



IHE Performance Report

2000-2001

Catawba College

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2000 - 2001

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The college is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in the areas of Elementary and Middle Grades Education. Utilizing the skills of more than 96 full-and part-time faculty, Catawba College provides instruction to approximately 1300 students representing 25 states and several foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851, and in Salisbury since 1925. Approximately 40% of the student body arrive from outside of North Carolina. The Teacher Education Program is one of the college's flagship programs, offering a low faculty-to-student ratio in both graduate and undergraduate programs. The college prides itself on its ability to provide individual attention and support to all of its students. Catawba students interested in teaching participate in relevant, quality experiences in public school settings. A recently established college-school partnership now provides elementary education majors with extensive on-site training during their junior year. In 1998, following curricular revisions within the professional sequence of courses, pre-service teacher candidates began receiving extended periods of clinical training and a closer sequencing of theoretical and practical experiences. For example, all juniors, regardless of program area, enroll in a year-long Curriculum and Instructional Theory and Design course sequence that is team-taught by the faculty. Methods courses are coordinated with this course sequence in order to connect theory with practice. The continuum of learning for practicing educators is supported through an affordable graduate program. Quality teaching is the standard at Catawba College. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Catawba College offers thirteen undergraduate licensure programs and five graduate licensure programs. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading is also offered. Graduate study leading to a Master's Degree is available in Elementary Education (K-6) and Middle School Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies.

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

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

The college collaborates with local public schools in numerous activities across three major categories: curriculum development and implementation, mentoring and supervision, and continuing professional development. Local public school teachers and administrators provide input in planning and revising curriculum and assessments for the Catawba Graduate Program. Public school teachers serve on the advisory councils for both undergraduate and graduate programs. Each year public school teachers assist faculty in implementing curriculum by serving as year-long mentors to junior interns as part of our intensive partnership program, the Catawba Overton Partnership for Excellence (COPE). Cooperating teachers provide guidance and feedback for teacher candidates during fifteen-week student teaching practica. During 2000-2001, public school teachers led seminars and visited methods classes to share their ideas and expertise. They designed tutorial programs for junior interns; team-taught and modeled practice with professors through demonstration lessons followed by reflective discussions; interviewed candidates for admission to programs in Teacher Education; and hosted sophomores visiting their classrooms to observe and read to children. Under the collaborative guidance of these school and college-based educators, junior interns were involved in teaching, book sharing, tutoring, diagnosing and correcting reading difficulties, as well as having periodic on-site methods class sessions. Also during 2000-2001, public school personnel jointly planned and participated in professional development opportunities that included instructional technology workshops and a collaborative two day retreat for COPE partnership school participants. Faculty from Catawba College and Pfeiffer University planned and implemented a four-day professional development workshop for lateral entry teachers. Through classes offered in the Departments of Arts and Sciences, students also participated in collaborative field experiences. Students studying child and adolescent psychology participated in field experiences ranging from tutoring students to extensive observations and analysis of student behavior through case studies. Students in Dr. Lyn Boulter's psychology classes worked with teens in the local schools in the "Fast Track" programs and as individual mentors. Each semester, health and physical education class members observed and teamed with teachers to teach on-site lessons, and assisted with Special Olympics. An English Education student began a writing club at Overton Elementary School. Moreover, teachers in the Graduate Program enhanced their professional development and refined their mentoring through class projects and observations of peers and mentors. Public school teachers collaborated with Dr. Lou W. Kasias in planning Southern Piedmont Educational Consortium (SPEC) summer camps for academically gifted sixth graders. Collaboration is a critical part of learning at Catawba College.

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

No school in the Rowan-Salisbury system was designated as low performing during the 2000-2001 school year. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, although Overton Elementary School was classified by the state of North Carolina as having "met expectations," discussions regarding the formation of a public school-college partnership began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 2000-2001, tutorials were implemented to address the needs of low performing students in reading and mathematics. Elementary education majors tutored low performing students in reading and mathematics in a program known as "Overton Overtime." COPE has been successful in obtaining grant funds to support the partnership. A Robertson

Foundation grant funded transportation for the "Overtime" program, and a Proctor Foundation grant provided instructional materials. During 2000-2001, students in adolescent psychology classes worked with teens in local schools in a "Fast Track" program that matches low performing students with individual mentors to provide emotional, social, and academic support beyond what the regular school can provide.

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

Realizing that entering freshmen are at various stages of technological competence, the college requires all freshmen to take an introductory one-hour credit course, entitled GENED 1100: Information and Technology. Additionally, all teacher education students are required to take EDUC 1500: Introduction to Educational Technology, a course designed to focus on specific utilization of technology in educational settings and to introduce students to the NC Basic and Advanced Technology Competencies for Educators. During this class students begin developing a technology portfolio based on these competencies. Methodology courses require students to apply their knowledge of technology as they conduct research and prepare teaching materials and lessons. Faculty members model the use of technology in their methods classes, and provide demonstration lessons of how technology can be integrated with various subject areas. Three demonstration lessons were taught in an Overton Elementary classroom illustrating the integration of language arts and technology; teacher candidates then taught their own language arts lessons that effectively integrated technology. Undergraduate teacher candidates also complete technology portfolios during the final phase of their professional program. Graduate students may elect to take EDUC 5701: Computer Applications in the Classroom and must show technological competence through evidence included in their Graduate Portfolio, a product used in the summative evaluation of their graduate studies. Teacher Education faculty engaged in a variety of professional development opportunities to enhance and strengthen their ability to ensure technological competence for preservice and inservice teachers. A \$25,000 grant was received from the Proctor Foundation to improve the hardware and software holdings of the educational computing laboratory. A new multimedia station was ordered. A series of afternoon workshops in instructional technology was offered as part of the COPE program. Catawba continues to ensure technological competence by integrating technology into the curriculum, providing opportunities for faculty development and upgrading existing hardware and software utilized by students and faculty.

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

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure, and in the 2000-2001 academic year witnessed a significant increase in the number of teachers served. During summer 2000, faculty from Catawba College and Pfeiffer University presented a four-day professional development workshop to 26 first year lateral entry teachers in the Rowan Salisbury Schools, and a similar workshop has been scheduled for summer 2001. The department has a reciprocity agreement with Pfeiffer for selected professional courses, which also helped to better serve the needs of lateral entry teachers. In light of the increase in numbers, a faculty member was designated as Coordinator of Alternative Licensure Programs. Throughout the summer and 2000-2001 academic year, consultations were held with interested lateral entry candidates and plans of study were issued to those who met program admission criteria. Course availability was enhanced during 2000-2001 with middle and secondary methods courses offered during late afternoon sessions, as well as a course in regional geography for social studies teachers. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

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

During 2000-2001, specific efforts were channeled toward improving NTE/Praxis scores, targeting students at various stages in the Teacher Education Program. Accessible test preparation materials were added to the Curriculum Materials Center, providing test practice for all Praxis tests. Learning Plus Software that provides preparation for the PRAXIS I series was purchased and made available to all students who were applying for admission into the Teacher Education Program. One faculty member took the PRAXIS I examinations, and as a result minor modifications were made in the content of some methods courses. The Catawba College Academic Resource Center and Writing Center also provided prospective candidates with tutoring opportunities to meet the competency requirements in reading, mathematics, and writing of the Praxis I: Pre-Professional Skills Tests (PPST). To assist those preparing for the Praxis Specialty Area Exams in the field of physical education, the Department of Health and Physical Education hosted a Praxis Specialty Area preparation workshop for teacher candidates led by a consultant from Campbell University. Students from six colleges attended this workshop. Additionally, Dr. Patricia Whitley of the Physical Education faculty collaborated with Teacher Education faculty in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence which includes much of the Praxis II preparatory material. Thus, efforts were made to improve Praxis/NTE scores by utilizing resources and collaborating with colleagues both outside and inside the college community.

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

The Teacher Education faculty met with the Chief Enrollment Officer and Academic Dean to discuss strategies for recruitment and retention of teacher candidates. In order to attract and retain high quality candidates, a new Teacher Education Scholarship for prospective students was developed. Beginning with the freshmen class of fall 2001, Catawba College has committed to offering up to twenty scholarships of \$1500 each to entering freshmen who enroll in a teacher education program. These scholarships are renewable for up to four years. Therefore, by fall 2004, the college should be offering \$120,000 in teacher education scholarships each year. Catawba College engaged in a number of recruitment activities throughout 2000-2001. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, all Catawba Teacher Education faculty attended campus events such as periodic "Discovery Days," which are special visitation days at Catawba targeting prospective students. These prospective students then received letters and materials explaining the Catawba Teacher Education Program and the opportunities therein. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students by electronic mail correspondence with freshmen, by informal invitations to Student Education Association meetings, and by serving as campus guides in the Alpha program. During 2000-2001 teacher education students also held key leadership positions on campus in student government. Such participation spotlights teacher education as a place for campus leaders to develop confidence and enhance their communication and leadership skills.

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

During 1999-2000, the Teacher Education Department initiated a number of significant events that illustrate its commitment to diversity and desire to increase minority enrollment. These initiatives addressed three areas of concern: the need for diverse faculty, the desire for opportunities to increase multicultural understandings, and the necessity for providing support to minority candidates. The first initiative was addressed by the hiring of a full-time, tenure-track African American faculty member and by the tenure appointment of a full-time male faculty member. In 2000-2001, another male joined the faculty. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. The belief is that a diverse and more aware faculty,

combined with a new Teacher Education Scholarship program, will help recruit a more diverse group of students to pursue teacher licensure. The second initiative led to an increased emphasis on multiculturalism in the Instructional Theory and Design course sequence taken by all juniors. The third initiative led to consultations with professors and advisors of minority candidates who enrolled in teacher education introductory courses to explore ways to assist minority candidates through the formal transition into the Teacher Education Program. Lateral entry options and plans of study were offered and written for minority students who developed a late interest in teaching, and several teachers from minority populations are pursuing licensure through Catawba. Although there was a small increase, the 2000-2001 academic year did not witness a significant shift in minority enrollments in Teacher Education Programs.

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

During 1999-2000, two new initiatives impacted the Teacher Education Programs at Catawba College. During the summer of 1999, significant changes were made in the design of the Graduate Program. These changes were made in connection with the mandate from the NC Department of Public Instruction that graduate programs address the newly adopted NC Competencies for Advanced Licensure, the five propositions of the National Board for Professional Teaching Standards, and the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. The new design received approval from NCDPI at the end of the summer and the new program began enrolling students in the fall of 1999. This new program includes more in-depth consideration of the special needs of individual students, a greater emphasis on technology in advanced pedagogy courses, and greater emphasis on implementation of action-research. The new program has increased the availability of advanced content courses. It includes portfolio development, and a six-semester-hour project/practicum sequence followed by a presentation of the culminating project. The graduate portfolio replaces the formerly required comprehensive examination. The first graduate portfolios were submitted during the 2000-2001 school year. The products represented a significant shift in focus by improving opportunities for integrating theory and practice and for reflection. In addition to approving upgrades of existing licensure areas, program tracks in Middle School Science Education and Middle School Social Studies were added. A second initiative occurring during 2000-2001 involved the awarding of a \$25,000 grant from the Proctor Foundation. This grant was designated for increasing technological competence through upgrading technology at both the Catawba Education Computing Laboratory and at Overton Elementary School, our partnership school. A collaborative committee made up of both public school and college representatives with technological expertise submitted recommendations to the COPE Advisory Committee, the partnership's governing body.

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

The Department of Teacher Education has an ILP agreement with the Rowan-Salisbury Schools by which college faculty members make professional services available to beginning teachers. Faculty members have taught demonstration lessons in beginning teacher's classrooms. Discussions were held between the department chair, the Director of Professional Development, and the ILT Coordinator for the Rowan-Salisbury Schools about the needs of beginning teachers, particularly lateral entry teachers. As a result, the department sponsored a summer professional development workshop for lateral entry teachers taught by faculty from Catawba and Pfeiffer. Further efforts included "Educators' Dinners" sponsored by the Hobbie Center for Values and Ethics and often attended by beginning teachers. In addition, the Student Education Association sponsored a program that included a panel of beginning teachers who were asked to share with students and faculty their stories of success and struggle. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and

phone calls between departmental faculty and former students regarding their novice teacher roles.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The college supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the college offers the Graduate Program with tuition less than that of state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Council, Undergraduate Teacher Education Council, and Catawba Overton Partnership for Excellence Advisory Committee. In 2000-2001, professional development activities were provided for career teachers, including instructional technology, linear algebra workshops for high school teachers of mathematics, and a two day school-college partnership retreat in the mountains of North Carolina. Teacher education faculty have taught demonstration lessons in the partnership school. The college sponsored Educator's Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba Graduate faculty. During 2000-2001, career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the college's Curriculum Materials Center in preparation for their assessments.

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 Teacher Education faculty are involved with area public schools through regular field supervision and unique programs such as the Catawba Overton Partnership for Excellence (COPE). In COPE, professors plan experiences for junior interns in an elementary school that include faculty teaching model lessons, holding post observation conferences with interns and mentors, and serving as tutors in the "Overtime" program. During summer SPEC camps, a faculty member leads local AIG teachers in planning and implementing meaningful experiences for AIG sixth grade students from six school districts. Educators' Dinners allow public school personnel, Teacher Education faculty and students to discuss educational issues. The college also hosts and assists in planning meetings of Kappa Delta Pi, the Education honor society. Arts and Sciences faculty participate in a variety of interactions, including classroom presentations, conducting workshops, judging contests, PTA leadership and participation, helping with field days, and supervising trips for academics or athletics. Faculty utilized their special talents in unique ways. For example, a math professor made presentations during Governor's School and led workshops on linear algebra to area teachers. A music professor hosted a summer music camp, provided assistance to area concert and marching bands, and judged band competitions. Three professors were readers for Advanced Placement examinations. A history professor served as statewide advisor for the Junior Tarheel History Clubs and conducted Civil War lessons to local AG classes. Theatre Arts faculty assisted students in school theatre productions with the selection of costumes to borrow from the Theatre Arts department. Special Olympics was held at Catawba College and faculty from the departments of Psychology and Physical Education coordinated efforts. A professor of Communication Arts worked with local schools in judging debate competitions and presented dramatic readings. The entire science faculty was involved with the public schools, including the presentation of science shows, the judging of science fairs, and teaching classes in instrumentation for high school students. The Center for the Environment sponsored an Environmental Science Day, environmental education workshops, and helped develop a web site for a statewide bird count by students in local schools. An online magazine, EcoConnections, was established and center personnel met with local teachers and sought input as to how to make the magazine more useful. Furthermore, college facilities are usually

offered to public schools at no charge. As these examples make clear, Catawba College is strongly committed to North Carolina's public 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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	40
	Other	0	Other	0
	Total	9	Total	41
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	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	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	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	5
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	2	Total	23

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)	.	.	.
Secondary (9-12)	11	11	6
Special Subject Areas (K-12)	2	2	0
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	13	13	6
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	179	
MEAN PPST-W	176.29	
MEAN PPST-M	177.33	
MEAN CBT-R	328.74	
MEAN CBT-W	320.79	
MEAN CBT-M	325.20	
MEAN GPA	3.22	3.33
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	9	8	0	0	5	5	0	0
Middle Grades (6-9)	0	0	0	0	2	2	0	0
Secondary (9-12)	1	1	1	1	0	0	0	0
Special Subject Areas (K-12)	5	0	1	0	1	1	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	15	9	2	1	8	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
Elementary Education (K-6)	11	91
English	1	*
Mathematics (9-12)	1	*
Physical Education	6	83
Social Studies (6-8)	1	*
Social Studies (Comprehensive)	1	*
School Pass Rate	21	90
PK/PLT	17	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	10	2	1	.	.
U Licensure Only	2	.	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	.
U Licensure Only	.	.	.	.	.	.
Masters Degree	.	.	3	4	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	24	66.7	54.2

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

LEA	Number of Teachers
Rowan	279
Davidson	52
Davie	49
Cabarrus	47
Iredell	39
Forsyth	37
Charlotte-Mecklenburg	25
Guilford	23
Stanly-Albemarle	19
Lexington City	16

**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	3.45	3.67	4.00
preparation for managing the classroom	3.45	3.33	3.75
preparation for using technology as an instructional tool	3.09	3.67	3.75
preparation for meeting the needs of diverse learners	3.55	3.67	3.88
Preparation in curriculum content and delivery strategies	3.55	3.67	3.88
Number of surveys received	11	3	8
Number of surveys mailed	18	18	18

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
5	3	.



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Chowan College



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2000 - 2001

Overview of the Institution

Chowan College is a four-year coeducational institution committed to excellence in teaching, learning, and service. The college provides an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary to survive and flourish in a rapidly changing, culturally diverse, global society. Chowan College, as a church-related institution, was founded upon and is dedicated to Judeo-Christian values. Consistent with this heritage, the college is guided by the historic principles of religious and intellectual freedom, academic excellence, the dignity and worth of each individual, an atmosphere of open dialogue, freedom of inquiry and expression, and a moral commitment to the pursuit of truth. The college fulfills its mission with a careful blend of both liberal arts courses and professional courses. Recognizing that such a blend of knowledge and experience is particularly suited to the needs of contemporary society, Chowan takes as a priority the need to connect general education with specialized education, theoretical learning with practical learning, and intellectual skills with vocational skills. These connections are emphasized throughout the four years normally required to satisfy graduation requirements. Chowan College is the second oldest of North Carolina's seven Baptist colleges. It opened in 1848 as a four-year college for women, Chowan Baptist Female Institute. It was renamed Chowan College in 1910, admitted male students in 1931, and became a two-year institution in 1937. In 1992 the college returned to four-year status when it admitted a junior class. The college continues to expand its academic program and to recruit well-qualified faculty. At the same time, it continues to appreciate its identity as a small church-related institution whose people know each other. The college attempts to provide an environment that is comfortable and conducive to intellectual, social, and spiritual growth. The administration and faculty believe in and insist upon intellectual freedom, while continuing the commitment to Christian principles. Chowan College does not discriminate on the basis of gender, race, color, age, creed, national origin, or handicap in its policies concerning employment, admission, housing, scholarships and grants-in-aid, and public functions.

Special Characteristics

The theme of Chowan College's Teacher Education Program is "The Teacher as Facilitator of Learning for ALL Students." This theme is a logical extension of the college's overall mission statement. This mission commits the college to excellence in teaching, learning, and services; to the pursuit of academic excellence, freedom of inquiry, and to the pursuit of truth. The mission further commits the college to meet the needs of its students in "a caring context, providing extracurricular opportunities, which facilitate positive life experiences." The ultimate mission of the teacher education program is to produce teachers who believe in the worth and dignity of every student and who have the knowledge, skills, and attitudes to facilitate learning for all students. The Teacher Education Program at Chowan offers special one-on-one advising for all candidates seeking teacher education licensure. The class sizes are small and a "hands-on" approach is the focus for most courses offered through the department. The Elementary Education Program supports an "integrated" curriculum for its majors and offers a special nine-hour methods course for all elementary education seniors. All teacher education candidates are required to compile a Presentation Portfolio to be submitted as a course requirement for Education 407-Effective Teacher Training. This portfolio includes personal evidence of an effective teacher collected throughout each candidate's professional studies and methods courses for teacher education licensure. The evidence collected reflects the INTASC standards and the knowledge, skills and attitudes of the effective teacher outlined in the conceptual framework designed for Chowan's Teacher Education Program.

Program Areas and Levels Offered

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

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

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

Various departments and/or groups within Chowan College participated in collaborative activities with public schools this year. The Financial Aid Department sponsored the America Reads Program providing reading tutors to various low-performing schools in the area. The coordinator of the program was an elementary education major and most of the tutors were education majors. The Science Department of Chowan College once again hosted Science Olympiad on February 17, 2001. Most of the science faculty as well as 13 members from other departments on campus, numerous local community members and approximately 30 student assistants worked to develop and run hands-on science activities throughout the day for 24 teams of middle and high school students from across northeast North Carolina. This is the ninth year Chowan has hosted this event. In April, the faculty of the Math Department with the assistance of various faculty members from the teacher education department and across campus hosted the annual Math Contest at Chowan College. Contestants included over 400 middle and high school students from 20 different schools in northeast North Carolina. Chowan College continued to be a site for the Upward Bound Program again this summer. This program is designed to encourage, facilitate and enable area high school students to attend college after graduation. During the 2000-2001 school year the Department of Teacher Education strengthened its assistance to lateral entry teachers by participating in the North Carolina Model Teacher Education Consortium (NCMTEC). Two education courses were offered through the NCMTEC during the fall semester, three were offered during the spring semester and four were offered during the two summer sessions. The Department of Teacher Education and the Science Department coordinated a collaborative science project entitled the "Eco-Team" during the fall semester. Initiated in the fall 1999, this environmental integrated science outreach program developed by Warren Wilson College was jointly taught by senior-level elementary education candidates and biology majors in three third grade classrooms in three area elementary schools. Elementary education candidates enrolled in Education 307-Teaching Reading in the Elementary School-participated in a reading/writing partnership with first-graders in an area elementary school during the spring semester. Elementary education candidates visited the first grade classroom each week to read with their reading buddies. Throughout the semester the candidates were secret pen pals with one or two first graders in the classroom as well. Elementary and secondary education candidates enrolled in Education 320-Foundations of American Education-served as tutors in local schools throughout the year.

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

The Department of Teacher Education continued its support to low-performing schools by providing reading tutors through the America Reads Program and as a function of several early fieldwork experience requirements in professional education courses. Numerous elementary education candidates participated in a reading/writing partnership with first-graders in a low-performing school in the area. Once a week elementary education majors would visit the first-grade classroom and serve as reading tutors and pen pals. Athletes from the Health and Physical Education Department also served as reading tutors to several low-performing schools throughout the school year. In addition, the Interdisciplinary Studies course required of all freshmen students at Chowan College contained a community service component during

the fall semester. A number of freshmen students chose to participate as tutors and/or reading buddies for elementary students within two low-performing schools in the immediate area. The Chair of the Teacher Education Department and another faculty member met with local principals from low-performing schools in the area to discuss and plan a Professional Development School Project with the schools for the 2001-2002 school year. Senior level elementary education candidates will do extensive field-based work in the schools during the fall semester and will extend that experience to include student teaching in the spring semester during the 2001-2002 school year. The Professional Development School Project will be expanded during the 2001-2002 school year to include faculty from the Department of Teacher Education providing workshops for teachers and student tutors during both semesters. The SNCAE organization joined with the Hertford County Partnership for Children to write a literacy grant for \$24,000. The grant was funded by the First Book Foundation to give a book to each K-5 child in all of the low-performing elementary schools within the immediate county. Elementary education candidates delivered the books during the month of April. The Student North Carolina Association of Educators organized a "Dr. Seuss Birthday Party" for seven elementary classrooms in low-performing schools in the area. Members of the organization celebrated Dr. Seuss's birthday by visiting area classrooms, reading Dr. Seuss' books and providing a book for the students in each classroom.

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

The Department of Teacher Education encourages all instructors to model the effective use of technology, incorporate technology in the syllabi, apply differentiated instruction and integrate technology in the classroom, and emphasize student application of technology in course requirements. During the 2000-2001 year five education courses were offered utilizing blackboard technology. Preservice teachers at Chowan College are provided instruction in the effective use of technology in most professional and specialty area courses. In the Department of Teacher Education emphasis is placed on teaching the effective use of technology across the curriculum. Many course assignments require the use of technology and most professors in the unit model the effective use of technology in their education courses. The end product of this intense study and varied use of technology is each student's Technology Product of Learning that is begun in Education 371-Media and Technology and completed during the student teaching practicum. A public school teacher and a faculty member of the Department of Teacher Education formally evaluate this Product of Learning. A checklist for technology development was created for education majors starting their freshman year and continuing through the student teaching practicum to assure compliance with the technology product of learning requirements. Student teachers also have the opportunity to observe the use of technology in their assigned classroom and are expected to use technology effectively while completing their student teaching requirement. Chowan College was a host site for North Carolina's Teacher Academy this past summer as well. Two one-week intensive technology workshops were held on the campus for over fifty career teachers who teach throughout the state of North Carolina. Two refresher technology sessions will also be held during the 2001-2002 school year for the teachers who participated in the technology workshops this summer. During the 2000-2001 school year Chowan College was invited to become a partner in the NC Catalyst, a two-year system-wide instructional technology plan for professional development and technology integration for teacher preparation. Faculty from Chowan along with faculty from fifteen UNC teacher preparation programs met four times during the year to better align policies and practices for this project. The college also joined with Elizabeth City State University as an education partner in the U.S. Department of Education's PT3 Grant Initiative-Preparing Tomorrow's Teachers to Use Technology. Chowan and ECSU were awarded funds to develop an online licensure program in teacher education, there by increasing the number of qualified and licensed teachers in northeastern North Carolina.

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

Chowan College is actively involved in the North Carolina Model Teacher Education Consortium (NCMTEC) and is currently working with approximately 25 lateral entry teachers. Seven candidates have been fully accepted into the Teacher Education Program, one has been provisionally accepted and the remainder of them is in the process of attaining all needed requirements for licensure. Approximately 30 lateral entry teachers have inquired into the Teacher Education Program at Chowan College this year. The Chair of the Teacher Education Department reviewed numerous transcripts of lateral entry teachers seeking licensure through Chowan College. The Department of Teacher Education offered two courses for the NCMTEC during the fall semester, three during the spring and four during the two summer sessions. The Department of Teacher Education pledged its support to and became a partner in the NC Teach Program last year. NC Teach is a program designed to recruit, prepare and support college graduates and mid-career professionals as they enter the teaching profession in North Carolina. In addition, one faculty member from the Department of Teacher Education served as an advisory board member on the Collaborative to Support New Teachers. The Department of Teacher Education along with the Student North Carolina Association of Educators and in collaboration with the Collaborative to Support New Teachers hosted two one-day workshops entitled "Preparing the Performance-Based Licensure Product" at Chowan College for regional classroom teachers. These one-day workshops were held in October and February. Faculty from the Department of Teacher Education and other professionals conducted breakout sessions to assist over 150 lateral entry and beginning teachers in developing the PBL Product. The Department of Teacher Education along with the Student North Carolina Association of Educators hosted a two-day workshop in April for lateral entry and inservice teachers entitled "Nonviolent Crisis Intervention". This workshop was held on the campus of Chowan College and offered one CEU credit for teachers who attended. The Department of Social Science hosted an interdisciplinary seminar on Hate during the month of May on the campus of Chowan College. All local public school educators both lateral entry and inservice teachers were invited to attend. Those teachers attending were able to earn 1.5 CEU credits for licensure renewal. All local high schools were sent invitations and high schools students were invited to attend the two-day seminar free of charge. The college also joined with Elizabeth City State University as an education partner in the U.S. Department of Education's PT3 Grant Initiative-Preparing Tomorrow's Teachers to Use Technology. Chowan and ECSU were awarded funds to develop an online licensure program in teacher education, there by increasing the number of qualified and licensed teachers in northeastern North Carolina.

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

The Department of Teacher Education has purchased the Learning Plus computer tutorial program and makes it available to all candidates preparing for the PRAXIS I. An orientation to Learning Plus is provided for all candidates during the time they are enrolled in Education 201, Introduction to Teaching. The Learning Plus program is available to candidates in any computer lab on campus or in their dorm room if they are connected to the college network. Also available for checkout in the Department of Teacher Education are multiple copies of study guides for PRAXIS I and II. These guides are free to students. Faculty members in the Department of Teacher Education have located various web sites to assist students in preparing for PRAXIS I and II as well. Elementary education candidates are now advised to enroll in Math 201 and Math 202 during their sophomore year at Chowan College. The content of both of these courses is highly correlated to the math content on the Math section of the PRAXIS I. The students who have enrolled in and completed these courses during their sophomore year have a higher pass rate on the math portion of the PRAXIS I. Other licensure departments on campus are offering tutorial sessions for their candidates as needed.

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

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

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

Chowan College provides a special effort to encourage minority students to pursue teacher licensure by offering additional scholarship monies per year to any minority candidate who is formally accepted into the Teacher Education Program. The Department of Teacher Education is actively affiliated with the North Carolina Model Teacher Education Consortium and provides numerous opportunities for minority students to pursue teacher licensure through Chowan College. The Chair of the Department of Teacher Education met with a significant number of minority students affiliated with the North Carolina Model Teacher Education Consortium during the 2000-2001 school year to review transcripts, discuss licensure requirements and develop individual plans of study for the completion of licensure requirements for the state of North Carolina.

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

The Student North Carolina Association of Educators (SNCAE) organization sponsored by the Department of Teacher Education initiated a number of community service programs throughout the 2000-2001 school year. The student members of SNCAE coordinated a campus-wide Angel Tree Christmas Project collecting needed items for over 48 children living in the immediate area of Murfreesboro. The club also initiated a Bedtime Story Hour at the local public library where education students conducted an hour-long program for children, which included before, during and after reading activities the first and third Thursday of every month. The SNCAE also organized a "Dr. Seuss Birthday Party" for seven elementary classrooms in low-performing schools in the area. Members of the organization celebrated Dr. Seuss's birthday by visiting area classrooms, reading Dr. Seuss' books and providing a book for the students in each classroom. The SNCAE organization joined with the Hertford County Partnership for Children to write a literacy grant for \$24,000. The grant was funded by the First Book Foundation to give a book to each K-5 child in all of the elementary schools in the immediate county. Elementary education candidates delivered the books during the month of April.

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

Graduates of the Teacher Education Program at Chowan College are offered assistance during their first two years of teaching through the Chowan College Teacher Education Department Pledge of Assistance. If the graduate is employed within a 100-mile radius of Chowan College, a visit by a faculty member of the Department of Teacher Education will be made at the request of the graduate in order to review effective teaching strategies and offer suggestions for improving the teaching/learning process. Up to four visits during the two-year period will be provided. Graduates teaching in schools located outside the 100-mile radius may receive

guidance through phone interviews, email, etc. Principals who employ Chowan teacher education graduates may also request assistance from the teacher education faculty if they feel such assistance is needed to help the new teacher. A faculty member from the Teacher Education Department was an active advisory board member on the Collaborative to Support New Teachers. This goal of this project is to provide active support and assistance to beginning teachers in northeast North Carolina. All teacher education materials located in the Instructional Materials Center in Whitaker Library at Chowan College are also available for brief periods of time for graduates to use in their classrooms. In addition, The Department of Teacher Education along with the Student North Carolina Association of Educators and in collaboration with the Collaborative to Support New Teachers hosted two one-day workshops entitled "Preparing the Performance-Based Licensure Product" at Chowan College for regional beginning classroom teachers. These one-day workshops were held in October and February. Faculty from the Department of Teacher Education and other professionals conducted breakout sessions to assist over 150 lateral entry and beginning teachers in developing the PBL Product.

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

All cooperating teachers who have worked with Chowan's student teachers for a semester are awarded the opportunity to enroll in any three or four-hour course offered at Chowan College within a specified time period for a nominal tuition fee. They are also invited to attend a Student Teacher/Cooperating Teacher Workshop/Banquet in the spring semester. At this function they are introduced to the teacher education faculty and learn the philosophy of the Teacher Education Program at Chowan College. As a way of helping to repay cooperating teachers of their hard work and help, Whitaker Library instated a policy effective February 2001 to offer complimentary borrowing privileges to those cooperating teachers who are actively supervising a student teacher from Chowan College. The Director of Library Services along with the assistance of the Chair of the Department of Teacher Education will notify all cooperating teachers each semester of this free service. Materials located in the Instructional Materials Center in Whitaker Library at Chowan College are available for short periods of time to all career teachers in the area for a nominal fee as well. Career teachers are also given the opportunity to earn CEU's by viewing TI-IN video presentations provided by the Department of Teacher Education. These videos are available free of charge to all career teachers. The Department of Social Science hosted an interdisciplinary seminar on Hate during the month of May on the campus of Chowan College. All local public school educators were invited to attend. Those teachers attending were able to earn 1.5 CEU credits for licensure renewal. Chowan College was a host site for North Carolina's Teacher Academy this past summer as well. Two one-week intensive technology workshops were held on the campus for over fifty career teachers who teach throughout the state of North Carolina. Two refresher technology sessions will also be held during the 2001-2002 school year for the teachers who participated in the technology workshops this summer. The Department of Teacher Education along with the Student North Carolina Association of Educators and in collaboration with the Collaborative to Support New Teachers hosted two one-day workshops entitled "Preparing the Performance-Based Licensure Product" at Chowan College for regional classroom teachers. These one-day workshops were held in October and February. Faculty from the Department of Teacher Education and other professionals conducted breakout sessions to assist over 150 lateral entry and career teachers in developing the PBL Product. The Department of Teacher Education along with the Student North Carolina Association of Educators hosted a two-day workshop in April for lateral entry and career teachers entitled "Nonviolent Crisis Intervention". This workshop was held on the campus of Chowan College and offered one CEU credit for all teachers who attended.

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

The arts and science faculty members of Chowan College have served the public schools in various ways this past year. The Science Department of Chowan College once again hosted Science Olympiad on February 17, 2001. Most of the science faculty as well as 13 members from other departments on campus, numerous local community members and approximately 30 student assistants worked to develop and run hands-on science activities throughout the day for 24 teams of middle and high school students from across northeast North Carolina. In April, the faculty of the Math Department with the assistance of various faculty members from the teacher education department and across campus hosted the annual Math Contest at Chowan College. Contestants included over 400 middle and high school students from 20 different schools in northeast North Carolina. A faculty member in the Science Department participated in Career Day and Achievement Day at a local elementary school. Other faculty members at Chowan College participated in events that involved the public schools in the area as well. The chairperson of the Social Science Department taught a lesson on Community Helpers to a group of second graders at a local elementary school. He also developed a Social Studies Speaker's Bureau for public schools in the area. The Social Science Department conducted a Children's Book Drive and donated books to local elementary schools. The licensure coordinator for the social studies program visited three local high schools to meet with the principals and discuss the Social Studies Education Program that is currently awaiting temporary authorization from the Department of Public Instruction. He also attended a meeting of the Hertford County Social Studies Department to discuss possible collaborative projects between Chowan College and Hertford County High School. The chairperson and licensure coordinator of the English Department met with local AP English classes at Hertford County High School to advise students on writing essays for the literature AP Exam. He also served as a moderator for a Quiz Bowl in a local high school and served as a reader for the AP exams in literature. Other faculty members in the Department of Teacher Education were involved in the public schools this past year. One faculty member continued her training as a Performance-Based Licensure Product evaluator and attended a summer conference for additional training. The math education licensure coordinator taught Calculus I at a local high school for dual credit during the spring semester and provided individual tutoring for area high school math students. Three of the faculty members within the department attended the SAS in School Faculty Workshop in Greenville during the spring semester. One of the faculty members has been actively involved in the PT3 Catalyst Grant, which will include teacher-training modules for technology during the 2001-2002 school year.

II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	23
	Other	0	Other	0
	Total	11	Total	25
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


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

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)	30	21	19
Middle Grades (6-9)	.	.	.
Secondary (9-12)	4	4	3
Special Subject Areas (K-12)	.	.	.
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	34	25	22
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	179.78	
MEAN PPST-W	176	
MEAN PPST-M	180.05	
MEAN CBT-R	328.61	
MEAN CBT-W	322.88	
MEAN CBT-M	324.47	
MEAN GPA	3.38	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)	8	3	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	4	0	0	0	0	0	0	0
Special Subject Areas (K-12)	6	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	18	3	0	0	0	0	0	0
 Comment or Explanation								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (K-6)	5	100
Physical Education	3	*
School Pass Rate	8	100
PK/PLT	10	90
* 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	14	4	.	.	.	.
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	12	58.3	41.7

- 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
Northampton	13
Hertford	10
Currituck	6
Gates	5

- 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	4.00	3.50	4.00
preparation for managing the classroom	4.00	3.50	4.00
preparation for using technology as an instructional tool	3.50	3.50	4.00
preparation for meeting the needs of diverse learners	3.50	3.50	3.67
Preparation in curriculum content and delivery strategies	4.00	3.50	3.67
Number of surveys received	2	2	3
Number of surveys mailed	13	13	13

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	4	4



IHE Performance Report

2000-2001

Davidson College

IHE Performance Report

Davidson College

2000 - 2001

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

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

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

In order to augment instruction and increase our students' exposure to the public school environment, public school teachers and administrators were retained as members of the Methods faculty (Education 400). They taught content methods, ran special workshops, and attended faculty meetings. These faculty were involved in policy-making decisions and were particularly valuable in developing our new Conceptual Framework, in finding ways to address the new NCATE Standards, and in the writing of the state IHE Performance Report and the federal Title II report. All college facilities were available to these teachers and administrators, including space on the college web server, technical assistance, and \$200 for professional development funds. Representative activities included the following. Marie Rogers (English, Independence High School) provided instruction in English methods and conducted observations for our student teacher in English. Evelyn Gerdes (former Area Superintendent for Charlotte-Mecklenburg schools) provided instruction in social studies methods and conducted observations for our student teacher in Social Studies. Marie Rogers also ran a 3-hour workshop on Cooperative Learning at Independence High School. Diane Brooks (Exceptionalities, Vance High School) ran a day-long workshop for student teachers that included visits to two inclusion classes (one history, one biology), a self-contained cross categorical class, and two self-contained autistic classes. Arts and Sciences faculty who serve on the Teacher Education Committee and assume responsibility for subject areas also participated actively in the public schools. For example, Dr. Magdalena Maiz-Pena taught Spanish at Davidson elementary school each week to the third and fourth grade experimental class for the entire school year. The department co-sponsored (with Community Services) a "Homework Lab" for elementary, middle, and secondary students. Located on the Davidson campus, the Homework Lab was open from 3:30-5:30 p.m. Monday-Thursday. Parents dropped their children off to be tutored by Davidson students in any subject. The department chair ran workshop training for tutors and observed tutors in their work. The department also co-sponsored (again, with Community Services) a program titled "Leaps and Bounds," a three-year, tuition-free, academic program for motivated middle school students with limited educational opportunities—the mission of which is to empower middle school students to take ownership of their education and to become leaders in their school and communities through unique academic experiences. Students participated in a four-week summer program and in a series of enrichment programs during the school year. The department chair ran a workshop for the teachers and observed classes and wrote formal teaching evaluations. The department also participated in the Eco Team project developed at Warren Wilson College. The program is a series of seven environmental education lessons (one hour each) presented by college students to elementary school students. In the fall semester, the department sent three teams of students to Davidson Elementary School, and in the spring semester, the department sent five teams of students to Cornelius Elementary School.

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

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

recruitment and retention of minority students by colleges and universities. Evaluation of the pilot project showed dramatic changes in participants' attitudes and achievement levels. These positive results encouraged Davidson and the Charlotte-Mecklenburg Schools to move forward with the program. "Love of Learning" has grown now to include the Rowan and Cabarrus school systems, and the program serves as a model for similar programs at other colleges and universities.

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

Department chair, Dr. Rick Gay, taught all students the required technology competencies. Multi-media computers with CD-writers and zip drives were used extensively by students in the Curriculum Lab, along with a scanner, color printer, digital still camera, and digital video camera. A continuing grant from First Union will allow the department to maintain a state-of-the-art lab indefinitely. Individual instructional sessions were held in the Curriculum Lab and class sessions were held in a larger lab on campus. All students constructed personal web sites and electronic products of learning (portfolios) that included artifacts demonstrating the required competencies. Video clips were included in the students' portfolios. Each student's portfolio was burned onto a CD-Rom; one copy was given to the student and a second copy is now kept on file. The department considers itself a technological leader on the Davidson Campus. All education classes include a technology component, such as submission of papers electronically and online discussion groups using Outlook Public Folders. All Davidson students had web connections in their dormitory. Prospective employers were able to view each student's portfolio via the World Wide Web, including video clips of teaching performance.

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

Davidson College is happy to assist individuals who are interested in becoming licensed in the state of North Carolina through the Lateral Entry Program and has established a set of guidelines, administered by the departmental chair, to be followed by such individuals. In addition, a ninth-semester option is available for students who wish to return to Davidson and complete the student-teaching block (EDU 400, 411, 412, 420) in the spring semester. It is generally difficult for lateral entry teachers to complete course work at Davidson because of the college's mission to serve traditional college-aged students in a residential setting. For example, because nearly thirty percent of the student population participates in intercollegiate athletics and over seventy percent are involved in community service, the college does not offer night or weekend classes. Additionally, many students and faculty participate in summer programs at home or abroad; thus, the college does not offer summer school. Finally, during the 2000-2001 academic year, tuition for one course totaled \$1,900; needless to say, most lateral entry teachers seek admission elsewhere. Nevertheless, the department has recently sought creative ways to accommodate such individuals. For example, because of the scarcity of programs offering licensure in Latin, the department admitted a lateral entry teacher in Latin and will offer the necessary courses outside of the traditional class schedule. In another creative effort, the Department developed a unique way to serve students who plan to enter teaching through alternative entry. Because of their involvement in extra-curricular activities and because of the lack of night, weekend, or summer courses (mentioned above), many Davidson students find it logistically difficult to complete a rigorous academic major, enroll in professional education classes, study abroad, and spend an entire semester student teaching. However, many Davidson graduates do enter teaching through alternative routes, especially in the sciences and in other fields for which Davidson does not offer licensure. In order to accommodate these students and prepare them for the classroom, the department offers an Interdisciplinary Concentration in Education for those students who plan to enter teaching via lateral entry. Students who complete this concentration, administered and supervised by the Education Department, will have completed 24 credit hours in education-related courses, including a capstone course (Directed Field Placement) in their final semester. Motivated by the need to address the current teacher shortage, the state of North Carolina has initiated a program to enable "mid-career" professionals to enter teaching (NC-Teach); motivated by the

same need, the Education Department at Davidson has initiated this program to enable "pre-career" professionals to enter teaching. We strongly believe that this unique approach will be valuable for serving future lateral entry teachers who will have a head start in completing the necessary requirements for full licensure. In addition, this program will encourage bright students to enter teaching who would not have otherwise done so.

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

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

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

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

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

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

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

In order to increase the exposure of the Education Department and to recruit prospects, the new fulltime member of the department was assigned to teach a course in introductory psychology. Additionally, the department chair volunteered to teach a required first-year course in composition and literature.

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

The Education Department collaborated with Charlotte-Mecklenburg Schools to run a New Teacher Symposium titled "Surviving and Thriving as a New Teacher"; the department paid the honorarium for Dr. Cynthia Dillard, Professor of Education and Dean for Equity and Diversity at Ohio State University, who presented at the symposium. The event was organized by a member of the Davidson Education Department, who also spoke at the event, which was

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

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

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

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

All SCDE faculty were involved in public schools activities: see 1A, 1L, 1J above. In addition, at least 40 of the 160 full-time members of the arts and science faculty (representing twelve departments) were involved in the public schools. This involvement included the following. Art: the department conducted tours of the Van Every/Smith galleries for classes at Davidson IB Middle and North Mecklenburg High School and donated easels to North Mecklenburg; one professor served as an examiner for IB art projects. Physics: the department donated surplus computers and software to the East Mecklenburg High School physics department; one member led a Charlotte-Mecklenburg Schools Teacher in-service workshop for all Charlotte-Mecklenburg Schools physics teachers; two gave two faculty development workshops for high school teachers at the national AAPT meeting. Biology: one served as a tutor for the national Science Olympiad and instructed a middle school class on how to sample streams for water chemistry and aquatic insects; another gave a presentation to 3rd and 4th graders on "what is an insect" and also gave a presentation on "insects as food" for 6th and 8th graders; another co-authored a published paper with a middle school teacher and served as a judge for the Northwest School for the Arts Senior Exit Projects; another gave a slide show about bats to a 3rd grade class at Davidson Elementary; another judged a science fair at Lake Shore Middle School. Chemistry: one co-delivered, with a college student, a demonstration to two high school chemistry classes at Mooresville High School. Spanish: the department has a program, FLES (Foreign Languages in Elementary School), in which Davidson students teach Spanish in the Davidson Elementary School. Theater: one taught fifth grade classes for two days at Pawtucket Elementary as part of a program in living history; he, along with the chair of the

Education Department, also judged senior exit projects at Mooresville High School. English: one served as a mentor for a senior project on Shakespeare; another involved school teachers in a public lecture series. Mathematics: one served as the "internet expert" for a K-1 Class at Davidson Elementary and led five internet experiences; another is a board member of the NC Association of Advanced Placement Mathematics Teachers, ran the monthly meetings of the Charlotte Mathematics Club and served as the "primary resource" for a senior project at North Mecklenburg High School; another was a judge at the Brawley Middle School science fair and gave a talk to students and teachers at a math contest for high school students. Sociology: one served on the School leadership Team at IB Middle School in Davidson. Classics: one gave a talk to the Foreign Language Association of North Carolina. Psychology: one reviewed for the journal "Teaching of Psychology." German: one served as a judge for the finals of High-Q, the Charlotte area quiz bowl for public high schools. In addition to the above, several faculty served as AP exam graders, including one in physics, two in economics (one who wrote questions), two in mathematics, one in psychology, one in French. Several faculty served as guest readers at Davidson Elementary, including one in the English department and the President of the College, who also spoke at the awards banquet at Mooresville High School.

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
	Total	0	Total	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	3	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	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)	.	.	.
Secondary (9-12)	.	.	.
Special Subject Areas (k-12)	1	1	0
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	1	1	0
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	185	
MEAN PPST-W	182.5	
MEAN PPST-M	185.75	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.3	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	0	0	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	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	2	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
English	2	*
Social Studies (Comprehensive)	3	*
School Pass Rate	5	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	2	.	.	.	.
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	5	100.	20.0

- 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
Charlotte-Mecklenburg	33
Wake	12
Durham Public	5
Forsyth	5
Rowan	5

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

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	0	5



IHE Performance Report

2000-2001

Duke University

IHE Performance Report

Duke University

2000 - 2001

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

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

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

Duke employs an Education Partnership Coordinator to build links between public schools and the university. Program in Education and MAT Program initiated: Exploring Education, a symposium drawing upon the expertise of local schools, policy makers, nonprofit agencies and community leaders to investigate challenges facing education; and ProjectChild, a freshman orientation program that brought Duke students into the community to support to K-12. Duke provided a Substitute Teaching Corps, with education faculty providing training for undergraduate and graduate students in classroom management and instruction. Faculty provided training to more than 300 students in America Reads, America Counts, and College Bound programs. Student volunteers also provided one-on-one ESL tutoring with 43 non-English speaking students. Duke School Days brought 500 Durham high school students to Duke to visit research facilities, attend lectures, tour the campus, and learn about college. Partners for Youth program provided four mentors-in the community, at school, to help with homework, and at a summer job-for at-risk youth. It won the Gold Medal in the national CASE (Council for the Advancement and Support of Education) "School and College Partnerships" awards category. VINE (Volunteer-led Investigations into Neighborhood Ecology) pairs graduate students with classes at elementary schools to conduct outdoor inquiries. Education faculty presented results of a Duke/Durham effort to improve EOG scores of low-performing students at the Closing the Gap Conference. Duke's Kenan Institute for Ethics sponsored NC Character Educators of the Year awards. The Kenan Institute, is also developing MIDDLE SCHOOL VISIONS: Character Education from the Middle Out. Duke's Center for Child and Family Policy works with preschools and daycares to provide service to children, teachers, and families to learn more about children's behavior and to increase their positive social skills. Based on the idea that increasing children's behavioral, social, and cognitive development can help them set the stage for success in school, Project TEAM was launched in the spring of 2001 as part of Project Kid Start. Durham Public Schools (DPS) administrators and teachers serve as faculty members and instruct both pre-service and in-service teachers. DPS employees are compensated at the rate of regular-rank Duke faculty. DPS teachers serve as voting members of admissions and advisory committees of each teacher preparation program. The Center for Documentary Studies designed activities for Durham Works that encourage teenagers to stretch boundaries and envision future options. Through Nicholas School of the Environment's Center for Environmental Education, partner schools benefit from NSOE student involvement in the creation of outdoor classrooms; VINE Program places NSOE graduate students in the schools creating curricula and providing instruction; the Teacher-Researcher Partnership brings together NSOE Research Faculty and K-12 teachers to conduct research on environmental issues.

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

George Watts Elementary School, designated low-performing in June 1999, is one of Duke's Partnership Schools. The school receives intensive intervention through efforts extended by the Duke Neighborhood Partnership Initiative and the faculty in Education. In addition, other Neighborhood Partnership Initiative Schools have a high population of students who receive free or reduced lunches, which is highly correlated with low-performing status. These schools include: Lakewood-87% free and reduced lunch; Powe-73% free and reduced lunch; Watts-86% free and reduced lunch; and, Forest View-43% free and reduced lunch. More than three hundred Duke undergraduates were trained to provide reading and mathematics tutoring to at-risk children in these schools. Twenty-two Watts students were served through STARS; Sixteen Watts students received intensive tutoring through Duke's Partners for Success Program; Fifty-five Watts students were part of Duke's College Bound Program; Two-hundred Watts students worked with Duke athletes in an incentive to read program. The Watts

Wellness Center, a Duke Neighborhood School initiative, employed a full-time nurse to provide healthcare to students which resulted in unusually high attendance rates. Southern High School, designated low-performing in 1998, continues to receive intervention from faculty and students in the MAT program. MAT students intern for one academic year at Southern, and Duke faculty provide both software and training in technology applications to help bring students to grade level in reading and writing. Other interventions at schools with high populations of students who receive free and reduced lunches are: STARS Plus pre-kindergarten program to reduce performance gap for children with no previous preschool experience; MUSCLE, funded for \$3000,000 to promote learning mathematics through the study of biology; furniture and volunteer time provided to redesign and refurbish teacher and tutoring spaces; Neighborhood Connections Project, in which freshman residence halls adopted elementary schools; computer equipment (40 desktop computers) provided to area elementary school; faculty and administrative retreat space; tickets for elementary school students to performances at Carolina Theatre and Duke Museum of Art; 15 high powered computers; planned outdoor micro-environments; guidance on school technology plan. Education faculty and Duke administrators meet regularly with school principals to develop strategies for raising the academic performance of children at-risk in our schools. Among the projects being developed: a book drive in which Duke students contribute books from their own childhood to the schools; a monthly lunch meeting on Duke's campus for teachers in these public schools; and, training teachers in the use of educational software.

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

All incoming students in teacher preparation are assessed on technological proficiency and provided with individual and/or group instruction to bring them to a high level of competence in database, spreadsheet, presentation and desktop publishing software in addition to instructional software specific to each student's teaching discipline. Each teacher preparation program provides training in advanced skills for all students. In the past few years, Duke has donated thousands of dollars' worth of computer equipment to the schools. Recognizing that computer literacy has become a crucial educational goal, Duke continues to administer grants from IBM and AT&T for computer equipment and software training for the local school district. Under the leadership of Laura Cousineau, Head of Duke's Lilly Library, Duke provides technology training for in-service teachers through Wired for Learning and AT&T Technology grants. As part of these grants, Cousineau and her staff provided workshops and classes on basic internet skills, web searching, and how to create a web page for a class for Durham teachers. In addition, librarians served as technology mentors at Lakewood Elementary, helping teachers learn how to use the new computers in the school. The Center for Instructional Technology, headed by Dr. Lynne O'Brien, provides ongoing funding and training for the MAT Program students to develop web-based portfolios. Training—which is also provided for in-service teachers—includes basic web page creation, database creation, spreadsheet creation, digitizing video and audiotapes, and PowerPoint. CIT also provides training in Blackboard, the web-based class information site available through Duke to faculty and teacher/mentors.

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

Program in Education recently hired Melanie Rumsey, a former high school teacher, to coordinate efforts in serving lateral entry teachers. Rumsey will work closely with Durham Public Schools in recruitment and advising for lateral entry candidates. Further, Rumsey will be point person for following the progress and development of DPI's Regional Alternative Licensing Center. Duke's teacher preparation programs continue to provide courses which begin at 4:00 p.m. or later, making them available to classroom teachers. These include: EDU-118, Education Psychology; EDU-190, Trends in Secondary School; EDU-109 Elementary School Curriculum; and MAT-341, Reflective Practice. The elementary teacher preparation program established an ongoing relationship with a local elementary magnet school to provide lateral entry opportunities for Montessori teachers employed at that school. Additionally,

faculty in MAT and Program in Education have volunteered to work with Durham Public Schools Professional Development Center to provide guidance and feedback on the Product of Learning required of all initially licensed teachers. Lateral entry teachers are welcomed into workshops on preparing for the PRAXIS. Duke also offers mentor training to career teachers so that they can effectively supervise ILT and lateral entry candidates.

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

Most Duke students do well on standardized tests, and the vast majority of teacher preparation students pass PRAXIS tests on their first try. Students' previous scores in standardized tests are examined at the time of admission to a teacher preparation program. Any student whose past scores indicates potential problem for NTE/PRAXIS scores is targeted for special help. Faculty provided PRAXIS testing manuals, tutorial software, and test orientation workshops to candidates during the 2000-2001 academic year. Students who have successfully completed PRAXIS tests mentor students who are preparing for the tests. Each candidate has a meeting with his or her program director to discuss tests required for licensure and the ways in which that candidate will prepare to complete the tests. Over the past year we have developed a more effective orientation for our teacher preparation students to provide a comprehensive overview of testing requirements, performance standards, and strategies for success.

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

Efforts to recruit students to all teacher preparation programs are ongoing and include: information sessions advertised through the campus newspaper and offered each spring and fall; direct mail to all qualified students; education faculty serving as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receiving information about teacher preparation programs and the success of Duke's graduates upon completion of those programs; websites linked to the main University website; direct mail to select liberal arts colleges' career development centers and arts and sciences departments; advertising in select liberal arts colleges' newspapers; generous support from the Dean of the Graduate School to develop brochures, websites, and posters; direct recruitment through the Graduate School Recruiting Office. Initiatives developed in 2000-2001 to increase the number of students entering teacher preparation programs include the Exploring Education symposium, inaugurated in October 2000 and scheduled again for October 2001, and the Careers in Schools Fair, inaugurated in February 2001 and scheduled again for February 2002. Prior to arriving on campus, all incoming freshmen are invited to meet with faculty in teacher preparation programs, and all incoming freshmen are invited to participate in Project Child under the direction of a faculty member in Program in Education.

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

Faculty members in Program in Education provide information sessions for student cultural associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses are targeted for special mailings that inform them of Duke's teacher preparation programs. The Director of MAT was an invited participant at the National Mellon Fellows research conference and symposium in summer 2001 to talk about teaching. Duke University continues to be an active member of the Institute for the Recruitment of Teachers (IRT). IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. The Duke Graduate School waives application fees for all IRT Fellows who apply to MAT. The Associate Dean of the Graduate School and Vice-Provost for Minority Affairs and her staff recruit for the MAT Program at the IRT convention, at GRE forums, and at HBCUs. Duke University has been a member of the Rockefeller Brothers Fund Fellowship Program for Minority Students Entering the Teaching Profession since the Program was launched in 1992. The Program supports

outstanding young people of color who intend to become teachers after graduation. Education faculty mentor Rockefeller Fellows in their required education projects, and the MAT Program offers a matching fellowship to admitted Fellows from any participating institution. Each Rockefeller Fellow receives a personal letter from the Director of the Program encouraging them to apply to MAT. Each student majoring in Duke's African-American Studies Program receives a personal letter from the director of that program and the director of MAT inviting him/her to consider a career in teaching.

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

Program in Education initiated Project Child, training and placing incoming freshmen in schools to work on projects designated by their principals and will continue the program in the coming year. The Center for Child and Family Policy continues collaboration on the Safe Schools/Healthy Students grant funded by the Departments of Education, Health and Human Services and will serve as grant evaluator and provide some grant services. This \$7.8 million grant is the largest ever received by DPS. Duke library has applied for an extension of the AT&T Technology grant to provide ongoing training in technology for career teachers. The Library will hold a conference for teachers and librarians to look at collaborative models for effective use of technology in the schools. MAT purchased software designed to help high school students learn to write, donated the software to Southern High School, and provided extensive in-service technology training at the school. Duke University, along with UNC-Chapel Hill, NCCU, and the North Carolina Education Research Center, hosted a conference on Improving Urban Schools. The Center for Disease Control has funded a proposal from Professor David Rabner, Center for Child and Family Policy, to investigate conflict resolution in Durham's middle schools. Both the Center for Child and Family Policy and Durham Public Schools are members of the Youth Coordinating Board. Duke's seven partner schools have expanded their arts programming, thanks to funding from an anonymous donor through Duke and help from the Duke Institute of the Arts, the Duke Museum of Art, the Alumni Association and the Office of Community Affairs. Activities include artist-in-residence programs and the annual DSA student art exhibition at the Duke University Museum of Art. Future plans for school involvement include: provide training in Accelerated Reader; provide keyboard training for 3rd graders using Alpha Smart; assist with school organization structure; address needs of Hispanic students by providing brochures on specialty schools within the district; address landscaping and facilities needs through the work of Duke student and employee volunteers; secure funding for Artists-in-Residence.

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

At the request of principals in Durham Public Schools, Duke offers cooperative discipline workshops to initially-licensed and lateral-entry teachers. Education faculty have volunteered to assist new teachers with the Product of Learning. Duke University provides e-mail to all graduates. Teacher preparation programs provide ongoing support to graduates through listserv and electronic communication. Duke University and its individual teacher preparation programs provide an alumni website with chat rooms for graduates. From the first day of the first education course, students are encouraged to keep in touch with education faculty throughout their careers. To ensure that they feel comfortable doing so, teacher education programs regularly e-mail graduates with specific questions about their experiences in the classroom. Duke provides mentor training to career teachers, and compensates them for their time taking the class, so that they may be effective mentors to beginning teachers. Duke works closely with Durham Public Schools to provide orientation for new teachers at the beginning of the school year. David Malone serves as contact for Teacher for America volunteers placed in Durham Public Schools to provide ongoing mentoring and support as they begin teaching. Ro Thorne provides workshops at area high schools for new teachers on parental involvement and working with difficult parents. Duke offers ESL instruction to new teachers at schools with high populations of non-native speakers. The MAT Program joined with other fifth-year teacher preparation programs at similar national universities to provide

consortium support for recent graduates of those programs. Duke allows its teacher education graduates to audit courses at no charge; two graduates will take advantage of this option in the coming fall. The Dean of the Graduate School has provided generous funds for the development of a newsletter for graduates of the MAT. Duke is inviting all graduates of its teacher preparation programs back to campus for a symposium celebrating the institution's 150th anniversary of teacher preparation in the spring of 2002. Planned with the celebration are events directed at teacher retention and support for initially licensed teachers.

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

Teacher Education Programs offer workshops for in-service teachers in: cooperative learning; cooperative discipline; instructional technology; parental involvement; web-design; mentor training; and classroom websites. The Center for Instructional Technology provides training in web-based course software for the Durham teachers with whom the teacher education programs work. Lilly and Perkins Libraries provide training in technology for in-service teachers. MAT provides one-on-one technology training to career teachers based on the advanced competencies established by DPI. Duke's Center for Documentary Studies conducts workshops for ESL teachers on communication using photography. Superior teachers from Durham Public Schools are selected to serve as mentors and on-site coordinators for teacher preparation programs and are generously compensated for their work. Professor Ron Witt, Department of History, received a grant from National Institute for the Humanities to offer a summer course in European history for high school social studies teachers. Professors Jack Bookman, Robert Bryant, John Harer, Greg Lawler, and David Morrison, Department of Mathematics, continue to work with the NSF-funded Park City Mathematics Institute, a vertically integrated program that brings together the best work of mathematics teachers at high school through post-doc levels. They continue with work through CHISEL-Carolina High School Education Leadership-that each year identifies a group of North Carolina's best high school math teachers for a weeklong workshop at Duke. Program in Education sponsors an annual Educators Institute to offer academic support to DPS teachers for 12 hours of intensive study over two days. Teachers receive continuing education credit for participating. A group of Duke biologists and long-term secondary school teachers provide training for middle and upper elementary science teachers. As part of that initiative, eight-day summer workshops for teachers and students will be conducted, including a toolbox of teaching supplies as well as coaching and follow-up sessions during the school year. Duke provides meeting space for teachers at area schools for staff development. In addition to technology instruction, Duke has provided hardware and software to teachers for use in their classrooms. Duke will celebrate 150 years of teacher preparation in the coming academic year. As part of this year-long celebration, Duke will host a series of workshops and symposia directed at the concerns of career 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?

Each member of the education faculty serves on numerous committees and task forces in Durham Public Schools. These include the Task Force on Workforce Preparedness; Durham Public Education Network; Building Community to Close the Achievement Gap Initiative; and the Education Work Group. Each regularly offers workshops in his/her area of expertise to area teachers. These include: instructional technology, 4x4, cooperative learning, working with parents, and reflective practice. Professors Jim Tomberg and Lawrence Moore, Department of Mathematics, have received NSF funding to develop a web-based math course aimed at high school students who have completed a year of AP calculus. Professor Lewis Blake, Department of Mathematics, is providing one-on-one instruction to students preparing to teach high school mathematics through Duke's NSF-funded Project CALC. Professor Mike Reed, Department of Mathematics, has applied for and received NSF funding to research and create mathematics clubs for middle school students. Professor Susan Alberts, Department of Biology, has received funding from NSF to share her research in animal behavior with Durham science teachers.

Gary Ybarra, director of undergraduate studies in the Department of Electrical and Computer Engineering, works with 18 engineering fellows to promote, especially with elementary school girls and underrepresented minorities, a passionate interest in science, math, engineering and technology. The Center for Documentary Studies is the home of Literacy Through Photography, a Program led by Professor Wendy Ewald that aims to help middle school students communicate through visual media. Each spring, second-grade students at E. K. Powe Elementary School are involved in a curriculum designed to teach them about citizenship and the communities that make up their school district. As neighborhood detectives, these students use documentary methods to develop their observational, conceptual, and analytical skills. Teachers and CDS staff members created the curriculum, which is directly tied to the second-grade social studies goals of the North Carolina Standard Course of Study. In this after-school program, young people from across Durham and the Triangle take cameras and tape recorders to explore the world of work and workplaces in sports, science, healthcare, fashion, and technology. Physics Professor Ronen Plesser hosted classes from Forest View at the observatory on top of the physics building. He also served on a planning committee for new outdoor play equipment which also demonstrates scientific principles such as momentum. Biology Professor Ron Grunwald has been instrumental in the development of the Science Resource Center and Outdoor Learning Environments at E.K. Powe. Eight faculty members served as mentors for high school seniors for one afternoon per week throughout the school year. Chemistry Professor Michael Fitzgerald received NSF funding for a program to bring high school science faculty to Duke for additional training.

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	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	3	Total	16
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	6	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	6	Total	5


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	1
	Other	0	Other	0
	Total	0	Total	1
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Total	0	Total	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1

B. Lateral Entry/Provisionally Licensed Teachers


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0	0
Elementary (K-6)	4	0	0
Middle Grades (6-9)	0	0	0
Secondary (9-12)	13	3	2
Special Subject Areas (K-12)	0	0	0
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	17	3	2
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	183.95	
MEAN PPST-W	180.85	
MEAN PPST-M	185.75	
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.46	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)	11	6	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	8	6	1	0	9	9	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	19	12	1	0	9	9	0	0
 Comment or Explanation								

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

1999 - 2000 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Biology	1	*
Elementary Education (K-6)	17	94
English	4	100
Mathematics (9-12)	3	*
Science (Comprehensive)	3	*
Social Studies (Comprehensive)	2	*
School Pass Rate	30	93
PK/PLT	32	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	19	.	.	.	.
U Licensure Only
Masters Degree	12	.	.	.	.	.
G Licensure Only
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree
U Licensure Only	.	1	.	.	.	.
Masters Degree
G Licensure Only
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	35	65.7	8.60

**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	86
Wake	51
Charlotte-Mecklenburg	27
Guilford	24
Forsyth	17
Chapel Hill-Carrboro	15
Cumberland	9
Orange	9
Person	8
New Hanover	7

**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	3.67	3.50	4.00
preparation for managing the classroom	3.50	3.50	3.33
preparation for using technology as an instructional tool	3.17	3.50	3.67
preparation for meeting the needs of diverse learners	3.33	3.50	3.67
Preparation in curriculum content and delivery strategies	3.33	3.50	3.67
Number of surveys received	6	2	3
Number of surveys mailed	30	30	30

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	13	17



IHE Performance Report

2000-2001

**East Carolina
University**

IHE Performance Report

East Carolina University

2000 - 2001

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools and other agencies. The university is the third largest in the North Carolina System. It is located in the coastal region of the state in Greenville, a rapidly expanding town of over 50,00 serving a large rural area. A reflection of the region's economic situation is that approximately 60% of the public school students qualify for either reduced or free lunches. Of the 18,000+ students enrolled at the university, 83% are white non-Hispanics, and the remaining 17% are minorities. Teacher education programs at ECU are housed in the School of Education, College of Arts and Sciences, and six other professional schools. ECU, as the largest teacher education program in the state, offers 28 undergraduate programs and 41 advanced degrees, two of which are at the doctoral level.

Special Characteristics

The primary focus of teacher education is "Excellence Through Partnership," which is evident in ongoing work with public schools, agencies, and businesses in the region. The programs have a history of receiving awards in teacher education; most recently, the US DOE selected the Middle Grades program as one of four national winners for their Outstanding Teacher Education Program Award. In addition to large undergraduate and graduate programs, the university serves more than 900 lateral entry teachers and more than 160 licensure only students. Teacher education is heavily involved with outreach to the region through delivery of off-campus programs via distance education, both face-to-face instruction at various community college sites, and on-line instruction. East Carolina University's history, present, and future is indisputably linked to teacher education. ECU teacher education programs have produced a higher number of employees in North Carolina schools than any other institution, a heritage and fact of which ECU is proud.

Program Areas and Levels Offered

East Carolina University offers 39 different areas of licensure and three add-on areas (ESL, pre-school, and academically gifted). Twenty-seven of the areas are at the undergraduate level and 41 areas of licensure are at the advanced level. ECU has approved programs in B-K, Elementary, Middle Grades, Secondary Education, seventeen K-12 teaching areas (art, dance, reading, music, theatre arts, health, physical education, second languages, and seven exceptional children areas), and four vocational education areas. In addition nine Special Services Personnel programs are offered (curriculum instructional specialist, school administrator, school counselor, school psychologist, school social worker, media coordinator, media supervisor, instructional specialist-computers, and instructional specialist-telecommunications). School administration and curriculum instructional specialist are offered at the doctoral level.

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.).

East Carolina University has a long history of collaboration with the region's public schools: the partnership concept is very visible and operationalized as the way ongoing business is conducted. Through the Latham Clinical Schools Network (LCSN), collaborative decisions are made regarding such things as the training of clinical teachers who supervise interns participating in their Senior Year Experience, curriculum revisions, professional development, and lateral entry program delivery. During the 2000-2001 year the LCSN, faculty, and students were engaged in collaborative activities with 15 LEAs in the LCSN and 10 other school systems. In addition, a fourth professional development school was added. The PDSs operate under an advisory board of university and public school personnel. The LCSN and PSD structures provide vehicles for collaborative curriculum revision, development and evaluation in public school and teacher preparation programs; utilization of public school teachers/personnel in the teaching of education courses; direct involvement of faculty at school sites and on school improvement teams; collaborative action research; Americorps tutoring projects in reading; support for electronic portfolio development and the dissemination of hardware and software to schools. These joint efforts are also evident in our NC TEACH and Project ACT programs as university and public school teachers join together to teach and support teachers who enter the profession via an alternative route. The Math-Art Project, Science and Math Camps, Legislator's School, and the Summer Ventures Program are all developed and conducted by ECU and public school teachers and involve more than 1200 public school youths. Clinical teachers are employed in four departments as Teachers in Residence; all of the middle grades courses and some special education courses are offered at a middle grades school so that the practicing MGteachers can join the ECU faculty in course delivery. This year 130 new clinical teachers were jointly trained by ECU and public school personnel to supervise our senior interns, and more than 150 experienced clinical teachers attended "Sharpening Your Skills" sessions that included adult learning theory, reflective practice, differentiated supervision, and assisting the intern with classroom management. ECU and the local school system jointly support the salary of the PDS coordinator, sponsored a two-day Diversity Retreat, and jointly provided workshops in English as a Second Language and Performance Based Licensure. As evidenced above, teacher education at ECU rests on the premise that true collaboration between the cultures, IHEs and LEAs, is the only viable strategy for improvement in both contexts. Excellence Through Partnership is reflected in our conceptual framework and is operational in every facet of our programs.

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

There are low-performing schools in six counties in ECU's service area. Halifax and Northampton Counties, and Weldon City Schools are in partnership with the Department of Educational Leadership to prepare administrators. The complete Masters of School Administration program is delivered with 50 graduates this year from the program and 51 potential school leaders in the pipeline. Another school system with designated low-performing schools, Robeson County, is being served by a cooperative program with UNC-P and ECU each delivering half of the MSA. Distance learning, through web-based course development and on-line mentorship is especially supportive of this cooperative program preparing 20 administrators annually to work in the county and surrounding areas. Teacher Education provides training for mentors, prospective NBC, and clinical teachers in low performing schools. This support for novice teachers is spread throughout 15 counties, which includes those school systems mentioned above and Wayne County, one of the systems with low-performing schools. Ongoing support has been provided low performing schools via the Cyber-campus, which provides math and science professional development and programs. In Perquimans County, individual faculty work with specific low-performing schools and schools

struggling to achieve expected growth. Many faculty members have worked with schools designated by the SDPI in its comprehensive school reform project. Finally, ECU faculty have implemented 119 different initiatives during 2000-2001 that total an in-kind contribution of \$262,212. All of these efforts were designated for low wealth counties, which include the counties with low performing schools.

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

All teacher education programs have aligned technology competencies within their curricula. Competency development is provided via a combination of technology-intensive courses, updated technology-enriched courses, and student internship experiences. Staff development for faculty in the application of technology in instruction is a high priority. The School employs two technology specialists to work with faculty and students on the integration of technology in instruction. Staff development is provided during the year to assist faculty in imbedding technology into their instruction, to help students demonstrate effective application of technology in the methods they employ, and to assist faculty in developing and delivering on-line courses in teacher education. More than 20 IHE faculty members and 80 public school teachers were brought together for staff development in the use of technology in teaching as part of the NC Catalyst Grant. The Technology Plan, in place for three years, is under revision to reflect changes and developments in technology as applied to teaching and learning. To ensure that students have attained required competency levels, performance-based assessments are administered at each transition point in the curriculum, with satisfactory performance on those assessments required before students may move to the next level (admission to programs, demonstration of competence each semester in coursework, and exiting the programs). Evidence of competency attainment is required in clinical internship experiences and through student portfolios assessed for technology competence before exiting the program. Some programs are now putting their portfolios on CDs, an initiative that will be expanded to programs this coming year.

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

East Carolina maintains an Office of Alternative Licensure in the Office of Teacher Education. This houses the active files of over 900 lateral entry teachers who have affiliated with ECU. A Coordinator of Alternative Licensure, a full-time secretary, and a graduate student provide assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The Coordinator is the point of contact and academic advisor for the lateral entry teachers. Two brochures providing information about lateral entry and entering the profession are distributed by ECU (more than 5000 copies) to all school systems and LE teachers. Information about Emergency Permits is also distributed to teachers on that entry track. In addition to daily services, many special services are provided for lateral entry teachers; 10 workshops for a total of 24 days, a Lateral Entry symposium (175 participants), support and assistance to Teach For America (121), and Troops To Teachers. Research, contracted by SBE and UNC-GA, was conducted on LE teachers' classroom presentations and the academic achievement of lateral entry teachers' students. ECU operates online professional studies courses for LE teachers, is a site for NC TEACH, and offers other delivery options such as Project ACT (now in its eighth year) and Saturday classes. This year more than 325 new Plans of Study were developed for LE teachers.

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

Learning Plus and PRAXIS I workshops are available to students. All teacher education students with SAT scores below 950 are urged to attend workshops for PRAXIS I. PRAXIS I and II study booklets are distributed to all students and they are urged to prepare for the tests. Students who have repeated problems with the tests are referred to the Counseling Center and they in turn arrange for School Psychology graduate students to test, free of charge, teacher education students for a learning disability. This may enable students to have extended time for the exams. The Office of Teacher Education pays faculty registration for those willing to take PRAXIS II exams. Faculty incorporate review sessions for specialty tests into their Senior Seminars and provide PRAXIS-like test questions through out their course exams. In addition, workshops on test taking skills are offered by the Counseling Center and the Office of Teacher Education. Faculty members in social studies and English have been conducting research this past year to determine what preparation strategies are most beneficial to their students. This past year new faculty joining teacher education programs are being asked to take PRAXIS II exams whether they need it for their own licensure or not. This is one more effort to acquaint faculty with PRAXIS II exams content.

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

recruitment meeting to discuss potential partnership initiatives to increase the number of students who will consider becoming teacher education majors. This project is on-going. The Office of School Leadership Programs established a network of professional education recruiters in each high school to assist teacher education in Leading Talent to Teaching. Thirty high schools have been identified and have began a recruitment effort to increase the number of students who are entering teacher education. These 30 high school teachers represent 21 school systems (Beaufort, Bertie, Carteret, Edenton/Chowan, Craven, Dare, Edgecombe, Greene, Halifax, Roanoke Rapids, Hertford, Johnston, Lenoir, Martin, Nash/Rocky Mount, Onslow, Perquimans, Pitt, Wake, Wayne, and Wilson). These high school teachers are identifying students in their schools who are academically proficient and encouraging them to consider a career in education. They receive a small stipend for their work. This effort involved direct contact with approximately 1500 potential students. Additionally, a recruitment video and a newly designed set of printed materials have been widely distributed. The redesign of the School of Education website has increased its use as a recruitment tool. We have used our Advancement Council, superintendents group, and the Latham Clinical Schools Network to create avenues for implementing ongoing intensive recruitment strategies. Delivery of 12 graduate programs (60 of the courses delivered on line) via distance education and expanding 2 + 2 programs with community colleges, including the delivery of PRAXIS I and MAT workshops, increased our recruitment efforts. Project Excel brought 50 minority teacher candidates to campus last summer. We have extended our alternative routes to teaching options by developing and implementing a Master of Arts in Teaching and continuing as an NC TEACH site.

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

Project Excel is a program targeting minority students as early as middle school to consider teaching as a profession. Twenty minority students from the region came to campus for a residential experience during the summer. Project Excel, a minority recruitment project now in its fourth year, sponsored "Why Teach" day for 150 minority students. In addition, fifteen minority students came to campus for a two day experience called "Looking Ahead". Project Excel North, a recruitment effort for minority eight graders arranges for these students to have tutoring in math, science, and SAT testing. Their school attendance and grades are monitored and information about colleges and financial aid is provided to them. Freshman scholarships are guaranteed to Excel North students who are admitted to college. Efforts are also made through our Legislators' School each summer to provide information on teacher

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

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

New teacher education initiatives during 2000-2001 include the expansion of the Office of School Leadership Programs which works with low wealth counties to prepare principals; the expansion of distance education programs, on line courses, 2+2 programs, and a collaborative master's degree in Elementary Education with UNC-W; receiving a grant to conduct research on the effectiveness of alternative route teachers, and continuations of grants for Americorps and Project GOAL(a grant to recruit and prepare special education teachers). Another initiative is the approval to establish a new department of Curriculum and Instruction which will be implemented in Fall 2001. The C&I Department will facilitate the integration of programs (e.g. dual licensure in Elementary and special education). The LCSN training program for Clinical Teachers was revised during 2000-2001 and 130 new Clinical Teachers were trained. Probably the greatest effort this year was to have a successful NCATE/SDPI re-accreditation visit with no weakness or concerns.

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

During the 2000-2001 year a support system, designed by the LCSN, was put into place for beginning teachers. Half day and all day workshops for ILTs have been conducted in 30 school systems and more than 1050 beginning teachers participated. ECU's Coach-to-Coach teacher, seven faculty members, and two dozen LEA personnel served as presenters and facilitators for the workshops. More than 600 ILT mentors attended day long workshops during the year. Presentations were done on the INTASC standards, performance based licensure, classroom management, assessment techniques, instructional strategies, and exceptional children methods. Monthly all day seminars are conducted with Project ACT and NC TEACH teachers (all of whom are beginning teachers). Faculty who serve as liaisons to our PDSs make a concerted effort to address needs of the beginning teachers at those sites. In addition, technology initiatives have made it possible to provide on going support to ILTs and lateral entry beginning teachers through on line courses and e-mail responses to individual ILTs' questions. The e-mail requests for assistance are directed to the appropriate person who might be a faculty member or a master teacher. The level of support to ILTs has greatly increased this past year and a Recruitment and Retention Center is in the planning stage.

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

A wide variety of professional development activities for career teacher has been designed and delivered this year. Work shops have been conducted in the following areas: Orff-Schulwerk for Elementary Music teachers (60 teachers), K-12 Physical Education (25 teachers), A Convergence of Cultures (52), Using Technology to Improve Communication (31), Reading/ Language Arts Conference (423), Music for Children with Special Needs (29), Sharpening Your Skills (176), Strategies for Teaching in a Digital Age (86), Discrete Mathematics (30), Science for Secondary Teachers (50), Diversity (88), Thinking Maps (34), and AP Institutes for teachers wishing to teach advanced placement class in high schools. These workshops were presented with the opportunity for career teachers to earn credit from a selection of 89CEUs. In addition, the Math-Science Center conducted various projects to meet the needs of more than 50 teachers and engaged teachers in three Cyber Campus experiences. During 2000-2001 major support was provide to more than 110 teachers who were preparing for National Board Certification and ongoing support sessions for clinical teachers were delivered. These professional development programs began in September 2000 and continued through June 2001. In July 2001, the cycle began again to help prepare a new group of future NBC

teachers. These workshops were delivered on-site in the school system, on the ECU campus, and via the internet. Our Coach to Coach person and our LCSN faculty worked with more than 1800 career teachers during the 2000-2001 academic year. This was in addition to the offerings identified above.

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?

In Fall 2000, the Middle Grades program at ECU was one of four national winners of the DOE Outstanding Teacher Education Program Award. This award celebrated the collaboration of the School of Education, the Mathematics Department, which is housed in Arts and Science, and the public schools. This program, like all teacher education programs at ECU emphasizes the importance of faculty being involved with the schools. There are middle grades (3 classes), elementary (7 classes), science (3), Reading (1), and English (1) classes that are actually taught in the public schools by university faculty. In addition, there are more than 1000 student placements where the faculty are present in the schools to supervise the experiences. This is in addition to the 97 faculty, inside the SOE and in other colleges and schools that supervise interns. The School of Education has 86 faculty members, 59 of whom were involved in working with the public schools in a variety of capacities. There are an additional 60 teacher education faculty in the College of Arts & Science, School of Music, School of Art, and four other schools who are involved. The faculty outside the SOE have conducted workshops and site-based research, they serve as liaisons to our PDS schools, they serve directly with AP workshops at school sites, and they supervise field experiences. Presently, we have two faculty that serve on school boards and two faculty that serve as county commissioners.

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	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	49
	Hispanic	4	Hispanic	10
	White, Not Hispanic Origin	125	White, Not Hispanic Origin	593
	Other	1	Other	8
	Total	139	Total	664
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	24
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	87
	Other	0	Other	4
	Total	39	Total	120
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	22
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	42	White, Not Hispanic Origin	143
	Other	0	Other	2
	Total	51	Total	168

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	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	24
	Other	0	Other	0
	Total	11	Total	25
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	34
	Hispanic	3	Hispanic	1
	White, Not Hispanic Origin	30	White, Not Hispanic Origin	130
	Other	0	Other	0
	Total	38	Total	165
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	33
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	65	White, Not Hispanic Origin	258
	Other	2	Other	1
	Total	83	Total	293

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number 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)	6	6	6
Elementary (K-6)	26	23	23
Middle Grades (6-9)	47	41	41
Secondary (9-12)	65	49	49
Special Subject Areas (k-12)	47	42	42
Exceptional Children (K-12)	78	69	69
Vocational Education (7-12)	53	49	49
Special Service Personnel (K-12)	0	0	0
Other	11	1	1
Total	333	280	280
<input type="checkbox"/> Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	179.16	
MEAN PPST-W	176.23	
MEAN PPST-M	179.86	
MEAN CBT-R	329.10	
MEAN CBT-W	324.13	
MEAN CBT-M	325.82	
MEAN GPA	3.20	3.69
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
<input type="checkbox"/> 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)	9	9	0	0	0	0	0	0
Elementary (K-6)	125	74	7	7	11	11	0	0
Middle Grades (6-9)	58	28	11	11	4	4	0	0
Secondary (9-12)	32	18	13	13	5	2	0	0
Special Subject Areas (K-12)	68	35	11	11	10	4	0	0
Exceptional Children (K-12)	26	21	4	4	11	10	0	0
Vocational Education (7-12)	8	4	10	10	0	0	0	0
Special Service Personnel	0	0	0	0	225	118	5	5
Total	326	189	56	56	266	149	5	5
<input type="checkbox"/> 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	7	57
Business Education	2	*
Elementary Education (K-6)	148	93
English	20	90
Health Specialist	3	*
Language Arts (6-8)	12	92
Mathematics (6-8)	12	100
Mathematics (9-12)	5	100
Music	15	80
Physical Education	28	79
Science (6-8)	2	*
Science (Comprehensive)	8	63
Social Studies (6-8)	6	100
Social Studies (Comprehensive)	8	88
Spanish (K-12)	1	*
Special Ed: Behavioral/Emotional Disabilities	1	*
Special Ed: Learning Disabilities	13	100
Special Ed: Learning Disabilities (NTE)	4	75
Special Ed: Mental Disabilities	17	100
Special Ed: Mental Disabilities (NTE)	1	*
School Pass Rate	313	90
PK/PLT	289	94
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	134	78	70	16	8	3
U Licensure Only	7	7	1	0	2	0
Masters Degree	1	22	22	55	23	33
G Licensure Only	0	0	0	1	2	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	1	0	0	0	0
U Licensure Only	17	12	8	8	3	0
Masters Degree	3	7	9	14	21	64
G Licensure Only	1	1	0	1	2	0
<input type="checkbox"/> 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	380	82.9	64.7

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
Pitt	1149
Wake	817
Craven	636
Wayne	623
Nash	499
Lenoir	483
Onslow	431
Beaufort	414
Johnston	404
Wilson	395

I. Satisfaction with program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.59	3.70	3.52
preparation for managing the classroom	3.41	3.46	3.37
preparation for using technology as an instructional tool	3.27	3.38	3.52
preparation for meeting the needs of diverse learners	3.31	3.37	3.42
Preparation in curriculum content and delivery strategies	3.56	3.59	3.56
Number of surveys received	116	90	119
Number of surveys mailed	247	247	247

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
101	95	28



IHE Performance Report

2000-2001

**Elizabeth City
State University**

IHE Performance Report

Elizabeth City State University

2000 - 2001

Overview of the Institution

Elizabeth City State University has been a growing, coeducational, undergraduate and graduate, public, state-assisted institution since its inception March 3, 1891, when House Bill 383 was ratified. That bill to establish the institution was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. The first bachelor of science degrees (in Elementary Education) were awarded in May 1939. A vocational-technical program was organized in 1957. Curricular offerings were expanded between 1959 and 1963 from a single elementary education major to 12 additional academic majors. Currently, ECSU offers 34 baccalaureate degree programs in the basic arts and sciences, selected professional and pre-professional areas, and an Advanced Master's Degree in Elementary Education through four schools-the School of Arts and Humanities; the Schools of Business and Economics; the School of Education and Psychology; and the School of Mathematics, Science and Technology. Elizabeth City State Teachers College was granted full membership in the Southern Association of Colleges and Schools in December 1961. Its accreditation has since been reaffirmed. The name was changed from Elizabeth City State Teachers College to Elizabeth City College by the General Assembly in 1963. Effective July 1, 1969 the college became Elizabeth City State University. In 1971, the General Assembly redefined The University of North Carolina with all sixteen public senior institutions, including ECSU, becoming constituents of The University of North Carolina, effective July 1972. When it first began operation on January 4, 1892, ECSU had 23 students, two faculty members, rented quarters, and a budget of \$900. In the fall of 1992, the University made history when for the first time student enrollment exceeded 2,000. Today, the faculty and student body are increasingly multicultural. The library contains over 486,884 microforms. There are 861 acres of land, of which 200 represent the campus proper. As of December 2000, 13,790 students have graduated for ECSU. As ECSU's history continues to evolve, highlights of recent accomplishments include: the fall 2000 enrollment increase to 2,035 students-the Freshman Class increased by 10% over fall 1999; ECSU's first Advanced Master's Degree Program in Elementary Education was authorized, admitting its first students in January 2000; two new baccalaureate degree programs were authorized-Marine Environmental Science and Social Work-admitting the first students August 2000; ECSU's first two endowed professorships were established-the E.V. Wilkins Endowed Professorship in Education and the Marshall A. Rauch Endowed Professorship in Biology; the Division of Academic Affairs reorganized into four schools as of the fall 2000 semester; and capital improvements included the completion of the Fine Arts Complex (1999), the Information Technology Center (2000), and the Wellness Center addition to the R.L. Vaughan Center (2000). Also, the university assisted in securing the passage of the statewide Higher Education Bond Referendum in November 2000, yielding \$46.3 million for ECSU capital improvements.

Special Characteristics

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

provide high quality teacher education may be seen in its continuing accreditation by the North Carolina State Department of Public Instruction, the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education. In addition, the School of Education and Psychology has an outstanding curriculum materials center on site, a strong U-STEP Program, a Clinical Teaching Model Program, strong partnerships with local school divisions, hosted NCCAT workshops for 1st year teachers and mentors, has a well equipped technology lab and electronic media classroom, low student/teacher ratio, highly qualified diverse faculty/staff, very strong advisement system, has made overall progressive improvements on the IHE Report Card, strong grants writing records; completion of a Birth to Kindergarten Degree Program Proposal and the recently added Maynard Scholars Program designed to attract and maintain candidates in the Teacher Education Program and a comprehensive well developed web page in the School of Education and Psychology.

Program Areas and Levels Offered

Elizabeth City State University offers a variety of instructional programs which provide students opportunities for exposure in different academic areas. The Division of Academic Affairs is responsible for coordination of all phases of the instructional program. The Division offers curricula leading to degrees in Bachelor of Education, Bachelor of Science, and Bachelor of Arts. Effective January 2000, an Advanced Master's Degree in Elementary Education was approved. This program is the university's first graduate degree program. The program will graduate its first students in the fall 2001. The Bachelor of Education offers programs leading to teacher licensure in elementary education; middle grades education with concentrations in language arts, mathematics, science and social science; secondary education in the areas of art physical education, and music; and exceptional children, specifically the mentally handicapped and learning disabled; vocational education in business and technology education. A student majoring in elementary education, middle grades education, special education, business education and physical education, and technology is required to select an academic concentration from art, biology, English, general science, mathematics, music, psychology or social sciences. All teaching programs in the School of Education and Psychology have the approval of the North Carolina Department of Public Instruction. The 2000-2001 academic year will be the second year of operation for the reorganized Division of Academic Affairs, effective fall 2000, the Division of Academic Affairs was reorganized into four schools, each headed by a dean, with the Vice Chancellor for Academic Affairs as the Chief Academic Officer. Each school includes departments appropriate to the disciplines. Each department in each school conducted departmental self-studies for the 2001 ECSU SACS Self-Study. Assessment activities which focused upon the outcomes of student learning constituted a significant follow-up component of departmental planning and evaluation. Systematic and ongoing planning and evaluation have been documented for all academic units. All academic units have demonstrated a commitment to define, track and use student-measured-outcomes.

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.).

Elizabeth City State University continues to maintain a strong relationship with its partners. The continued implementation of the Elizabeth City State University-School Teacher Partnership (ECSU-STEP) was again the primary focus for 2000-2001. Clinical teachers indicated that they needed more instructional technology training. This training was enhanced. Collaboration among public school and ECSU faculty has always been a priority. The director of Instructional Technology in the School of Education and Psychology conducted Power Point workshops for the U-STEP (University-School Teacher Education Program) Cooperative Teachers and their student teachers to assist them as they developed and utilized technology in instruction, with particular emphasis on multimedia applications, internet, and research. Through Grants such as NC Catalyst and School Service Matching Incentive Grant, workshops in Word Processing, Internet, Power Point, and Web Page Design were conducted for Inservice