Table VIII: 2000-2001 Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE

Barber-Scotia Col CharMecklenburg Cabarrus Iredell-Statesville Union Bladen Cleveland Guilford Scotland Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson Nash	68 14 7 7 6 6 6 5 5 5 sity 410 242 230 213 141	Barton College Wilson Nash Wayne Johnston Wake Edgecombe Lenoir Craven Pitt Franklin Catawba College Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle Lexington City	304 188 177 158 145 56 48 46 43 42	Belmont-Abbey Coll Gaston CharMecklenburg Lincoln Kings Mtn. Dist. Forsyth Chowan College Northampton Hertford Currituck Gates	145 36 16 10 5
CharMecklenburg Cabarrus Iredell-Statesville Union Bladen Cleveland Guilford Scotland Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	68 14 7 7 6 6 6 5 5 sity 410 242 230 213 141 135 82 43 41	Wilson Nash Wayne Johnston Wake Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	304 188 177 158 145 56 48 46 43 42 279 52 49 47 39 37 25 23 19	CharMecklenburg Lincoln Kings Mtn. Dist. Forsyth Chowan College Northampton Hertford Currituck	36 16 10 5 13 10 6
Cabarrus Iredell-Statesville Union Bladen Cleveland Guilford Scotland Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	7 7 6 6 6 6 5 5 5 5 5 5 5 5 141 135 82 43 41	Wayne Johnston Wake Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	177 158 145 56 48 46 43 42 279 52 49 47 39 37 25 23 19	Lincoln Kings Mtn. Dist. Forsyth Chowan College Northampton Hertford Currituck	16 10 5 13 10 6
Iredell-Statesville Union Bladen Cleveland Guilford Scotland Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	7 6 6 6 6 5 5 5 sity 410 242 230 213 141 135 82 43 41	Johnston Wake Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	158 145 56 48 46 43 42 279 52 49 47 39 37 25 23 19	Chowan College Northampton Hertford Currituck	10 5 13 10 6
8 Union 4 Bladen 3 Cleveland 6 Guilford 7 Scotland 6 Cumberland 9 Rowan Campbell Univer 4 Harnett 7 Cumberland 7 Wake 7 Johnston Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	6 6 6 6 5 5 5 sity 410 242 230 213 141 135 82 43 41	Johnston Wake Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	145 56 48 46 43 42 279 52 49 47 39 37 25 23 19	Chowan College Northampton Hertford Currituck	13 10 6
4 Bladen 3 Cleveland 6 Guilford 7 Scotland 6 Cumberland 9 Rowan Campbell Univer 4 Harnett 7 Cumberland Wake 7 Johnston Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	6 6 5 5 5 sity 410 242 230 213 141 135 82 43 41	Wake Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	56 48 46 43 42 279 52 49 47 39 37 25 23 19	Chowan College Northampton Hertford Currituck	13 10 6
Guilford Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	6 6 5 5 5 sity 410 242 230 213 141 135 82 43 41	Edgecombe Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	56 48 46 43 42 279 52 49 47 39 37 25 23 19	Chowan College Northampton Hertford Currituck	13 10 6
6 Guilford 7 Scotland 6 Cumberland 9 Rowan Campbell Univer 4 Harnett 7 Cumberland 7 Wake 7 Johnston Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	6 6 5 5 5 sity 410 242 230 213 141 135 82 43 41	Lenoir Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	48 46 43 42 279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
7 Scotland 6 Cumberland 9 Rowan Campbell Univer 4 Harnett 7 Cumberland 7 Wake 7 Johnston Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	6 5 5 5 410 242 230 213 141 135 82 43 41	Craven Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	46 43 42 279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
Cumberland Rowan Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	5 5 sity 410 242 230 213 141 135 82 43 41	Pitt Franklin Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	43 42 279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
Campbell Univer Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	5 sity 410 242 230 213 141 135 82 43 41	Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	42 279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
Campbell Univer 4 Harnett Cumberland Wake Johnston Lee Sampson Wayne Onslow Robeson	410 242 230 213 141 135 82 43 41	Catawba Colleg Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
4 Harnett 7 Cumberland 7 Wake 7 Johnston 2 Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	410 242 230 213 141 135 82 43 41	Rowan Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	279 52 49 47 39 37 25 23 19	Northampton Hertford Currituck	13 10 6
4 Harnett 7 Cumberland 7 Wake 7 Johnston 2 Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	410 242 230 213 141 135 82 43 41	Davidson Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	52 49 47 39 37 25 23 19	Hertford Currituck	10 6
7 Wake 7 Johnston 2 Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	230 213 141 135 82 43 41	Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	49 47 39 37 25 23 19	Currituck	6
7 Wake 7 Johnston 2 Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	230 213 141 135 82 43 41	Davie Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	47 39 37 25 23 19		
7 Johnston 2 Lee 1 Sampson 1 Wayne 6 Onslow 6 Robeson	213 141 135 82 43 41	Cabarrus Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	39 37 25 23 19	Gates	5
2 Lee1 Sampson1 Wayne6 Onslow6 Robeson	141 135 82 43 41	Iredell-Statesville Forsyth CharMecklenburg Guilford Stanly-Albemarle	37 25 23 19		
1 Sampson 1 Wayne 6 Onslow 6 Robeson	135 82 43 41	Forsyth CharMecklenburg Guilford Stanly-Albemarle	25 23 19		
1 Wayne 6 Onslow 6 Robeson	82 43 41	CharMecklenburg Guilford Stanly-Albemarle	23 19		
6 Onslow 6 Robeson	43 41	Guilford Stanly-Albemarle	19		
6 Robeson	41	Stanly-Albemarle	19		
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Duke Universi	tv	East Carolina Unive	ersity	University	
		Pitt	1,149	Pasquotank	218
	51	Wake	817	Bertie	102
	27	Craven	636	Hertford	92
	24	Wayne	623	Halifax	89
77.0		Nash	499	Currituck	77
			483	Perquimans	67
			431	Chowan	63
	T.		414		51
	_		404	Northampton	51
					49
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	76				22
	71				22
31 Bladen	70				21
30 Wayne	60			•	11
	56	CharMecklenburg	55	Durham Public	10
	Durham Public Wake CharMecklenburg Guilford Forsyth Chapel Hill-Carrboro Cumberland Orange Person New Hanover Fayetteville State Under Harnett Robeson Sampson Hoke CharMecklenburg Wake Bladen Wayne	12 Wake 51 5 CharMecklenburg 27 5 Guilford 24 5 Forsyth 17 Chapel Hill-Carrboro 15 Cumberland 9 Orange 9 Person 8 New Hanover 7 Fayetteville State University 46 Cumberland 1,270 48 Harnett 150 54 Robeson 129 45 Sampson 122 43 Hoke 121 40 Wake 71 31 Bladen 70 30 Wayne 60	Durham Public Wake CharMecklenburg Guilford Forsyth Chapel Hill-Carrboro Cumberland Orange Person New Hanover Fayetteville State University Harnett Robeson Sampson Hoke CharMecklenburg Forsyth Craven Wayne Nash Lenoir Onslow Beaufort Johnston Wilson Gardner-Webb Univ Cleveland Rutherford Gaston Forsyth Surry Shelby City Iredell Kings Mtn. Dist. Burke	Durham Public S6 Pitt 1,149	Durham Public Wake 51 Wake 623 Hertford Halifax Currituck Perquimans Chowan Gates Person Beaufort Vilson Washington Fayetteville State University Washington Fayetteville State University Gardner-Webb University Washington Fayetteville State University Fayetteville State University Gardner-Webb University Greensboro Colle Rockingham Forsyth Randolph Alamance-Burlington CharMecklenburg Wake 71 Wake 71 Viredell 79 Wake Davidson Asheboro City

Table VIII: 2000-2001 Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE

			_	Johnson C. Smit	h		
Outlier and Online		Uinh Daint Unive	en ite	University	.11	Lees-McRae Colle	000
Guilford College		High Point Univer	199	CharMecklenburg	274	Surry	23
Guilford	125	Guilford		Union			15
Forsyth	39	Davidson		The second secon	17	Avery Burke	
Randolph	28	Randolph		Wake	13		7
Rockingham	24	Forsyth		Forsyth	11	Wilkes	5
CharMecklenburg	14	Thomasville City	26	Gaston	11	Yadkin	5
Wake	13	Wake	25	Guilford	11		
Davidson	11	Rockingham	22	Cumberland	10		
Durham Public	10	Lexington City	20	Cabarrus	6		
Surry	10	CharMecklenburg	20	Durham Public	6		
Alamance-Burlington	9	Stokes	19	Wayne	5		
Lenoir-Rhyne Coll	ege	Livingstone Coll	ege	Mars Hill Colleg		Meredith Colleg	
Catawba	306	CharMecklenburg	83	Buncombe		Wake	550
Burke	165	Rowan	68	Madison	107	Johnston	67
Caldwell	129	Durham Public	18	Yancey	98	Forsyth	51
Alexander	98	Forsyth	17	Henderson	96	CharMecklenburg	48
Gaston	90	Guilford	14	McDowell	56	Guilford	43
Iredell	83	Wake	14	Asheville City	48	Harnett	43
Hickory City	82	Robeson	13	Haywood	44	Durham Public	42
Lincoln	81	Gaston	10	Mitchell	41	Nash	41
CharMecklenburg	45	Iredell	10	Cherokee	37	Cumberland	34
Newton City	44	Union	9	CharMecklenburg	31	Granville	34
Methodist Colleg		Montroot Colle		NC A&T State Unive	. wa ida e	NO Control Univers	
I WELLIOUIST COILE	ge .	i wontreat cone	ue	I NO ACT State Office	rsity	NC Central Univer	SITY
	g e 340	Montreat Colle	ge	Guilford	773	NC Central Univer Durham Public	638
Cumberland			ge				
Cumberland Harnett	340		ge	Guilford Forsyth	773	Durham Public	638
Cumberland Harnett Wake	340 37		ge	Guilford Forsyth CharMecklenburg	773 260	Durham Public Wake	638 391
Cumberland Harnett Wake Robeson	340 37 26 17		ge	Guilford Forsyth	773 260 170	Durham Public Wake Cumberland	638 391 166
Cumberland Harnett Wake Robeson Guilford	340 37 26 17 16		ge	Guilford Forsyth CharMecklenburg Rockingham Davidson	773 260 170 129 114	Durham Public Wake Cumberland CharMecklenburg	638 391 166 149 100
Cumberland Harnett Wake Robeson Guilford Sampson	340 37 26 17 16		ge	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland	773 260 170 129	Durham Public Wake Cumberland CharMecklenburg Granville	638 391 166 149 100 100
Cumberland Harnett Wake Robeson Guilford Sampson Hoke	340 37 26 17 16 16		ge	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph	773 260 170 129 114 106 99	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance	638 391 166 149 100 100
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen	340 37 26 17 16 16 12		ge	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington	773 260 170 129 114 106 99 92	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax	638 391 166 149 100 100
Cumberland Harnett Wake Robeson Guilford Sampson Hoke	340 37 26 17 16 16		ge	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph	773 260 170 129 114 106 99 92 88	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance	638 391 166 149 100 100 96 83
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow	340 37 26 17 16 16 12 11 10	None		Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public	773 260 170 129 114 106 99 92 88 87	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne	638 391 166 149 100 100 96 83 78 68
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers	340 37 26 17 16 16 12 11 10	None NC Wesleyan Co	lege	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public	773 260 170 129 114 106 99 92 88 87	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College	638 391 166 149 100 100 96 83 78 68
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake	340 37 26 17 16 16 12 11 10 10	NC Wesleyan Col	llege 132	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle	773 260 170 129 114 106 99 92 88 87	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg	638 391 166 149 100 100 96 83 78 68
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston	340 37 26 17 16 16 12 11 10 10	NC Wesleyan Col Nash Halifax	llege 132 50	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan	773 260 170 129 114 106 99 92 88 87 ty	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union	638 391 166 149 100 100 96 83 78 68
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public	340 37 26 17 16 16 12 11 10 10 10	NC Wesleyan Col Nash Halifax Edgecombe	llege 132 50 38	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus	773 260 170 129 114 106 99 92 88 87 ty 166 86 58	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston	638 391 166 149 100 100 96 83 78 68 e
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford	340 37 26 17 16 16 12 11 10 10 10 ity 1,050 167 105 86	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City	132 50 38 28	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston Iredell	638 391 166 149 100 100 96 83 78 68 e
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford CharMecklenburg	340 37 26 17 16 16 12 11 10 10 10 1,050 167 105 86 86	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City Wayne	132 50 38 28 28	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg Montgomery	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40 26	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston	638 391 166 149 100 96 83 78 68 e 161 22 14
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford CharMecklenburg Cumberland	340 37 26 17 16 16 12 11 10 10 10 sity 1,050 167 105 86 86 72	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City Wayne Wake	132 50 38 28 28 21	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg Montgomery Davidson	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40 26 23	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston Iredell	638 391 166 149 100 96 83 78 68 e 161 22 14
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford CharMecklenburg Cumberland Franklin	340 37 26 17 16 16 12 11 10 10 10 sity 1,050 167 105 86 86 72 67	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City Wayne Wake Wilson	132 50 38 28 28 21 18	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg Montgomery Davidson Randolph	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40 26 23 22	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston Iredell	638 391 166 149 100 96 83 78 68 e 161 22 14
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford CharMecklenburg Cumberland Franklin Forsyth	340 37 26 17 16 16 12 11 10 10 1,050 167 105 86 86 72 67 65	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City Wayne Wake Wilson Lenoir	132 50 38 28 28 21 18	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg Montgomery Davidson Randolph Guilford	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40 26 23 22 20	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston Iredell	638 391 166 149 100 96 83 78 68 e 161 22 14
Cumberland Harnett Wake Robeson Guilford Sampson Hoke Bladen Moore Onslow NC State Univers Wake Johnston Durham Public Guilford CharMecklenburg Cumberland Franklin	340 37 26 17 16 16 12 11 10 10 1,050 167 105 86 86 72 67 65	NC Wesleyan Col Nash Halifax Edgecombe Roanoke Rapids City Wayne Wake Wilson	132 50 38 28 28 21 18	Guilford Forsyth CharMecklenburg Rockingham Davidson Cumberland Randolph Alamance-Burlington Wake Durham Public Pfeiffer Universit Stanly-Albemarle Rowan Cabarrus CharMecklenburg Montgomery Davidson Randolph	773 260 170 129 114 106 99 92 88 87 ty 166 86 58 40 26 23 22	Durham Public Wake Cumberland CharMecklenburg Granville Guilford Vance Halifax Chapel Hill-Carrboro Wayne Queens College CharMecklenburg Union Gaston Iredell	638 391 166 149 100 96 83 78 68 e 161 22 14 10

Table VIII: 2000-2001 Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE

				St. Andrews Presby	derian		
Salem College		Shaw University	,	College	yteriani	St. Augustine's Co	ollogo
Forsyth	161	Wake	73	Scotland	46	Wake	137
Stokes	26	Halifax	33	Moore	41	Nash	28
	18	Cumberland	30	Richmond	31	Franklin	26
Surry	16			Wake	22	Halifax	24
Wake		Nash	28			Control of the contro	
Davidson	15	Vance	26	CharMecklenburg	20	Durham Public	23
Davie	13	Durham Public	25	Lee	16	Vance	15
Wilkes	11	CharMecklenburg		Montgomery	14	Cumberland	14
Guilford	8	Harnett	16	Robeson	13	CharMecklenburg	14
CharMecklenburg	8	Wilson	15	Cumberland	10	Johnston	13
Yadkin	6	Edgecombe	14	Forsyth	9	Wayne	12
UNC-Asheville		UNC-Chapel Hil	ı	UNC-Charlott	e	UNC-Greensbo	ro
Buncombe	201	Wake	666	CharMecklenburg	1,767	Guilford	1,561
Henderson	63	Durham Public	392	Cabarrus		Forsyth	668
Asheville City	44	CharMecklenburg	387	Gaston	435	Randolph	390
McDowell	31	Chapel Hill-Carrboro	268	Union	346	Rockingham	318
Madison	21	Guilford	256	Rowan	338	CharMecklenburg	311
Transylvania	19	Forsyth	237	Iredell	247	Wake	300
Haywood	17	Cumberland	141	Stanly-Albemarle	231	Alamance-Burlingto	294
CharMecklenburg	13		140	Lincoln	198	Davidson	281
_	12	Alamance-Burlington		Cleveland		Cumberland	129
Rutherford		Orange	118		111		
Burke	10	Chatham	94	Kannapolis City	101	Rowan	124
UNC-Pembroke		UNC-Wilmington		Wake Forest Univ		Warren Wilson Co	
	1,066	New Hanover	645	Forsyth	215	Buncombe	37
Cumberland	490	Onslow	394	CharMecklenburg	58	Asheville City	13
Columbus	246	Brunswick	266	Wake	52	Mitchell	12
Richmond	235	Pender	239	Guilford	49	Henderson	9
Scotland	231	Wake	176	Davidson	30	McDowell	7
Bladen	182	Duplin	157	Stokes	26	CharMecklenburg	6
Hoke	132	Columbus	87	Rowan	22	Forsyth	5
Moore	106	Johnston	82	Iredell	18	Haywood	5
Wake	76	Sampson	78	Davie	16		
Whiteville City		CharMecklenburg		Rockingham	15	,	
Writteville Oity							
					State		-
Western Carolina University			ity	Winston-Salem S University	State		
Western Carolina		Wingate Universi		Winston-Salem S	State 495		
Western Carolina University Buncombe	a 610	Wingate Universi		Winston-Salem S University			
Western Carolina University Buncombe Haywood	a 610	Wingate Universi Union Anson	169	Winston-Salem S University Forsyth CharMecklenburg	495		
Western Carolina University Buncombe Haywood Henderson	610 388 317	Wingate Universi Union Anson Stanly-Albemarle	169 59 58	Winston-Salem S University Forsyth CharMecklenburg Guilford	495 142 76		
Western Carolina University Buncombe Haywood Henderson Jackson	610 388 317 229	Wingate Univers Union Anson Stanly-Albemarle CharMecklenburg	169 59 58 35	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake	495 142 76 54		
Western Carolina University Buncombe Haywood Henderson Jackson Macon	610 388 317 229 218	Wingate Universi Union Anson Stanly-Albemarle CharMecklenburg Cabarrus	169 59 58 35 12	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake Durham Public	495 142 76 54 37		
Western Carolina University Buncombe Haywood Henderson Jackson Macon Cherokee	610 388 317 229 218 192	Wingate Universi Union Anson Stanly-Albemarle CharMecklenburg Cabarrus Richmond	169 59 58 35 12 9	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake Durham Public Cumberland	495 142 76 54 37 29		
Western Carolina University Buncombe Haywood Henderson Jackson Macon Cherokee CharMecklenburg	610 388 317 229 218 192 191	Wingate Universing Union Anson Stanly-Albemarie CharMecklenburg Cabarrus Richmond Rowan	169 59 58 35 12 9	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake Durham Public Cumberland Stokes	495 142 76 54 37 29 25		
Western Carolina University Buncombe Haywood Henderson Jackson Macon Cherokee CharMecklenburg Gaston	610 388 317 229 218 192 191 166	Wingate Univers Union Anson Stanly-Albemarle CharMecklenburg Cabarrus Richmond Rowan Gaston	169 59 58 35 12 9	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake Durham Public Cumberland Stokes Rockingham	495 142 76 54 37 29 25 24		
Western Carolina University Buncombe Haywood Henderson Jackson Macon Cherokee CharMecklenburg	610 388 317 229 218 192 191	Wingate Universing Union Anson Stanly-Albemarie CharMecklenburg Cabarrus Richmond Rowan	169 59 58 35 12 9	Winston-Salem S University Forsyth CharMecklenburg Guilford Wake Durham Public Cumberland Stokes	495 142 76 54 37 29 25		

Satisfaction	Numb	Number Responding	nding	Progra	Program in General	neral	Mai	Managing the Classroom	e	Tec	Technology		Divers	Diverse Learners		Curriculum and Delivery	m and D	elivery
C = Program Completer M = Mentor P = Principal	U	E	а	U	E	Δ	O	ε	۵	ပ	E	d	ပ	E		ပ	E	a.
Appalachian State University	127	120	110	3.26	3.58	3.51	2.92	3.34	3.35	3.20	3.53	3.25	3.06	3.44	3.27	3.44	3.58	3.45
Barton College	70	9 0	9 4	3.00	3.50	3.67	3.29	3.33	3.83	3.43	3.50	3.67	3.14	3.00	3.67	3.43	3.17	3.83
Bennett College	n	o	n	1.00	00.4	3.60	2.00	00.4	3.40	300	8 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	3.40	3.00	3.50	3.60	3.89	4.03	3.60
Campbell University	<u>_</u>	<u>र</u> ०	12	3.71	3.93	3.58	3.71	3.47	3.42	3.44	3.53	3.33	3.65	3.53	3.33	3.76	3.60	3.58
Chowan College	2 0	၀ က	2 CV	4.00	00.4	3.50	4.00	4.00	3.50	3.50	4.00	3.50	3.50	3.67	3.50	4.00	3.67	3.50
Davidson College Duke University	9	— თ	- 2	3.67	4.00	3.50	3.50	3.33	3.50	3.17	3.67	3.50	3.33	3.67	3.50	3,33	3.67	3.50
East Carolina University	116	119	90	3.59	3.52	3.70	3.41	3.37	3.46	3.27	3.52	3.38	3.31	3.42	3.37	3.56	3.56	3.59
Elizabelii City State University Elon University	27	99	7.6	3.63	3,44	3.92	3.41	3.39	3.67	3.44	3.50	3.50	3.37	3.33	3.83	3.78	3.39	3.77
Fayetteville State University Gardner-Webb University	33	37	, 56 8	3.21	3.59	3.35	3.26	3.54	3.38	3.03	3.62	3.08	3.23	3.49	3.12	3.38 3.53	3.59	3.27
Greensboro College	? œ +	φ,	4 تا (3.63	4.00	3.60	3.38	3.50	3.40	2.75	3.67	3.40	3.63	3.67	3.40	3.50	3.83	3.60
High Point University	- 51	- 51	- 4-	3.80	3.69	3.43	3.67	3.46	3.21	3.33	3.46	3.07	3.67	3.46	3.21	3.73	3.69	3.07
Johnson C. Smith University	- 8	0.8	2,	0 40	3.00	4.00	11 0	3.00	0.4	L	2.50	3.50		3.50	00.4	ŗ	3.50	3.00
Lenoir-Rhyne College	72	y w	<u>‡</u> ഗ	3.50	3.60	3.40	3.43	3.60	3.60	3.70	3.80	3.40	3.45	3.60	3.20	3.90	3.60	3.40
Livingstone College	က္မ	4;	ლ Ç	3.00	3.50	3.67	3.33	3.75	3.67	3.00	3.25	3.67	3.33	3.50	4.00	3.33	3.50	4.00
Meredith College	3.5	- 6	29.2	3.61	3.78	3.64	3.42	3.75	3.50	3.29	3.55	3.39	3.45	3.43	3.54	3.61	3.58	3.64
Methodist College	က	-		3.33			3.00			3.67			3.00			3.67		
Montreat College NC A &T State University	6	i,	7	3.56	3.45	3.29	3.33	3.00	3.29	3.33	3.55	3.14	3.56	3.18	3.29	3.44	3.27	3.29
NC Central University	<u>5</u>	9	22	3.47	3.60	3.45	3.20	3.80	3.50	3.20	3.50	3.33	3.21	3.56	3.25	3.20	3.70	3.25
NC Wesleyan College	<u>.</u> 6	<u>ი</u> ი	<u>"</u> ဖ	3.33	3.33	3.50	3.40	3.67	3.57	3.50	4.00	3.80	3,70	3.33	3.50	3.56	3.33	3.50
Pfeiffer University	ω ς	~ c	4 4	3.38	3.71	3.50	3.25	3.57	3.25	3.25	3.57	3.00	3.63	3.57	3.00	3.75	3.71	3.00
Salem College	4	15	13.4	3.86	3.67	3.69	3.64	3.40	3.46	3.36	3.33 3.33	3.46	3.57	3.43 3.43	3.77	3.71	3.53	3.69
Shaw University St. Andrews Presbyterian College	ĸ	 \(\cdot \)	 ư	2 80	2 40	9	00.6	3 20	0 40	200	2 60	000	200	0 40	000	0	6	C
St. Augustine's College	0 0	00	,	3.00	2.00	3	2.50	2.00	2	2:50	2.00	3	2.50	2.00	3.60	3.00	2.50	7.00
UNC-Asheville	17	3 5	27 %	3.59	3.78	3.64	3.12	3.65	3.42	3.71	3.53	3.50	3.29	3.35	3.50	3.76	3.50	3.67
UNC-Charlotte	25	20.5	3 &	3.33	3.55	3.69	3.25	3.43	3.65	3.25	3.38	3.30	3.35	3.39	3.48	3.48	3.57	3.60
UNC-Greensboro	72	69	20	3.48	3.59	3.67	3.13	3.42	3.32	3.39	3.51	3.30	3.32	3.33	3.36	3.51	3.61	3.55
UNC-Wilmington	69	7 %	. 29 82 °	3.38	3.55	3.59	3.29	3.35	3.52	3.23	3.45	3.33	3.30	3.22	3.39	3.35	3.44 4.5	3.48
Wake Forest University	0.0	~	Ф,	3.44	3.57	3.50	3.00	3.00	3.50	3.56	3.57	3.50	3.11	3.29	3.50	3.25	3,43	3.50
Warrent Wilson College Western Carolina University	38	45	- 58	3.58	3.44	3.71	3.26	3.50	3.39	3.43	3.55	3.29	3.39	3.36	3.21	3.47	3.53	3.64
Wingate University Winston-Salem State University	က က	9	2 22	4.00	3.57	3.50	3.60	3.83	3.80	3.20	3.60	3.80	3.83	3.50	3.60	3.80	3.83	3.50
Grand Totals	904	871	689											,				
State Averages				3.41	3.59	3.57	3.27	3.42	3.46	3.25	3.52	3.38	3.37	3.43	3.44	3.50	3.57	3.46

LINKAGES WITH THE PUBLIC SCHOOLS

Faculty in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers. This may include collaboratively designing curricula for public schools students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic screenings/testing for public school students, etc. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the *Institutional Reports* document which accompanies this Summary Report. As part of the rewards and sanctions which is to accompany this report, the involvement of each institution with the public schools was assessed by a team of four individuals. Two of these individuals were external to the state. Their assessment was based on the information provided by the institutions in their narrative reports.

Table X contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure.

In evaluating the involvement of colleges/universities with the public schools it is important to consider that the number of teacher education faculty varies across campuses. **Table XI** summarizes the number of teacher education faculty by college/university.

Table X: Lateral Entry Teachers Served

Institution	Number Requesting Programs of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Classes Leading to Licensure
Appalachian State University	68	68	48
Barber-Scotia College	0.0	THE PROPERTY OF BUILDING ASSETS	0
Barton College	40	40	40
Belmont Abbey College	14 71 12 24	14	14
Bennett College	87	87	11
Campbell University	29	1944	26
Catawba College	13	13	6
Chowan College	34	25	22
Davidson College	1	STREET STREET	0
Duke University	17 C. S.	3	2
East Carolina University	AND ASSESSMENT OF THE PARTY OF		CONTRACTOR OF STREET
	333	280	280
Elizabeth City State University	90	90	90
Elon University	18	18	15
Fayetteville State University	559	322	322
Gardner-Webb University	46	46	18
Greensboro College	210	据。184章 · 184章 · 184	78 The 18
Guilford College	105	54	0
High Point University	143	45.4 4 143	143
Johnson C. Smith University	77	36	23
Lees-McRae College	12	3	18
Lenoir-Rhyne College	19	19	19
Livingstone College	(14-14-14-15)	3 - 3	3 3
Mars Hill College	11	11	11
Meredith College	15	15	7 2
Methodist College	10	10	7
Montreat College	545 - 1864 3 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	Control of State of the Con	Maria de Company
NC A&T State University	440	350	295
NC Central University	6 - July 150 - 12 - 12 - 13	99.	194 194 194 199
NC State University	131	131	131
NC Wesleyan College	60	60 100 100 100	20
Pfeiffer University	32	30	19
Queens College	370	14-98-17-198	86
Salem College	79	74	62
Shaw University	46	5 - 5	5
St. Andrews Presbyterian College	23	14	9
St. Augustine's College	90	90%	80
UNC - Asheville	0	17	17
UNC - Chapel Hill UNC - Charlotte	775	136	130
	775	775	483
UNC - Greensboro	80 10 10 10 10 10 10 10 10 10 10 10 10 10	100 CAN 69 CAN 6	69
UNC - Pembroke	355	239	160
UNC - Wilmington	108	92	86
Wake Forest University	0	0	0
Warren Wilson College	92-1-1-16-1-2-1-1-1	premise to 6 miles a grant	BEAUTHAL CO.
Western Carolina University	163	77	73
Wingate University	+12	12	8 - 4 - 4 - 8
Winston-Salem State University	138	104	104
	N		
Total And	5,152	3,985	3,135

Table XI: Number of Teacher Education Faculty

Institution	Full-Time in Professional Education	Part-Time in Professional Education; Full-Time to IHE	Part-Time in Professional Education; Not otherwise employed by IHE
Appalachian State University	74	48	39
Barber-Scotia College	3 2 20 4	71 10 11 1	128 TANK STANDARD OF ST
Barton College	7	7	12
Belmont Abbey College	75 The 5 The 18		10
Bennett College		6	3
Campbell University	10	2	TSA MARKET DO A MARKET FAMILIES
Catawba College	5	3	0
Chowan College	A 43 45 A 45	4	4
Davidson College	3	0	5
Duke University	6.1.	-0.5 TO 13 HILL 14 TO	17
East Carolina University	101	95	28
Elizabeth City State University	Tie C 13	THE WELL SHOP THE PROPERTY OF THE PARTY OF T	2/2/2016/11/5/2016
Elon University	11	10	2
Fayetteville State University	45	6	3
Gardner-Webb University	7	13	14
Greensboro College	######################################	THE CHARLET HE TO BE SHOWN IN THE	75C 1877 Gr 5 18 18 18 18 18
Guilford College	2	2	3
High Point University	27: Atte-4	多。而是一个一方。是是一种一种	10
Johnson C. Smith University	3	9	2
Lees-McRae College	7.4	3 2 3 2 4 4 4 4 4	6-14-1-1
Lenoir-Rhyne College	6	6	16
Livingstone College		6	C16 71 - 0 71 - 1
Mars Hill College	5	9	7
Meredith College	10	24	
Methodist College	7	8	4
Montreat College	328		Name of the American
NC A&T State University	44	9	A STATE OF THE PARTY OF T
NG Central University	31	LANGUA TO LANGUE	
NC State University	42	12	28
NC Wesleyan College	3	2 2 2 2	25
Pfeiffer University	4	0	2
Queens College	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0.20	
Salem College	4	3	4
Shaw University	10	3.277.20.32.30	0.0
St. Andrews Presbyterian College	3	1	5
	3 23220110	o variation of the 2000s of the	3 4 4 4 5 A 5 A 5 A 5 A 5 A 5 A 5 A 5 A 5
St. Augustine's College	9	5	8
UNC - Asheville	59 ***	16	13
UNC - Chapel Hill		13	33
UNC - Charlotte	75	32	Course and the second state of the land of
UNC Greensboro	81	25	5
UNC - Pembroke	13		43
UNC - Wilmington	34	6	1
Wake Forest University	14	A STATE OF THE PARTY OF THE PAR	Laters of Sulfo Dates
Warren Wilson College	3	20	
Western Carolina University	35	33	16
Wingate University	4		6
Winston-Salem State University	11	8	7
		Service Report Services	
Total	847	495	494

Appendix A: Definitions

Definitions Used

Baccalaureate Degree Program: A program that culminates in the award of a baccalaureate degree. Such programs may be five-year or extended programs that result in award of a baccalaureate degree.

Certificate, Certification: See Licensure.

Full-time Students: Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

Lateral Entry/Provisionally Licensed: Individuals employed by public schools on lateral entry or provisional licenses.

License Completer: Individuals who have completed programs of study leading to licensure **and** satisfied testing requirements prescribed by the State for the licensure area.

Licensure: The official recognition by a state governmental agency that an individual has met statemandated requirements and, therefore, is approved to practice as a duly licensed educator in that state. Licensure is used synonymously with certification in many states.

Licensure-Only: Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

Master's Degree Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Part-time Students: Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

Program: A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

Program Completers: Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

Appendix B: Praxis Testing Requirements

Testing Requirements for the North Carolina Professional Educator's License

Area of Licensure	Code	Required Tests	Required Score on Subject Assessment
Special Service Personnel	A STATE		Act Control
School Administrator - Superintendent	011	School Leaders Licensure Assessment (See note below)	155
School Administrator - Principal	012	School Leaders Licensure Assessment (See note below)	155
Curriculum-Instructional Specialist	113	0410	590
Instructional Technology Specialist - Computers	077	none	n/a
Media Supervisor	078	0410	590
Workforce Development Director	711	0410	590
Exceptional Children Program Administrator	88099	0410	590
Counselor	005	0420	570
School Social Worker	006	none	n/a
School Psychologist	026	0400	620
Instructional Technology Specialist - Telecommunications	074	none	n/a
Media Coordinator	076	0310	610
Audiologist	88003	0340	590
Speech-Language Pathologist	88082	0330	550
Preschool/Elementary	e de la Million		
Birth through Kindergarten	014	none	n/a
Elementary (K-6)	025	0011 and 0012	313 (total score)
Preschool Add-on	015	none	
Middle Grades	图 推进		
Language Arts	78180	0049	145
Mathematics	78200	0069	141
Science	78300	0439	134
Social Studies	78400	0089	149
Agriculture	78700	none	n/a
Business	78760	none	п/a
Health Occupations	78720	none	n/a
Family & Consumer Sciences	78710	none	n/a
Marketing	78730	none	n/a

Note: Applicants for school administration should contact the Wilmington St., Raleigh, NC 27601-2825 for additional

Secondary	14 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		2. 10 10 10 10 10 10 10 10 10 10 10 10 10
Anthropology	433	0081 & 0084	320 (total score)
Bible	905	none	n/a
Biology	310	0235 & 0234	302 (total score)
Business Education	600	0100	580
Chemistry	330	0245 & 0483	307 (total score)
Earth Science	302	0570	530
Economics	431	0081 & 0084	320 (total score)
English	100	0041 & 0043	321 (total score)
French	510	0171 & 0173	335 (total score)
Geography	410	0081 & 0084	320 (total score)
German	530	0180	540
History	420	0081 & 0084	320 (total score)
Latin	590	none	n/a
Mathematics	200	0061 & 0065	281 (total score)
Physics	320	0260	510
Political Science	405	0081 & 0084	320 (total score)
Russian	580	none	n/a
Science (Comprehensive)	300	0435 & either 0483 or 0234	0435 & 0483 - 305 (total score) 0435 & 0234 - 303 (total score)
Social Studies (Comprehensive)	400	0081 & 0084	320 (total score)
Sociology	432	0081, & 0084	320 (total score)
Spanish	520	0191 & 0192	327 (total score)
Special Subject Areas (K-12)	医三次根外部		1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
Art	810	0131 & 0133	322 (total score)
Dance	805	none	n/a
English as a Second Language	110	0360	520
French	511	0171 & 0173	335 (total score)
German	531	0180	540
Health Specialist	098	0550	640
Junior ROTC	999	none	n/a
Music	800	0111 & 0113	299 (total score)
Physical Education	090	0091	158

Reading (bachelor's level)	190	0200	§ 540
Reading (graduate level)	190	0300	570
Safety and Driver Education	096	none	n/a
Spanish	521	0191 & 0192	327 (total score)
Speech Communication	109	0220	560
Theater Arts	108	none	n/a
Exceptional Children	\$ 61 × 25		Commission Wiles
Academically Gifted	88087	none	n/a
*Behaviorally/Emotionally Disabled	88085	0351	143
		0371	147
*Cross Categorical	88001	0351	143
		0352	136
Hearing Impaired	88088	none	n/a
*Mentally Disabled	88081	0351	143
		0321	144
*Severely Profoundly Mentally Disabled	88002	0351	143
		0321	144
*Learning Disabled	88086	0351	143
		0381	139
Visually Impaired	88083	0280	550
Workforce Development (Vocational) Education			
Agricultural Education	700	none	п/а
Career Development Coordinator	747	none	n/a
Handicapped/Disadvantaged	770	попе	n/a
Health Occupations Education	720	none	n/a
Family & Consumer Sciences	710	0120	540
Marketing Education	730	0560	690
Technology Education	820	0050	580
Trade and Industrial Education	740	none	n/a
Business Education	760	0100	580

Questions about administration of these tests should be addressed to The Praxis Series, Educational Testing Service, P.O. Box 6051, Princeton, New Jersey 08541-6051. You may call 609-771-7395. Fax numbers are 609-530-0581 and 609-771-7906. E-mail: praxis@ets.org

^{*} Independent Scoring Model: The individual must earn the required validated score on each module.

Appendix C: Surveys



Public Schools of North Carolina

State Board of Education Phillip J. Kirk, Jr., Chairman

http://www.dpi.state.nc.us

Department of Public Instruction
Michael E. Ward, State Superintenden

May 14, 2001

To: Recent Graduates of NC Teacher Education Programs

From: Beth Allan, Chief, Teacher Education Section

By law we are required to prepare an annual Performance Report on each college/university in North Carolina with an approved teacher education program. As part of the Performance Report we are required to gather information on the satisfaction of the individuals who completed North Carolina teacher education programs and their employers.

Our records indicate that you have recently completed a North Carolina teacher education program, and we need your help, the help of your mentor, and the help of your principal.

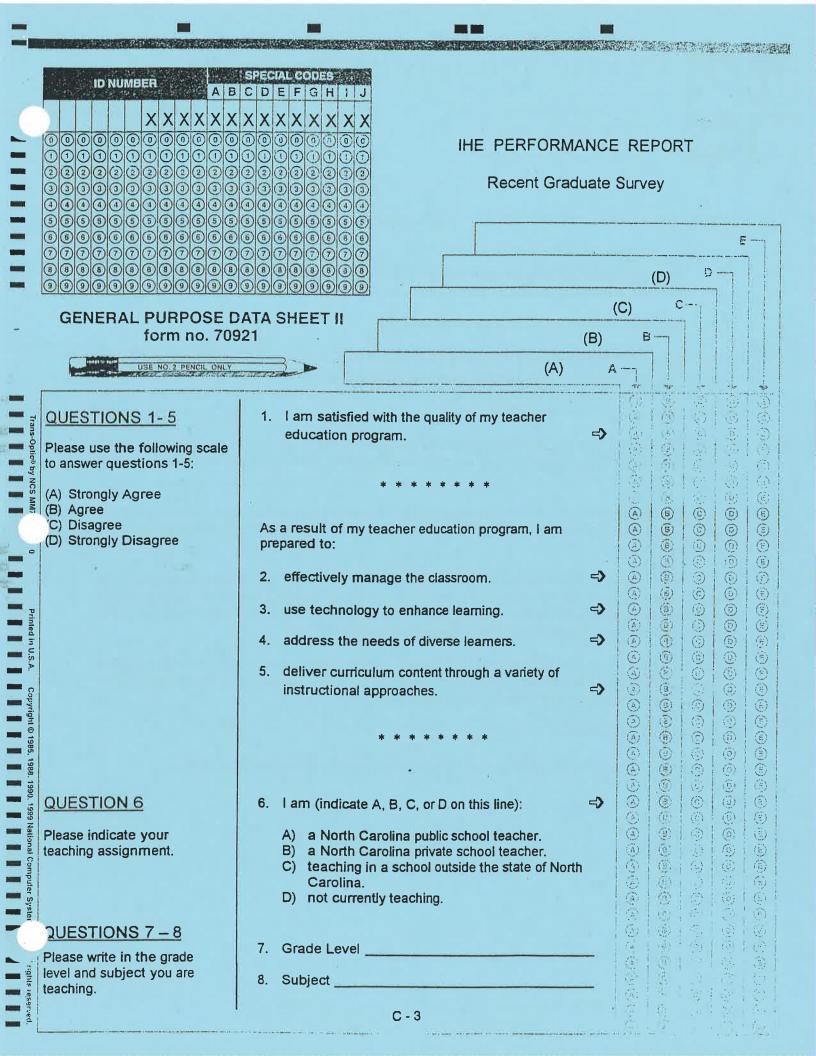
Attached are three brief surveys. We do not anticipate that it will take you long to complete the survey, but we sincerely hope that you will take the time to do so and return it to us in the enclosed postage-paid envelope.

We ask that you distribute the surveys marked principal and mentor to the appropriate persons. Then complete your survey, place it in the envelope, and return the envelope to us. The label above contains the code for the college/university from which you graduated. Please make sure that the college/university code is placed in the ID Number section on the survey as this is the only way to match your response with the correct college/university.

So that we may report this information to the State Board of Education and the Joint Legislative Education Oversight Committee of the North Carolina General Assembly in a timely fashion, we would ask that you return your surveys to us by June 15, 2001.

Your help is most appreciated.

If you have specific questions, please do not hesitate to contact me at <u>ballan@dpi.state.nc.us</u> or (919) 807-3371.





Public Schools of North Carolina

State Board of Education Phillip J. Kirk, Jr., Chairman

http://www.dpi.state.nc.us

Department of Public Instruction Michael E. Ward, State Superintender

May 14, 2001

To:

Principals of Recent Graduates of NC Teacher Education Programs Mentors of Recent Graduates of NC Teacher Education Programs

From: Beth Allan, Chief, Teacher Education Section

By law we are required to prepare an annual Performance Report on each college/university in North Carolina with an approved teacher education program. As part of the Performance Report we are required to gather information on the satisfaction of the individuals who completed North Carolina teacher education programs and their employers.

Our records indicate that the individual identified on the label above has recently completed a North Carolina teacher education program, and we need the help of the recent graduate, the mentor, and the principal.

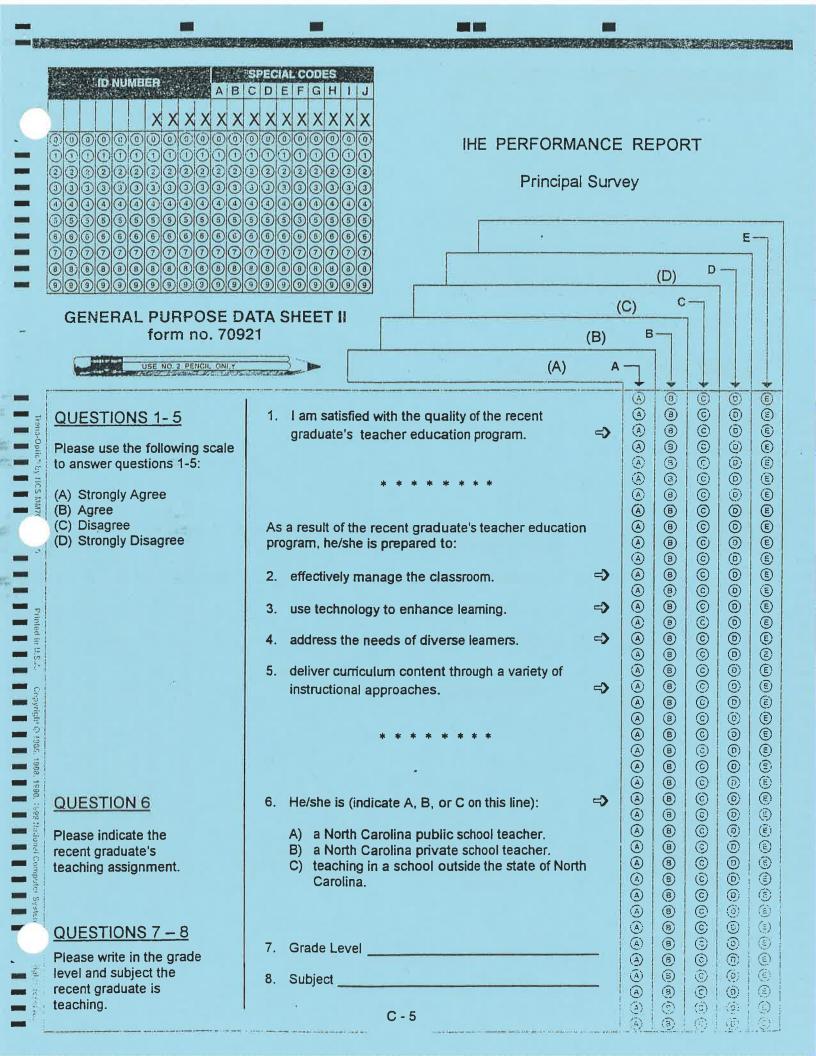
Attached is a brief survey. We do not anticipate that it will take you long to complete the survey, but we sincerely hope that you will take the time to do so and return it to us in the enclosed postage-paid envelope.

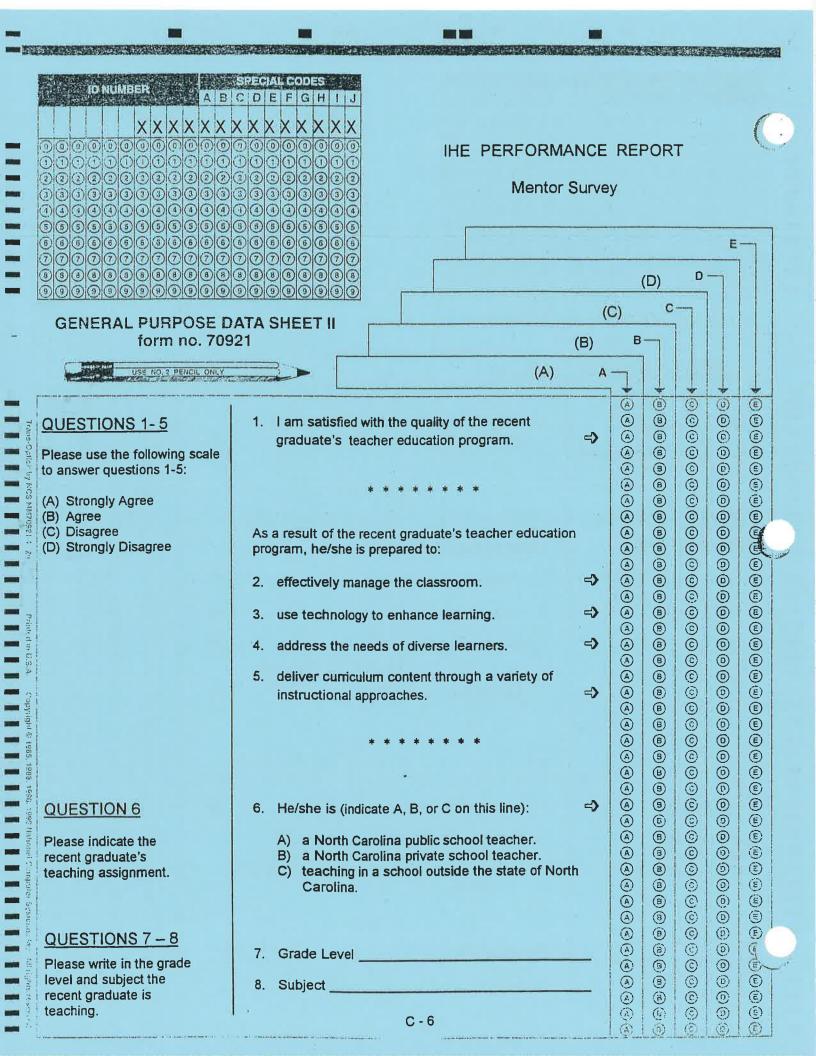
We ask that you complete the survey, place it in the envelope, and return the envelope to us. The label above contains the code for the institution from which the above beginning teacher graduated. Please make sure that the college/university code is placed in the ID Number section on the survey as this is the only way to match your response with the correct college/university.

So that we may report this information to the State Board of Education and the Joint Legislative Education Oversight Committee of the North Carolina General Assembly in a timely fashion, we would ask that you return your surveys to us by June 15, 2001.

Your help is most appreciated.

If you have specific questions, please do not hesitate to contact me at ballan@dpi.state.nc.us or (919) 807-3371.





Appendix D: Rewards and Sanctions

Rewards and Sanctions

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, beginning this fall, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State and National Accreditation Standards

Teacher education programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
The unit does not meet national accreditation standards.	The unit meets all national accreditation standards, but weaknesses have been cited.	The unit meets all national accreditation standards and no weaknesses have been cited.
Unmet state standards have been identified in one or more specialty area programs.	All specialty area programs meet state accreditation standards, but weaknesses have been cited.	All specialty area programs meet all state standards and no weaknesses have been cited.

Criterion 2: Quality of Program Completers

Teacher education programs must produce individuals who know the subject matter they teach, have the pedagogical knowledge and skills to effectively meet the needs of diverse learners, and demonstrate the dispositions associated with effective teaching.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
Pewer than 70% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	70-85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	More than 85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.
Fewer than 70% of program completers pass the specialty area exams within the authorized period.	70-85% of program completers pass the specialty area exams within the authorized period.	More than 85% of program completers pass the specialty area exams within the authorized period.
Fewer than 95% of program completers satisfactorily complete the Initial Licensure Program.	95-99% of program completers satisfactorily complete the Initial Licensure Program.	All program completers satisfactorily complete the Initial Licensure Program.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
Fewer than 70% of program completers express satisfaction with the program.	70-85% of program completers express satisfaction with the program.	More than 85% of program completers express satisfaction with the program.
Fewer than 70% of program completers express satisfaction with their preparation to use technology in the classroom.	70-85% of program completers express satisfaction with their preparation to use technology in the classroom.	More than 85% of program completers express satisfaction with their preparation to use technology in the classroom.
Fewer than 70% of employers express satisfaction with program completers.	70-85% of employers express satisfaction with program completers.	10 More than 85% of employers express satisfaction with program completers.
Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	70-85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	More than 85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.

Criterion 3: Involvement with/Service to the Public Schools

Teacher education programs can not exist in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion		
There is minimal on-going teacher education faculty involvement with the public schools.	Most teacher education faculty are regularly involved with the public schools in substantive ways.	Faculty from teacher education and disciplines outside education are regularly involved with the public schools in substantive ways.		
There is minimal institutional involvement with area public schools.	The institution supports and maintains public school collaborations and partnerships.	The institution proactively initiates and builds upon public school collaboratives and partnerships.		
No special efforts are made to support beginning teachers.	Beginning teachers are provided some assistance on an individual or group basis.	The institution supports beginning teachers through special programs and initiatives on a consistent basis.		
No special efforts are made to support lateral entry teachers.	General adjustments are made to meet the needs of lateral entry teachers.	The institution supports the preparation of lateral entry teachers through special programs and initiatives.		
No special efforts are made to support career teachers.	Career teachers are provided some assistance on an individual or group basis.	The institution supports career teachers through special programs and initiatives on a consistent basis.		

REWARDS AND SANCTIONS

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further rewards/sanctions are described below.

For the 2000-2001 IHE Performance Report, institutions receiving 135 or more points will be recognized by the State Board of Education as "Exemplary." Institutions receiving fewer than 105 points will be designated as "Low Performing."

For each item on the assessment scale on which the institution receives a rating of "Does Not Meet Criterion" the institution is to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies). Technical assistance will be available through the Teacher Education Section. If an institution receives the same "Does Not Meet Criterion" on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

IHE Performance Report

Institutional Reports 2000-2001



Preface

This document is designed as a supplement to the IHE Performance Report Summary Report. It contains the reports for individual institutions. The following information is provided:

- Overview of the Institution
- Special Characteristics
- Program Areas and Levels Offered
- Brief Summary of Collaborative Activities with the Public Schools
- Brief Description of Efforts to Assist Low-Performing Schools
- Brief Description of Efforts to Ensure the Technological Competence of Preservice/Inservice Teachers
- Brief Description of Efforts to Serve Lateral Entry Teachers
- Brief Description of Special Efforts to Improve NTE/Praxis Scores
- Brief Description of Efforts to Recruit Students into Teacher Education Programs
- Brief Description of Efforts to Encourage Minority Students to Pursue Teacher Licensure
- Brief Description of New Initiatives (if any) not described above
- Brief Description of Programs Designed to Support Beginning Teachers
- Brief Description of Programs Designed to Support Career Teachers
- Brief Summary of Faculty Involvement in Public Schools
- Characteristics of Students (Full-time and Part-time) Admitted to and Enrolled in Programs Leading to Licensure in the Fall of 2000
- Information on the Number of Lateral Entry Teachers Served
- Admission Test Data (Quality of Students Admitted to Programs during the 2000-2001 year)
- Number of Program Completers during the 2000-2001 year (as reported by the institution)
- Performance of Program Completers on the Principles of Learning and Teaching Exams and the NTE/Praxis Specialty Area Exams (Note: This information is based on individuals who completed student teaching during the 1999-2000 academic year.)
- Length of Time to Program Completion (as reported by the institution)
- Number of Undergraduate Program Completers Employed in NC Schools within 1 year of Program Completion (Note: This is based on individuals who completed student teaching during the 1999-2000 academic year.)
- Top 10 LEAs Employing Teachers with degrees from the college/university
- Results of the Surveys of Recent Program Completers, Their Mentors, and Their Principals
- Number of Teacher Education Faculty

IHE Performance Report

2000-2001

Appalachian State University



IHE Performance Report

Appalachian State University

2000 - 2001

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the university strives to serve a diverse student body. The University has a residential enrollment of 12,500 and another 800 off-campus students and is comprised of four colleges--Arts and Sciences, Business, Education, Fine and Applied Arts, the School of Music and the Graduate School. All except Business are directly involved in teacher education. The Reich College of Education (RCOE) enrolls approximately 2,000 students in undergraduate and graduate programs. The teacher education programs are NCATE accredited and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 23 programs at the undergraduate level, 23 at the master level, two at the specialist level, and one at the doctoral level.

Special Characteristics

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have, however, on a regular basis provided special assistance in reading, mathematics and writing to schools working to improve their students' performance. For example, an early intervention model program in reading called First Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. In one of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers have maintained gains shown in a study a year ago that 95 percent of the students who scored at least two levels below grade level achieved at least one year's growth and 58 percent of those students achieved greater than one year's growth. At two high schools, another faculty designed project works with content area teachers in math, science, and English to improve the student success rate among the special education population. Early results of this project show an increase in the number of special education students enrolling in general education courses, and an increase in the proportion of these students earning a C or better. The project also has had a positive influence on the instructional strategies teachers now use in these content areas. At a middle school, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on the performance of 75 at-risk seventh graders with 91 percent passing the NC Writing Test this year. In mathematics, as a result of the work of a study group comprised of elementary teachers and ASU mathematics educators, at least two districts are in the process of changing their mathematics curriculum to incorporate more problem-solving in place of a heavy reliance on drill and practice. This activity was a direct outgrowth of a study of students' performance on the state's mathematics test.

Program Areas and Levels Offered

Programs areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS, MA; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with

concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS; Health Education, Secondary Education, BS; Industrial Education with concentration in Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education (K-12), BS; Physics, Secondary Education, BS; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, CAS; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, or Sociology, BS, MA; Spanish (K-12), BS; Special Education: Cross Categorical, MA; Special Education: Learning Disabilities (K-12), BS; Theatre Arts (K-12), BS; and Technology Education with concentrations in Trade and Industry, and Secondary Education, BS. Licensure Only programs are offered at the "A" level in English as a Second Language (K-12) (Add-On) Reading Education (K-12) (Add-On) and at the "M" Level in Exceptional Children (K-12) Mentally Handicapped, Exceptional Children (K-12) Behaviorally-Emotionally Handicapped, and Exceptional Children (K-12) Learning Disabilities.

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

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

ASU has a strong collaborative relationship with schools. Four practitioners-in-residence, on leave from their districts, teach required courses, serve as liaisons to partnership schools, and assist with curriculum development. One practitioner, for example, teaches in both university and public school settings; she teaches a methods class and models appropriate teaching strategies for faculty, other teachers and ASU student interns in an actual PDS classroom and also works regularly in two other PDS schools modeling instructional practices. Over 100 cooperating teachers each semester work with university faculty in supervising student teachers. Thirty-five university and public school teachers have been working in focus groups in math, science, social studies, and English to improve the alignment between college curricula and the NC Course of Study; these focus groups have carried out such projects as developing a science manual for beginning science teachers, initial licensure workshops for university faculty and pre-service teachers, setting up visits to ASU classes by classroom teachers, joint planning for teaching classes in the schools and at the university, and meetings with student teachers to obtain feedback about their preparation. The Teacher Research Group, comprised of science, social studies and English teachers and faculty at school and university levels, carried out 3 collaborative teacher research projects. A 20 member Field Advisory Council of school representatives and faculty recommended revisions to the Student Teaching Handbook that have been implemented; the University Teacher Education Council has 2 local school representatives serving as voting members. The ASU-Public School Partnership Governing Board consists of 8 superintendents, the NWRESA director, the RCOE Dean, the Dean of Arts and Sciences, and the Partnership Director who oversee Partnership activities. The Partnership Coordinating Council with 30 teachers from Partnership schools works with RCOE faculty to identify and implement projects that address school and college needs; for example, our professional development school initiatives involve 10 elementary schools, 75 teachers who work with RCOE faculty and 150 interns in the schools, co-teaching, providing supervision, and assisting with curriculum development; teachers receive professional development in return. Our Middle Grades Advisory Board of 19 teachers and administrators helped faculty select seven new professional development schools. The RCOE offers an after-school program that provides 300 elementary children with experience in using technology to enhance their math, writing, and reading skills; about 100 pre-service students

assist as program tutors; another 100 provide tutoring assistance in schools; all of these activities are carried out in collaboration with classroom teachers. The RCOE Communications Disorders Clinic offers 1600 speech and hearing screenings annually for the schools as well as follow-up therapy; communication disorders majors do this work under the direction of clinical staff and school personnel.

B. Bri ef description of efforts to assist low-performing schools.

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have, however, on a regular basis provided special assistance in reading, mathematics and writing to schools working to improve their students' performance. For example, an early intervention model program in reading called First Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. In one of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers have maintained gains shown in a study a year ago that 95 percent of the students who scored at least two levels below grade level achieved at least one year's growth and 58 percent of those students achieved greater than one year's growth. At two high schools, another faculty designed project works with content area teachers in math, science, and English to improve the student success rate among the special education population. Early results of this project show an increase in the number of special education students enrolling in general education courses, and an increase in the proportion of these students earning a C or better. The project also has had a positive influence on the instructional strategies teachers now use in these content areas. At a middle school, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on the performance of 75 at-risk seventh graders with 91 percent passing the NC Writing Test this year. In mathematics, as a result of the work of a study group comprised of elementary teachers and ASU mathematics educators, at least two districts are in the process of changing their mathematics curriculum to incorporate more problem-solving in place of a heavy reliance on drill and practice. This activity was a direct outgrowth of a study of students' performance on the state's mathematics test.

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

Twenty cooperating teachers attended workshops to acquaint themselves with the advanced competencies and to increase their knowledge of technology and gain experience in using WebQuests. In return, cooperating teachers submitted proposals for how they would use up to 5 computers in their classrooms; the best proposals were selected and the cooperating teachers received up to 5 computers each for use with special projects involving student teachers in their classrooms. Forty computers and related projects are now in place. A college classroom was renovated into a multimedia teaching/learning facility and all three student computer labs had their hardware updated. A faculty development area for course development and for experimentation with streaming media was maintained. Class activities required students to develop electronic portfolios and to produce technology integrated lessons. An on-line self-assessment needs instrument is available to students and focused workshops on technology are offered to students. An orientation to the technology competencies has become a regular feature in our introductory education class. Students in field experiences were expected to use technology for field notes and journaling, and to integrate the competencies within the curriculum. In addition, student teachers review their technology products of learning with their university supervisor and cooperating teacher at mid-term. Deficiencies noted are included in the student teacher's work plan, and field-site workshops are offered; a grade in student teaching is not assigned until the student has met all the competencies. An intranet was maintained as a means of communication (including chat rooms, on-line application for student teaching, calendar, access to career services, online resume development, contact with content area supervisors) for 100 student teachers,

their supervisors, and cooperating teachers. Twenty-five teacher education faculty participated in university-sponsored training workshops, including distance learning training, and received laptops in return. Graduate students worked in public schools as technology resource consultants to public school teachers. All graduate programs now include attention to enhancing the technology competency of candidates. Seven faculty taught courses via the NCIH, and others combined web-based instruction with face-to-face teaching. Conferences held included a technology conference for 280 public school administrators and teachers and a statewide conference for 75 IHE faculty and classroom teachers to address the advanced technology competencies and their implementation. A federal PT3 grant was obtained that involved a collaboration among ASU, Western Carolina University, UNC-Asheville, and Warren Wilson College with ASU as the lead institution. The grant focuses on ways to enhance the uses of technology during student teaching and among faculty in core education classes; a key component of the grant is to provide inservice for cooperating teachers at all sites that will enable these teachers to work more effectively in integrating technology into their teaching and to serve as role models for their student teachers. Sharing of best practices among the four institutions is a key component of the grant.

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

The RCOE maintains a full-time field experience office that also serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. In addition, we work closely with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. A well-established procedure for verifying prior experience and reviewing transcripts is used, and then the specific program area where the individual wishes licensure works directly with the lateral entry teacher to build a program. We are careful to consider prior experience and to determine equivalencies wherever possible. We consistently offer courses in the late afternoon, evenings and on weekends as well as during the summer to accommodate the needs of our lateral entry candidates. We work with content areas, especially in the summer, to insure that appropriate coursework is available. For example, the Special Education program offered key summer courses needed by lateral entry teachers who could not take them during the academic year. We have a program to address the shortage of business education teachers--only three preparation programs exist at the public universities; this program offers combined web-based, NCIH and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. We have also targeted areas where lateral entry teachers may be place-bound and offer full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance, consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have doubled in the past year, and are attracting a substantial number of lateral entry candidates who are trying to complete their requirements and need coursework close to their place of employment. Sixty-eight requests for lateral entry programs were processed this year. Fortyseven lateral entry candidates enrolled. This is a 113 percent increase from last year.

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

As a result of a special faculty initiative undertaken a year ago to inform faculty in academic areas about the content and format of PRAXIS specialty tests (over 45 faculty in 23 different subject areas took the PLT and the appropriate PRAXIS test for their disciplines) faculty have become more aware of the need to make changes in teaching and curriculum, and now offer special hints to students about how to take the tests. Our Praxis efforts overall have taken several different routes. A library of resource materials on the various Praxis tests is maintained in our field experience office, and students have access to free copies of all of these materials. Tutoring services and other sources of support were shared and available upon request for those students who may have failed one or more of the tests or who wished to brush up on their skills and knowledge prior to taking the test. For Praxis I exams, students

were also referred to the Learning Assistance program and to specific departments (i.e., Mathematics) for assistance and special workshops and sessions. Learning Plus and its supporting materials have been adopted for use in our off-campus delivery of our undergraduate elementary education program. Appalachian maintains an approved computer testing center licensed by ETS to offer the CBT Praxis I and other ETS tests that have thus far been computerized. Students had ready access to this service and the score reporting process was expedited. In addition, a number of our content area programs have developed special workshops that were offered on a regular basis to acquaint students with the particular characteristics of the PRAXIS II tests in specialty areas. Some program areas devoted class time to the taking of the Praxis, while others had faculty who worked with students individually on preparing them for taking the tests. The number of students passing and overall Praxis scores has increased in several areas since these efforts were put in place.

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

The RCOE works closely with the university admissions office to promote the college's programs through open houses, faculty visits to schools, special programs for prospective students and special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school with 75 at-risk students to promote college as a viable option. Ninety-two ASU students are involved in mentoring/tutoring to serve as role models for these students. Information on students who have applied for and/or been accepted to Appalachian with an interest in a teacher education program is regularly sent to program areas. Program areas communicate with these students, encouraging them to pursue their admission to Appalachian and a teacher education major. Program areas also sent letters to enrolled ASU students whose majors were identified as "undecided" in the spring and to "undecided" transfers in the summer encouraging them to pursue a degree in teacher education. A Learning Community program for freshmen included a course with an accompanying tutoring experience designed to increase interest in teaching as a career. Our Teaching Fellows Program initiated a special recruitment initiative at 10 middle schools and high schools with minority populations; our Fellows talked with students about teaching as a career. We also have initiated a partnership with a high school Teacher Cadet program, hosted visits to campus for two such programs, and attended the state Teacher Cadet convention to talk with students and teachers. We also maintain a large number of student organizations, honorary and service, through which we are able to attract new students into our programs. We also put information on line for potential students to access through the college homepage. Information regarding the teacher education programs also was distributed to potential teacher education students via e-mail and web pages. We also worked with our alumni in the field and with counselors to provide them with information if needed (we have prepared new brochures and materials for all our programs) and encourage them to recommend students to our program and to provide us with names of prospective teachers. We also have found that providing fast, informative turn-around on requests for information, development of potential programs of study, etc., has had a positive effect on recruitment. Initiation of off-campus undergraduate and graduate programs has continued to be a major source for recruitment; guaranteeing access to the offerings of Appalachian State University in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool and providing off-campus students with immediate access to oncampus resources through technology has helped as well. These efforts have attracted 300 new students, undergraduate and graduate. As a result, we now work closely with the ASU Academic Alliance, a group of 10 community colleges, who partner with ASU in delivering the last two years of undergraduate programs in teacher education to community college graduates. Enrollments in these programs are well in excess of 200 students.

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

The RCOE has made a special effort to develop an environment and support system for a diverse student population, including adding two minority faculty this year. The college participates in the university's Open Door program that is designed to create a supportive and welcoming environment for all students and has adopted a statement of policy on the importance of diversity in all college programs and activities. The college received a Z. Smith Reynolds grant to fund a Minority Practitioner-in-Residence; this teacher, on leave from her district, taught in the teacher education program, advised on issues of diversity in the classroom and curriculum, and served as a recruitment liaison to urban schools. Activities listed under "F" above are also applicable to our recruitment of minority students to pursue teacher education degrees and licensure. We work closely with the university admission's office and all the minority recruitment initiatives, including special programs designed to bring minorities on campus and introduce them to fields such as education, to insure that minorities are contacted in the public schools and that they have ample opportunity to talk with minority admissions counselors as well as our own students about our teacher education programs. Meetings were held this year with faculty and admissions personnel to explore ways to increase minorities in teacher education. The college awards a large number of scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, especially scholarships available specifically for minority candidates. Since the county in which Appalachian is located has a very small minority population (approximately 2.6%), as does Appalachian, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue degrees in teacher education. This particular effort has been successful, especially for programs in school administration, library science, educational media computers, and middle grades. Special efforts also are carried out to encourage minorities to enter school services areas leading to licensure. For example, in the school counseling program a systematic contact program has been set up to recruit minorities who have already enrolled at Appalachian but who may not be aware of opportunities in education. The program area initiates contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting. From this initial contact, a systematic follow-up occurs through written and face-to-face communication and additional information regarding academic requirements, financial aid opportunities, etc. Minority enrollments in these programs are among the highest in the university.

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

The ASU-Public School Partnership is in the second year of the three year Mountaineer Millennium Project, enabling 7 partnership counties to provide after-school enrichment and academic programs for over 900 elementary students at-risk. Students from the RCOE teacher education program provide tutoring support at some sites and graduate students provide supervision and leadership in the program along with representatives from social agencies in each community. The ASU-Public School Partnership also is in the second year of a five year federal GEAR-Up grant of over \$1,000,000 to focus on providing academic support and career advising to students in a rural middle school. This grant follows these 75 at-risk students from middle school through high school to encourage them to seek a college education and broaden their career choices; four faculty and 92 students from the RCOE as well as representatives from career planning and Upward Bound are involved in support roles for the grant activities. The RCOE received a PT3 grant that provides funding for faculty development and curriculum alignment in relation to technology; cooperating teachers and student teachers also benefit from this 3 year initiative because of its emphasis upon integrating technology in the classroom. Another initiative is a funded project to understand the influence of paraprofessionals on outcome measures of students with disabilities. It involves the training of paraprofessional educators to work in classrooms and involves in-school observation and staff development for 30 para-professionals to assist them in becoming effective assistants. Still another initiative focuses on reducing the dropout rate of special education students. Research

from this project shows that special education students who are at-risk can be positively influenced regarding their social and academic achievement. In another initiative, several program areas within teacher education are involved in North Carolina FACES, a major grant in its second year and housed in the Sociology Department. The purpose of FACES is to provide training and technical assistance for and with service providers in the NC System of Care whose mission is to bring together services, families, and communities to respond to the needs of children with serious behavioral or emotional problems and their families.

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

The RCOE maintains several support systems for beginning teachers. We currently have a Coach2Coach person, an experienced teacher on leave from her district, who provided mentor training and assistance to 100 beginning teachers in our region. We also have a full-time educational consultant in exceptional children services who works with 16 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through our ASU-Public School Partnership staff development activities, we remain in contact with beginning teachers employed within the 8 districts served by the Partnership; in addition, our PDS efforts in local schools have created a support network of faculty who, because they are in the schools on a regular basis, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provided training sessions for in-service teachers and beginning teachers. One effort of particular value to beginning teachers is a special in-service program created by the college's BIABH Study' Center; entitled "The Missing Curriculum: Teaching Social Competencies in the Classroom," this training program assists beginning teachers in adopting teaching and classroom management strategies which help reduce negative student behavior in the classroom. Over 150 teachers were trained in this curriculum. Faculty members also were involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the Northwest RESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers; others served on ILT teams within the partnership area. The Department of Family and Consumer Science designed ways to facilitate direct interaction (e-mail/direct telephone/web boards) with beginning teachers; a number of other programs maintain e-mail contact with graduates and hold annual meetings with their graduates to keep current with their professional activities and needs. Many other departments have regular correspondence with graduates and offer them opportunities for professional development.

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

The RCOE offers the most off-campus graduate programs in teacher education of any college of education in the UNC system--some sixteen sites during the past year with 30-35 individual courses each semester and a total enrollment of over 500 teachers and administrators. We use flexible scheduling--evenings, weekends, and accelerated courses--and a combination of technology--NCIH and web-based delivery--as well as face-to-face instruction. The number of programs and courses offered showed an increase during this report year. In addition, cooperating teachers and administrators working with our students receive tuition-free courses; 90 teachers and administrators enrolled this year. Other professional development opportunities included technology training workshops for 20 cooperating teachers, focus groups for over 40 teachers, health education inservice for over 500 teachers, technology conference for 280 school administrators and teachers, school focus grants designed to assist 150 classroom teachers with developing stronger curriculum, parental contacts, and communication; and a "Grow Your Own" program for administrative and leadership training for 20 prospective principals and assistant principals in our Partnership districts, RCOE also offered workshops for 35 teachers interested in National Board certification. As a result of our PDS efforts, we provided professional development opportunities by engaging career teachers in co-teaching opportunities with university faculty, and in the planning of teacher education curricula. Five teachers were assisted in learning Polish and traveling to Poland to set up a

teacher exchange as part of an effort to internationalize the curriculum in their school. Other career teachers have been involved in classroom action research and have co-presented with university faculty at professional meetings. The university maintains a Math and Science Center, which offered a variety of workshops and courses for over 850 career teachers. The Math Department offered Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving the teaching of core mathematics; fifty-six teachers were involved. The Art Department maintains the Blueridge Artway, an ongoing program of video documentation of exhibits which can be used by area teachers in their classes in lieu of field trips to view exhibits at the university. The School of Music offers a summers-only master's program in music education as well as a number of professional development workshops for career teachers; among these are the North Carolina Summer Institute for Choral Arts (50 teachers), and the Silver Burdett Ginn Elementary Music Education Workshop (130 teachers).

K. Bri ef 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?

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 160 instances of public school involvement. For example, one faculty member chose to teach a beginning algebra class for a full semester at a local high school for no pay. Another faculty conducted 200 student vocational assessments in local schools. Still another faculty member set up a trip to Poland for 5 teachers interested in establishing a teacher exchange. Faculty serve as mentor trainers or assist with ILT programs. Still other faculty work with technical support staff in the schools to assist in planning and implementing technology plans and programs. A number of faculty have co-authored books, made joint presentations at professional meetings, or written grants with teachers. Faculty frequently serve on school task forces set up to address such issues as school restructuring, assessment, and curriculum. Other faculty have worked directly with schools to assist in the design of appropriate evaluation instruments and systems; quite often faculty and graduate students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. The RCOE Reading Clinic oversees the tutoring of 70 children that results in over 1200 tutoring hours a year; practicing teachers work in the clinic as part of their graduate study. The RCOE also assists partnership schools in involving students in cultural events; 50 teachers and 1,100 students attended university performances at reduced rates. University coaches work with public schools to set up clinics, tutoring, and Bib Brother and Big Sister programs involving over 800 students annually. Physical education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children and a special summer camp program. Faculty in the Department of Health, Leisure and Exercise Science are working with schools and student teachers on the implementation of a new curriculum model called Sport Education. The Art Department offers a sixth grade after-school art program in collaboration with the schools for 20 local students and art education students assist. In the Social Sciences, Geography faculty sponsor the North Carolina Geographic Alliance for classroom teachers and the Political Science Department sponsors the Model UN that brings student delegates and their advisors to campus. The departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments. School psychology first year students, under the supervision of faculty, volunteer to tutor in a local reading program for a full year; second year students in their practica carry a case load, do counseling, and school based consultation. Ten faculty outside RCOE, called academic consultants, are involved in supervision of student teachers and interns and spend regular time in the schools. University faculty often serve as judges for student events in schools (e.g., music, art, theatre, speech, science and writing).

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	2
	Asian/Pacific Islander	3	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	11
4 -	Hispanic	0	Hispanic	4
na skritist	White, Not Hispanic Origin	197	White, Not Hispanic Origin	665
	Other	0	Other	1
A LIBERT PROPERTY	Total	204	Total	684
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
s nagalit told	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
4 1	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	54
	Other	0	Other	0
	Total	37	Total	56
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
no onservans	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	48	White, Not Hispanic Origin	165
	Other	0	Other	0
	Total	51	Total	181

	Part Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
na Jean Carl	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	68
T	Other	0	Other	0
	Total	14	Total	68
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
O Manderstary	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	84
	Other	0	Other	0
	Total	29	Total	89
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
Allendaria	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	65	White, Not Hispanic Origin	335
	Other	0	Other	2
	Total	71	Total	360

B. Late ral 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)	PROSE.		Tell Haber
Elementary (K-6)	12	12	A10 00 11
Middle Grades (6-9)	14	14	9
Secondary (9-12)	9	9	7
Special Subject Areas (k-12)		100	CHENT WAR
Exceptional Children (K-12)	18	18	12
Vocational Education (7-12)	15	15	9
Special Service Personnel (K-12)		naturing (q.ca	to Inspend 2
Other			
Total	68	68	48

Comment or Explanation

Appalachian and the Reich College of Education respond to many inquiries regarding licensure only programs. It is our current procedure to prepare a program of study for any student who asks us to do so, whether or not they have made a commitment to do their course work at Appalachian. There is no charge for this assessment. For many individuals, we are just one of several institutions they ask to do an assessment for them; some wanting he assessment only to compare what they have received from another institution. Due to our process, we have many inquiries and we respond to each of these by developing a program of study. This occurs whether or not they have serious intentions of registering at Appalachian as licensure only (including lateral entry and provisional)students.

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

	Baccalaureate	Masters
MEAN PPST-R	180.64	
MEAN PPST-W	176.28	
MEAN PPST-M	180.07	for the state of
MEAN CBT-R	329.64	
MEAN CBT-W	324.89	d majoritation
MEAN CBT-M	326.84	
MEAN GPA	3.21	NA
MEAN MAT		44.66
MEAN GRE		1468.08
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
	V 10 10 10 10 10 10 10 10 10 10 10 10 10	
Comment or Explanation	on ·	

D. Program Completers (reported by IHE).

Program Area	Baccala Degi		Undergr Licensu			ters	Lice	duate nsure nly
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	8	8	0	0	0	0	0	
Elementary (K-6)	160	141	3	3	5	2	0	C
Middle Grades (6-9)	25	22	4	4	13	6	0	C
Secondary (9-12)	95	63	3	3	5	2	0	C
Special Subject Areas (K-12)	69	44	2	2	17	9	0	C
Exceptional Children (K-12)	20	20	1	1	6	5	0	C
Vocational Education (7-12)	12	7	3	3	3	3	0	
Special Service Personnel	0	0	0	0	122	80	2	2
Total	389	305	16	16	171	107	2	2

Comment or Explanation

Licensure areas included in Special Service Personnel (K-12) are School Administrator; Curriculum Instructional Specialist; School Counselor; School Psychologist; Media Supervisor; Speech-Language Pathologist; and, Instructional Technology Specialist-Computers. Based on a review of available student data, more students appear to be opting to go directly to teaching positions in districts prior to completing their licensure requirements for license recommendation from the institution. Information on when students are recommended by districts and when they receive licensure is not communicated back for inclusion in the Institution's database.

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

	1999 - 2000 Student Teacher Licensure Pass Rat					
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing				
Art	6	100				
Biology	7	100				
Business Education	6	100				
Chemistry	1	*				
Elementary Education (K-6)	145	99				
English — — — — — — — — — — — — — — — — — — —	26	96				
Family & Consumer Sciences	4	100				
Health Specialist	4	100				
Language Arts (6-8)	9	100				
Marketing Education	1	***************************************				
Mathematics (6-8)	10	100				
Mathematics (9-12)	18	83				
Mathematics (NTE)	1	*				
Music	22 hoops	95				
Physical Education	acting poly-30 magazint that	83				
Physics	Religiosof Temperatural music	Depart Popular and Cons				
Science (6-8)	ndurans represented the company	er til gliss*rest i se				
Science (Comprehensive)	d skuturge straktar invitor a Ostobala strakt	ngs incours a dan eve Li encourse nones (d				
Social Studies (6-8)	6	100				
Social Studies (Comprehensive)	24	79				
Spanish (K-12)	6	67				
Special Ed: Cross Categorical	1	*				
Special Ed: Cross Categorical (NTE)	2	*				
Special Ed: Emotionally Disturbed Students (NTE)	1	*				
Special Ed: Learning Disabilities	22	100				
Special Ed: Learning	1	*				

Disabilities (NTE)		- A THE STATE BELL AT
Special Ed: Mental Disabilities	1	*
Technology Education	4	100
School Pass Rate	362	95
PK/PLT	317	97

^{*} 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.

		F	ull Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	45	94	95	71	32	10
U Licensure Only	1	3	3	1		,
Masters Degree	11	24	22	12	3	4
G Licensure Only						

Part Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	2	r.		3
U Licensure Only	0	1	3	1		2
Masters Degree	6	9	13	26	9	29
G Licensure Only	1	1				

Comment or Explanation

Undergraduate students may be accepted into the teacher education program after completing 45 semester hours; this can be as early as the second semester of the sophomore year or, for some programs, as late as the senior year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. The best accounting possible was completed since some students were both part-time and full-time students at various times during their academic programs. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.

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

2000-2001			Percent Employed
Bachelor's	425	87.3	67.5

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

LEA	Number of Teachers
Forsyth	665
Charlotte-Mecklenburg	643
Caldwell	545
Wilkes	538
Burke	494
Guilford	493
Catawba	446
Gaston	417
Wake	396
Iredell-Statesville	339

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	Mento
the teacher preparation program in general	3.26	3.51	3.58
preparation for managing the classroom	2.92	3.35	3.34
preparation for using technology as an instructional tool	3.20	3.25	3.53
preparation for meeting the needs of diverse learners	3.06	3.27	3.44
Preparation in curriculum content and delivery strategies	3.44	3.45	3.58
Number of surveys received	127	110	120
Number of surveys mailed	283	283	283

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
74	48	39

IHE Performance Report

2000-2001

Barber-Scotia College



IHE Performance Report

Barber-Scotia College

2000 - 2001

Overview of the Institution

Barber-Scotia College was founded as Scotia Seminary in January, 1867, by Reverend Luke Dorland who was commissioned by the Presbyterian Church, U.S.A. to establish in the South an institution for the training of Negro women. A survey of situations and of needs resulted in the selection of Concord, North Carolina, as the place for the location of the school. Organization included a program of elementary, secondary, and normal school work. The original purpose of the College was to prepare teachers and social workers. Accordingly, subjects classified as normal, academic, and homemaking were offered in a manner to qualify for state certification as well as collegiate level studies. The Mission of the College has always focused on Total Student Development (TSD) as etched in the Faith Hall cornerstone: For Head, Hand and Heart. The institution's second period of academic development came in 1916 as the name was changed to Scotia Women's College. In 1930, Barber Memorial College of Anniston, Alabama, merged with Scotia Women's College. The present name, Barber-Scotia College, was adopted in 1932. Rating and accreditation by this time had become a point of great urgency in education in the South, and four years after the merger of Scotia with Barber, the Southern Association of Colleges and Secondary Schools granted Barber-Scotia approval as a Class "A" junior college. Eight years later (1942), the Board of National Missions took action to support fully a fouryear program for the College; and in 1945, the first class to be granted four-year rating in 1946, which made it possible for graduates who plan to teach to receive the "A" Certificate. On April 2, 1954, the charter of Barber-Scotia College was amended to admit students without regard to race or sex. Following closely on the event, the College was admitted to full membership in the Southern Association of Colleges and Schools. The College is accredited to award Level II degrees (Bachelor of Arts and Bachelor of Science). Barber-Scotia College is historically related to the former Presbyterian Church in the United States of America, and currently to the Presbyterian Church (USA).

Special Characteristics

Barber-Scotia College is a historically Black College, located 20 miles north of the Charlotte, North Carolina Metropolitan area. The college is located on a 45 acre tract of land in Concord, Cabarrus County, North Carolina, a town of 50,564 residents; 138,000 for the county. This progressive town is a part of the Charlotte-Mecklenburg County corporate center, which encompasses the neighboring towns of Concord, Kannapolis, Gastonia, and Davidson. This Metropolitan area is the largest in the state of North Carolina. In addition, it continues to experience rapid growth in the banking and international marketing areas. Barber-Scotia College continues to benefit from the location in this Metropolitan area that has many resources and opportunities for students and programs. Barber-Scotia College is in the fourth year of temporary authorization of the Teacher Education Program. The Teacher Education Program at Barber-Scotia College has programs for initial licensure and certification only. The Program goal is to provide support for lateral entry candidates.

Program Areas and Levels Offered

Elementary Education (K-6)

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.).

* Project GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs (prepared for submission to the U.S. Department of Education). This program begins with 7th grade students and continues through high school graduation with comprehensive services including mentoring, tutoring, counseling and other activities such as after school programs, summer academic and enrichment programs and college visits. The program requires two other partners such as after school programs, summer academic and enrichment programs and college visits. The program requires two other partners such as community organizations, businesses, religious groups, State education agencies, parent groups, or non-profits to increase college-going rates among low-income youth. * Historically Minority College and University Consortium (HMCUC) for Student Achievement. The major objective of this program is to improve the communicative skills of third grade. The partners are Coltrane-Webb Elementary School, Cabarrus County Schools and the College. * Minority Mathematics and Science Program for Grades 6-9 in Cabarrus County Schools (J.N. Fries Elementary, Concord Middle Schools) for Weekend and Summer Experience (U.S. Department of Education). Vandalia Elementary School and the Teacher Education Program of Barber-Scotia College was a unique and comprehensive field experience. This field experience was a six-week observation and participation for 36 elementary education majors. Candidates spent a full day in classrooms working with students under the supervision of teachers. A unique feature was the seminar session with the Curriculum Resource Coordinator. Students had an in-depth exposure to resources as teaching tools. In addition, students applied their knowledge of book selections. Students used their criteria sheet from their class as they were guided and assisted by the Media Resource Coordinator as they selected and purchased books that were appropriate for their grade level. The College provided each student with fifty dollars. The principal and staff provided a nurturing environment for each student. The total experience included eight full days with teachers and students integrating theory and practice.

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

Barber-Scotia College is working with four middle schools to assist with diversity activities and Saturday mathematics and science tutorial Assistance. Extensive communications with teachers are providing Information to support strategies for closing the achievement gap.

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

There are several activities that preservice/inservice teachers are very involved to enhance their knowledge and skills of technology. These activities are: * Candidates creating curriculum design and delivery strategies * Candidates are required to use instructional strategies to complete class assignments * Faculty members are implementing Internet assignments to enhance technological competencies * All faculty members are required to include a technology section in all syllabi – must model technology D. Brief description of efforts to serve lateral entry teachers Efforts to serve lateral entry teachers are limited, however, the following Activities are in place: * Workshops/seminars * Independent class opportunities * Review of potential skill enhancement E. Brief description of special efforts to improve NTE/praxis scores Major focus continues to be through the Learning Plus Program, highly structured test-taking strategies, assessment instruments (teacher made) format. Learning Plus is available to all students; it is required through the Pre-Professional I, II, III courses (EDU 210, 310, 410). F. Brief description of special efforts to recruit students into professional education programs leading to licensure * Special one-on-one conferences with

potential students * Scholarships for students * Special Convocation Programs (Speakers Bureau) * Education Day - Apple pins presented to all teacher education majors and all faculty * Field trips to special agencies (education related programs)

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

Efforts to serve lateral entry teachers are limited, however, the following Activities are in place: * Workshops/seminars * Independent opportunities * Review of potential skill enhancement

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

Major focus continues to be through the Learning Plus Program, highly structured test-taking strategies, assessment instruments (teacher made) format. Learning Plus is available to all students; it is required through the Pre-Professional I, II, III courses (EDU 210, 310, 410).

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

* Special one-on-one conferences with potential students * Scholarships for students * Special Convocation Programs (Speakers Bureau) * Education Day - Apple pins presented to all teacher education majors and all faculty * Field trips to special agencies (education related programs) G. Brief description of special efforts to encourage minority students to pursue teacher licensure * Barber-Scotia College offers scholarships for African-American Males * SIP Summer Program is available to encourage students to become teachers (tutoring activities) * Mentor/Mentee Program designed to provide students with opportunities to ask questions and discuss education requirements—the world/life of a teacher

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

* Barber-Scotia College offers scholarships for African-American Males * SIP Summer Program is available to encourage students to become teachers (tutoring activities) * Mentor/Mentee Program designed to provide students with opportunities to ask questions and discuss education requirements—the world/life of a teacher

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

In addition to the on-going initiatives, one new initiative is being considered. * Parenting Program design to prepare parents to increase their effectiveness in providing support to their children * Community Meeting - Communities In Schools * Development of Head Start/Early Start Programs for improved child care workers/employees skills and knowledge * Proposed Child Care Center on Campus (BSC) - Child Care Access Means Parents In School (CCAMPIS)

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

Beginning teachers are invited to attend workshops. They are encouraged to use materials from the Curriculum Material Center. Faculty are available to visit classrooms to support the beginning teacher. Beginning teachers can request a faculty to provide assistance in setting up classroom at the start of the school year.

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

The teacher education unit provides workshops for teacher assistants in ESL skills and activities. Seminars are available in Mathematics strategies to support teachers. Courses will be scheduled to accommodate teachers with licensure renewal in computer, science, and language.

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

Faculty members have continued their involvement in the public schools for region. Four cultural diversity workshops/activities were conducted for the fifth grades and after school program. Annual science fair and spelling bee programs are major programs that the biology and language faculty participated in during this year. In addition, ESL strategies were supported by the French/Spanish faculty. Many forms, letters, and written communication were translated for a local elementary school. The international student director planned and coordinated a cultural fashion show for two middle schools. Career awareness programs were presented by two faculty members to high school students who were interested in education and science.

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	C
	Asian/Pacific Islander	0	Asian/Pacific Islander	- (
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	(
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	(
	Other	0	Other	(
	Total	1	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	c
	Asian/Pacific Islander	0	Asian/Pacific Islander	C
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	C
	Hispanic	0	Hispanic	C
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	C
	Other	0	Other	C
	Total	0	Total	C
Graduate	American Indian/Alaskan Native	o	American Indian/Alaskan Native	C
1 0 130	Asian/Pacific Islander	0	Asian/Pacific Islander	C
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	C
	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			(
	Asian/Pacific Islander	0	Asian/Pacific Islander	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	
	Hispanic	0	Hispanic	(
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	
	Other	0	Other	(
A Cahomori I as	Total	0	Total	(
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	(
	Asian/Pacific Islander	0	Asian/Pacific Islander	(
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	(
	Hispanic	0	Hispanic	(
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	C
	Other	0	Other	(
	Total	0	Total	(
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	C
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	C
	Hispanic	0	Hispanic	C
/ / / / / / / / / / / / / / / / / / /	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	C
	Total	0	Total	C

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)	0	0	0
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	0	0	0

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

	Baccalaureate	Masters
MEAN PPST-R	NA NA	A Paralla Paralla
MEAN PPST-W	NA	
MEAN PPST-M	NA	. Ush kan wasish
MEAN CBT-R	NA	
MEAN CBT-W	NA	
MEAN CBT-M	NA	
MEAN GPA	3.15	NA
MEAN MAT		NA
MEAN GRE		NA NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

D. Program Completers (reported by IHE).

NC=# Licensed in NC Prekindergarten (B-K) Elementary (K-6) Middle Grades (6-9) Secondary (9-12) Special Subject Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	Program Area	Baccalaureate Degree		3		_					Lice	duate ensure Only
K) Elementary (K-6) Middle Grades (6-9) Secondary (9-12) Special Subject Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	. –	N	NC	N	NC	N	NC	N	NC			
Middle Grades (6-9) Secondary (9-12) Special Subject Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	The state of the s				u ek							
Secondary (9-12) Special Subject Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	Elementary (K-6)						1-7/8.0					
Special Subject Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	Middle Grades (6-9)								Sec. 17.			
Areas (K-12) Exceptional Children (K-12) Vocational Education (7-12) Special Service Personnel	Secondary (9-12)		150,38									
(K-12) Vocational Education (7-12) Special Service Personnel									a saith an Eirean			
(7-12) Special Service Personnel	THE RESERVE OF THE PROPERTY OF THE PROPERTY OF THE PARTY											
Personnel	The state of the s											
lotal reading the read of the	Total					100						

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

	1999 - 2000 Student Teacher Licensure Pass Rate						
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing					
Elementary Education (K-6)	1	*					
School Pass Rate	1	*****					
PK/PLT	1						

^{*} 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 semester
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only						
Masters Degree						
G Licensure Only						
		Р	art Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semester
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only		mar ten le	acheratory			
Masters Degree	•		Landa .			
G Licensure Only						

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

2000-2001	.1	1	Percent Employed
Bachelor's	04 ng mai mi 1 92.	0	0

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

LEA	Number of Teachers
Charlotte-Mecklenburg	68
Cabarrus	14
Iredell	the transfer of the second
Union	7
Bladen	6
Cleveland	6
Guilford	6
Scotland	6
Cumberland	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.

No information available.

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	7	

IHE Performance Report

2000-2001

Barton College



IHE Performance Report

Barton College

2000 - 2001

Overview of the Institution

Barton College was founded in 1902 by the Christian Church (Disciples of Christ) as Atlantic Christian College. The name was changed in 1990 to honor a founder of the Christian Church, Barton W. Stone. Barton College is located in Wilson, North Carolina, a city of almost 45,000 people in the eastern part of the state. Although the majority of the 1,000 students attending the College are residents of North Carolina, an increasing number come from other states, particularly Virginia, Maryland, New Jersey, and New York. The College's mission statement succinctly summarizes Barton's purpose—to provide opportunities for intellectual, spiritual, social, and cultural development for its students and to produce graduates who are ethical, socially responsible citizens prepared to live in a global community.

Special Characteristics

The Teacher Education Program plays an important role at Barton College, with approximately one out of every five students declaring an interest in pursuing a career as a teacher. Increasingly, Barton is serving non-traditional students through the Weekend College Program and through participation in the North Carolina Model Teacher Education Consortium. The Weekend College Program allows working adults who would not otherwise by able to obtain a teaching degree access to the entire elementary education curriculum, with the exception of student teaching and practicums, through classes held every other Friday evening, Saturday morning and afternoon, and Sunday afternoon. Through the Consortium, public school employees in participating counties take teacher licensure classes at sites throughout the region for nominal fees. Barton College has a strong commitment to providing a supportive environment which allows students to function successfully as individuals and as professionals in their chosen careers. This commitment to individual students is shared by faculty and staff not only in the Teacher Education Program but also throughout the entire college community.

Program Areas and Levels Offered

All Barton College School of Education programs are offered at the bachelor's degree level. Licensure areas are art education, education of the deaf and hard of hearing, elementary education, English education, English as a second language education, mathematics education, middle school education, physical education, science education, social studies education, Spanish education, and specific learning disabilities education.

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 Barton College Teacher Education Program is currently involved in several collaborative activities with public schools. These initiatives undergird the program's conceptual framework of the evolving professional teacher. The first of these initiatives is Barton's role in the development of professional development schools at Vinson-Bynum Elementary School and Toisnot Middle School in Wilson. Secondly, a PT3 grant, "Preparing Tomorrow's Teachers to Use Technology," is in its first year of operation in partnership with Wake Forest University

and Elon University. Through this grant, Barton provided technology training to area teachers in a late winter workshop on campus. In March, teams of teachers from Wilson County and Barton faculty from both the School of Education and liberal arts content areas attended an all-day workshop on Elon's campus concerning using technology as a learning tool in public school and college classrooms. In June, teams from Wilson and surrounding counties were provided support for a one-week workshop on the campus of Wake Forest University to use instructional technology to design and deliver curriculum featuring problem-based learning and universal design features. Third, Barton is in its second year of a \$450,000 National Science Foundation grant through the Shodor Foundation in Durham. Three Barton College students are working collaboratively with three teachers at the Eastern North Carolina School for the Deaf (ENCSD) to produce computational science curricula that can be used by deaf and hard of hearing students throughout the United States. A Barton College faculty member serves as a consultant for the project. Finally, Barton is involved with a U.S. Department of Education grant called the Star School Project, in which Barton deaf education faculty attend weekly meetings at ENCSD to promote a bilingual American Sign Language/English philosophy within the schools. One faculty member serves as a consultant for the development of an American Sign Language/English distance learning curriculum for the Star School project nationwide. Other collaborative projects include Barton faculty teaching portions of elementary science and elementary social studies courses at a nearby elementary school and a weekly dialog journal exchange with students at ENCSD, where Barton preservice teachers write students at the school on a weekly basis. Physical education students have taught seven classes each week at a local elementary school, as well as assisting area public schools with field days, Special Olympics, and fitness days. The Department of Visual and Performing Arts students hosted several tours of sculpture classes for elementary school children, and Barton's art education coordinator co-chaired a DPI task force to revise art education competencies. Barton's English education coordinator directed the Coastal Plains Writing Project in 2000, collaborating with public school teachers as they worked on their own creative writing as well as working on the improvement of lesson plans in the area of writing. More than 15 area teachers have served as guest lecturers, teaching portions of methods courses, during the past year.

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

The Barton College conceptual framework, the evolving professional teacher, incorporates the concept of cultural awareness. Working with low-performing schools often provides an opportunity for Barton students to develop this awareness, as well as the opportunity to employ many professional skills. Students in the Education of the Deaf and Hard of Hearing program maintain on-going contact with a low-performing school, Eastern North Carolina School for the Deaf (ENCSD). Students tutor, assist teachers, exchange written dialogs with students, teach introductory lessons, and provide other services at ENCSD.In addition. approximately 50 Barton College faculty, staff members, and students participated in the HOSTS program at a near-by Wilson County school which did not meet expected growth. These volunteers provided weekly one-on-one reading and language assistance to students who are performing below grade level in these areas. Two faculty members in the School of Education provided on-going staff development attended by representative teachers from two schools in Wilson County, six schools in Bertie County, and one school in Hertford County that did not make expected growth, as well as one low-performing school in Bertie County. These sessions focused on using technology to reach students and on differentiating the curriculum. Barton's chapter of SNCAE donated money to a Wilson County school that did not meet expected growth to help purchase additional supplies for students. Two faculty members and groups of senior education majors traveled to a Wilson County school that did not meet expected growth to deliver units of instruction. Barton hosts a field day each year for this school and has also applied for a Lightspan Grant to fund after-school tutoring via the computer for the school. The Barton website provides faculty contact information for faculty, including their areas of expertise, so that area teachers will know whom to contact for particular areas of help. Teachers at area low-performing schools have access to the Barton library and curriculum materials.

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

An evolving professional teacher must be able to integrate instructional technology into the curriculum. All education majors take two technology courses which include all basic and advanced competencies. In addition, a curriculum matrix ensures that all methods courses reinforce and integrate technological competencies. The faculty model the integration of instructional technology and require the students to practice employing them as well, using multimedia programs such as PowerPoint and HyperStudio, Internet resources, and writing lesson plans that require the use of technology. Students are also required to use technology in their field experiences. Students submit technology portfolios which are evaluated by teams using a rubric. One faculty member receives release time to serve as Instructional Technology Coordinator to ensure the coordination and integration of instructional technology. The coordinator also worked with Bertie, Hertford, and Craven County schools to provide staff development to teachers on using HyperStudio and developing classroom web pages to facilitate instruction. She served on the DPI committee to revise technology competencies for pre-service teachers and worked with Wilson County personnel for ideas for improving technology instruction at Barton. Two faculty members are site coordinators for a PT3 Grant which includes a partnership with Elon University and Wake Forest University, This \$1.2 million federal catalyst grant provides additional hardware, software, and staff development for faculty and inservice and pre-service teachers. The site coordinators of the grant organized an instructional technology conference in March. Five Barton faculty members attended, and one made presentations. A week-long institute, sponsored by the grant, was held in June. Several area teachers who supervise Barton student teachers, six Barton faculty, and selected student teachers developed universally designed problem-based learning units infused with technology, made available on the Internet, which will be implemented in the classrooms next year. Two other faculty members participated in a \$1.2 million catalyst grant obtained through the Association of College Educators - Deaf and Hard of Hearing to foster technology infusion throughout the curriculum. One participated in a National Science Foundation grant, through the Shodor Foundation, in which 3 students are developing national models of computer simulations for deaf and hard of hearing students. He also serves as a consultant for another grant that fosters the development of technology-oriented projects for teachers of the deaf throughout the United States.

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

Barton College is committed to supporting lateral entry teachers in their efforts to become fully licensed educators. Efforts to support lateral entry teachers this past year include participation in the North Carolina Model Teacher Education Consortium, Weekend College course offerings, the appointment of a lateral entry coordinator, off-campus course registration and delivery of courses, and a lateral entry survey. As a member of the North Carolina Model Teacher Education Consortium, Barton offers co-listed classes on-campus and at various sites off-campus for lateral entry teachers. Faculty teach classes at off-campus Consortium sites and through the on-campus Weekend College Program. The Weekend College Program meets alternating weekends Friday night to Sunday afternoon throughout the year. Tuition reduction is offered to students who attend either Weekend College or Consortium classes. Barton has appointed a lateral entry coordinator, who evaluates transcripts, serves as program advisor, and coordinates directed/independent study work for individual lateral entry teachers, as needed. Area public schools receive information pertaining to course offerings and registration procedures. To facilitate the registration process, Barton faculty travels to registration sites to advise and register teachers for classes. During the 2000-2001 academic year, a program survey was administered to a sample of lateral entry teachers. One hundred percent of the 43 respondents indicated that Barton College is meeting their needs as professionals. They indicated satisfaction with their program of study, access to advisors, effectiveness of methods courses, and locations of various sites. Of the 43 teachers, two indicated that they wanted more courses taught at night, and two others indicated that they wished more Consortium classes were taught on the Barton College campus rather than at offsite locations

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

Several mechanisms are in place to assist students as they develop into evolving professional teachers. To improve Praxis scores, students are encouraged to visit the Academic Enrichment Center, which was instituted at Barton two years ago. For no charge, this center offers tutoring for Praxis I (reading, writing, and mathematics) and specific subject areas in preparation for Praxis II. Tutors for Praxis I are usually student majors within the departments of English and mathematics. The Learning Plus computer program has been utilized for several years at Barton as a way to use self-tutoring to remediate weaknesses. The Dean of the School of Education pays for faculty to take the Praxis I and II exams to become familiar with these tests. The content curriculum of the specialty areas is aligned with the examined areas on the tests so students have expectations of success. The Barton College library, the Academic Enrichment Center, and each faculty member of the School of Education has a set of Praxis I study guides which cover reading, writing, and mathematics, and students are encouraged to borrow these texts as another way of reviewing for Praxis I. The Dean of the School of Education and the Director of the Professional Education Program visit classes on a regular basis with announcements concerning these exams. Several times during the semester, all education students meet for a large group meeting. At this time, Praxis exams are once more discussed, and various options for tutorial assistance are reviewed. In addition, Barton-affiliated lateral entry teachers and others working for school systems avail themselves of Praxis preparation workshops offered by the North Carolina Model Teacher Education Consortium. These workshops are offered nights and weekends in various locations of eastern North Carolina, so teachers have ready access to them.

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

The Barton College Teacher Education Program conceptual framework emphasizes taking students of varying backgrounds and skill levels through a planned process of experiences that will lead to success in the teaching profession. Among these experiences are regular contacts with advisors, an annual social event at a faculty member's home for teacher education students, and formal meetings at least three times a year in which program requirements and strategies for attaining them are discussed. Each year, Barton offers a series of Praxis workshops and makes Learning Plus computer software available to all students seeking admittance to the Teacher Education Program. In the spring, Barton sponsors a "Meet Your Major" night for students expressing some interest in teaching as a career. In these meetings, initially licensed teachers and preservice teachers meet with students to discuss the profession. Barton sponsors four regular open houses each year, when prospective students are introduced to the Teacher Education Program in a general meeting and then meet individually with faculty within various licensure areas. Follow-up letters, which include e-mail addresses of relevant faculty members, are sent to each student after visits. Letters, telephone calls, and e-mail communication also take place for interested students who have not visited the campus. Alumni who are currently teaching as well as student teachers meet with students to discuss the profession. The Internet has become an increasingly popular way for students to learn about Barton's Teacher Education Program, and the School of Education's web pages are among the most extensively visited within the Barton College website. Students frequently e-mail professors to ask questions about the teacher education program after learning about it from the website. All teacher education licensure areas at Barton have their own information sheets for prospective students, and scholarships specific to teacher education are promoted through the Admissions Department. One of the largest scholarships awarded each year, the Ruth Patton Grady Scholarship, awards a minimum of \$20,000 per year in aid to elementary education majors, with first preference given to minority candidates.

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

One of the goals of Barton College Teacher Education Program is to introduce minority students to the teaching profession. A focus of the new learning disabilities professor in the School of Education, herself an African-American, is minority recruitment in area schools. She makes contacts with guidance counselors and disseminates material that addresses opportunities in the field of education. Teacher education faculty talk with counselors and school personnel about possible minority candidates interested in the Barton College program. Formal efforts are underway to build a stronger bridge to the Future Teachers of America and Project Teach in the local high schools. Minority students are encouraged to apply for scholarships offered in the School of Education. Two are specifically designed for minority candidates. The largest of these, the Ruth Patten Grady Scholarship, awards \$20,000 annually to students who intends to major in elementary education. Finally, through the Weekend College Program and the North Carolina Model Teacher Education Consortium, faculty network with degree-seeking teaching assistants and lateral entry teachers, many of whom are African-American or Hispanic, in an effort to reach local minority students.

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

The Teacher Education Program has worked this year to realign its curriculum with the objectives of DPI, NCATE, and INTASC. Both the School of Education and the College as a whole have worked to upgrade faculty members' technology skills this year. This summer, the Vice President of Academic Affairs sent three members of the Academic Computing Leadership Team to an intensive Training the Trainers seminar. This will help to ensure that students seeking licensure in education have experiences with technology in the majority of their classes and not just in education courses. During the past year, relationships with the Wilson County Schools have been strengthened. The President of Barton and the Superintendent of Wilson County Schools now have regular dialog concerning issues of mutual interest, and the Vice President of Academic Affairs is working directly with the superintendent to broaden Barton's involvement. Several new initiatives directly related to this relationship include the Advancement Via Individual Determination (AVID) program, the International Baccalaureate Program, a professional development school, more connections between Barton regular education faculty and teachers and students in other public schools, and more shared grants focusing on personnel development and enhanced student achievement.

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

Barton College's support for beginning teachers starts with two contacts yearly during their first year of teaching. E-mail distribution lists, phone calls, letters, and the School of Education website are all utilized to support beginning teachers. As an opportunity to share, five initially licensed teachers spoke to pre-service teachers on campus about experiences, expectations, and reflections on their first year of teaching. Barton's support of beginning teachers continues with its partnership with Wilson County Schools by having a faculty member serve on the district Initially Licensed Teacher support team, four faculty members serve on the Professional Development School Partnership committee, one faculty member trained as a mentor works with the Initial Licensure Personnel Coordinator and offers one-on-one assistance to beginning teachers, and two school representatives serve on Barton's Teacher Education Committee. Through this partnership effort, a Performance-Based Licensure Process workshop was conducted for both beginning and pre-service teachers, with 45 in attendance. Wilson County Schools and Barton's Kappa Delta Pi (International Education Honor Society) also coordinated a workshop on National Board Certification with 28 in attendance. Barton faculty have conducted seven staff development workshops for Wilson County Schools for both beginning and career teachers. A workshop on differentiating curriculum was conducted for faculty of two elementary schools and one middle school. Beginning teachers received support from this collaboration. Barton College is also reaching out to surrounding school districts by

serving as a provider for the North Carolina Model Teacher Education Consortium. Barton's designated coordinator for North Carolina Model Teacher Education Consortium serves as a contact for lateral-entry teachers (also considered beginning teachers) and school district personnel primarily from Wilson, Johnston, Wayne, Nash, and Lenoir County school districts. She seeks input as to the course needs and offers assistance with licensure issues and programs of study. During the 2000-2001 school year 23 courses for beginning and degree seeking students were offered off-campus at Lenoir and Johnston Community Colleges and oncampus during Barton's Weekend College. Six education faculty also met at the Consortium off- campus registration sites to meet one-on-one with lateral-entry and degree seeking students to advise and review transcripts for programs of study. Barton College continues its outreach and support for beginning teachers with one faculty member serving as IHE representative for Wilson County Schools, Wayne County Schools, the Eastern North Carolina School for the Deaf, and Greenfield School. Two faculty members conducted workshops on differentiation curriculum, brain-compatible classrooms, and technology integration that impacted over 150 beginning and career teachers from Bertie, Hertford, Wilson, Pender Nash, Edgecombe, and Craven County school districts.

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

Barton College faculty support career teachers in the local school system and those in nearby counties in numerous systematic ways, including the use of Barton's physical resources, faculty consultation with individual teachers, faculty involvement in staff development of career teachers, and partnerships between Barton students and career teachers in students' action projects. A curriculum lab is maintained in the library for the use of the Barton School of Education as well as for teachers in the local schools system. Assistance is also often provided to new teachers and career teachers, both those who have graduated from Barton and those who have not. One faculty member serves as the IHE representative for the Wilson County Schools, Wayne County Schools and Greenfield School. Another serves as the representative for the Eastern North Carolina School for the Deaf. Principals often contact Barton faculty to make classroom visits in order to work more effectively with individual teachers. At least 20 visits were made this year. Career teachers are involved in action research each year through the Triad Instruction Program offered each fall to four elementary teachers who work in conjunction with student teachers to create units of study in science and social studies. Faculty have also partnered with Wilson County Schools to offer instruction on differentiating curriculum to all teachers over a two-year period. The entire faculties of two elementary and one middle school—over 120 career teachers--have been involved this year. A higher level team coaching class was offered by one faculty member during which she met with small groups of career teachers to develop, test, and refine differentiated units of study. The School of Education offers a seminar and luncheon each spring for all cooperating teachers. The focus this year was on technology and designing the learning communities of the future. Barton faculty have presented numerous workshops to career teachers. Topics have included teaching in a brain-compatible classroom, public school law, stress management, questioning strategies, critical and creative thinking skills, using manipulatives to enhance instruction, and using technology as a teaching/learning tool. The science and technology faculty continue to work with 65 career teachers in Bertie and Hertford counties. Six career teachers accompanied Barton faculty to a weeklong technology/problem-based learning training experience at Wake Forest University in June. Forty career teachers in Elizabeth City met with a Barton faculty member four weekends to develop curriculum for gifted students in their schools. Ten teachers in the western part of the state met for four weeks with one faculty member to learn to differentiate curriculum to meet the needs of the gifted students in their classrooms. Barton faculty continue to assist career teachers in our region by working with the North Carolina Model Teacher Education Consortium and the Barton Weekend College Program, teaching foundations courses as well as specific methods courses in various licensure areas. The North Carolina Teacher Academy has been located on campus for the past two summers, allowing Barton to support professional development opportunities for over 400 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?

As the goal of developing evolving professional teachers, the Barton College faculty teach by example and demonstrate their own development by participation in the public schools. Four faculty members volunteer weekly as tutors in the HOSTS program in Wilson County schools. Faculty are involved with the weekly Star Schools Project, a program at the Eastern North Carolina School for the Deaf to promote a bilingual philosophy of using American Sign Language and English. One faculty member assisted Bertie County in writing their state technology report. A faculty member judged "Multimedia Mania", an international contest for K-12 students. Another faculty member judged the High School Quiz Bowl contest in Wilson County. Faculty have also done staff development in mathematics, classroom management, stress management, school law, differentiated learning, and gifted education. Workshops on technology were presented in Craven County, Bertie County, and Hertford County. A partnership was formed in spring 2000 with Wilson County Schools to formulate a professional development school. Barton's arts and sciences faculty offer support for the public school sector in a variety of ways. A Department of Mathematics faculty member organized and coordinated the first annual Mathematics Fair for K-2 in Wilson County. Four faculty members from the Department of Science participated in the MINDS program involving middle school students. Two faculty members judged science fairs, and one judged a regional mathematics fair. A science faculty member hosted middle school students in a science program at Barton College. A science faculty member authored a software program for use by an area middle school to aid in end-of-grade testing in science. The Department of Art hosts the regional Eastern North Carolina Scholastic Art Awards Competition and Ceremonies each year. They also sponsor gallery talks at the Barton Museum for public school students and, while here, students participate in hands-on projects and activities sponsored by the Art Department. The Department of Art began a joint effort with Edgecombe County to provide free visual arts lessons throughout the summer to economically disadvantaged students from 12-18 years old. The Department of Physical Education students and coaches helped to conduct the Renaissance Program for New Hope Elementary School. Students in teacher training in physical education provide daily lessons in physical education with their faculty supervisor at a local elementary school. The Department of English and Modern Languages sponsors the Victor R. Small Writers Series each year, which English teachers and their students are invited to attend. The English Department is also involved with the regional spelling bee for the public school system through judging as well as pronouncing words. In addition, a partnership with East Carolina University has been formed for the Coastal Plains Writing Project, which focuses on teaching K-12 public school teachers how to better utilize writing in their classrooms. Through the Department of Communication and Performing Arts, the director of Barton College Theater regularly visits a local elementary school to read stories to the students and to demonstrate improvisational acting.

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		American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	o	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	49
	Other	0	Other	0
	Total	8	Total	54
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	4
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	0	Total	15
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	1	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	8	Total	19
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or
provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B- K)	0	0	0
Elementary (K-6)	18	18	18
Middle Grades (6-9)			1
Secondary (9-12)	8	8	8
Special Subject Areas (k-12)	5	5	5
Exceptional Children (K-12)	8	8	8
Vocational Education (7-12)	14 my 2 my me 5 d 9 d 12 m 5 m 5 m 7 m 1 m 1 m		
Special Service Personnel (K-12)			
Other		getaine.	
Total	40	40	40
Comment or Explan	ation		1/57 - Exposition

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

	Baccalaureate	Masters
MEAN PPST-R	180.54	
MEAN PPST-W	176.87	
MEAN PPST-M	180.37	
MEAN CBT-R	328.40	
MEAN CBT-W	324.26	
MEAN CBT-M	324.14	
MEAN GPA	3.2853	NA NA
MEAN MAT		NA NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	0	0	0	0	0	0	0	0
Elementary (K-6)	20	8	2	1	0	0	0	0
Middle Grades (6-9)	13	2	2	1	0	0	0	0
Secondary (9-12)	3	0	2	0	0	0	0	0
Special Subject Areas (K-12)	4	1	1	1	0	0	0	0
Exceptional Children (K-12)	8	5	О	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	48	16	7	3	0	0	0	0

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

	1999 - 2000 Student Teach	er Licensure Pass Ra
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Art		*
Elementary Education (K-6)	14	93
Mathematics (6-8)	1	*
Physical Education	5	80
Science (6-8)	1 - 2	*
Social Studies (6-8)	Haraire 11	HE1224 *
School Pass Rate	23	87
PK/PLT	. 23	91

^{*} 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 semester
Baccalaureate degree	6	13	6	2		
U Licensure Only						
Masters Degree						
G Licensure Only						
n S		Р	art Time			
	3 or fewer semesters	4	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	fewer	4	5			8 semesters
	fewer	4 semesters	5 semesters	semesters		8 semesters
degree U Licensure	fewer	4 semesters	5 semesters	semesters 1	semesters	8 semesters

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

2000-2001		Student	Percent	Percent
		Teachers	Licensed	Employed
Bachelor's		29	86.2	55.2

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			
Wilson	304			
Nash	188			
Wayne	ner such schlada 1960 z. 177			
Johnston	158			
Wake	145			
Edgecombe	56			
Lenoir	48			
Craven	46			
Pitt	43			
Franklin	42			

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

Satisfaction with	Program Completer	Employer	Mentor
the teacher preparation program in general	3.00	3.67	3.50
preparation for managing the classroom	3.29	3.83	3.33
preparation for using technology as an instructional tool	3.43	3.67	3.50
preparation for meeting the needs of diverse learners	3.14	3.67	3.00
Preparation in curriculum content and delivery strategies	3.43	3.83	3.17
Number of surveys received	7	6	6
Number of surveys mailed	22	22	22

TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
7	7	12

IHE Performance Report

2000-2001

Belmont Abbey College



IHE Performance Report

Belmont Abbey College

2000 - 2001

Overview of the Institution

Belmont Abbey College, a Catholic, Benedictine, liberal arts institution, recognizes a responsibility to search for understanding in the context of the scriptural message and through the wisdom of the ages. The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and a successful career. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. There are approximately 950 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

The Sister Christine Beck Department of Education has extensive partnerships with local public schools; activities include technology education, family literacy programs, a comprehensive sequence of field experiences for teacher education students, continuous communication with and feedback from public school personnel, and numerous opportunities for public school educators to interact with Belmont Abbey students. An elementary education major has been designed for adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates as well as lateral entry teachers and those individuals pursuing licensure-only programs of study. Program components include flexible scheduling options (afternoon, evening, and weekend classes) and the opportunity for frequent, individualized advising sessions with education faculty. The Center for Innovative Educational Services (CIES), funded by a grant from First Gaston Foundation, is housed in the Sister Christine Beck Department of Education. The purpose of CIES is to support educational initiatives in Gaston County. Projects have included: technology training for local teachers, the establishment of a bilingual preschool program, and family literacy resources for four low-performing Gaston County elementary schools. A community advisory board assists the department chair in the selection of projects.

Program Areas and Levels Offered

Belmont Abbey college offers the following undergraduate degree programs: Elementary Education, Middle Grades Education (Language Arts, Social Studies), Secondary Education (English, Comprehensive Social Studies). A non-licensure B.A. in Education is designed for students with career interests in fields closely allied to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of Education.

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 Education Department has been engaged in a number of collaborative ventures with local public schools. These mutually beneficial activities have included: program development, grant writing, service on committees and advisory groups (Teacher Education Committee, Technology Portfolio Review Committee), and curriculum revision feedback sessions with teachers and administrators from several local school districts. Three current partnership efforts include: (1) technology education for Gaston County teachers; (2) development of a bilingual preschool program ("International Child Development Center") which is housed in the McAdenville Elementary School; and (3) curriculum development for family literacy programs in four Gaston County "at risk" elementary schools. During June, 2001, a two-week Pinnacle Leaders Summer Training Institute provided an opportunity for sixteen Gaston County teachers to participate in an advanced technology/curriculum integration workshop. The workshop also emphasized adult learning strategies so that participants could function as trainers for other teachers. Follow-up sessions are scheduled for fall 2001. Representatives from Belmont Abbey and the Gaston County Schools collaborated on the design, implementation, and assessment of this project. The International Child Development Center represents a partnership with the Gaston County Preschool Program; with funding from the Center for Innovative Educational Services (First Gaston), an elementary classroom was renovated and materials were purchased for the pilot classroom serving eighteen children (nine English speaking and nine non-English speaking children). Other expenses (including personnel) have been shared between the school system and the college. The ICDC has provided opportunities to serve a need in Gaston County and to support diversity education both in the school system and in the teacher education curriculum at Belmont Abbey. The program is currently serving as a research facility and as an early field experience site for teacher education students. Parent involvement is also a crucial part of the program model. Family literacy initiatives are profiled in Section "B" of this report.

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

The purpose of BALL (Belmont Abbey Literacy Links) is to extend and to augment the work begun in four "at risk" schools in Gaston County. A gift from Philip Morris provided reading materials, software, and "books for families" packets. These efforts have been implemented with the assistance of an adjunct faculty member who holds the position of literacy specialist in the school system. This individual has also designed workshops and information sessions for K-2 teachers and parents at Woodhill Elementary School, as well as obtaining feedback from other education department faculty, literacy teachers and building principals. Unit faculty have recently worked with members of the instructional technology staff (Gaston County Schools) in the development of an evening tutoring project for two low performance elementary schools. Belmont Abbey students will utilize technological resources to tutor children. One faculty member and one public school representative will serve as project evaluators. The Belmont Abbey Community Service Program, funded by the Center for Innovative Educational Services (CIES), also provides numerous opportunities for additional tutoring and mentoring experiences in several "at risk" schools.

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

ED300 Technology and Learning is a required (3 credit) course for all initial licensure students at Belmont Abbey; students must earn a grade of "C" or above as assessed by the Technology Portfolio Review Committee in order to complete the course successfully. The course serves both traditional and adult students; course content addresses both basic and advanced competencies and instructs students in the process of curriculum integration, providing experiences with available technology resources for pedagogical and research use. Students must demonstrate mastery by designing artifacts which meet the NCDPI/NCATE criteria. The technology portfolio serves as the first phase in a technology documentation process that culminates with the senior professional portfolio. Preservice teachers incorporate their knowledge of technology integration in remaining program courses. Faculty members model the use of technology as a teaching tool throughout their instruction, and faculty are engaged in a variety of in-service training activities/workshops offered by the Belmont Abbey computing staff as well as participation in school system sponsored workshops. Three education faculty attended the Boone Technology Assessment Conference in May, 2001. One faculty member serves as the Director of Educational Technology; this individual coordinates the technology curriculum for preservice and lateral entry teachers, assists other unit faculty in efforts to incorporate technology competencies into professional and specialty area courses, sits on the Belmont Abbey College Computing Committee, recommends policies and procedures about the use and function of the Education Computer Lab, encourages the use of NC Live, purchases appropriate software and hardware, conducts training workshops for BAC faculty, as well as inservice teachers and administrators, and chairs the Portfolio Review Committee. The unit has developed a web site which includes faculty biographies, teacher education handbooks, announcements of upcoming events, course syllabi, and web sites critical to preservice/inservice educators. A directory of student and faculty email addresses allows communication for academic advising, professional collaboration, course assignments, study skills, and research information.

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

The teacher education faculty continues to respond to the requests of several local public school districts (Gaston, Lincoln, Charlotte-Mecklenburg, Kings Mountain) as well as the Diocese of Charlotte to design individual programs of study for lateral entry teachers and to work with personnel offices to coordinate efforts and create more effective data management systems. The department chair and licensure officer meet frequently with LEA representatives in order to refine and to evaluate procedures. Scholarship aid is available to all lateral entry teachers in the form of the Sister Christine Beck Teaching Grant, reducing the tuition cost by several hundred dollars per semester. A summer course (May/June 2001) was designed specifically to meet the needs of lateral entry candidates; the class met in a school system facility, providing convenient access for teachers. Teacher education faculty are currently planning a series of instructional modules for lateral entry teachers in Lincoln County. Each lateral entry candidate meets with the chair of the education department for information about teacher education procedures and guidelines; the department chair serves as the designated representative for lateral entry programs for purposes of communication and policy discussions with LEAs. Candidates then meet with a specialty area advisor who outlines the course of study in writing. The prescribed program is reviewed and signed by the advisor, the department chair, and the licensure officer; copies are forwarded to the lateral entry candidate and the LEA representative. Since education courses are offered regularly in the evenings and on weekends, students have the opportunity to complete programs within a reasonable time period. Directed studies are also offered in order to facilitate program progress. Each lateral entry teacher is involved in a series of observations and conferences with a specialty area faculty. Lateral entry candidates have access to all education department and college services/resources, including Learning Plus and specialty area workshops.

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

The members of the education department have addressed the need to assist all teacher education students in achieving a successful PRAXIS performance, on both the PPSTs and on the specialty area tests. The department serves students on both individual and group levels. Faculty members carefully monitor student testing profiles, and advise individual students about available resources on campus and in the region. The recent purchase of the Learning Plus program, available in the Education Computer Lab, has provided opportunities for students to participate in a self-paced study process; trained lab assistants are available for questions and guidance. A new program requirement for undergraduate students, ED200 Introduction to Teaching, carries a requirement of a minimum of ten hours of Learning Plus in a monitored lab setting. Generally, students enroll in ED200 during their freshman or early sophomore year. Study guides are available in the Curriculum Resource Center; a series of peer-directed study workshops in reading, writing, and mathematics are available each semester. Faculty assistance in specific content areas may be included in the workshop format. Faculty from Gaston College offer tutorial and classroom resources. Courses throughout the teacher education curriculum provide a solid foundation for the professional and specialty area tests. As with the PPST, study resources (materials and faculty) are available for review and the opportunity to integrate course concepts with clinical experiences to prepare for the types of questions students might encounter. Peer and faculty feedback reinforce learning and also serve as a comprehensive review of the preservice educational experience.

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

Teacher education faculty participate in all college recruiting efforts, including open houses and small group meetings with prospective students. In addition, the Sister Christine Beck Department of Education sponsors open houses specifically directed toward interested adults, especially teacher assistants and those individuals with post-baccalaureate credentials who are interested in transitioning from established careers into the teaching profession. The chair of the department visits local community colleges to meet with interested students and to make presentations about teaching as a viable career choice. Education department activities also include the distribution of information pamphlets and adult program schedules to local public school teachers, principals, and human resource offices. Colleagues from local schools visit the ED200 Introduction to Education course to offer a motivational yet realistic view of teaching as a viable career choice. Representatives from the Belmont Abbey College Admissions Office have worked with teacher education faculty to become more knowledgeable of the education programs at the college, and often refer prospective students to the department for further conversations and information. In order to highlight the teacher education programs, the Office of Admissions has also designed radio and newspaper advertisements.

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

In August 1997, the education faculty approved a "minority recruitment/retention plan" with specific strategies and goals. Current faculty endeavors which further the stipulations of this plan include: contacts with high school counselors, visits to Future Teacher Clubs, mailings to teacher assistants in the Gaston County Schools, and collaboration with the local community college to identify qualified minority candidates. Recruitment strategies for the Adult Degree Program (Weekend College, elementary education model) also support efforts to augment a growing minority student population.

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

As a Catholic, Benedictine institution, Belmont Abbey is interested in maintaining partnerships with local Catholic elementary, middle, and secondary schools. The Dean of Academic Affairs has hosted campus visits for both teachers and middle grades students. The chair of the education department serves as a licensure consultant for the Mecklenburg Association of Catholic Schools. The education department has recently entered a partnership with the United Arts Council of Gaston County for the purpose of implementing an arts education professional development program at selected elementary programs. In addition, the education department has joined two other Belmont Abbey units (Institutional Development and the Biology Department) to forge an institutional collaboration with the Stowe Botanical Gardens and Gaston Day School. The purpose of this partnership is to sponsor a symposium (planned for May 2002) to celebrate the life and work of André Michaux, a French botanist who traveled through Gastonia in the eighteenth century. Education department faculty have worked with a Gaston Day teacher in the development of an interdisciplinary curriculum project as part of the symposium process; the curriculum includes a fourth grade unit (integrating mathematics, language arts, environmental science, and visual and performing arts) as well as information packets for teachers at the middle grades and secondary levels. A youth festival for all Gaston County elementary school students will be scheduled in 2001, as a prologue to the symposium.

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

Education faculty members have been involved in the Gaston County Schools Teacher Induction Program (TIPS) since the inception of the program in 1992. The current department chair helped procure funding for the pilot project and has assisted in the development and assessment phases of the TIPS model. All education faculty are available to consult with and to support recent graduates of the teacher education program, especially those beginning teachers currently employed in local schools. These consultations involve email exchanges, classroom consultations, and group professional meetings on campus. Lateral entry candidates are observed by specialty area faculty, and participate in individual feedback conferences as well as small focus group seminars. Recent teacher education graduates have established an email network to confer with and to support each other during the first year of teaching. The coordinator of this program (one of the new teachers) will communicate needs and support ideas to a designated faculty member, who then reports to the unit. The education department will consider this feedback and begin to develop some additional program components. The Belmont Abbey Upsilon Eta Chapter of Kappa Delta Pi education honorary meets on a requiar basis throughout the year, offering speakers and presentations geared to the needs of recent graduates.

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

Education department faculty have been involved in a number of efforts and initiatives for the professional growth of career teachers. The First Union Technology Project provided three levels of computing education for fifty local elementary and middle-school teachers. The project not only offered training in the Education Computer Lab, but also included individual classroom consultations, where the technology instructor worked in the classroom of each participant and provided individualized assistance for their curriculum projects. A group of fifteen teachers, the "pinnacle group," have been meeting to plan further projects, including technology mentoring for beginning teachers. Two faculty members have assisted local teachers with the National Board Certification process. Exemplary public school teachers staff many of the weekend college courses in our elementary education adult degree program. These educators meet with resident faculty several times each year, and are encouraged to request funding for professional development opportunities, such as conferences, as well as for resources to enhance their college teaching. Experienced teachers who seek "add-on" credentials receive individualized advising and program monitoring. Directed studies and

flexible class schedule facilitate program completion within a reasonable time period. PRAXIS workshops are also available if the teacher needs to prepare for a specialty area test. The education faculty is currently meeting with public school teachers and principals to plan for a local Phi Delta Kappa Chapter.

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

All education department faculty are involved in public schools and make individual contributions outside the scope of departmental activities and field experience responsibilities (supervision of early field experiences and student teaching). The department chair serves on the Gaston County Schools Strategic Plan Committee and also chairs the Center for Innovative Educational Services (CIES), a conduit for funding community education projects. She also works with the family literacy programs at Woodhill Elementary School in Gastonia. One faculty member who is an early childhood specialist has recently conducted extensive inservice seminars in curriculum review and development for the kindergarten teachers at Silver Valley Elementary School in Lexington, NC. The Director of the Curriculum Resource Center works with the public schools in several counties (including Gaston and Lincoln), conducting collection assessment of school libraries. She has also assumed a leadership role in the Gaston County Unit of NCAE. The Director of Secondary Education has taught demonstration lessons at local middle and high schools, worked with the Burke County Schools in the area of IEP compliance, and provided a leadership role assisting the faculty of Nation's Ford Elementary School in the development of a classical studies curriculum. She has also designed and taught technology training sessions for beginning and career teachers. Faculty members from English and the Social Sciences observe secondary student teachers, and the Director of the Abbey Writing Center has conducted writing workshops for local high school students. Two faculty members from Biology are members of the steering committee for the André Michaux symposium, contributing to the natural science components of the interdisciplinary unit for fourth grade public school students as well as curriculum resource packets for middle and secondary school teachers.