its service area. The SOE wrote a grant to address the needs of five low-performance high schools. While there are no schools within the "service area" that meets the states criteria for low performing, there are multiple schools with large numbers of low performing students. Much of our emphasis is aimed at providing programs and activities to enhance the performance of low performing students in our service area. For example, students from the University are encouraged to mentor students in low performing schools. An after school program in collaboration with low-income housing has been designed to help children in the area. Another program has been designed to work with students from rural areas (southeastern NC), which have a high number of low performing schools. In addition, the Office for School Services has an ongoing commitment to organized assistance to public schools. For example, 91 faculty provided services in 12 LEAs, serving approximately 30,000 students, many of whom were low performing. The projects and activities described below show a commitment to assist schools through curriculum development and support for technology. A project with Ferndale Middle School provided career information to enhance communication and self-esteem for 273 sixth grade students. Thomasville City and Guilford County schools collaborated with A&T to implement a GEAR UP program to assist low-income and low-performing students to prepare for college. Three (3) schools and 671 students participated. Activities included: tutoring and mentoring (301 students), campus classes in science, engineering and technology, distribution of 93 lap top computers with internet service and back-packs for students to transport. Technology training was provided for 50 teachers, 200 students and 75 parents. Other activities included giving classroom supplies and materials, visiting several community colleges and four year institutions, attending a two (2) weeks summer enrichment program (21 students) which included foreign language, English, mathematics, communication, mass media and an intensive summer tutoring program for 107 students who failed sixth grade. A recent grant provided a wireless computer lab for low-income students in one high school. Our computer specialist is working with a consortium of school systems and a private corporation to develop internet-based activities to support the performance of students in low-performing schools. The school systems involved include Lee, Pender, Chatham, Rockingham and Thomasville City. A group of counseling interns worked with students at Hall Woodward School. The SOE designed a public school services directory that lists faculty and their area of expertise. This web-based directory is available to low-performing schools.

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

The SOE ensures the technological competence of its pre-service and in-service teachers through curriculum infusion and special courses. A plan has been developed to guide and direct "best practices" to ensure a sequential process to appropriately infuse technological competencies into the curriculum. The advanced computer competencies are placed in selected courses that all teacher education majors take. Resources have been committed to equipping classrooms and laboratories, providing hardware and software, establishing professional development for teacher, offering workshops and seminars for in-service teachers, developing electronic portfolios for in-service teachers, utilizing distance learning capabilities, and establishing a system to monitor the achievement of competencies by students. A variety of computer labs are conveniently located throughout the school and campus for students and teachers use. Four classrooms are designated as "Smart Classrooms," which are used daily for teaching and learning. These classrooms include a computer, projector, internet connections, VCR, and a white board. All students can access a variety of technological tutorials from their dormitories via the internet including Praxis I and II. Tutorials for Praxis I & II have been develop for students to access via the internet. The SOE has been identified as a model for integrating technology into the teacher education program. More than 8 universities and schools in 3 states and 2 countries are using the basic skills training materials developed by a faculty member in the SOE. This training is available to in-service teachers via the internet. The SOE intertwines technological competencies into

teacher education courses as a way of ensuring that all students are exposed to advanced technological competencies. Electronic portfolios are used and designed to assist students in marketing themselves and providing resources for their first year of teaching. The technology rubric developed by the School of Education was applauded nationally and used by several other universities. The SOE developed 25% of the model lesson plans for integrating the NC computer skills curriculum into public school instruction. The SOE, along with several other school systems, developed on-line tutorials for software commonly used in the schools. On-line assistance is provided for area school personnel on the usage of the Student Information System used in these schools.

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

A&T commits its resources to support lateral entry candidates by providing special programs and initiatives in collaboration with school districts for more than 136 lateral entry students currently enrolled. A faculty member is designated to manage the systematic program to ensure that the needs of the candidates and school districts are met. Chairpersons coordinate, advise, and develop programs for lateral entry candidates. A clear process for working with lateral entry students includes immediate evaluation of transcripts and development of individualized programs. The programs consider previous experiences and academic preparation and awards academic credit for those activities that relate to the fulfillment of competencies. Content and pedagogy are taught and monitored through field experiences, visits, classroom instruction, practicum, and internships. Lateral entry students are encouraged and advised to enroll in classes during the summer session when they can complete 12 hours toward their licensure requirement. Evening and weekend courses are also offered. Four on-line courses have been developed for licensure/lateral entry students. Eight additional courses (fifty percent of the course work) are now on-line; therefore, students can enroll and complete courses without coming to campus. To address the shortage of special education teachers, the special education faculty has developed a 22 to 24 hour curriculum for the licensure-only program and a 30 credit hour second degree program. The agriculture program has also instituted special efforts to serve the agricultural teacher because programs are not accessible to them with only two programs in the state. A&T along with UNC-G collaborate in the NC Teach program to train 26 lateral entry teachers. Special assistance is provided for area science and mathematic lateral entry teachers. These teachers meet weekly to focus on pedagogy and strategies for passing PRAXIS II. While Greensboro/Guilford is considered the service area, students come from as far as 100 miles to enroll in our technology, business, agriculture, and family and consumer science education programs which are located in a few of the universities across the state. Approximately nineteen lateral entry teachers participate in a series of planned Praxis II workshops during the fall, spring and summer sessions. The University is developing a "Fast Track" licensure program for lateral entry students in collaboration with school personnel officers. Licensure programs will be offered to address the greatest needs of these school districts. Special emphasis is placed upon mathematics, science and special education. A three-semester program is being developed that includes professional/pedagogical studies, content, integrated studies and the performance based product. The final assessment is the Performance Based Product (PBP). The Coach 2Coach faculty members are available to provide workshops on INTASC Standards, Praxis II and other professional areas as requested. During the year, Coach 2Coach teachers implemented two (2) workshops on planning and classroom management for 40 lateral entry teachers in Rockingham and Robeson County.

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

All licensure programs addressed the Praxis II specifications through curriculum alignment, special study sessions, specific review courses for content, on-going test bank development, individualized tutorials, faculty development (such as test-taking skills and item analysis of test results), follow up on students who were not initially successful, additional support such as, curriculum review, test taking strategies, and pre-post assessments. The SOE developed a well-defined plan and model for assisting students to pass both Praxis I and II tests. The assistance model for Praxis I involves the development and implementation of a simulated formal admission process, which consists of three academic support components: (1)

classroom instruction, (2) individual tutorial and assistance, and (3) computer assisted instruction utilizing Learning Plus. Learning Plus, a computer program designed by Educational Testing Service, provides students with diagnostic exercises, tutorials and final assessments. A Communications Specialist and Mathematics Specialist are employed to provide direct classroom instruction and to tutor students with individual needs in the areas of reading, writing, and mathematics. The Specialists are able to develop individual assistance plans for each student per results of the Learning Plus diagnostic exercise. An evaluation loop enables program administrators to continuously study student performance and assist with formative evaluation for the improvement of student performance on Praxis I tests. The simulated admission process provides students with a support program that helps them with all three components of Praxis I. Between 75% and 80% passed Praxis I with a mean significantly higher than the state cut-off score, suggesting that our intervention has been successful. The plan for improving Praxis II (licensure tests) is described by our theoretical model, which is referred to as "Integrated Praxis II Preparation Model." The components of the model are: (1) curriculum alignment, (2) resource development, (3) strategy development and (4) implementation. The curriculum alignment component involves revisiting the instructional program to ensure that the knowledge base of the test is included in instruction. Teacher education faculty established focus groups to discuss issues pertaining to "best practice" in instructional delivery. Faculty in all licensure areas have developed extensive test banks in specialty areas. An on-line tutorial has been developed in elementary education to assist students. Additionally, students participate in a series of workshops and activities that focus on the individual needs based on Praxis II results. These workshops are conducted systematically throughout the academic year and during the summer. As a result of our effort to improve Praxis scores, there was a 30% improvement on Praxis II.

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

The SOE and other units conduct a variety of recruitment activities to increase the number of students who enroll in professional programs leading to licensure. Faculty members from the SOE actively participated in 20 University-sponsored recruitment receptions held in communities throughout the state. SOE faculty participated in several new recruitment initiatives that were held on Saturdays including programs for evening and weekend students, and prospective graduate students. Recruitment efforts include, but are not limited to, campus visitation of prospective students, phone calls, mass mailings to perspective students, and participation in rigorous recruitment for the North Carolina Teaching Fellows Program. Additionally, through collaboration with our PDS partners, we have implemented two special recruitment programs with Dudley High School in Guilford County, and the Teacher Cadet and Pro Team programs in the Alamance-Burlington schools. Over 200 high school students participated in leadership and enrichment activities aimed at attracting students to teacher education programs. University faculty are active participants in these programs. On University Day, approximately 10,000 students come to campus. On "Family Weekend" another 1000 perspective students participated in recruitment activities. SOE programs are introduced to visiting students. Many education majors participate in several recruitment activities. The Teaching Fellows program has a special recruitment plan that includes Fellows visiting schools, inviting students and parents to University activities, and sharing information about the program with students in middle grades and early high school. Teaching Fellows distributed more than 1500 applications to perspective candidates. NCAMP recruits science and math teachers. Greensboro Area Math and Science Education Center (GAMSEC) recruits students from middle grades. The University uses the Noel-Levitz consulting firm to assist with recruitment, marketing strategies and material production. Special brochures are designed to attract students to the profession. The SOE and other teacher education units are heavily involved in these recruitment and retention efforts.

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

Although students formally admitted and enrolled full time in our Teacher Education programs are approximately 88% African American and 71% female, special initiatives have been

instituted to increase minority students who have excelled academically. In collaboration with the Teaching Fellows Program, 1,500 applications were sent to perspective minority candidates. Candidates who did not receive Teaching Fellows scholarships were aggressively recruited and offered scholarships by the SOE. A list of minority students in North Carolina who scored in the range of 950-1000 on the SAT has been purchased from ETS. These students are actively recruited by the SOE. Our recruitment efforts are directed towards attracting students from diverse backgrounds with respect to ethnic, cultural and/or religious orientation.

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

This year, the SOE developed collaborative activities with each school or college to improve the academic performance of students. For example, the mentoring program is a university-wide program. The College of Engineering and the School of Agriculture are in partnership with the SOE to improve science, math and rural education. A new initiative designed to raise the academic standing and scholarship of students is the establishment of a "Dean's Book Club". Another initiative is to encourage all students to speak a second language and to develop an appreciation for diversity. The integration of conversational Spanish into a selected professional educational course that all students take will encourage candidates to speak Spanish. The SOE has established a mentoring program that involves faculty and students in two elementary schools. This program has been successful to the extent that three additional schools have requested it. The GEAR-UP project, which prepares middle grade student for college, involves over 600 sixth graders.

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

The SOE has made concerted efforts to develop special programs and initiatives that assisted 140 beginning teachers. The SOE has committed resources to ensuring that beginning teachers have the support to be successful and remain in the teaching profession. For example, twenty beginning teachers enrolled in an on-line classroom management course. A plan was developed to provide consistent support for beginning teachers and to evaluate its impact on their success and retention in the profession. The first component was to conduct a needs assessment. A survey was conducted to determine the needs of beginning teachers based on a self-analysis. A meeting with personnel officers from Guilford and Alamance counties was convened to determine what assistance beginning teachers needed. A focus session was held with beginning teachers to determine how the SOE could assist them. Among the needs identified were: (1) help in identifying appropriate resources for teaching and reinforcing basic skills related to the ABCs, (2) assistance in developing instruction specifically for high school English classes (appropriate literature), (3) strategies for balancing time for preparation, professional development and service, and (4) video editing. As a result of the needs assessment, a web page was developed as a means for beginning teachers to contact SOE faculty mentors. The second component of the plan provided workshops and seminars. For example, beginning teachers participated in the technology workshops held on campus. All beginning teachers in the 19 Partnership schools participated in the activities of the Partnership and are invited to participate in seminars and workshops that are sponsored by the Teaching Fellows. The third aspect of the plan provided workshops on infusion of technological competencies. A fourth component celebrated the success of beginning teachers and provided them an opportunity to share their professional accomplishments. A reception provides a forum for beginning teachers to share their experiences with their cohorts, mentors and SOE faculty. This activity also reflects on their successes and provides opportunities to gain confidence and develop greater commitment to the profession. The fifth activity established a resource center in the Bluford Library. The center will be open 24 hours a day and include computers, kits in science and mathematics, video tapes, state resources, printing, copying and duplication facilities. A staff person will be available to assist beginning teachers. Finally, mentors are available to all beginning teachers in all nineteen (19) partnership schools in Guilford and Alamance counties. The SOE assigned faculty to each partnership school to work with beginning teachers. Electronic addresses of faculty are provided to beginning teachers as a way of communicating on a regular basis. The last

component is to collect and compile data on the effectiveness of activities provided for beginning teachers.

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

A well-planned program of new, innovative and ongoing initiatives is designed to systemically support career teachers. These activities address current "best practices" and needs of career teachers in technology, pedagogy, learning, and research through graduate programs and on-going workshops/seminars. Discussions with superintendents identified areas of need to strengthen collaborations and initiatives to assist career teachers. A variety of communication strategies including interest sessions, brochures and announcements are employed to identify the needs of career teachers and to inform them of resources available to them on campus. The new graduate program is designed to prepare teachers for the national boards and current "best practice". Approximately, 335 career teachers are enrolled in 17 graduate programs. More than 120 teachers attended a national board seminar on campus in May. In July 35 minority NBPTS teachers and 5 staff members from the regional offices attended a special campus seminar to develop strategies to recruit minority teachers to become national board certified. Regular workshops are offered to assist with national board preparations. A series of technology workshops that provided stipends were held during the summer to equip 34 career teachers with skills to infuse technology in the curriculum. Collaboration with two schools (Dudley & Sumner) established cohorts of graduate students to enroll in and complete the new Masters. Faculty members facilitated a retreat at NCCAT for 12 career teachers to infuse technology into the curriculum, assisted the Lee County School System with installation of an electronic system that enhanced interaction with parents, and worked with school personnel to implement a program on character education that included specially designed materials. The Partnership funded a project to address the needs of teachers in closing the minority achievement gap in reading at Allen Jay Elementary, Sumner Elementary, and Eastern High schools. Mentor training for 255 career teachers in seven counties was supported by the Partnership and Coach 2Coach teachers. Grantsmanship is an integral component of the Partnership, therefore, the SOE faculty secured five grants in excess of one million dollars to provide professional development for career teachers. Ongoing systemic activities that support career teachers include the following: GAMSEC, a well established consortium that consistently offers seminars and workshops in math and science for more than 250 career teachers; collaborative presentations between faculty and teachers at national, state and regional conferences, i.e. ATE, National Scholars Conference, and CEC; distance education courses for more than 315 teachers to accommodate schedules, learning styles, and career goals; summer school enrollment in excess of 300 teachers pursuing career advancement/graduate studies addressing special topics, research and national initiatives; and an annual agricultural education cooperating teachers conference provided professional development for 25 teachers in January. The SOE is positioned to collaborate with school districts to provide professional development on a consistent basis.

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 from teacher education and disciplines outside education i.e. SOE, Schools of Agriculture, Business, Nursing, and Technology and the Colleges of Arts and Sciences and Engineering are regularly involved with public schools in substantive ways; including consistent workshops/seminars, visiting lecturers, summer enrichment camps for students, summer professional development, and mentors and tutors for students. Faculty from the College of Arts and Sciences are involved in a number of ongoing activities in the public schools. Music faculty conducted jazz ensemble clinics and band workshops at Grimsley and Dudley High Schools for 70 students. Physics faculty created an on-line tutorial system where pre-test, post-test, and quiz questions are linked to North Carolina Standard Course of Study objectives for K-12. Students throughout the state can login and do the tutorials. Foreign language faculty conducted a foreign language workshop for 30 public school teachers at the Foreign Language Association of North Carolina and also sponsored a Careers in Foreign Language Day on campus for 50 students. Chemistry faculty provided summer experiences for

100 students. Biology faculty taught an advanced biology class to 35 Graham High students, Alamance County. Engineering sponsors a variety of math, science, engineering, and computer skills for more than 135 students. Physical Education faculty sponsored an on campus "Children's Multi-Cultural Dance Performance" for 1,000 public school students and conducted dance performances at Cary Elementary, North Hills Traditional, Smith High, Dudley High, and Lincoln Middle for more than 500 students. Physical Education faculty mentored and tutored more than 100 students at Erwin Open, Thomasville Primary, McIver, Alamance and Foust Elementary. The mathematics department collaborated with GAMSEC to conduct more than 25 workshops on applied mathematics, use of calculators and minorities in mathematics for 250 students and teachers. Business faculty developed test banks for high school business classes and conducted workshops for the North Carolina Business Education Association. Technology faculty provided curriculum development activities for DPI and worked with 17 high school students in the area of art and cultural diversity during a Martin Luther King celebration. English conducted an African American tour for 19 Thomasville High school students. Nursing school sponsored future nursing clubs in Dudley and Southeast High schools involving 315 students. Faculty from the Schools of Agriculture and Education conducted a parenting workshop for 33 pre-K parents at Monticello Brown Summit Elementary school. The SOE sponsors an on-going activity in science, mathematics and engineering for 40 high school students from Williams and Cummings (Alamance Co.) to enhance selection of these disciplines as careers. The SOE and the School of Agriculture have developed partnerships with Dudley High and Smithfield High Schools to bring about substantive and systemic change to improve student achievement and provide faculty development. All activities conducted by teacher education and University faculty have impacted more than 15,000 students in Partnership and non-partnership schools.

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	19	Black, Not Hispanic Origin	63
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	23	Total	71
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	1
	Other	0	Other	0
	Total	0	Total	2
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	3	Total	11

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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	3	Total	15
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	5	Total	4

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)	40	23	7
Elementary (K-6)	50	50	80
Middle Grades (6-9)	.	.	.
Secondary (9-12)	76	69	70
Special Subject Areas (K-12)	21	6	6
Exceptional Children (K-12)	25	25	40
Vocational Education (7-12)	178	127	42
Special Service Personnel (K-12)	50	50	50
Other	.	.	.
Total	440	350	295
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	186	
MEAN PPST-W	179	
MEAN PPST-M	179	
MEAN CBT-R	327.54	
MEAN CBT-W	319.90	
MEAN CBT-M	324.37	
MEAN GPA	3.28	3.66
MEAN MAT		NA
MEAN GRE		1353.33
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)	2	2	2	2	0	0	0	0
Elementary (K-6)	22	6	2	2	4	3	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	10	2	1	1	1	0	0	0
Special Subject Areas (K-12)	3	0	0	0	2	2	0	0
Exceptional Children (K-12)	3	3	3	3	0	0	0	0
Vocational Education (7-12)	3	2	2	2	1	1	0	0
Special Service Personnel	0	0	0	0	2	2	0	0
Total	43	15	10	10	10	8	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	2	*
Elementary Education (K-6)	15	67
Music	1	*
Physical Education	2	*
Science (Comprehensive)	2	*
Social Studies (Comprehensive)	5	100
School Pass Rate	30	70
PK/PLT	13	62
* 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	16	6	7	4	3	4
U Licensure Only	.	.	.	1	.	1
Masters Degree	2	1	3	.	.	1
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	1
U Licensure Only	.	1	3	.	.	4
Masters Degree	.	1	1	.	.	2
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	61.9	59.5

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

LEA	Number of Teachers
Guilford	773
Forsyth	260
Charlotte-Mecklenburg	170
Rockingham	129
Davidson	114
Cumberland	106
Randolph	99
Alamance-Burlington	92
Wake	88
Durham Public	87

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	3.56	3.29	3.45
preparation for managing the classroom	3.33	3.29	3.00
preparation for using technology as an instructional tool	3.33	3.14	3.55
preparation for meeting the needs of diverse learners	3.56	3.29	3.18
Preparation in curriculum content and delivery strategies	3.44	3.29	3.27
Number of surveys received	9	7	11
Number of surveys mailed	25	25	25

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
44	9	1



IHE Performance Report

2000-2001

NC Central University

IHE Performance Report

North Carolina Central University

2000 - 2001

Overview of the Institution

North Carolina Central University, a historically African-American institution of approximately 5,500 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well respected institution that it is today. During 1972 NCCU was incorporated as a constituent institution of the University of North Carolina. Maintaining its rich liberal arts tradition, the mission of the University has been to prepare students academically and professionally. Central to its mission, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished group of just ten universities across the nation that have adopted such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been proactive in crafting and achieving a new and expanded vision. African American students still makeup 96% of the undergraduate population, while European American enrollment approaches 50% in some graduate programs. Today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation.

Special Characteristics

Special Characteristics North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of underrepresented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students, over 30%, are from first generation college families and over 85% qualify for some financial assistance. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career levels to refine or redirect their career paths. A more accurate reflection of the university's success in preparing students academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worthy of note is that the current Chairman of the Board of Governors of the University of North Carolina and the current Governor of the state of North Carolina both hold degrees from NCCU. NCCU's teacher preparation program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). During its highly successful most recent visit, NCATE cited no weakness and made no recommendations. NCCU views teacher preparation as a university-wide responsibility. Today, this commitment is symbolized in a new state-of-the-art education building and in programs that reflect current research on quality teacher preparation. Referred to as the New School of Education, this phrase captures both the symbolism of the magnificent structure and a new vision of teacher preparation. NCCU's program is one of just twenty-five universities that received a Teacher Quality Enhancement Grant from the US Department of Education during first round competition. As a result NCCU has powerful recruitment initiatives to attract high school and community college graduates into teaching, preparing them to teach in high need schools. NCCU also received an award under Preparing

Tomorrow's Teachers to Use Technology. Other best practices such as expanded clinical experiences, full semester student teaching, professional development schools and preparing students to teach diverse populations successfully are well underway. NCCU meets the state standard for Praxis II specialty tests even though 96% of undergraduates are African Americans who, as a group, have performed less well on standardized tests. For example, at the K-12 level 30-40 percent point gaps persist when comparing the scores of African American students as a group with those of European American students.

Program Areas and Levels Offered

2000-2001 Teacher Education Programs at North Carolina Central University included the following undergraduate programs: Elementary Education, Middle Grades Education, Biology, Chemistry, English, Mathematics, Physics, History/Social Studies, Art, Health Specialist, Family & Consumer Sciences, Modern Foreign Languages- French, Modern Foreign Languages- Spanish, Music, Physical Education, Theatre Arts, Birth-Kindergarten-- Graduate Licensure Programs offered in the School of Education included the following: School Counseling, Curriculum and Instruction, Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A new Masters in Teaching (MAT) in Special Education is now offered, as well. Graduate programs offered through the College of Arts and Sciences included Chemistry, English, History, Human Sciences, Mathematics, and Physical Education. The university also offers the Library Media, Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling and Educational Technology.

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.).

NCCU's collaborative activities with the public schools are driven largely by the priorities and framework of its University-Schools Teacher Education Partnership (USTEP). Our partnership consists of six nearby local school districts and two nearby community colleges, as well as our College of Arts and Sciences. The Partnership emphasizes sustained, substantive and need-based collaborative initiatives, believing that major long range initiatives based on the real needs of all partners have the greatest potential for improving K-12 student achievement and teacher preparation. The NC Central Carolina USTEP, now in its fifth year, has eight major components to include: recruitment, retention, professional development for veteran teachers, professional development schools, redesign of teacher education, induction, technology integration, resource sharing and policy advocacy. Specific examples of collaborative activities include the following: (1) Teacher education faculty work weekly in our two PDS schools and co-teach methods courses with k-12 teachers; (2) A cadre of 20 K-12 teachers are now trained in the clinical supervision model; (3) Trained teachers become turn-around trainers for other K-12 teachers; (4) Elementary student teachers complete a full year internship in professional development schools and staff the intercession at our year-round PDS site, virtually working as team teachers; (5) K-12 teachers in the two PDSs now conduct the student teaching seminars formerly facilitated by university supervisors ; (6) K-12 teachers have helped to redesign a more structured and extensive field experience program; (7) K-12 teachers and staff of the Governor Morehead School for the Blind routinely serve as presenters and co-facilitators of university courses in Visual Impairment Training Program; and (8) VI faculty, working with K-12 teachers at GMS have established and operate a new short-term placement program wherein visually impaired students receive both assessment and training from faculty and graduate students from NCCU. Our mini grant program for public school action research has resulted in twelve funded mini grant proposals from public school teacher teams. The majority of teacher education faculty members have scholarly agendas that focus on issues and needs of our public school partners and include K-12 teachers as research partners. A faculty member and three middle school teachers authored The Exemplary Middle School In North Carolina that focuses on the characteristics and behaviors of schools identified

for exemplary growth. Another collaborative research project underway by faculty-K12 teams include Teacher Effectiveness and Student Assessment that is focused on North Carolina's end-of-grade tests and the ABC program. Another three-year effort focuses on the over-identification of African-American students in special education and on how to build caring communities for exceptional children. Further, through our partnership with Franklin County Schools, principals and teachers received training in using data analysis to improve student performance. NCCU funded a professional development trip for a team of K-12 and university faculty to facilitate the design of an initiative to better integrate technology in the classroom.

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

Low performing schools and school districts with large numbers of students below grade level now have a pipeline that will deliver new teacher education graduates who have been uniquely prepared to teach in high need schools. The first cohort of twenty-five Edmonds Scholars were recruited and provided scholarships during 1999-2000 and began as freshmen during 2000-2001. The 2nd cohort has already been selected and offered scholarships. Our Edmonds Scholars program introduces students during the first year on campus to achievement gap issues, literature in the field and work in these communities. The Edmonds Scholars sign an agreement to teach in high need schools upon graduation. High need schools and school districts in our partnership will employ these Edmonds Scholars who will already be familiar with the school districts in which they will be employed, having completed their summer work internships in these districts and made other preservice contacts. A second systemic initiative designed and funded last year is underway in six elementary and middle schools in Durham. This new action research project focuses on raising student performance on end-of-grade tests required by the state's ABC program. Eastway Elementary, one of the seven low performing schools in the state, is included in this group of schools and is the primary target. Edmonds Scholars complete their first year field experiences at Eastway. A third major initiative, our North Carolina Middle School Achievement" Project (MAP), included several high need schools and all nine schools in the project improved their ABC performance. Plans have been developed for the Center for the Elimination of Achievement Discrepancies (CEAD). Leading classroom teachers with expertise in increasing student performance in low performing and high need schools will be associates at the center where they will lead and coach their colleagues. This effort is at the center of our Teacher Quality Enhance Grant. Our partnership districts have provided their input on how the Center can assist them with low performing schools. Finally, we continue our extensive involvement with the Algebra Project in the Weldon City Schools with three NCCU teacher education faculty members serving as major trainers. Last year, fifth through ninth grade teachers were trained in the initial curriculum and receive periodic follow up support on-site throughout the year. Arts and Sciences faculty instituted an interdisciplinary critical thinking initiative with K-12 art and theater teachers, preparing instructional packets and videos for their use and working with them on using the various subject areas to improve student problem solving and critical thinking at the K-16 levels.

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

NCCU is poised to become a leader in teacher preparation programs that ensure the technological competence of preservice teachers. The School of Education is the recipient of several major competitive technology integration awards. These awards include the Preparing Tomorrow's Teachers To Use' Technology implementation grant. Now in our third year of this project, the visualization lab, faculty teaching tools, and overall faculty training programs based on a formal needs assessments are nearing completion. A web presence for all faculty members is now an expectation. Recent equipment and software purchases for our new state-of-the-art building have enhanced both teaching and learning. Specific skills, competencies, and demonstrations are identified on a matrix displaying who has responsibility for modeling advanced uses of technology in their teaching and in what courses the various competencies will be introduced, reinforced, applied and mastered by students. While the title III grant' has allowed us to purchase much needed hardware, our P3 award has provided us with the monies

to support a team of Arts and Sciences faculty and SOE faculty who want to learn to utilize advanced technologies such as visualization and simulation to teach mathematics and the sciences. The integration of technology within the disciplines is also the emphasis of our technology partnership grant involving the University of Virginia. Furthermore, we are an institutional partner with SERVE at UNC-Greensboro, a recipient of the P3 catalyst grant. The SERVE initiative is assisting us in discovering technologies that provide solutions to major teaching and learning management problems. Our SOE faculty technology committee has guided our efforts over the past four years and developed long-range, as well as annual plans, that form the basis of all purchases and activities, including advanced portfolio assessments, procedures and evaluation rubrics. School partners from Wake and Durham helped to design our portfolio work product requirements and are involved in the evaluation of these portfolios. The integration of technology is now a requirement for all teacher education faculty. The STAR Chart has been completed for our unit. Technology staff members provide individualized professional development and coaching to faculty members, as well as faculty group training sessions. All SOE faculty members have participated in the required number of university training hours to receive new more powerful PCs from the university's budget. Three faculty members have submitted proposals for distance learning projects that have been funded by the distance learning office on campus. Our new facility is equipped with master classrooms, computer labs, teleconference classrooms and teleconference center. The concept of a teaching theater has been developed as a gateway in our new candidate assessment. This gateway requires teaching demonstrations utilizing technology as a requirement for advancement to student teaching. Edmonds Scholars are provided laptop computers, an entry assessment and training during their first week on campus as freshmen. AS software agreements have been signed and software installed for student use in planning lessons.

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

NCCU's School of Education has, historically, been among the most "user friendly" institutions in the university system with regard to service and support to those seeking lateral entry. We actively recruit and advise lateral entry teachers through the North Carolina Model Teacher Education Consortium, the North Carolina Teachers of Excellence for All Children (NCTEACH) and through group advising sessions at various sites. Just as importantly, however, it is the friendly service, support and encouragement that is provided in response to the many, many phone inquiries and walk-ins that has contributed to this reputation. It is important to note that our voluntary participation in the Model Teacher Education Consortium since 1995 and our voluntary participation as a site for NCTEACH since 1999 were prompted by the needs of our six partnership K-12 school districts and by needs expressed by members of our community. Despite the fact that we are among the smaller institutions in the UNC system, we are the largest NCTEACH host site, with 30 enrolled during the first summer and 65 enrolled during the second summer. NCTEACH is a highly selective recruitment, training and support program for mid-career professionals seeking to enter the teaching profession through lateral entry. The number of students enrolled and semester hours generated in the Model Teacher Education Consortium was also among the highest. Advising lateral entry teachers has been an important, critical and time consuming service. Our associate dean and licensure officer conduct and provide leadership to the academic advising sessions that are held twice during the fall and twice during the spring. Based on need, beginning in fall 2000, an off campus advisor was employed to assist lateral entry teachers in surrounding counties. The advisor offered services once a week at Vance Granville Community College in the evening between 5:00 - 7:30 p.m. evaluating transcripts and giving general advice about the licensure process. Several workshops were offered to provide information regarding various Praxis, licensure, and teacher education program requirements. On-campus licensure workshops are facilitated during classes [which include lateral entry teachers] during morning and evening hours. Off-campus licensure workshops are held during Consortium classes at Vance-Granville Community College. The Licensure Office itself is customer oriented providing interested persons with multiple means of obtaining information including voice mail email, walk-in appointments, scheduled evening appointments and web-based information. In short, NCCU not only serves potential lateral entry professionals, it desires to serve lateral entry candidates. Twenty-three percent (23%) of newly admitted persons to teacher education

undergraduate licensure programs during 1999-2000 are lateral entry and provisionally licensed teachers. The majority of those graduate students enrolling in our special education program also represents lateral entry and provisionally licensed teachers who are pursuing initial licensure in special education.

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

NCCU has made the improvement of Praxis II scores its number one priority since 1996. We began with an Emergency Action Plan to Improve Student Performance on Praxis II that was developed exclusively by the SOE. This plan, largely voluntary at that time, involved coaching, having faculty members take the exam, purchasing and studying Tests-At-A-Glance and interviewing students after than had taken the exam. This Emergency Plan was followed quickly by a Long-Term-Plan to Improve Student Performance on Praxis II. This plan included more systemic efforts such as curriculum alignment, rethinking and redesigning classroom assessments, building coaching sessions into classroom requirements, and attendance at various Praxis workshops designed for faculty. By 1998-1999 our plan had been significantly revised to include Arts and Sciences as well as a required checklist on which both Arts and Sciences and SOE faculty must indicate the activities that they had undertaken in accordance with the Collaborative Action Plan. During this third phase of the Praxis Action Plan, most improvement activities moved from a voluntary status to a required status. In addition to those actions already listed above, faculty are now required to develop an alignment matrix for course competencies and to include evidence of Praxis II Improvement Activities in their Promotion/Tenure and annual evaluation portfolios. Faculty members received a written reminder of their obligation to provide such evidence and that their evaluator would include this aspect of their work in the overall evaluation score. A major collaborative activity was the Level II workshop organized by the School of Education and provided by ETS representatives on our campus. The Dean of the College of Arts and Sciences attended the full day session and required the same of her faculty. Faculty reported that the study of test items and strategies for teaching and the materials disseminated were extremely valuable. NCCU's Collaborative Action Plan has now moved to a later phase of individual faculty accountability for the performance of their students. Faculty members in programs that do not meet the state pass rate will not be eligible for merit pay in teaching. To assist Arts and Sciences faculty in upgrading curriculum standards and alignment with Praxis II competencies, they may request monies from our Teacher Quality Enhancement Grant. Learning Plus Lab completion designed to improve performance on Praxis I is now a requirement of the Introduction to Teaching course if students are to receive a passing grade and be admitted to Teacher Education. Finally, the Teacher Education Council is increasing standards for entry, particularly reviewing student GPA in the subject areas discipline before admission to teacher education to determine the need for further academic work in the content area.

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

Over the last two years, the School of Education at NCCU has more than doubled its admits to traditional, non-traditional and pre-education programs leading to licensure in teacher education. Launching and implementing NCTEACH, alone, has resulted in 30 completers during summer 2000 and 65 completers during summer 2001 who have been employed as classroom teachers in our state. Once all NCTEACH components have been completed following the first year of teaching, these persons will be eligible for licensure. The number of NCTEACH completers, approximately 95 -100, represents or exceeds the number of all teacher education graduates usually completing their program at NCCU in one year. Equally successful has been NCCU's new Edmonds Scholars Program, named after the late Ron Edmonds. This program, the result of an initiative included in our Teacher Quality Enhancement Grant, has brought two cohorts of talented top high school graduates to our campus, all majoring in teacher education and all engaged in pre-education activities from the very first day as freshmen at the university. Further, NCCU has been a leader in developing a formal program with Durham Technical Community College and Piedmont Community College that will provide scholarships

to graduates with the 2-year Associate Degree who attend NCCU and major in teacher education. Approximately 20 scholarships will be offered each year. Although the university as a whole has experienced a decline in enrollment over the last four years, teacher preparation program enrollment has increased.

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

As a small historically black institution, NCCU undergraduate programs have traditionally been 97 - 98% African American. Each year for the last several years the School of Education has awarded 100% of its UNC "minority presence" scholarships to attract non-African American students to teacher preparation in keeping with the requirement and commitment to diversity. It does not escape us, however, that the need for African American teachers and teachers from other under represented groups is the most critical need in public education today. Therefore, we have made recruitment of such students the center piece of our Teacher Quality Enhancement Grant, a multi-year, multi-million dollar award to the SOE. The Edmonds Scholars program has awarded 98% of its fifty full 4-year scholarships to persons from populations underrepresented in teaching.

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

The NCCU School of Education, the School of Business and the College of Arts and Sciences have entered into a partnership with IBM establishing a Professional Development Program to empower students with professional development skills necessary to adapt, cope, and prosper in their changing work environment. This one semester program has been designed to focus on conflict management, communication skills, problem solving skills, maintaining skill vitality, work-life balance and diversity awareness. In addition, teachers-in-training shadow professional teachers and benefit from e-mentoring with a master teacher in the public schools.

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

The Project ALOFT model, designed along with UNC/CH and senior staff of the Durham Public Schools began its first year of implementation during 1998-1999. The curriculum was aligned with extended INTASC standards and National Board standards. New teachers completing the program would accumulate six hours of graduate credit while developing their PBL portfolio. An evaluation conducted after implementation, however, yielded feedback from new teachers and principals indicating a need to rethink and redesign the partnership's "induction" support effort, largely due to the program's demanding schedule. By considering new teacher feedback and modifying programs accordingly, we provide evidence of meeting the SACS and NCATE standards which require program changes based on evaluative data about program effectiveness. Our new redesign effort included the training of seventeen(17) veteran teachers from our PDS sites in the clinical supervision model. These teachers both mentor new teachers during their induction and supervise student teachers. Five student interns placed in the PDS were hired at the PDSs and therefore were supervised as interns and mentored as new teachers by the same trained mentor/supervisor. We were successful in having a new teacher strand added to the Model Clinical Consortium fall and spring meetings. Further, through a mini-grant provided to Mariam Boyd School in Warren County we developed and tested a new teacher induction model, deemed highly effective by school-based administrators and the new teachers who participated. The job description has been developed and interviews held to select a master teacher on loan from one of our partnership districts. The teacher will provide leadership for our beginning teacher support program, focusing on one-to-one contact with all graduates whose classrooms are within one hour of the campus and with every first year teacher graduate by teleconference, email and other distance education tools.

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

Assisting in meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long term initiatives demonstrate this commitment. The Summer Institute for In-service Middle School Teachers is a week long institute initiated by NCCU in collaboration with local school districts and is co-hosted by the Durham Public Schools. Its purpose is to provide advanced training and graduate-level coursework for career middle school teachers relative to the characteristics of exemplary middle schools. The research findings flow from our own Middle School Project which has involved over 800 veteran teachers since its inception. At the request of career teachers in the Person County School District, NCCU has collaboratively designed distance education offerings for those who want to pursue a masters degree or just to continue their professional growth. The Governor Morehead PDS and the two elementary PDS sites serve as rich venues for teaching professionals to work along side university faculty to identify mutual teaching and learning solutions. The SOE Dean chaired the Wake County Professional Development effort to better meet the professional growth needs of the state's second largest school district. This effort resulted in publication of a widely distributed report urging greater support for professional teachers based on national staff development standards. University faculty members facilitated a retreat for veteran faculty of C.C. Spaulding school. The retreat was based on faculty concerns and celebrations and lead to development of their action plan. Veteran teachers in five local schools have been handsomely supported by a three-year special education grant awarded to NCCU that combined professional development with student teacher internships in an effort to improve services to students with behavioral/emotional disabilities. Faculty members from the VI program began the Low Vision Round Table that provides a platform for veteran teacher networking, collegial mentoring and consultation. Arts & Sciences faculty members prepared instructional packets, videos, etc. to work with all K-12 art teachers in the teaching of critical thinking through the disciplines. Mathematics faculty have designed a distance education project with veteran teachers in Weldon City. Faculty generated two surveys to determine the service delivery needs of public school SLPs and help to compile the needs of SLP career teachers in Wake and Granville Counties.

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?

Community engagement is a hallmark of NCCU, with public schools being a focal point. Under the auspices of our non-profit Eagle Village Community Development Corporation, NCCU initiated two major initiatives in its eight Eagle Village schools. The first, Tutoring-at-a-Distance, enables NCCU students to tutor public school students through the use of low technology. The second, Campus of Learners, works with students in Eagle Village public housing communities and provides education and training by the use of computers. These two initiatives, along with our America Reads initiative, Homework Hotline, and High School Tutoring combine to make up the Vivian Chambers Initiative - a university wide undertaking. Further, under the auspices of the Office of Continuing Education, University College, NCCU provided the leadership for the formation of the HBCU Consortium, made up of the twelve historically minority colleges and universities. The HBCU Consortium's purpose is to implement aggressive efforts to close the achievement gap among minority and disadvantaged students and white students through the active involvement of every HBCU. NCCU's initial campus consortium project was the Saturday Academy, a collaborative effort between NCCU and the Durham Public Schools. The first Saturday Academy involved 117 elementary students and eight teachers from four DPS schools. The previously mentioned initiatives are led by faculty and staff from divisions outside of the School of Education. 100% of teacher education faculty in the School of Education are now involved in public school work through the projects listed under serving low performing schools and the initiatives detailed under collaborative activities. Teacher preparation faculty members from Arts and Sciences initiated projects with public schools under our Teacher Quality Enhancement Grant.

Mathematics faculty, biology faculty, and the theater arts faculty have all submitted public school involvement projects and Praxis II projects for funding. Arts and Sciences teacher education faculty efforts include the Algebra Project, the Weldon City Schools Project, the Critical Thinking through the Arts Project, the Summer Science and Math Initiative and others. Although high school teacher preparation programs generally have just a few students in each discipline, Arts & Sciences faculty members who serve on the Teacher Education Council are all involved in K-12 schools either through our grants or individual efforts.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	45
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	12	Total	65
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	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	8
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	23
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	22
	Other	0	Other	2
	Total	6	Total	50

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	30
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	21
	Other	0	Other	1
	Total	16	Total	52
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	18
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	16	Total	41
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	6
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	62
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	65
	Other	0	Other	3
	Total	27	Total	136


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)	5	2	2
Elementary (K-6)	20	13	13
Middle Grades (6-9)	20	11	11
Secondary (9-12)	20	7	7
Special Subject Areas (k-12)	10	6	6
Exceptional Children (K-12)	35	29	29
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	40	31	31
Other	0	0	0
Total	150	99	99

 **Comment or Explanation**

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

	Baccalaureate	Masters
MEAN PPST-R	178	
MEAN PPST-W	176.13	
MEAN PPST-M	175.58	
MEAN CBT-R	326.50	
MEAN CBT-W	323	
MEAN CBT-M	321.65	
MEAN GPA	3.52	3.65
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)	2	1	2	1	0	0	0	0
Elementary (K-6)	36	16	3	2	8	8	0	0
Middle Grades (6-9)	5	2	1	1	2	2	0	0
Secondary (9-12)	4	1	4	3	0	0	0	0
Special Subject Areas (K-12)	4	2	1	1	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	24	15	0	0
Vocational Education (7-12)	0	0	1	1	1	1	0	0
Special Service Personnel	0	0	0	0	56	24	1	1
Total	51	22	12	9	91	50	1	1
 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	1	*
Elementary Education (K-6)	26	77
English	5	80
Mathematics (6-8)	2	*
Social Studies (6-8)	3	*
Social Studies (Comprehensive)	3	*
Special Ed: Behavioral/Emotional Disabilities	8	100
Special Ed: Emotionally Disturbed Students (NTE)	3	*
Special Ed: Mental Disabilities	11	64
Special Ed: Mental Disabilities (NTE)	2	*
Visually Impaired	2	*
School Pass Rate	66	79
PK/PLT	61	79
* 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	7	4	9	3	0	20
U Licensure Only	1	1	1	0	0	0
Masters Degree	0	9	4	7	0	1
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	2	1	0	0
U Licensure Only	8	2	1	1	0	3
Masters Degree	1	2	11	15	6	32
G Licensure Only	0	0	0	0	0	0
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	102	79.4	60.8

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
Durham Public	638
Wake	391
Cumberland	166
Charlotte-Mecklenburg	149
Granville	100
Guilford	100
Vance	96
Halifax	83
Chapel Hill-Carrboro	78
Wayne	68

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	3.47	3.45	3.60
preparation for managing the classroom	3.20	3.50	3.80
preparation for using technology as an instructional tool	3.20	3.33	3.50
preparation for meeting the needs of diverse learners	3.21	3.25	3.56
Preparation in curriculum content and delivery strategies	3.20	3.25	3.70
Number of surveys received	15	12	10
Number of surveys mailed	57	57	57

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
31	7	11



IHE Performance Report

2000-2001

NC State University

IHE Performance Report

North Carolina State University

2000 - 2001

Overview of the Institution

The College of Education is one of ten colleges at NC State University. It consists of four departments: Adult and Community College Education; Curriculum and Instruction; Educational Research, Leadership and Counselor Education; and Mathematics, Science, and Technology Education. All four departments offer master's and doctoral programs; two departments, Curriculum and Instruction and Mathematics, Science, and Technology offer undergraduate programs. The College has cooperative teacher education programs with the Colleges of Humanities and Social Sciences, Agriculture and Life Sciences, Management, and Physical and Mathematical Sciences. The faculty of the College of Education is engaged in research and outreach projects with faculty in the colleges cited above as well as with faculty in the Colleges of Design, Engineering, Forest Resources, Textiles, and Veterinary Medicine.

Special Characteristics

Teacher preparation at NC State University focuses on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. For example, the Department of Mathematics, Science, and Technology Education, graduating more science and math teachers than any other university in the UNC System, collaborates with the College of Physical and Mathematical Sciences and the College of Animal and Life Sciences; some students elect to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates with distinctive competencies, placing our students at the top of the supply market. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester, and finally to program completion. From the first year, faculty members advise and mentor candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to the public school classrooms in North Carolina.

Program Areas and Levels Offered

NC State University offers both bachelor's and master's degrees in the following licensure areas: Middle Grades Language Arts / Social Studies, Middle Grades Mathematics / Science, English (9-12), Mathematics (9-12), Comprehensive Science (9-12), Comprehensive Social Studies (9-12), Agriculture (9-12), Business and Marketing (9-12), Technology Education (9-12) and School Social Work (K-12). Of these, doctoral level degrees are offered in English, Mathematics, Comprehensive Science, and Agriculture. French (K-12), and Spanish (K-12) are offered only at the undergraduate level; ESL is offered as an add-on license. Mentally Handicapped (K-12), Behaviorally/Emotionally Disabled (K-12), Specific Learning Disabilities (K-12), and Elementary (K-6) are offered only at the master's level. Reading Specialist, Instructional Technology Specialist, Curriculum Instructional Specialist, School Administrator, Vocational Director, and School Counselor are offered at both the master's and doctoral levels. Sixth year programs are offered for Reading Specialists and School Psychologists; School Psychologists may pursue doctoral degrees, as well.

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.).

NC State University and the College engage in numerous activities of organized service and assistance to public schools. University-public school collaborations reach thousands of teachers and administrators. Centennial Campus Middle School opened in the summer of 2000 and remained the focus of collaborative planning between the College of Education faculty and the faculty of CCMS during the 2000-01 academic year. For example, thirty preservice teachers worked with 100 eighth graders on a wetlands project following a technology-enhanced curriculum integration project from inception to completion. Preservice teachers in the Middle Grades Language Arts/Social Studies program currently conduct collaborative action research with their cooperating teachers resulting in research experience for the preservice teachers and valuable data for use in the classroom. With regard to the design and delivery of curriculum and courses, NC State relies on public school personnel to serve on the Committee for Teacher Education, a body that monitors and ensures program quality and compliance with NCDPI and SBOE mandates. In addition, NC State employs educators-in-residence/clinical educators to teach introductory education courses, including three courses in the program for special education; to implement the Coach 2 Coach program; and to serve as assistant coordinator for Triangle East Partners in Education. NC State continues to collaborate with public school districts through the efforts of The Triangle East Partners in Education (TEPIE) and the Model Clinical Teaching Program (MCTP). TEPIE is a collaborative effort between the College of Education and the Wake, Johnston, and Franklin County School Systems; its purpose is to bring together University resources and the unique needs of the partnership schools. The MCTP links school-based teacher educators and NC State faculty in a network for continuing interaction and professional development that focuses on mentoring and induction of new teachers in twelve partner districts; the primary goal of the program is to create a more effective process of preparing student teachers, inducting them into the profession, and offering them continuing staff development.

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

Based on the ABC's Report for 1999-2000, there were no low-performing schools in North Carolina State University's service area. Nevertheless, many of our initiatives such as Coach 2 Coach, MentorNet, On-line Tools for Schools, and Triangle East Partners in Education serve the needs of underserved counties and their constituent populations.

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

There are a variety of opportunities at NC State University where pre-service and in-service teachers gain technological expertise. The College ensures the technological competence of pre-service teachers in the following ways: Mathematics, Science, and Technology Education and Agricultural Education require a technology applications course that exceeds the expectations of the required competencies. Students' mastery of the basic and advanced competencies is developed through coursework and assessed through tests, projects, and portfolio productions. The use of technology has been infused into courses such as Writing Across the Curriculum and Methods and Materials for Middle Grades Language Arts and Social Studies to such an extent that student success is contingent upon the students' level of technological expertise. In-service teachers benefit from several technology initiatives sponsored by NC State. The department of Mathematics, Science, and Technology Education has trained cooperating teachers to evaluate the student teachers' technology portfolios. Of particular note is MentorNet, a grant-funded project, which trains public school and higher education faculty to better instruct pre-service teachers in the area of instructional technology.

This grant has supported the development of the Curriculum Integration web site, a site that focuses on the teaching and learning approach of curriculum integration. Students have mastered the technological skills to construct and maintain the web site including digital photography, quick time movies, and streaming videos. The site is available to inservice teachers and includes other technology- enhanced curricula such as Going Global and SwimDog. Another project is MEGA: NC State's Center for Integration of Technology in Education. The goals of this program are to improve technology competencies of teachers in Franklin, Johnston, and Wake Counties through on-line and site-based training; to expand the MEGA network beyond Wake County to encourage the integration of computer technology into classroom instruction across NC; and to operate a clearinghouse for web-based and other educational technology projects at NC State by publicizing a gateway featuring online tools for K-12 teachers and their students. The MEGA network has expanded to 60 schools in 28 LEAs in NC. On-line Tools for Schools includes links to MEGA as well as other technology resources for pre- and in-service teachers. The add-on licensure program in English as a Second Language, through the College of Humanities and Social Science, continues to rely on distance learning for in-service; the program emphasizes web research and materials design. Business and Marketing Education and Agriculture Education have developed programs for lateral entry teachers to be delivered totally via the internet, thus ensuring an advanced level of technological competence.

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

During the 2000-2001 academic year, the College of Education expanded its programmatic support to lateral entry teachers and increased the number of enrolled lateral entry teachers from 62 in 1999-2000 to 131 in this reporting period. Mathematics and science education faculty, at both the middle grades and high school levels, are consulting with potential lateral entry teachers and are writing licensure plans. The coordinator for Mathematics Education has contacted the licensure specialists and ILT coordinators in the surrounding LEAs to promote our recently approved program. Science Education currently serves 45 teachers; mathematics hosts 4. Research is being conducted in science education to examine the unique needs of the lateral entry teacher; the results of this research are being used to aid in the design of a materials and methods course specifically for lateral entry science teachers. As a result data collected in the first year of a Lucent Grant in Science Education, an on-line course was developed for teachers and graduate students. Approximately 80% of the students enrolled were lateral entry teachers. In another initiative, the College of Education collaborated with the College of Humanities and Social Sciences to offer lateral entry support for secondary English. In addition to the 49 lateral entry teachers in mathematics and science education, NC State supervised the following numbers of lateral entry teachers during the current reporting period: Agriculture—35 and Business and Marketing Education—47. Special education and technology education support lateral entry teachers who are simultaneously enrolled in the master's program. Notably, Agriculture and Extension Education has secured a grant from the American Distance Education Consortium to support a distance education program for lateral entry teachers that will provide 100% of their courses on-line. This is particularly significant since NCSU serves agriculture teachers in over 25 different LEAs. Seven of the current 35 lateral entry teachers have begun their programs through distance education. Business and Marketing Education continues to offer the only totally on-line program in this field in the nation.

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

NC State University faculty have increased their efforts to help students with PRAXIS I and II. For PRAXIS I, Learning Plus is available to students both computer-assisted and in books. Tests-at-a-Glance booklets are distributed to students for use in preparation. Specialty area education faculty conduct sessions on PRAXIS II, and the College has purchased and made available in the Learning Resources Center any available materials and practice tests for use by students. Content areas conduct seminars for juniors and seniors prior to their taking the specialty area tests; counseling and individual tutorials are available. Faculty continue to

review study materials, take the subject area tests, and prepare products designed to aid pre-service teachers as well as other faculty members. Faculty in secondary science conducted focus groups with students who had taken PRAXIS II to gather information and to formulate test-taking strategies to improve candidates' scores.

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

NC State University makes numerous efforts to recruit qualified candidates into the various Teacher Education Programs. While individual departments have the primary responsibility for recruiting individuals into their programs, there are specific initiatives to increase enrollment. NC State has an established partnership with Carteret Community College and an additional seven community colleges in eastern NC through the CMAST (Center for Marine Science Technologies) program. One goal of this partnership is to facilitate a seamless transition for the community college students into preservice science and mathematics licensure programs at NC State. Another college initiative includes providing additional resources to expand the Teaching Fellows Program freshman class from thirty to forty students annually. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. Subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day where 600-800 high school students visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focuses on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. Departmental representatives from Mathematics and Science attend career fairs at community colleges as well as NC State University's First Year College career fair. English Education contacts prospective students through the North Carolina English Teachers' Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education.

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

NC State University relies on the strategies mentioned above (see item F) in addition to efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. The College of Education pre-college program of the Mathematics and Science Education Network collaborates with eleven schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina Middle and High Schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track. Special Education has increased its efforts to recruit minority students into its graduate programs. Currently 20% of the students in the Learning Disabilities program are of ethnic minorities and/or speak English as a second language. Five percent of the graduate student population has been identified as having disabilities.