



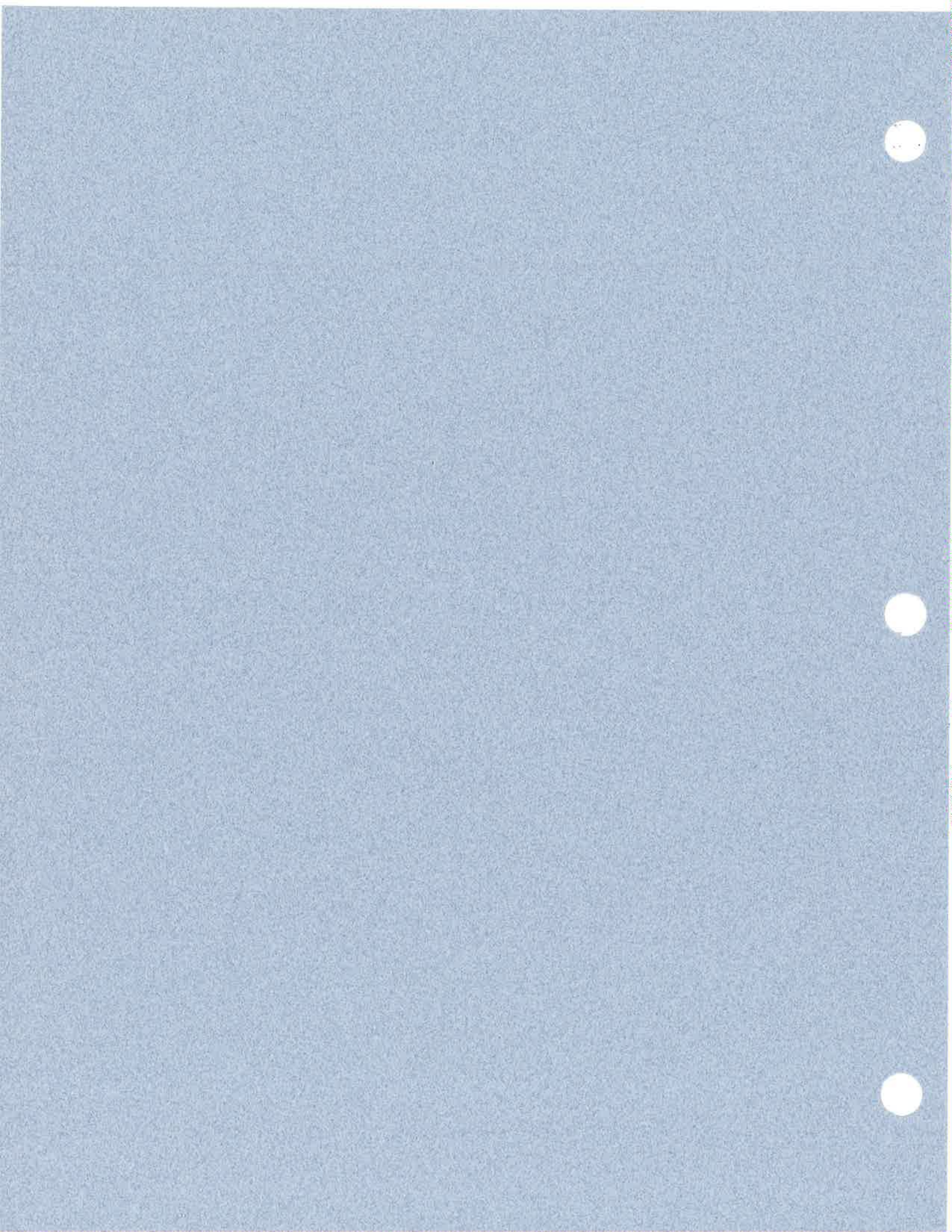


# **Institutional Reports**

2001-02



Public Schools of North Carolina  
State Board of Education • Department of Public Instruction

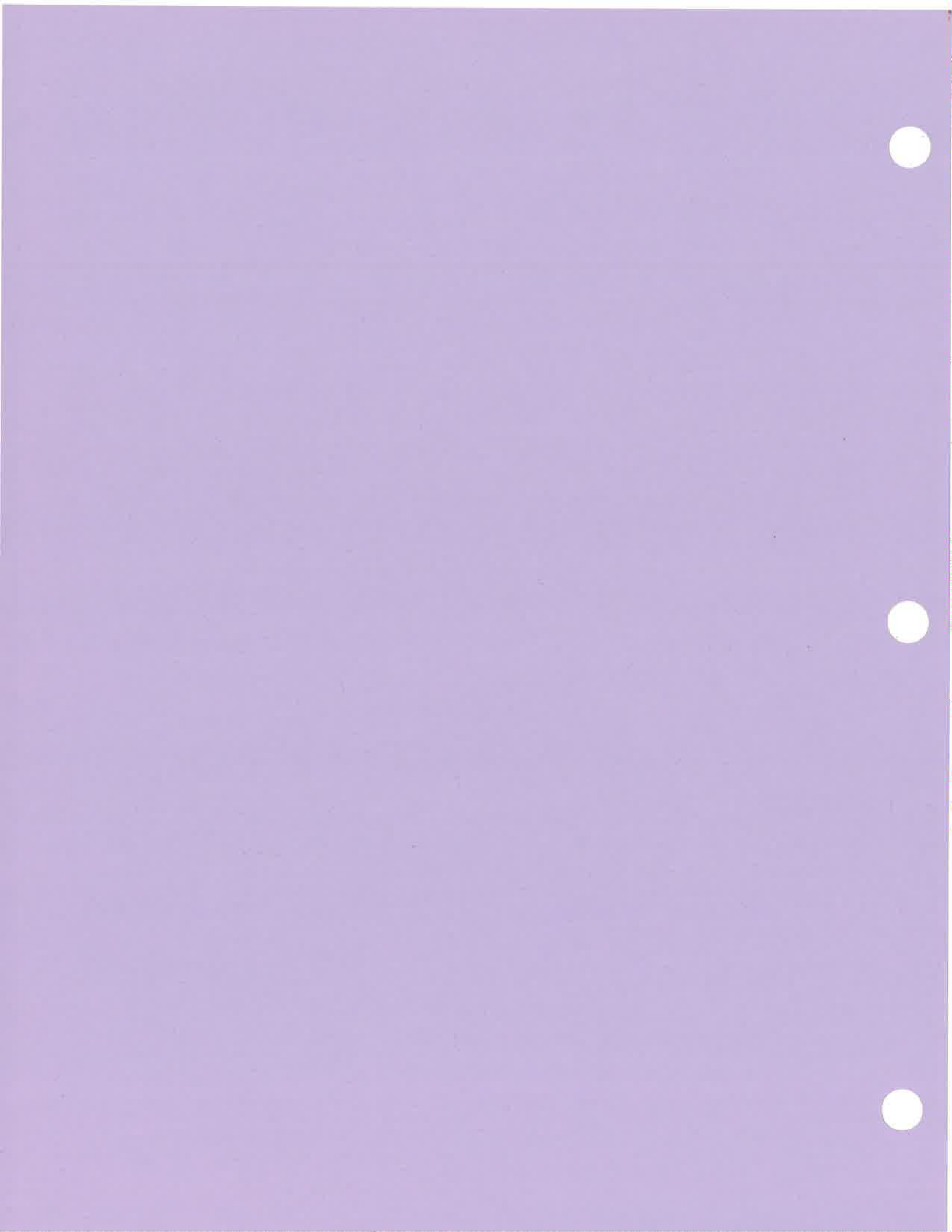




# **Appalachian State University**

**2001 - 2002**





# IHE Bachelor's Performance Report

## APPALACHIAN STATE UNIVERSITY

2001-2002

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### 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 12,850 and another 950 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 1,900 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

The RCOE has the largest undergraduate teacher education program in the UNC-system. Terminal degrees are held by 99 percent of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains one of the largest Teaching Fellows program in North Carolina, grants Reich Scholar Awards to undergraduate students that include a summer enrichment program, provides support to 105 schools within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, Bringing It All Back Home which is a center for working with juvenile offenders and adoptive parenting, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, the Adult Basic Skills Project which provides training for literacy teaching of adults across North Carolina, and the ASU Communication Disorders Clinic which provides diagnostic and treatment services to over 1700 clients annually, a substantial number of whom are referrals from school districts.

### 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).

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

ASU has a strong collaborative relationship with schools. Three 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, teaches a methods class, and models appropriate teaching strategies for faculty, other teachers and ASU student interns in an actual PDS classroom. She also works regularly in two other PDS schools modeling instructional practices. An initiative is underway to establish a high school PDS; this effort involves faculty from science, English, history and math with corresponding teacher representatives from the high school; the RCOE Dean and the Dean of Arts and Sciences also are members of this group. 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 Standard Course of Study. These focus groups have carried out such projects as: developing 6 two hour workshops for beginning science teachers; establishing a web site for resources for teachers to use in preparing students for the state's writing test; developing and submitting an NEH grant designed to provide history teachers with a deeper understanding of how to teach the Constitution and a DOE grant on teaching American History; presenting a series of three math workshops on topics from the NC Standard Course of Study; setting up visits to ASU classes by classroom teachers; planning jointly for teaching classes in the schools and at the university; and holding 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 7 collaborative teacher research projects. A 20-member Field Advisory Council of school representatives and faculty review guidelines for field experiences. The University Teacher Education Council has 2 local school representatives 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. 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, professional development school initiatives involve 10 elementary schools and 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. A number of faculty have co-authored books and/or made joint presentations at professional meetings with teachers. The Middle Grades Advisory Board of 19 teachers and administrators are assisting faculty in developing seven new professional development schools. 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 in collaboration with clinical staff and school personnel.



## **List of Schools with whom the Institution has collaborative activities.**

(Alexander County) Alexander Central High School, Bethlehem Elementary School, East Junior High School, Ellendale Elementary School, Taylorsville Elementary School, West Junior High; (Alleghany County) Alleghany High School, Sparta Elementary School; (Ashe County) Ashe County High School, Ashe County Middle School, Blue Ridge Elementary, Fleetwood Elementary, Mountain View Elementary, West Jefferson Elementary; (Avery County) Avery High School, Avery County Middle School, Beech Mountain Elementary, Cranberry Middle School, Crossnore Elementary, Freedom Trail Elementary, Riverside Elementary; (Burke County) Burke Alternative School, East Burke High School, East Burke Middle School, Freedom High School, Hallyburton Elementary, Heritage Middle School, Hillcrest Elementary; (Caldwell County) Dudley Shoals Elementary, Gamewell Elementary, Gamewell Middle School, Granite Falls Middle School, Happy Valley Elementary, Hibriten High School, West Caldwell High School; (Watauga County) Bethel Elementary, Blowing Rock Elementary, Green Valley Elementary, Hardin Park Elementary, Mabel Elementary, Parkway Elementary, Valle Crucis Elementary, Watauga High School; (Wilkes County) CC Wright Elementary, Fairplains Elementary, North Wilkes High School, Ronda-Clingman Elementary, Wilkes Central High School. In addition to the identified schools and districts, we collaborated with other schools and another 22 school districts in placement and supervision of student teachers.

## **B. Brief Summary of faculty service to the public schools.**

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 165 instances of public school involvement. For example, one faculty member voluntarily teaches a beginning algebra class for a full semester at a local high school for no pay. Another faculty member set up a trip to a local elementary school for 5 teachers from Poland 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 written grants, with the assistance of teachers, to address specific school needs. 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 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 Big 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 faculty offer 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 faculty sponsor the Model UN that brings student delegates and their advisors to campus. The faculty in the departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools through methods courses and special programs, 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).

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

The RCOE maintains several support systems for beginning teachers. A Coach2Coach person, an experienced teacher on leave from her district, provided mentor training in schools as well as assistance to 172 ILTs working on their portfolios. A full-time educational consultant in exceptional children services works with 16 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through the 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 7 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 provide 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 100 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 NWRESA 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. All beginning teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty.

**D. Brief description of unit/institutional 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. Liaison also has been established with the Regional Licensing Center in Charlotte. A well-established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry candidates 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 access to 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 number of lateral entry candidates who are trying to complete their requirements and need coursework close to their places of employment. Eighty-six lateral entry requests were processed this year. Eighty-two provisional and emergency requests were also processed.

**E. Brief description of unit/institutional programs 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 with 30-35 individual courses offered 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. In addition, cooperating teachers and administrators working with our students receive tuition-free courses; 92 teachers and administrators enrolled through this option this year. Other professional development opportunities included focus groups on aspects of the NC Course of Study for over 40 teachers, health education in-service for over 500 teachers; a support group for 35 teachers preparing for National Board for Professional Teacher Standards certification; school focus grants designed to assist 109 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. Technology workshops were offered to 53 teachers to provide instruction in the use of literature circles and WebQuests. Computers for Cooperating Teachers is a summer program for cooperating teachers who learn how to integrate the NC technology competencies into their work with student teachers; special grant proposals written by the teachers on a competitive basis lead to sets of 5 computers being placed in the winners' classrooms for instructional use by the teachers and their student teachers. Workshops in the teaching of math were provided to 40 teachers. 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 development of curricula. Other career teachers have been involved in classroom action research and have co-presented with university faculty at professional meetings. Appalachian maintains a Math and Science Center that offered a variety of workshops and courses for over 800 career teachers and provides easy access to teaching resources through an online catalog. 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 Blueidge 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 Appalachian. 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).

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority 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 two of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers has led to continued improvement in EOG scores, especially in math and reading. 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 over a 90 percent pass rate on the NC Writing Test.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

The RCOE Reading Clinic oversees the tutoring of 70 children that results in over 1200 tutoring hours a year (many of these children are school referrals) and practicing teachers work in the clinic as part of their graduate study; the Clinic serves as a valuable resource for schools attempting to address specific reading problems in students. The RCOE has worked with Appalachian's Freshman Learning Communities program to expand the tutoring efforts in public schools. Freshmen in a designated learning community are provided a tutoring experience, under supervision, that not only augments the instructional efforts of the schools, but also serves as an early introduction to teaching for those university students who may not have considered teaching as a career; this program has grown from 25 students to 75 students in one year. 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, all aligned with the NC Standard Course of Study. About 100 pre-service students assist as tutors in this program; another 100 provide tutorial assistance in schools. All of these activities are carried out in collaboration with classroom teachers. The RCOE developed a staff development program in reading methods for teachers from the ASU-Public School Partnership who had identified a need to raise reading scores; EOG scores in these teachers' classes have risen as a result. 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. Implementation is in process. A similar effort was undertaken with social studies, introducing new resources and teaching approaches to teachers from several districts who, in turn, took this knowledge into their schools to share with other teachers; all activities and materials were carefully aligned with the NC Standard Course of Study. An additional project focused on the integration of social studies and science instruction for teachers in grades 4-8. The RCOE has implemented a new course in diversity in its elementary education curriculum to better prepare its candidates to work with diverse learners. A similar effort is underway with the middle school curriculum. ASU is addressing the Ready for School priority of the SBE by offering a new master's degree in Birth to Kindergarten to address the need for greater staff development opportunities in this field. The RCOE has also recognized the increasing need for new teachers in the B-K area and has developed an interdepartmental program for off-campus delivery, using a combination of technology and face-to-face instruction in an effort to increase the number of highly qualified teachers for this license in rural areas.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The RCOE has emphasized developing teams of university faculty and public school teachers to address collaboratively student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can also be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's recent NSF grant; ASU is one of nine participating centers who will train a university professor, a public school administrator, and two master middle school teachers to train 15 additional area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

As a result of a special faculty initiative undertaken two years ago to inform faculty in academic areas about the content and format of PRAXIS specialty tests (over 50 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 have ready access to this service and the score reporting process has been expedited. In addition, a number of our content area programs have developed special workshops that are offered on a regular basis to acquaint students with the particular characteristics of the PRAXIS II tests in specialty areas. Some program areas devote class time to the taking of the Praxis, while others have faculty who work with students individually on preparing them for taking the tests. The number of students passing and overall Praxis scores have increased in several areas since these efforts were put in place.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The RCOE works closely with the university's 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 send letters to enrolled ASU students whose majors are 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 includes a course with an accompanying tutoring experience designed to increase interest in teaching as a career. Our Teaching Fellows Program has initiated a special recruitment initiative at 10 middle schools and high schools with minority populations; our Fellows talk with students about teaching as a career. We also have initiated partnerships with 6 high school Teacher Cadet programs, 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 have revised and increased our online information for potential students to access through the college homepage. Information regarding the teacher education programs is also distributed to potential teacher education students via e-mail and web pages. We also work with our alumni in the field and with counselors to provide them with information if needed (we have 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 have also 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; frequent on-site information/orientation sessions are offered. Guaranteeing access to the offerings of Appalachian in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool; providing off-campus students with immediate access to on-campus resources through technology has helped as well. These efforts have attracted 400 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.

**K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.**

The RCOE has made a special effort to develop an environment and a support system for a diverse student population. 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. 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's admissions 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.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The Appalachian Rural Teacher Technology Alliance (ARTTA) is funded through a PT3 grant and involves Appalachian as the lead institution along with Western Carolina University, University of North Carolina at Asheville, and Warren Wilson College in partnership with three University-School Teacher Education Partnerships of collectively over 115 school districts. One unique activity of this Alliance is the Summer Technology Academy that brings together teams of cooperating teachers, university supervisors, university faculty, and student teachers. During a three-day experiential, collaborative retreat, the 50 participants plan a unit that effectively integrates technology and addresses both the NC Standard Course of Study and the National Educational Technology Standards for Teachers (NETS-T). The teams work creatively together to produce authentic and practical teaching applications/strategies and develop strong working relationships prior to the actual student teaching experience. A second initiative is the transition underway in the RCOE from using the NC Technology Competencies to using the National Educational Technology Standards for Teachers recently approved by the State Board of Education. New student self-assessments have been created, an alignment document developed to help faculty see the relationships between the old and new technology standards, and workshops conducted to introduce the NETS-T to cooperating teachers and university supervisors as well as program coordinators and faculty in a variety of academic areas. In still another initiative, The National Board for Professional Teaching Standards recently awarded a two and a half year grant to an RCOE faculty member who will lead a team of faculty and practitioners in a research study of the effectiveness of instruction by National Board Certified Teachers. In the study called "An Examination of the Relationship Between Depths of Student Learning and National Board Certification," faculty will be examining actual work samples of students taught by National Board Certified teachers and comparing the performance of these students with those in classes not taught by National Board Certified teachers to determine what added value National Board Certification may or may not bring to improving student achievement.

## 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	4
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	10
	Hispanic	2	Hispanic	4
	White, Not Hispanic Origin	180	White, Not Hispanic Origin	696
	Other	2	Other	3
	<b>Total</b>	<b>188</b>	<b>Total</b>	<b>719</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	36
	Other	0	Other	0
	<b>Total</b>	<b>24</b>	<b>Total</b>	<b>38</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	127
	Other	0	Other	0
	<b>Total</b>	<b>24</b>	<b>Total</b>	<b>129</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	57
	Other	0	Other	1
	<b>Total</b>	<b>25</b>	<b>Total</b>	<b>63</b>

**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
Pre-kindergarten (B-K)	10	10	3
Elementary (K-6)	14	14	2
Middle Grades (6-9)	33	33	14
Secondary (9-12)	27	27	10
Special Subject Areas (k-12)	14	14	6
Exceptional Children (K-12)	35	35	19
Vocational Education (7-12)	26	26	9
Special Service Personnel (K-12)	1	1	1
Other			
Total	168	168	64

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 the 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
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.22
Comment or Explanation:	



**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	12	12	0	0
Elementary (K-6)	127	101	1	1
Middle Grades (6-9)	28	26	5	4
Secondary (9-12)	51	40	2	2
Special Subject Areas (K-12)	65	43	2	1
Exceptional Children (K-12)	32	29	2	2
Vocational Education (7-12)	8	7	1	1
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>323</b>	<b>258</b>	<b>13</b>	<b>11</b>

Comment or Explanation: 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.**

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	6	100
Biology (9-12)	6	83
Business Ed	1	*
Chemistry (9-12)	1	*
Elementary Education	158	97
English	26	81
Family & Consumer Science	2	*
French	2	*
Health Specialist	9	100
MG-Lang Arts	3	*
MG-Math	7	100
MG-Science	1	*
MG-Social Studies	5	100
Marketing Ed	1	*
Math (9-12)	10	90
Music	16	100
Physical Ed	34	94
Physics	3	*
Social Studies (9-12)	23	100
Spec Ed: Cross Categorical	2	*
Spec Ed: Learning Disabled	23	100
Technology Ed	7	100
School Summary	346	96
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	24	69	112	68	21	8
U Licensure Only	3	3	3	0	1	1
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	2	1	1	3	0	0
U Licensure Only	0	0	0	0	1	0
<p>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.</p>						

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

<b>2000-2001</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	376	92	75

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Forsyth	564
Charlotte-Mecklenburg	525
Caldwell	445
Wilkes	437
Burke	408
Guilford	382
Catawba	354
Wake	331
Gaston	310
Watauga	281

**I. Satisfaction of 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 Completers	Employer	Mentor
the quality of the teacher education program.	3.43	3.49	3.53
the ability to effectively manage the classroom.	3.26	3.27	3.33
the ability to use technology to enhance learning.	3.35	3.3	3.53
the ability to address the needs of diverse learners.	3.19	3.3	3.31
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	3.38	3.53
Number of Surveys Received.	130	169	178
Number of Surveys Mailed.	281	281	281

**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
75	54	30

# IHE Graduate Performance Report

## APPALACHIAN STATE UNIVERSITY

2001-2002

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### Overview of Master's Program

Appalachian State University is a comprehensive university offering a broad range of graduate programs. Currently, there are 23 teacher education licensure programs at the master level, two at the specialist level, and one at the doctoral level. This wide assortment of teacher licensure programs is designed to challenge and educate those who seek the opportunity and who are qualified to enroll in these advanced programs. The University's only doctoral program, the Doctor of Education (EdD) in Educational Leadership, is a teacher licensure program. Students admitted to and enrolled in the EdD program do so to extend or enhance their own development as leaders in educational settings. Appalachian's teacher education program is administered through the Reich College of Education (RCOE). The RCOE works closely with other degree granting colleges/schools (College of Arts and Sciences, College of Fine and Applied Arts, and the Hayes School of Music) that house teacher education programs and also maintains a positive working relationship with the Dean's Office in the Cratis D. Williams Graduate School. Graduate programs in the RCOE generate over 85% of the university's graduate enrollment. Appalachian's teacher education program is fully accredited by the National Council for the Accreditation of Teacher Education and all licensure programs are fully approved by the NC State Board of Education. Programs that revised their programs in 1999 to more closely align with the state's advanced competencies include: Biology, Secondary Education, MA; Child Development: B-K, MA; Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), MA; English, Secondary Education, MA; Family and Consumer Sciences, Secondary Education, MA; Industrial Education: Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, MA; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Reading Education: Classroom Clinical (K-12), MA; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, and Sociology, MA; Special Education: Cross Categorical, MA. Other graduate level teacher programs are: Communication Disorders (K-12), MA, ASHA accredited; Counseling and Guidance (School Counseling), MA, CACREP accredited; Educational Administration, EdS; Educational Leadership, EdD; School Administration, MSA; and School Psychology, Level II, MA, CAS, NASP accredited. Appalachian's teacher education program boasts a faculty that is deeply knowledgeable in the many disciplines for which it prepares professionals. Faculty members hold appropriate terminal degrees in their areas of specialty. They are accomplished members of their respective research communities, contributing every year to the storehouse of knowledge in their disciplines through scholarly publications, presentations at state, regional, national, and international meetings and conferences. They are actively involved with the public schools of North Carolina.

### Special Features of Master's Program

Appalachian and the RCOE have a deep commitment to serve the educational needs of students in graduate programs leading to licensure as public school educators. Graduate level teacher education programs at Appalachian are a way for students to extend their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Graduate licensure students and their academic pursuits are valued. Class sizes are often smaller in graduate-level courses and provide more opportunities for one-on-one conversations with faculty. Students present with faculty at state and national conferences and often become part of teams with professors doing high quality research. Graduate studies in teacher education are focused, rigorous, and personalized, and are characterized both by academic rigor and professional relevance. Programs are

contemporary, and, while well grounded in their respective theoretical bases, practical; there is a solid grounding in theory balanced by high practicality. Internships, practica, and/or field related experiences/assignments are required as integral components of the programs. Practitioners are used as clinical professors as appropriate. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms, up-to-date technology labs, and three full-time technology support personnel housed within the RCOE. The use of multi-faceted admission criteria into graduate level teacher education programs has broadened the applicant pool, encouraged more practitioners to apply, and has enhanced and enriched the student population. In addition to more traditional criteria, programs may also consider the quality of the applicant's professional experience, achievements earned, and honors received when reviewing for admission. Program areas have implemented the Product of Learning and it has become an integral part of each candidate's program of study. It is given the same status/priority by program areas and the graduate school as the comprehensive exam and thesis. Appalachian leads the UNC system in the number of off-campus programs in teacher education and related areas. RCOE generates over 85% of Appalachian's extension enrollments. Programs work closely with the Office of Continuing Education and the ASU-Public School Partnership to identify needs and locations for the off-campus programs. Graduate teacher education off-campus programs are currently being offered in Burke, McDowell, Catawba, Shelby, Rutherfordton, Wilkes, Surry, Catawba, and Forsyth Counties and include: Child Development; Educational Media Instructional Technology Specialist/Computers; Elementary Education; Middle Grades Education; Reading Education; Special Education; MLS School Libraries; and Master of School Administration. Seven of these programs are housed on community college campuses that are a part of the Appalachian Learning Alliance. The RCOE and graduate teacher education programs have also assumed a leadership role in the use of electronic technology as a means of delivery for graduate programs and has established learning partnerships with schools and universities in China, Bolivia, Costa Rica, and Mexico.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	39
	Other	0	Other	2
	Total	15	Total	41
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	4
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	343
	Other	5	Other	8
	Total	38	Total	362
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	3

**B. Quality of students admitted to programs during report year.**

	<b>Masters</b>
MEAN GPA	NA
MEAN MAT	43
MEAN GRE	1460
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

**C. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	7	5	0	0
Middle Grades (6-9)	6	3	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	14	9	0	0
Exceptional Children (K-12)	8	6	0	0
Vocational Education (7-12)	2	2	0	0
Special Service Personnel	44	38	1	0
<b>Total</b>	<b>81</b>	<b>63</b>	<b>1</b>	<b>0</b>
Comment or Explanation: Special Services Personnel includes Media Coordinators, ITS-Computers, and Curriculum Specialist.				



**D. Scores of program completers on professional and content area examinations.**

2000 - 2001 Program Completers Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Curriculum Specialist	1	*
Elementary Education	4	100%
Media Coordinator	20	100%
MG-Lang Arts	3	*
MG-Math	7	100%
Music	8	100%
Reading (graduate)	13	92
Spec Ed: Cross Categorical	10	100%
Technology Ed	2	*

\* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.

**E. Satisfaction of 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 Completers	Employer
the quality of the Graduate Program.	3.72	3.74
the ability to connect subject matter and learner's needs.	3.67	3.59
the ability to implement research-based approaches in the education profession.	3.61	3.62
the ability to assume leadership roles in school and the education profession.	3.61	3.47
the ability to facilitate learning for diverse students	3.61	3.53
the ability to engage in continuous professional development.	3.67	3.68
Number of Surveys Received.	18	34
Number of Surveys Mailed.	38	38

# IHE School Administration Performance Report

## APPALACHIAN STATE UNIVERSITY

2001-2002

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### Overview of Master's of School Administration Program

The Master of School Administration (MSA) program is housed in the Department of Leadership and Educational Studies (LES) in the Reich College of Education (RCOE). The MSA and its precursor MA degree at Appalachian State University have a long history of preparing school leaders for North Carolina. Appalachian has prepared over 18 percent of all practicing principals and assistant principals in the state, a percentage that would increase significantly if superintendents and other central office personnel were included. The MSA program is in compliance with the Specialty Area Guidelines, Standards, and Competencies as established for the program by the North Carolina Department of Public Instruction (DPI). The program is offered both on campus and at off-campus locations and includes North Carolina Principal Fellows in its population. The number of students fully admitted and enrolled in the MSA program for this report year is 64. Appalachian's MSA program prepares education professionals for careers in public school administration. The program continues to prepare entry-level school leaders with an orientation to a leadership of teaching and learning, while also focusing on the management and structural orientation so that the importance of schools having good management systems is not neglected. Site-based decision making and high stakes accountability have become central foci of school performance in the state and the need to elevate the functions of leadership, particularly instructional leadership, has never been higher for the program. Support for the State Board of Education's priorities (High Student Performance; Safe, Orderly and Caring Schools; Quality Teachers, Administrators, and Staff; Effective and Efficient Operations; and Strong Family, Community, and Business Support) is reflected throughout the program. As the state faces a growing shortage of highly qualified candidates to fill the increasing demand for school leaders, the MSA program believes that the strength of North Carolina's public schools rests largely on the strengths of those chosen to lead these schools and is helping to find and develop candidates who meet requirements for licensure to assume leadership positions in North Carolina.

### Special Features of the Master's of School Administration Program

The MSA program consistently and continuously assesses the program curriculum and its relevance to current effective school leadership. Recent curricular revisions place an increased emphasis upon the principal as instructional leader and include work in classroom assessment, school law, and administrative leadership and school organizational issues. The entire orientation of the MSA program is directed to the development of leaders who can enhance the instructional programs in schools, which is also the primary focus of NC and ISLLC standards and is supportive of the SBE priorities. In addition, the required internship focuses on the principal's role in leading a school to instructional excellence. Full-time MSA students (Principal Fellows and others) complete a full-year, full-time internship in which they function essentially as an assistant principal. Part-time MSA students also complete a three-semester internship. Internships are co-constructed and co-supervised by a LES faculty member and the chief administrator in the field-based setting. As part of the internship, students complete a Problem Based Learning Project that is a performance indicator of the student's ability to carry out research activities. Guest speakers are brought in from the Principals' Executive Program (PEP), local school leaders, and DPI to give additional support to this area. In recognition of this emphasis on enhancing school leadership capabilities, the Southern Regional Education Board (SREB) selected the ASU MSA program as one of 19 programs in the 16 SREB states and the only higher education institution in North Carolina to participate in a special SREB initiative to strengthen the preparation of school leaders. The SREB initiative has as its goal that the selected universities will reconfigure their programs to increase the emphasis upon preparation of principals as instructional leaders. The program has always provided leadership in the state for off-campus delivery of the school administration program. Currently, MSA cohort groups are pursuing degrees in programs being delivered in Winston-Salem and Morganton. Off-campus delivery adds a more diverse student population to the MSA program. In addition, faculty now deliver parts of some courses through distance learning. No entire course is delivered through distance learning, but the use of

videoconferences and web-enabled assignments and projects are evident in the MSA program. A visitor is likely to see faculty members using PowerPoint presentations designed for their classes, assigning projects that require web searches, and using WEBCT. The program is able to take advantage of classrooms in the RCOE housed in Edwin Duncan Hall that are designed as distance learning and/or multi-media classrooms. In addition, the MSA faculty and students have access to the RCOE Technology Labs whose connectivity enables faculty and students to access shared software applications, data, and other hardware resources and to access the World Wide Web, the North Carolina DPI homepage, and online library resources. Labs are also designed for use by MSA faculty and students to develop, present, and collaborate on new and innovative uses of technology in educational leadership and in education generally.

### **Service to Public Schools**

Over the past year the MSA faculty has been very active in the surrounding region providing service to public schools either directly or indirectly. Meetings have occurred with the Executive Director of Northwest Regional Educational Service Alliance (NWRESA) and with NWRESA superintendents to better understand the region's needs in order to enhance the focus of school leadership training. Members of the MSA faculty participate in various types of service to public schools. Activities include serving on the advisory panel for PEP, coordinating frequently with various PEP staff to plan programs, acting as coach and facilitator for two school leadership teams in Guilford County Schools, and regularly presenting to public school leaders at various locations. Members of the faculty offer the services of LES to the local district to assist with open two-way communication between the two entities. Faculty serve as mentors for beginning principals and assistant principals in Mecklenburg, Wilkes, Alexander, and Catawba Counties. Faculty also work with superintendents of the ASU Public School Partnership to organize and implement cohorts of MSA students. Other examples of faculty involvement include serving on the Southern Association of Colleges and Schools (SACS) evaluation team for Avery County High School, serving as advisor to Watauga County School District's Technology Advisory Committee, sitting as a member of Watauga County School District's Research Committee, providing advice and consultation in the areas of evaluation and measurement to Watauga and Davidson County Schools, and conducting evaluations for the Watauga County School District. MSA faculty, and faculty who teach on a regular basis in the program, provided in-service classroom volunteer work at Valle Crucis School, Watauga County; assisted with a federally funded GEAR-UP grant that focuses on after-school hours and established a Fifth Dimension program at Ashe Middle School, Ashe County; co-taught a workshop in Black Mountain on integrating the Internet into lessons and the use of WebQuest; and worked with K-2 teachers in Mitchell County on best practice and national standards. In addition, a faculty member presented a workshop on SmartBoards and wireless Internet use in a Mitchell County Middle School and then provided a written report on the use of these tools in various classrooms. Other faculty serve on committees at Alleghany High School, serve on the Library Board of Alleghany County, and on a Sparta School committee for the Mountain Millennium Project. Still others assisted Wilkes, Catawba, and Alleghany school districts in revising, updating, and developing technology plans; writing and submitting technology grant proposals; and designing and implementing technology staff development.

### **Support for Beginning Administrators**

Appalachian State University has entered into a partnership with the Principals' Executive Program (PEP), whereby special professional development activities are co-constructed by program faculty and PEP. PEP brings leadership practitioners to these activities and the program area brings its MSA students. The program hosts an annual PEP conference which MSA students and faculty; area school leaders and other interested parties are encouraged to attend. The MSA program, in addition to hosting the annual PEP conference, also hosts a variety of guest speakers periodically throughout the academic year. The topics are relevant to current and future school leaders. It is an attempt to equip MSA students and local school leaders with tools and strategies to address issues pertinent to the success of their goals. These activities allow informal conversations between students and practitioners, and they also introduce students to the state's premier professional development program for school administrators. Additionally, the MSA program has created this year a new web page to make information more readily available ([www.les.appstate.edu/admin](http://www.les.appstate.edu/admin)) to current students, recent graduates, and our public school colleagues. The department has also created a web page ([www.lesn.appstate.edu/les\\_perspective](http://www.lesn.appstate.edu/les_perspective)) featuring articles and information about colloquia that are available to our college and local districts. Notice of the publication of the Perspective is sent each month to persons, including some graduates, currently in the database. The program area is in the process,

as information can be gathered, of adding more program graduates, along with practicing administrators, to the distribution list. Topics in the Perspective this report year have emphasized diversity and a multicultural focus, i.e., Serving Historically Underserved Students: Stories of Success from North Carolina Voices of Diversity and Multiculturalism; and Deconstructing Whiteness as a Part of a Multicultural Educational Framework. MSA faculty provide support for K-12 administrators and teachers through the MSA internship program in identifying specific problems and developing alternative plans or programs that also address their needs that go beyond the purview of the internship. Program faculty are also available for technical assistance and support to principals and assistant principals in the schools where interns are placed. Faculty teaching in the program area were available during the report year to respond and render support to inquiries from practitioners relating to solving particular problems, addressing particular needs, and/or performing professional responsibilities more effectively.

### **Support for Career Administrators**

As mentioned above, the MSA program hosts an annual PEP conference in which subject matter pertinent to current school leaders' success is presented and participants are equipped with tools and strategies to assist them with meeting their respective goals. In addition to the conference, the program hosts speakers affiliated with PEP throughout the academic year who also present on relevant topics for career administrators. An example of such efforts was a presentation sponsored by the MSA program entitled "Beating the Odds: Case Studies of Three North Carolina Elementary Schools' Success with Student Achievement." The guest speaker was a faculty member of the Principals' Executive Program. The MSA program sends invitations for such events to the RCOE students and faculty, local and regional schools, central offices, and other interested parties. MSA students and faculty extended personal invitations to persons they believed would find the topics applicable to their needs. Thirty practitioners were in attendance and 11 school districts were represented. The web pages cited above for beginning administrators are also ways of supporting career administrators. Faculty in the MSA program area assumed a leadership role in the re-constitution of the North Carolina Professors of Educational Administration, a Division of the NC Association of School Administrators, whose purpose is to bring academics and practitioners into closer conversations about what is important in school leadership. This established a more concrete avenue for working with career administrators and providing greater support to perhaps larger numbers. The MSA program's participation in the new SREB initiative also provides additional opportunities to support career administrators. Avenues are being established as how to use the SREB project to provide greater support to career administrators in their own professional development, while at the same time involving career school administrators with the program's preparation of school leaders. Plans are being made to accomplish this through evaluation and assessment of effectiveness of current school leaders, as well as through studies performed during field-tests that will examine the critical success factors for comprehensive school improvement and for higher student learning. Plans being developed will assist beginning and career school leaders to give focus to curriculum, instruction, and student achievement to assist with linkage to current standards and accountability efforts they are required to meet. This complements the NC Standards, the ISSLC Standards, and the SBE Priorities.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
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	3	White, Not Hispanic Origin	6
	Other	0	Other	1
	Total	3	Total	7
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	22
	Other	0	Other	1
	Total	27	Total	27

### B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	NA
MEAN MAT	37
MEAN GRE	1501
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

### C. Scores of school administrators on the SLLA.

Specialty Area/Professional Knowledge	2000 - 2001 School Administrator Licensure Pass Rate	
	Number Taking Test	Percent Passing
School Summary -Principal	7	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**D. Satisfaction of 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.**

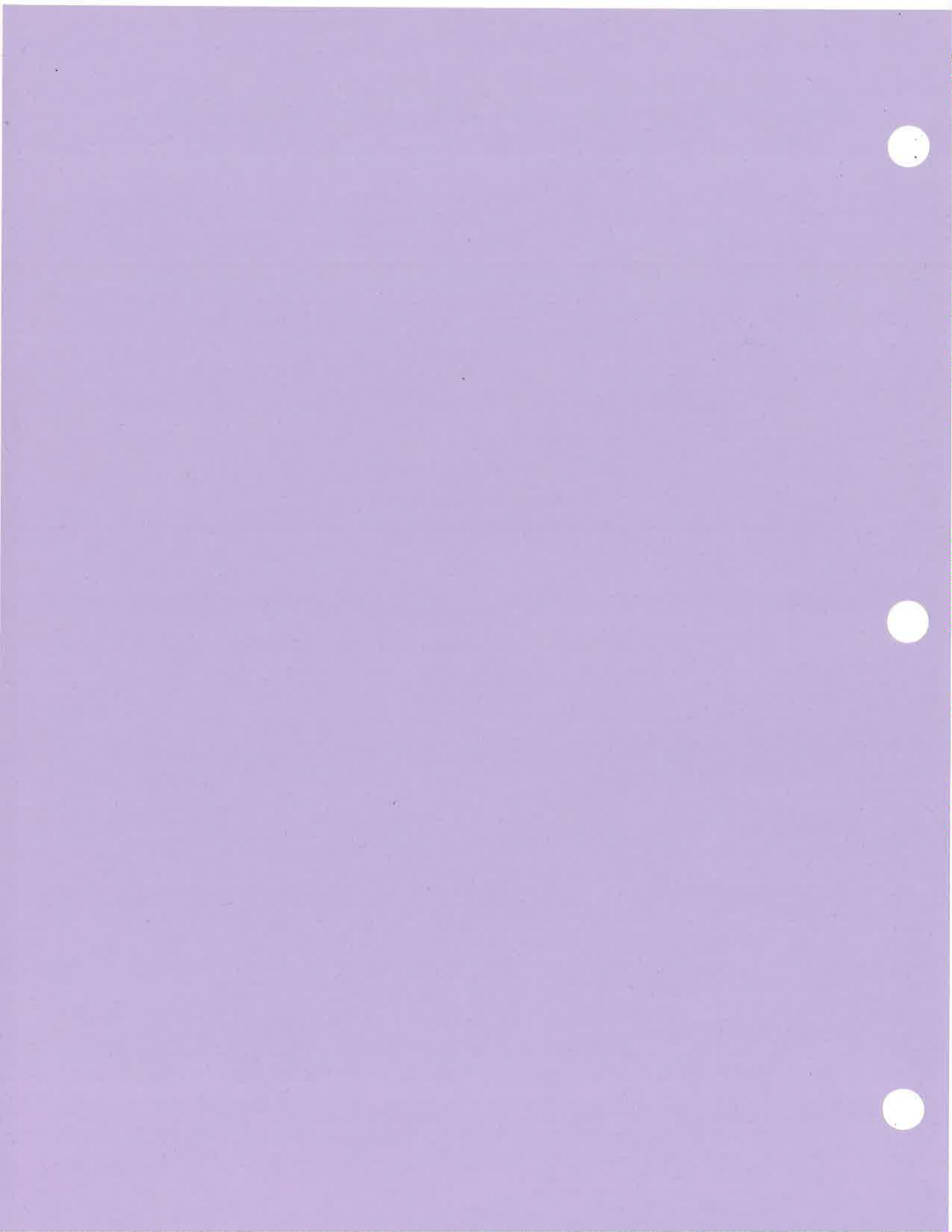
Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	3.5	3.45
the preparation to use technology to support the instructional program.	2.91	3.23
the preparation in instructional leadership.	3.59	3.41
the preparation to assist teachers in meeting the needs of diverse learners.	3.45	3.32
Number of Surveys Received.	22	22
Number of Surveys Mailed.	32	32



# **Barber-Scotia College**

**2001 - 2002**







# IHE Bachelor's Performance Report

## BARBER-SCOTIA COLLEGE

2001-2002

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### 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 four-year 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. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, 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 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.

#### **List of Schools with whom the Institution has collaborative activities.**

Vandalia Elementary  
Coltrane-Webb Elementary

### **B. Brief Summary of faculty service to the public schools.**

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.

### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Beginning teachers are invited to attend workshops. They are encouraged to use materials from the Curriculum Material Center. Faculty is 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.

**D. Brief description of unit/institutional 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 unit/institutional programs 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.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

None

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

No Information Available

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Focus on information technology, teachers' development of portfolio for advance degree competencies.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional 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).

**J. Brief description of unit/institutional 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) 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 .

**K. Brief description of unit/institutional 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 .

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative 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) .

## II. CHARACTERISTICS OF STUDENTS

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

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

**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
Pre-kindergarten (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 (K-12)			
Other			
Total			
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	NA
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Pre-kindergarten (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				
Total				
Comment or Explanation:				

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

No scores reported

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

No program completers

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

No program completers

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg	55
Cabarrus	14
Union	7
Bladen	6
Cleveland	6
Guilford	6
Cumberland	5
Iredell-Statesville	5
Rowan	5
Scotland	5

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
3	7	1

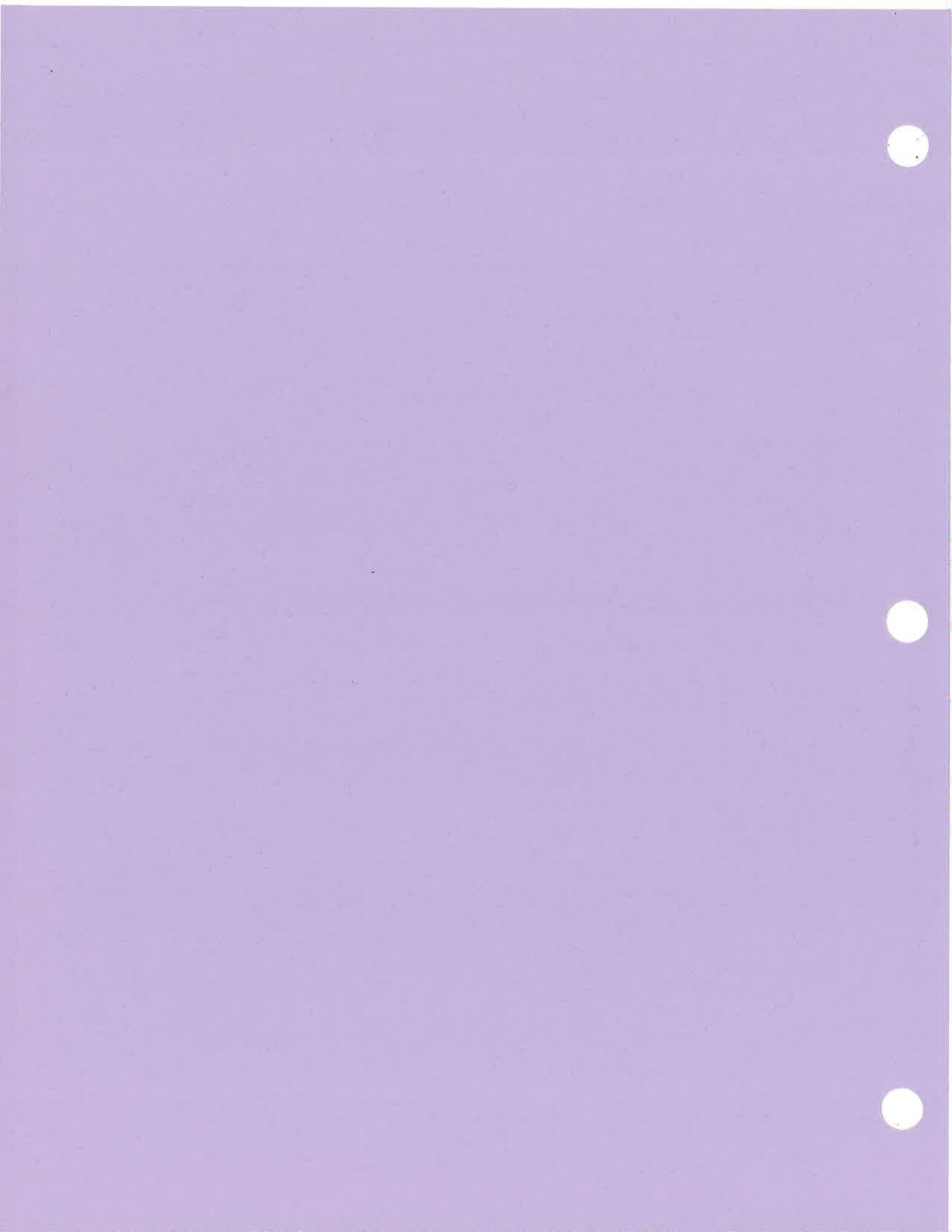




# **Barton College**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **BARTON COLLEGE**

2001-2002

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### **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 teaching career. 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 be able to obtain a teaching degree, access to the entire elementary education curriculum, with the exception of student teaching and practicums. The weekend classes are held every other Friday evening, Saturday morning and afternoon, and Sunday afternoon. Licensure for the Lateral Entry teacher is also available through the Weekend College for specific learning disabilities, elementary education, and English as a second language. Through the Consortium, public school employees in participating counties take teacher licensure classes at sites throughout the region for nominal fees. Barton College is one of those sites. Barton College has a strong commitment to provide a supportive environment that 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 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 (K-12); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); English Education (9-12); English as a Second Language Education (K-12); Mathematics Education (9-12); Middle School Education (6-9) in Language Arts, Social Studies, Science, and Mathematics; Physical Education; Social Studies Education (9-12); Spanish Education (K-12); and Specific Learning Disabilities Education (K-12).

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.).**

In August of 2002, Barton College's collaborative relationship with the Wilson County Schools through professional development schools(PDS) at Vinson-Bynum Elementary School and Toisnot Middle School, was formally ratified by the Wilson County Board of Education and the Barton College Board of Trustees. This memorandum of understanding included collaboration not only in the development of PDS in Wilson County but also in the support of the International Baccalaureate programs in the county, the Advancement via Individual Determination (AVID) program, the Barton campus television station, grant writing, professional development for faculty and staff at both institutions, and mutual commitment to cultural diversity. While this formal agreement forms the center of collaborative activities with the public schools, many other forms of cooperation between Barton and public schools also exist. For example, Barton is in its second year of partnership with Wake Forest and Elon Universities in a PT3 grant, "Preparing Tomorrow's Teachers to Use Technology." Through this grant, professors from the School of Education and liberal arts content areas joined 5 teachers from Wilson and Johnston Counties, and the Eastern NC School for the Deaf(ENCSD) to attend an all-day conference in April. For the second year, 10 Barton faculty members, 3 preservice teachers and 18 public school teachers attended a one-week technology institute in June, also sponsored by the Barton, Elon and Wake Forest PT3 grant. During the Summer 2001, the School of Education sponsored 2 sessions of the Teacher Academy with over 200 public school teachers on campus. This year Barton also received funding through the Reading in Excellence Tutorial Assistance Act, for Barton students to tutor at Margaret Hearne and Daniels Elementary Schools. Another collaborative activity is a \$450,000 National Science Foundation grant, administered through the Shodor Foundation in Durham. Through this grant 3 teachers at ENCSD and 3 students from Barton are working together to design computational science modules to be used by deaf and hard of hearing students in the US. A faculty member serves as a consultant for the project. Barton is also involved in a US Department of Education. grant in which a faculty member serves as consultant for a nationwide project to provide on-line American Sign Language distance learning coursework for the Star Schools Project. Other collaborative efforts include faculty members' initiatives to provide technology training for the Bertie County Schools and a dialogue journal project in which students from ENCSD and Barton write back and forth on a weekly basis. Barton teacher education hosted 20 presentations by public school personnel this year. A Big Sister program was initiated Fall 2001 in which Barton teacher education majors mentored children at ENCSD. A Specific Learning Disabilities Advisory group was formed this year in partnership with several teachers in the field and the Director of Exceptional Children for Wilson County Schools. Barton College partnered with Greene County Schools' Gear Up (Gaining Early Awareness and Readiness for Undergraduate Programs) program to expose unaware 7-12 grade students that a college education can open up a world of possibilities for them.

#### **List of Schools with whom the Institution has collaborative activities.**

Wilson County Schools: (Partnership) Daniels Elementary School-(grant)tutoring, Margaret Hearne Elementary School-(grant)tutoring and HOST program, Vinson-Bynum Elementary School-PDS, Toisnot Middle School-PDS, Hunt High School-AVID/IB, Beddingfield High School-AVID/IB, Fike High School-AVID/IB; Eastern North Carolina School for the Deaf-(Partnership); Bertie County Schools- Technology Collaborative Activities for Askewville Elementary, Aulander Elementary, J.P. Law Elementary, West Bertie Elementary, Windsor Elementary, C.G. White Middle, Southwestern Middle, Serendipity Alternative, and Bertie High School; Greene County Schools- Gear Up; Greene County Middle School-tutoring; Nash-Rocky Mount-staff development; Wayne County-staff development; Edgecomb County-staff development; Wake County-staff development; Johnston County-staff development .

## **B. Brief Summary of faculty service to the public schools.**

Expectations run high that faculty, staff and students will volunteer their services and give back to the community. Therefore, faculty from teacher education and disciplines outside education regularly provide services to the public schools. Faculty from teacher education presented a seminar to the Wilson Council of the NC Reading Association to assist public school teachers in connecting the Barton Writing Center to the public school needs. Barton offered free literature and writing programs to all county high school teachers and students, as well as Poetry Writing workshops and a Journalism and News writing seminar. Five programs were presented on books such as *Charlotte's Web* at public libraries, with public school teachers in attendance. Faculty from teacher education served on Wilson County's Teacher of the Year and the North Carolina Teaching Fellows Selection Committees. A faculty member from teacher education also tutored weekly a 4th grade student and 4 8th grade students in mathematics, coordinated the annual Mathematics Fair for Snow Hill Primary and represented the school at the State Math Fair. A School of Education faculty member collaborated with Bertie County Schools to write their technology report and to plan their technology staff development needs for the year. Teacher education faculty from Fine Arts presented staff development activities for high school studio art projects and made lesson plans available through Barton's web page. A School of Education faculty member initiated and supervised a Big Sister program at Eastern North Carolina School for the Deaf with the goal of building mentoring relationships between Barton students and the deaf elementary students. A School of Education faculty member worked with a teacher at Toisnot Middle School to design a behavioral management plan that the teacher used in her math classes and one-on-one with a student that was having behavior problems. A clinic emphasizing differentiated instructional methods for learning disabled students from a local elementary school was presented. Students in EDU 419, along with their professor, tutored at-risk as well as special education students. Another School of Education faculty member volunteered her time to the ILT Coordinator and the Human Resource Specialist for Staff Development to assist teachers needing additional support. One teacher was mentored through this effort. Faculty members outside of education volunteered their services on a consistent basis to area public schools by making class presentations such as one on "Islam", tutoring individuals and small groups, hosting and judging various competitions such as Math, Science, Art, Speech, etc. and loaning resources and materials. The Barton College Theater Department presented a special performance of "You're a Good Man, Charlie Brown" to over 500 Wilson County students, free of charge. A science department faculty member facilitates weekly science lessons at an area school and hosts the students in the Barton science lab monthly. Finally, over 51 Barton College staff and students have teamed with area businesses to support Wilson County Schools' HOSTS (Helping One Student To Succeed) program by volunteering 30 minutes a week as a mentor to area schools.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Barton College offers a support system for beginning teachers through planned efforts, starting with its own graduates by including its 1st annual dinner held in November 2001 and the establishment of its 1st Advisory Council made up of 5 beginning teachers representing different specialty areas and SOE faculty. Two meetings were held with dialogue revealing that 1st year teachers need continued one-on-one support and opportunities to share. Faculty made 3 formal contacts to encourage and offer support to beginning teachers, with follow-up visits to their classrooms, offering use of Curriculum Lab Center and materials, providing on-site assistance, and surveying them to identify and implement curricular modifications, improve the delivery of instruction, and improve services for beginning teachers. Surveys were sent to graduates requesting feedback on their education courses at Barton. This information was used to refine and improve our course offerings and program. Our communication network was updated with e-mail distribution list, address and telephone list, and easier access to our School of Education website. Barton College follows-up by extending invitations to graduates for various events including Founders' Day, Homecoming, and Alumni Weekend. Four faculty have taken their PRAXIS II specialty area exam to offer assistance. Fall and Spring PRAXIS II workshops were held for beginning teachers that did not pass the PRAXIS II the first time. Study materials were also provided. As an opportunity to share, 7 ILPs were invited to speak to classes and 5 ILPs spoke to pre-service teachers and to students at a "Meet Your Major" night to share experiences, expectations, and reflections on their first year of teaching. One of our first year teachers spoke at the SOE Honors Banquet in May reflecting on her first year of teaching. Barton College's support of beginning teachers continues through its partnership with Wilson County Schools by a faculty

member serving on the district ILP Advisory Team, and by 4 faculty members and the VP for Academic Affairs serving on the Professional Development School Partnership Committee. One faculty member trained as a mentor works with the ILP Coordinator and offers one-on-one assistance to beginning teachers, while a representative from the Wilson County school district and from the Eastern North Carolina School for the Deaf serve on Barton's Teacher Education Committee. Four of Barton's 6 faculty members received training in February on the Performance-Based Licensure process and have offered services on an as-needed basis. Based on suggestions from beginning teachers, Barton hosted a literary workshop for beginning K-6 teachers with 23 in attendance, featuring children's author and literacy expert, Kimberly P. Johnson. A workshop on Differentiating Curriculum was conducted at one of our PDS partner schools where beginning teachers received support from this collaboration. Thirty-five of Barton's cooperating teachers met in Spring 2002 to focus on re-evaluating the current teacher education program to better meet the needs of the first year teacher. Recommendations from that discussion will be incorporated during the 2002-2003 school year. For more detail, see H. Special Emphasis for the Year of Record.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

The Barton College Lateral Entry Program Coordinator serves as liaison for applicants to the teacher education program, local school systems, and the North Carolina Model Teacher Education Consortium(NCMTEC). The coordinator is the overall advisor who ensures that courses are offered on schedule. Advising includes course sequences, Praxis information, and licensure procedures. Barton College teacher education faculty evaluates transcripts, design programs of study, and serve as advisors for lateral entry teachers. Area public school systems receive information pertaining to Barton course offerings and registration procedures. The Coordinator for the Lateral Entry program evaluates the program effectiveness by administering a survey to a sample of participants each year. This is one of the efforts to ensure Barton College's continued commitment in support of Lateral Entry teachers in their progress toward becoming fully licensed educators. The results of the 2002 Spring survey indicate that of the twenty-two respondents, 100% expressed satisfaction with Barton College in the following areas: needs met as professionals, needs met as teachers, adequate access to their advisors, and the methods courses have also increased their ability to become effective teachers. Ninety-five percent of the respondents believe that the courses are offered at a convenient time. Barton faculty travel to NCMTEC registration sites at designated community colleges to evaluate transcripts, provide programs of study and register students for NCMTEC sponsored or co-listed classes. Through the NCMTEC, Barton College sponsored 17 on-campus and co-listed classes with enrollments of 258 during the 2001-2002 school year. As another option, the Weekend College program offers courses on alternating weekends. Lateral Entry teachers may elect to attend scheduled classes leading to licensure in Elementary Education, Specific Learning Disabilities, and English as a Second Language. For more accessibility, the Lateral Entry Program Coordinator and the education faculty hold advising meetings on a designated Saturday during the Weekend College Trimester. Lateral Entry teachers also take advantage of the tuition reduction offered to students who attend either Weekend College or NCMTEC sponsored classes. In addition to NCMTEC off-campus courses and the Weekend College Program, 8 methods classes were taught during after-school hours to help assist the Lateral Entry teacher. Barton College also assists Lateral Entry teachers by collaborating with the Regional Alternative Licensing Center by providing courses needed by teachers seeking licensure in our region. Barton's Lateral Entry Program Coordinator served as an IHE representative on a state steering committee, with representatives from other His and LEA personnel administrators to plan and coordinate efforts to enhance teacher quality, through communication and brokerage of services around regional teacher needs such as Praxis, ILT, action plans, lateral entry, etc. Funds were a part of a Federal Grant, and each region was given \$10,000.00.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

It is our goal to offer assistance to career teachers on the Barton campus as well as in their local school systems. A Curriculum Lab Center is maintained in the library for the use of the Barton School of Education as well as for teachers in the local school systems. Barton faculty is active consultants in the local schools. Faculty made approximately 12 formal visits to career teachers this year to provide extensive assistance. Barton faculty responds to several e-mails each week from career teachers. Many ask for assistance in certain content areas, some for technology advice, and others send updates of successful lessons. The faculty meets with and assists

career teachers in 7 systems: Wilson, Nash-Rocky Mount, Wayne, Edgecombe, Bertie, Wake, and Johnston, on an as-needed basis, to work more effectively with individual teachers. At least 15 specific visits were made this year. Career teachers continue to be involved in action research through the TRIAD Program at Vinson-Bynum. Each Fall 4 elementary teachers work in conjunction with senior education majors to create units of study in science and social studies, which the students teach in the elementary classrooms over a six-week period. Barton College faculty work with 3 career teachers and 3 preservice teachers to develop computational science curricula that will be used in school programs throughout the nation for the Deaf and Hard of Hearing. The Specific Learning Disabilities faculty and students work with career teachers at Vinson-Bynum School in designing and delivering appropriate instructional accommodations. The School of Education offers 2 training sessions each year for cooperating teachers. Twenty teachers attended in the Fall, and 35 teachers attended the Spring seminar. Guest speakers and faculty addressed current topics of interest. The focus this year was on re-evaluating the teacher preparation program at Barton to better meet the needs of the first-year teacher. This year we offered a teacher appreciation luncheon at Eastern North Carolina School for the Deaf (ENCSD) to show our appreciation to that faculty. Barton provides support for local career teachers and others from across the state through staff development and through participating in grant initiatives. Faculty made 4 national conference presentations to audiences of career teachers. Barton faculty has presented 12 intensive workshops with follow-up to career teachers. The topics include: teaching in a brain compatible classroom, questioning strategies, critical and creative thinking skills, using manipulatives to enhance instruction, using technology as a teaching/learning tool, differentiated curriculum, curriculum development, and designing respectful nurturing learning environments. The Instructional Technology Coordinator continues to work with 65 career teachers in Bertie County Schools. Six career teachers and 6 Barton College faculty members attended a Problem Based Learning/Technology seminar at Wake Forest University. Barton paid for 5 career teachers and 5 faculty members to attend the Spring Technology Conference at Elon University. Thirty career teachers met in Elizabeth City with a Barton faculty member for three weekends in order to develop curriculum for gifted students in their schools.

#### **F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Faculty in the School of Education at Barton made efforts to assist low-performing, at-risk, and/or priority schools. One faculty member, who is the Coordinator of Instructional Technology for the School of Education, maintains a close working relationship with Bertie County Schools. The faculty member works each year with the central office staff of the Bertie County School system to help plan, coordinate, and deliver effective on-going staff development tailored to the needs of that system. Bertie High School is classified as a low-performing school, and it has a state-mandated assistance team. During the 2001-2002 school year, the faculty member provided web page training to 7 teachers from this high school. She also delivered PowerPoint training to 4 teachers and Excel training to 12 teachers at this school. Serendipity Alternative School was also served during the 2001-2002 school year, with one teacher from that school receiving web page training. Barton students tutor first grade students in reading two afternoons a week at Margaret Hearne Elementary and Daniels Elementary Schools. Both Margaret Hearne and Daniels did not meet the expected growth composite as determined by SDPI for the 2000-2001 school year. Children in special education classes at Margaret Hearne and Toisnot Middle School were also tutored by Barton students under the direction of the Specific Learning Disabilities Coordinator at Barton. Barton College faculty put in place a dialogue journal project with middle school students at the Eastern North Carolina School for the Deaf (ENCSD), designated a low-performing school. The purpose of this project is to provide writing opportunities for ENCSD students, improve their writing skills, and build a one-on-one relationship between Barton preservice teachers and ENCSD students. During the 2001-2002 year, deaf education faculty also established a Big Sister program in which Barton students developed mentoring relationships with children at ENCSD. One of the expected by-products is increased academic achievement by ENCSD students.

#### **G. Brief description of unit/institutional efforts to promote SBE priorities.**

Barton College promotes several of the State Board of Education (SBE) priorities such as the ABC's Plus, Excellence in Schools Act, and Closing the Achievement Gap initiatives. Barton's efforts to promote SBE priorities result from a commitment by the institution, its faculty, and from partnering with local schools. Barton

College promotes the ABC's Plus Initiative by producing quality teachers who have mastered the curriculum and are accountable for student achievement. Our teacher education program has focused more on ensuring that our graduates have the knowledge, skills and dispositions needed to teach diverse student populations by exposing them to "real world" practicum experiences early on in their program, providing opportunities for them to work with diverse student populations, and by equipping them with best practices needed to teach diverse student populations. We have also made the commitment to support these beginning teachers even after graduation by offering the support (contacts) and resources (programs, curriculum lab, workshops) needed to help them succeed. We support the Excellence in Schools Act by offering programs, assistance, and even one-on-one support to career, beginning, and lateral entry teachers to reduce teacher attrition. Through the initiative of Closing the Achievement Gap, Barton began a concerted effort to partner and collaborate closely with local schools to seek ways to help students that are struggling to succeed. Barton is accomplishing this through grants (PT3, Reading Excellence Tutorial Assistance, National Science Foundation, etc.) offering faculty and student tutoring one-on-one and in small groups, through incentives motivating minority students to attend college, and through volunteering services at the public schools. As a result of the No Child Left Behind legislation, the School of Education Coordinator for the Weekend College Program has enrolled 6 new teacher assistants to the elementary education degree program.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The emphasis this year was on meeting the needs of beginning teachers. While we have always tried to meet the needs of our beginning teachers, this year we made a more deliberate effort. At the beginning of the year, we held our first annual graduate dinner. All first year teachers who graduated from Barton were invited to a dinner on campus. Several graduates who were unable to attend communicated with us and sent us updates about their work. Teacher Education faculty as well as School of Education faculty attended. Students shared their experiences, and faculty offered to provide them with any needed support. This was a special time not only for our graduates but also the Teacher Education faculty. An Advisory Council was formed this year consisting of five first-year teachers representing their specialty areas and the School of Education faculty. The aim of the Council is to offer specific suggestions on how the School of Education can offer support to beginning teachers and how the SOE can prepare current students to meet the challenges of the first year of teaching. In an effort to help those beginning teachers that had not passed Praxis II, Fall and Spring workshops were offered and study materials were provided. These efforts proved successful for two of our graduates.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

Barton College offers different types of assistance to students seeking professional educator status. Efforts to improve Praxis scores include the Academic Enrichment Center, free tutoring, the Learning Plus Program, and direct faculty interaction. During the 2001-2002 school year, the Academic Enrichment Center offered 9 Praxis I workshops in mathematics, reading, and writing. Students take sample tests to determine strengths and weaknesses. They meet with the Director of the Enrichment Center individually to determine strategies to address weaknesses. The service is free to students. They are also encouraged to take advantage of the Mathematics Lab as well as utilize the computer-based Learning Plus program for self help. The Barton College Academic Enrichment Center, the Barton College Library and Teacher Education faculty loan copies of the Learning Plus Instructional Handbook for the three tested areas. Students are encouraged to utilize the handbook to become familiar with the test item format. The School of Education pays for faculty to take the Praxis II exams for the purpose of gaining test content familiarity. The content curriculum of the specialty areas is aligned with the examined areas on the test so students have expectations of success. Presently, four Teacher Education faculty have taken Praxis II. The Director of the Professional Education Program disseminates information on the registration process, passing scores required by North Carolina and test options. Barton-affiliated Lateral Entry teachers and the other school systems avail themselves of Praxis II preparation workshops offered by the North Carolina Model Teacher Education Consortium. These workshops are offered



throughout the school year. Also, Barton College offered Fall and Spring Praxis II workshops and preparation materials to those 2001 graduates that had not yet passed Praxis II.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Barton College Teacher Education Program works continuously to recruit students into the profession. Barton sponsors 4 yearly Open Houses in which prospective teacher education majors are introduced to the profession in a general meeting and in individual meetings with faculty in the different licensure areas. Prospective students who may also visit the campus throughout the year are telephoned, e-mailed, and sent letters to encourage their interest in teacher education at Barton. During the past few years, the School of Education web pages have served as an effective way to recruit students and share information about the program. oftentimes, interested individuals, after visiting the web site, will contact specialty area coordinators to obtain further information about specific programs. Prospective students also receive information about the program through course-of-study information sheets, and scholarships are promoted through the Office of Admissions. One scholarship, the Ruth Patton Grady Scholarship, awards \$20,000 per year to elementary education majors, with preference given to minority candidates. Once on campus, students are supported in their interest in teaching through a Winter "Meet Your Major" night, in which initially licensed alumni and juniors or seniors meet with freshmen to discuss the profession. Group teacher education meetings occur at least three times a year in which program requirements and strategies for meeting them are discussed. During School of Education student meetings and professional education meetings, Praxis exams are discussed, as well as various tutorial options. In addition to making Learning Plus software available to aid in passing Praxis I, each year Barton offers Praxis I workshops and, in selected specialty areas, Praxis II workshops as well. All Barton students have regular, on-going meetings with individual advisors and many informal opportunities for gaining the support needed to succeed in the Barton College Teacher Education Program. Each of these efforts undergirds Barton's Conceptual Framework of taking students with varying skill levels and providing learning experiences that enable them to graduate as competent, caring, and confident beginning teachers.

**K. Brief description of unit/institutional 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 by 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 intend 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.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The School of Education started a new initiative this year designed to assist career teachers at the college level. The Scholar Project is a 20-hour professional development initiative through which college professors learn about brain-based instruction, effective planning, student-centered instruction and a wealth of teaching strategies. The goal is to improve instruction across the campus and to position the faculty to be better able to go to the schools next year to present model lessons in their disciplines. It is hoped that this will be another way

to foster collaborative relationships between the local school systems and the college. The aim of the Scholar Project is to give Barton faculty a broader perspective and better prepare them to not only provide assistance with content, but to also be in the position to suggest the best instructional strategy for teaching of that content. Follow-up sessions will be conducted during the 2002-2003 school year. Education majors will also benefit from this initiative as the arts and sciences faculty implement the strategies learned in these sessions. This year the Barton College School of Education formulated plans for relocating to a separate education facility beginning with the 2002-2003 academic year. This will help to strengthen the program's identity and its mission of educating preservice, lateral entry, and career teachers and to serve public schools in Eastern North Carolina.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	60
	Other	0	Other	1
	Total	1	Total	66
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
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	0	Total	18
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	7
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	35
	Other	0	Other	0
	Total	8	Total	42

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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	0	0	0
Elementary (K-6)	16	16	13
Middle Grades (6-9)	11	11	8
Secondary (9-12)	9	9	5
Special Subject Areas (K-12)	5	5	5
Exceptional Children (K-12)	23	23	11
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	64	64	42
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	326
MEAN CBT-W	324
MEAN CBT-M	324
MEAN GPA	3.29
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	15	11	2	1
Middle Grades (6-9)	12	11	2	1
Secondary (9-12)	1	0	1	1
Special Subject Areas (K-12)	2	1	5	5
Exceptional Children (K-12)	9	5	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>39</b>	<b>28</b>	<b>11</b>	<b>9</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	3	*
Elementary Education	20	100
MG-Lang Arts	3	*
MG-Math	1	*
MG-Science	1	*
MG-Social Studies	1	*
Physical Ed	3	*
Social Studies (9-12)	2	*
School Summary	34	85

\* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	11	5	5	1	0	1
U Licensure Only		2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		4	2			
U Licensure Only	2	2	4	1		
Comment or Explanation: 3 Semesters Baccalaureate Full Time: All eleven were admitted to the Teacher Education Program prior to their senior year.						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	36	78	50

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Wilson	273
Nash	169
Wayne	158
Johnston	142
Wake	126
Edgecombe	50
Lenoir	45
Craven	42
Pitt	40
Franklin	39

**I. Satisfaction of 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 Completers	Employer	Mentor
the quality of the teacher education program.	3.71	3.6	3.85
the ability to effectively manage the classroom.	3.5	3.4	3.46
the ability to use technology to enhance learning.	3.93	3.5	3.54
the ability to address the needs of diverse learners.	3.86	3.1	3.42
the ability to deliver curriculum content through a variety of instructional approaches.	3.79	3.6	3.77
Number of Surveys Received.	14	10	13
Number of Surveys Mailed.	18	18	18

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	7	17



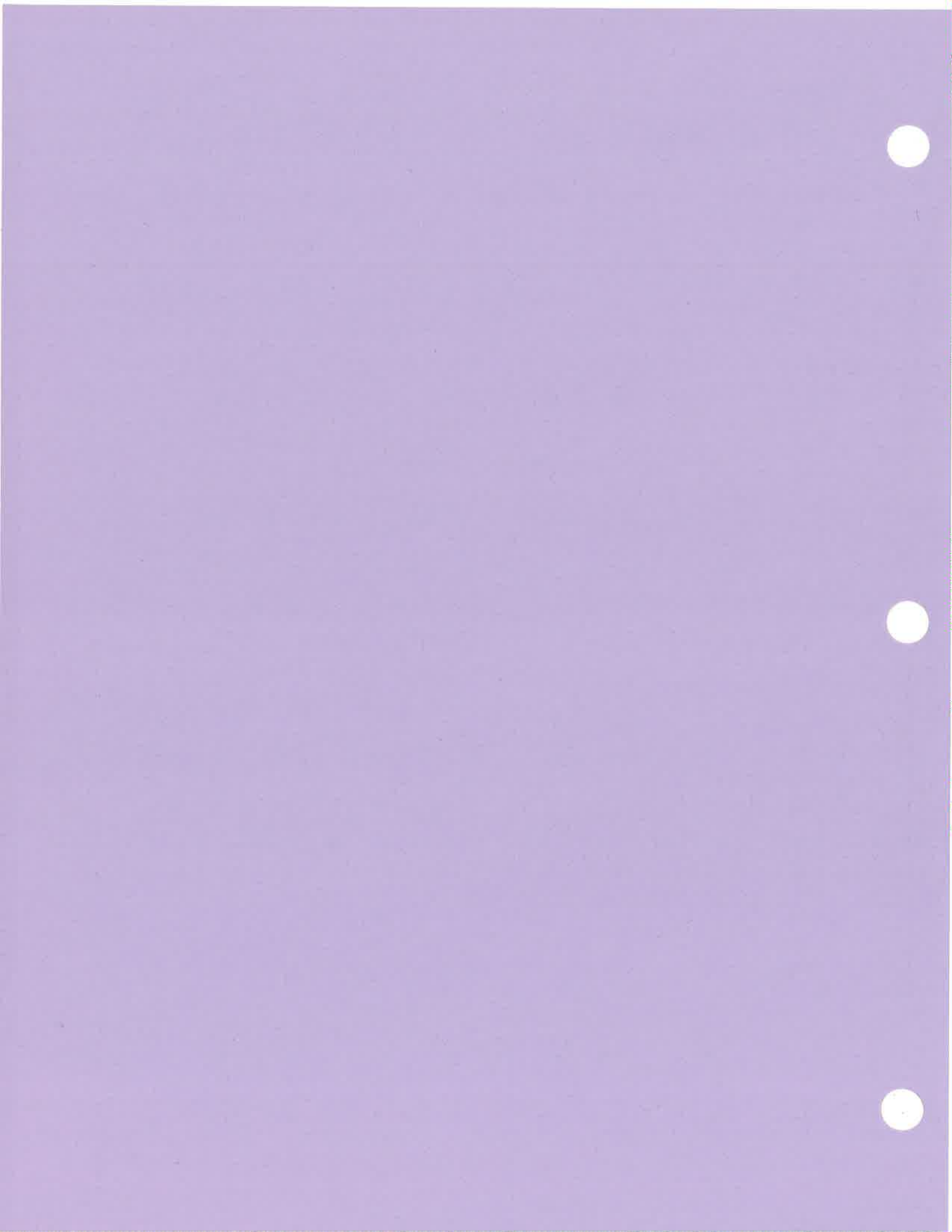




# **Belmont Abbey College**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **BELMONT ABBEY COLLEGE**

2001-2002

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### **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 900 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 an undergraduate degree program in Elementary Education. A non-licensure Bachelor of Arts 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. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

The Education Department participates in a number of collaborative ventures with local public schools. These mutually beneficial activities include: 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 the Gaston County and Lincoln County public school districts. Three current projects include: (1) Pinnacle Leaders Network, a "layered" approach to technology education for Gaston County teachers; (2) development of a linguistically diverse preschool program at McAdenville Elementary School; and (3) curriculum development for family literacy programs in three Gaston County "at risk" elementary schools (Arlington, Woodhill, and Lingerfeldt). The Pinnacle Leaders Network, a teacher education model funded by the NCDSPi Technology Literacy Challenge Grant Program and developed by Belmont Abbey education faculty and instructional technology personnel from the Gaston Public Schools, provided staff development for fifty teachers from three middle schools and nine elementary schools. The project was implemented in June 2001, and continued during the winter and summer, 2002. Teachers received training in adult learning characteristics, curriculum design, instructional technology, and peer presentation skills. A major objective of the project was to prepare "technology trainers" for each of the participating schools for site-based instructional assistance and support. Representatives from Belmont Abbey and the Gaston County Schools (Instructional Technology) collaborated on the grant proposal and the project design and evaluation. The McAdenville preschool, International Child Development Center (ICDC), 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 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.

#### **List of Schools with whom the Institution has collaborative activities.**

Gaston County Schools, McAdenville Elementary School, H.H. Beam Elementary School, Woodhill Elementary School

### **B. Brief Summary of faculty service to the public schools.**

All education department faculty members 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. 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 used her knowledge and experience as a middle and secondary social studies teacher to design and develop a series of workshops for delivery in public schools. Centered on the catastrophic sinking of the SS Titanic as an historic event, these interdisciplinary, interactive presentations emphasize social history, science, and language arts. Participants are asked to explore and consider this event's ramifications on the world's view of

technological breakthroughs, socio-economic values and systems, and mankind's ability to deal with disaster through the written word. During the year of record, this faculty member worked with students and teachers at Sherwood Elementary School and with students from Warlick School (a Gaston County Schools facility for BEH middle and secondary students). Faculty members from English and the Social Sciences observe secondary students teachers, and the Director of the Abbey Writing Center has conducted writing workshops for local high school students. Two faculty members from Biology and the Education Chair served on the steering committee for the Andre' 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 teachers. The Andre' Michaux International Symposium (May 15-19, 2002), a celebration of the life and work of the 18th century botanist and explorer, resulted from a collaboration among Belmont Abbey College, the Daniel Stowe Botanical Garden, and Gaston Day School. Education department grant monies

### **C. Brief description of unit/institutional programs 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 faculties 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 each other as well as department faculty, and to support each other during the first year of teaching. The coordinator of this program (one of the new teachers) also communicates needs and support ideas to a designated faculty member, who then reports to the unit. The Belmont Abbey Upsilon Eta Chapter of Kappa Delta Pi education honorary meets on a regular basis throughout the year, offering speakers and presentations geared to the needs of recent graduates.

### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

The teacher education faculty at 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. During the year of record, the department chair met with LEA directors and other colleges in our region, to determine how they could meet the needs of lateral entry teachers. The department chair and licensure officer also meet with LEA representatives, and the Director of the Regional Alternative Licensing Center to refine and evaluate procedures and communication. During the year of record, scholarship aid was 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 2002) was designed specifically to meet the needs of lateral entry candidates; the class met in a school system facility, providing convenient access for teachers. 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 the PLATO Learning Program and specialty area workshops. PRAXIS workshops are also available if the teacher needs to prepare for a specialty area test. Teacher education faculty joined other local IHEs and LEAs in the development of an IHE/PANC grant proposal; the focus of the grant was the provision of PRAXIS II workshops for lateral entry teachers. Workshops were offered in January, March, and April 2002; the sessions

included most specialty areas; workshop locations were selected to accommodate participants from a wide geographic area.

**E. Brief description of unit/institutional programs 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. The Pinnacle Leaders Network (PLN) evolved from the deliberations of this career teacher group. The PLN provided fifty public school teachers (Gaston County Schools) with the opportunity to participate in a sixty hour course that prepared participants to train their peers and support technology within each teacher's own school community. Teacher education faculty collaborated with Instructional Technology personnel in the design, implementation and evaluation of the course sequences. 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 schedules facilitate program completion within a reasonable time period.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The purpose of BALL (Belmont Abbey Literacy Links) is to extend and to augment the work begun in three "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. All kindergarten and first grade students in eleven Gaston County Title I schools received a "take home" book packet. A literacy teacher, a family education specialist and one Belmont Abbey faculty member designed a series of family education sessions utilizing these book packets; additional literacy workshops were conducted for classroom teachers. Unit faculty has recently entered into a partnership with members of the instructional technology staff (Gaston County Schools) in the design and development of the Community Technology Learning Center at Woodhill Elementary School. One faculty member and one public school representative will serve as project evaluators. Student interns from the department will work with children in the learning center from 3:00pm - 5:00pm and 6pm - 8:00pm as schedules permit. Belmont Abbey student interns will receive training from the center in how to use the appropriate instructional software and prescriptive model of delivery. Students in the department's non-licensure Bachelor of Arts program frequently perform 100 and 200 hour internships in low-performing and/or at-risk schools. 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.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

The teacher education faculty has discussed the content and consequences of the five SBE Strategic Priorities for our Elementary Education program of study. During the 2001-2002 academic year, we did focus on "closing the achievement gap" as well as improving our efforts regarding low-performing schools; however, the five priority categories are addressed throughout our teacher education curriculum. Our efforts in the area of "closing the achievement gap" include: course content that emphasizes establishment

of high expectations for all learners, modifying lesson plan and unit assignments to include a variety of methods and assessments, modifying courses such as "Education and Society" to include current research on social/political/economic factors that influence public school policy and student achievement, revision of early field experience sequence to include more diverse placements. Out efforts to assist low-performing schools are described in a previous section of this report (F); these efforts include: technology training for teachers, BALL (Belmont Abbey Literacy Links - aimed at providing "take-home books" and parent education for children and families in eleven elementary schools in Gaston County), funding for a linguistically diverse preschool (partnering with Title I initiatives), and several tutoring and student intern options at Woodhill Elementary School. In terms of the five SBE Strategic Priorities, all teacher education students are required to review NCS DPI and SBE websites as part of the requirements for "Introduction to Teaching" and our "Technology and Learning" courses. Other classes address the NC Standard Course of Study, the ABC's model, and an examination of state-adopted texts (our Curriculum Resource Center holdings include current texts); the Professional Teaching Standards are discussed in both professional studies and specialty area classes. The priority of High Student Performance is addressed in methods classes and, testing and accountability are addressed in-depth in "Educational Psychology" and the Student Teaching Seminar. Professional colleagues from the local public schools often address these topics with students at every stage of their teacher education candidacy. We have recently purchased the PLATO Learning Program to provide additional assistance to students preparing for the PRAXIS Series I tests. Several of our methods courses, especially "Healthful Living", address issues of student safety, alcohol and drug policies, and safety directives for students. During the student teaching semester, student teachers are introduced to public school policy manuals concerning Safe Schools, and their cooperating teachers provide orientation to governing policies. The importance of Strong Family and Community support is emphasized throughout our curriculum sequence, and has informed our collaboration efforts in Gaston County. In addition, the Department Chair serves on the Evaluation Committee of the Lincoln-Gaston County Partnership for Children.

#### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Education department efforts have been directed in three main areas during the preceding year: (1) revision of the specialty area and early field experience sequence to include modification strategies for all learners and a variety of instructional and assessment procedures for each concept/content lesson or activity; (2) attention to the lateral entry process, including more effective communication and documentation processes with local school systems as well as provision of scholarship assistance for lateral entry teachers, and (3) alignment of revised curriculum with new NCDPI and NCATE policies and standards. We have also worked on incorporating technology competencies into all specialty area courses, and have refined the technology portfolio process. We continue to develop new projects with low-performing schools and to provide intern opportunities for our Educational Studies (non-licensure) majors to work in a variety of community service environments. The education faculty has also collaborated with the Theology Department in order to develop a "Social Justice/Peace" concentration as well as a "Religious Education" minor.

#### **Supplemental Information (Optional)**

##### **I. Brief description of unit/institutional 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.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Teacher education faculty participates 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.

**K. Brief description of unit/institutional 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.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative 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

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	22
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>23</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>15</b>

**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
Pre-kindergarten (B-K)			
Elementary (K-6)	11	11	11
Middle Grades (6-9)	3	3	3
Secondary (9-12)			
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>14</b>	<b>14</b>	<b>14</b>
Comment or Explanation:			

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

	<b>Baccalaureate</b>
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	330
MEAN CBT-W	326
MEAN CBT-M	325
MEAN GPA	3.59
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	11	0	4	4
Middle Grades (6-9)	0	0	1	1
Secondary (9-12)	1	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>12</b>	<b>0</b>	<b>5</b>	<b>5</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	14	79
MG-Lang Arts	1	*
MG-Social Studies	1	*
Social Studies (9-12)	1	*
School Summary	17	76
Comment or Explanation: * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
U Licensure Only	8	3	4	2		
Comment or Explanation:						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	19	68	53

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Gaston	133
Charlotte-Mecklenburg	36
Lincoln	16
Kings Mtn. Dist.	8
Forsyth	5
Wake	4
Cleveland	2
Shelby City	2
Cumberland	2
Davidson	2

**I. Satisfaction of 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 Completers	Employer	Mean
the quality of the teacher education program.	4	4	3.86
the ability to effectively manage the classroom.	4	3.83	3.86
the ability to use technology to enhance learning.	3.67	3.5	3.86
the ability to address the needs of diverse learners.	3.67	3.67	3.57
the ability to deliver curriculum content through a variety of instructional approaches	4	4	3.71
Number of Surveys Received.	6	6	7
Number of Surveys Mailed.	17	17	17

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
5	0	9



13

# **Bennett College**

**2001 - 2002**







# **IHE Bachelor's Performance Report**

## **BENNETT COLLEGE**

2001-2002

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### **Overview of the Institution**

Bennett College is a 129-year-old private, small liberal arts college for women affiliated with the United Methodist Church. It has authority to offer degrees at two levels-Baccalaureate and Associate. The only historically African-American College for women in the state of North Carolina and one of the two historically black colleges for women in America, Bennett College is located in the southeast section of Greensboro, a rapidly expanding city of over 203,000 people. Bennett College comprises 55 acres of land and in addition, the college owns 112 acres of land in Sedalia, North Carolina, which is to be developed as a women's research and training center. Bennett College is committed to enhancing the potential for every woman enrolled so that the highest degree of success can be achieved by promoting the acquisition of knowledge in an environment of open inquiry. The College encourages in each student a commitment to life-long learning, technological competence, morally grounded maturation, and responsible social action in search of justice. Reflecting its dedication to high academic standards, the College diligently promotes excellence in scholarship, research, leadership development, and public service. As a United Methodist Church-related, historically Black College, Bennett welcomes students of all ages, religions, races, educating all to value diversity as an integral part of human culture. Bennett College has an enrollment of approximately 500 women from 33 states, 8 foreign countries and 9 religious denominations.

### **Special Characteristics**

Bennett College, "Soaring Towards The Height Of Her Possibilities" is the only historical African-American College for Women in the State of North Carolina. The basic philosophy undergirding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of the critical and analytical thinking necessary for students to become life long learners. Bennett College prides itself on the diversity of religions and cultures among the student body, faculty and staff. The student body consists of representation from eight foreign countries and nine religious denominations. The Teacher Education Program is dedicated to the development of facilitators of learning in the contemporary global community. Reflective practitioners, combining theory and practice, and celebration of diversity permeate the delivery of quality instruction in small personable class settings. The Bennett College, Curriculum and Instruction Program includes the Bennett College Children's House (a laboratory school for "three and four" year olds), the First Five Star Center in Guilford County. Additionally, of the 5,500 graduates of Bennett College, more than half majored in Education; Teaching in 31 states, two United States Provinces and 6 foreign countries, including Sierra Leone, Ethiopia, Bermuda, Ghana, Nigeria and Germany.

### **Program Areas and Levels Offered**

Licensure areas offered at Bennett include Elementary Education (K-6), Mathematics Education (9-12), Biology Education (9-12), Music education (K-12), English Education (9-12), and Special Education (LD and MH) (K-12).

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

To implement and maintain continuity and consistency of both state and national standards for educational programs; Bennett College collaborates with the public schools through involvement with program development, resource advisement, clinical experiences, partnership boards and committees, volunteer programs, tutorial project and curriculum design and delivery. The Curriculum and Instruction Teacher Education Committee utilizes retired and active teachers and administrators to assist with program planning, course offerings, program evaluation, and other key decisions related to the Teacher Education Program. During the Fall/Spring Semester 2001-2002, 80 students completed the Pre-Professional Practicums with classroom teachers in 13 Guilford County Schools. Public School teachers and principals serve on the Advanced Technology Portfolio Committee along with representatives from Business, Industry and other college professors to assess the technology portfolios submitted by student teachers. Greensboro College and Bennett College have continued the implementation of the 1998-1999 Grant received to train Lateral Entry Teachers. During the 2001-2002 institute, public school principals and teachers from three different school systems served as consultants for the lateral entry training. A Student Teaching Banquet is held annually at Bennett College for supervising faculty, principals and cooperating teachers who assist student teachers. A Guilford County Principal served as the 2002 Keynote Speaker for this annual activity. The Teacher Education faculty (7 members) consistently supports the area public schools, serving on school improvement teams, volunteering in the schools, and as members of the PTA(s). Two Teacher Education faculty members taught courses for Guilford County School Exceptional Child teachers. Additionally, public school teachers and administrators serve as guest speakers and consultants in social work courses, special seminars, methods courses, and ACES programs. Further, faculty members participate in the Lunch Buddies Program and two faculty members participate in the Mentoring Program at an elementary school. The Guilford County Sigma Pi Puzzle Contest received national recognition in Spring 2002. The puzzles for approximately 400 middle school students were developed by two Bennett College faculty members. Bennett College participates in the Piedmont Alliance, which includes all area colleges and universities, and the Guilford County Schools, Rockingham County Schools, Randolph Schools and other triad local education agencies.

#### **List of Schools with whom the Institution has collaborative activities.**

Partnership Schools: GUILFORD COUNTY, Alamance Elementary, Bessemer Elementary, Bluford Elementary, Foust Elementary, Peeler Open Elementary, Hampton Academy, Jones Elementary, Wiley Elementary, Washington Elementary, Vandalia Elementary school, Hairston Middle School, Jamestown Middle School, McIver Special School, Aycock Middle School, Ben Lee Smith High School, Dudley High School, Southeast Guilford High School, Allen Jay Middle School, ALAMANCE/BURLINGTON, Walter Williams High School, Broadview Middle School, Cummings High School, Haw River Elementary School, , Alexander Wilson Elementary School. CHATHAM COUNTY Chatham Middle School, Pittsboro Elementary School. Randolph County, Elise Middle School, Dalton High School. ROWAN COUNTY, Rowan/Salisbury High School. STOKES COUNTY, Southeastern Stokes Middle School. DAVIDSON COUNTY, East Davidson High School, East Ledford Senior High School. PRINCE GEORGES COUNTY, MARYLAND, Fairfield Heights High School. WINSTON-SALEM/FORSYTH - Atkins High School. HALIFAX COUNTY, all schools.

### **B. Brief Summary of faculty service to the public schools.**

The Bennett College Faculty is committed to supporting the Public Schools of North Carolina, thus College-wide support and service is consistently provided to the public schools from the three Academic Areas of the College (Professional Studies, Arts and Sciences). The Annual Women's Leadership institute, "Girls Lead

Conference" attracted 47 girls from 32 middle schools from the Rockingham, Guilford, Winston-Salem/Forsyth and Alamance/Burlington School Systems. During the 2001-2002 Academic Year, these young ladies participated in hands on workshops USING THE INTERNET AND WEBSITES, HEALTHY COMMUNITIES, HEALTHY YOUTH, MS. MANNERS and a TOWN MEETING moderated by a Teacher Education major. The Bennett College Music Faculty presented concerts at three high schools. Two faculty members from the Science Department served as judges for an elementary school science fair, faculty members serve on the following committees: Reading Volunteer Program, Foreign Exchange Student Program, Band Boosters, School Improvement Teams, Proctors for End-Of-Grade Test, and Lunch Buddies. The Director of Teacher Education worked with 2 fourth grade classes at Vandalia Elementary School the 2001-2002 academic year to prepare for the State Writing Test. The Elementary Coordinator served as a tutor for the Chavis Library Tutorial Program, the Vandalia Elementary School Tutorial Program and Lead Teachers for the Providence Baptist SAT Program in Guilford County. The Exceptional Child Coordinator serves as a surrogate parent for students with disabilities in Guilford County and is a Weekly Volunteer at Bluford Elementary School. The Department Chair facilitated the development of a service brochure and handbook that was disseminated to 17 school districts in North Carolina. Similarly, an "Enterprise Zone" Directory of Expertise areas of Faculty was distributed to 15 schools in Guilford County. The Vice President for Academic Affairs serves on the Alamance/Burlington Facilities Oversight Committee. The Department Chair, Director of Teacher Education and Coordinator of Social Work/Sociology conducted a retreat for the Leadership Team (Superintendent, Principals, Assistant Principals and Central Office Facilitators) of an Eastern North Carolina School District. The President of the College serves as a mentor to a middle school student. Psychology faculty members serve as reading volunteers on a weekly basis. Theater Arts presents an annual production for Guilford County elementary students that is held on the Bennett College Campus.

#### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

The Bennett College faculty supports beginning teachers through classroom visits, mentorships, and providing resources. Beginning Teachers serve on the Teacher Education Committee as partners to assist with planning and implementation for future teachers. Faculty have developed and implemented workshops specifically for beginning teachers; PARENT DEVELOPMENT AND SUPPORT, MOTIVATIONAL READING ACTIVITIES, ORGANIZING FOR INSTRUCTION, EFFECTIVE USE OF CENTERS, WORKING EFFECTIVELY WITH STUDENTS WITH DISABILITIES, CONDUCTING A SCIENCE FAIR, EVERY STUDENT CAN WRITE. "Teaching Belles", an organization supporting future teachers and beginning teachers mentor beginning teachers. Faculty visit, observe and assist beginning teachers consistently. Seventy (70) Pre-Practicum students were assigned to beginning teachers and assisted with tutoring, bulletin boards and clerical tasks. A joint program developed by Greensboro College and Bennett College The Piedmont Alternative Licensure Program (PAL) provides direct instruction to the beginning teacher. The Chair of the Department at Bennett College is the instructor for the initial course "The Nature of The Learner." This course introduces the beginning teachers to the profession and to student growth and development as the topic "What Teachers Need To Know and Be Able To Do" is explored. Pedagogy, Classroom Management, Teaching and The Exceptional Child" are topics addressed through direct instruction in the PAL Program. Each year, the PAL Program recognizes the accomplishments of beginning teachers at an Awards Banquet and presents them with a certificate.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

In 1998 Greensboro College and Bennett College collaboratively applied for and received a grant to develop a Lateral Entry Program. The Piedmont alternative Licensure Program (PAL) has operated successfully for four years, providing an accelerated developmental training program for Lateral entry Teachers. The program provides instruction in the areas of Classroom Management, Professional Expectations, Technology, Exceptional Children and Self Analysis. We began Cadres V and VI and the new PAL PLUS Cadres in March 2002 with 81 Lateral Entry Teachers enrolled. Surveys indicated that PAL candidates are highly satisfied with the support and knowledge they receive through the program. We realize that putting quality teachers in the classroom does not accomplish much if they do not stay in the classroom; thus, nurturing, coaching, and networking characterize the Greensboro College-Bennett College PAL Program. Bennett College hosted a

three-day seminar for 56 Lateral Entry Candidates in July 2002. Topics included The Middle school Program and Legal Issues In Education. Three faculty members from Bennett College continue to serve as members of the PAL faculty. They teach during the fall, spring and summer semesters and participate in advising, nurturing and professional support of Lateral Entry Teachers enrolled in the program. Bennett College faculty identified courses that could be scheduled to meet the needs of working adults and Lateral Entry Teachers. That information was disseminated to area schools. Further, area Lateral Entry Teachers are notified on a consistent basis of course availability.

**E. Brief description of unit/institutional programs designed to support career teachers.**

Career teachers are involved in co-teaching opportunities, recruitment activities and professional development activities at Bennett College. Bennett College faculty developed and distributed a handbook of "Tips For Teachers" (elementary, middle school, and special education). The handbook outlined specific strategies that could be utilized to enhance reading instruction, vocabulary development, classroom discipline and working with the exceptional child. Additionally, workshop information on "Bookmaking" and "Guiding Young Adolescents Through Advisor-Advisee Activities" was included. The Bennett College Children's House, a Five Star Center for three and four year olds continues to serve as a practicum site for interns from Grimsley High School, Ben Lee Smith High School, and Dudley High School. Pre-Professional Practicum students assist in career-teacher classrooms. Faculty also support career teachers by conducting workshops, volunteering, attending programs, accompanying classes on field trips, serving as guest speakers and as judges for contests.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The Bennett College faculty is committed to assisting schools in their efforts to continue to improve. Faculty members volunteer on a weekly basis, serve as tutors and provide support to teachers. Specifically, Teacher Education faculty has developed workshops designed to assist teachers of at-risk students. Five of the workshops were presented at the 2002 "Closing the Achievement Gap: Improving Minority and At-Risk Student achievement Conference. The Student North Carolina Association of Educators (SNCAE) Coordinated and implemented recreational and educational (tutorial) services for at-risk children in two housing developments in Guilford County. The Physical Education Instructor and the SNCAE supported the "More at 4" Program through which support activities were designed for pre-school teachers by sponsoring a "Kiddie Olympics" project. Twenty-five (25) area Day Care Centers were invited to the campus of Bennett College for the "Kiddie Olympics." One hundred-fifty (150) three and four year olds participated. Bennett College students, faculty, staff, administrators and area businesses supported this "imitative" to reach children who may be at greater risk of becoming low performing. The "Kiddie Olympics" is destined to become an annual event. The Chair of the Department and the Director of Teacher Education will present a workshop focusing on working with at-risk students at the National Association of Multicultural Education Conference in October 2002. This workshop was developed to assist teachers of at-risk students. The Teacher Education Faculty and Social Work Faculty conducted a retreat in June 2002 for a school system exploring strategies for school improvement. Bennett College is a member of the Historically Black College and University Network.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

In keeping with State Board of Education priorities during academic year 2001-2002, Bennett College Faculty has focused on the Achievement Gap, Diversity and Pre-school Programs. In responding to the achievement Gap, faculty members were encouraged to attend the Annual Closing the Gap: Improving Minority and At-Risk Student Achievement Conference and further encouraged to submit proposals to share their expertise in the area of "best practices" for working with at-risk students. Teacher Education faculty submitted five (5) proposals; 4 were selected for presentation at the 2002 conference. Another focus area has been diversity. Candidates in Teacher Education are required to demonstrate competence in working with students and adults in diverse settings. Courses have included more discussions, activities and higher expectations. Demonstrating proficiency

in a foreign language is a priority (6 hours in a foreign language is a requirement). Bennett College is a member of The Historically Minority Colleges and Universities Consortium of North Carolina (HMCUC), which represents twelve (12) private and/or public minority institutions, and the North Carolina Department of Public Instruction. To effectively address the achievement gap issue, member institutions expanded their outreach activities and emphasized engaging the total community. Bennett College developed an empowerment program to promote positive home-school relations. Three (3) Bennett College faculty members attended The HMCUC Uniting Communities To Close The Achievement Gap Conference. The Bennett College Children's House (the first Five-Star Center in Guilford County) is a leader in pre-school education. Practicum students from North Carolina A & T State University, Greensboro College and Guilford Technical Community College observe and assist at the Children's House. UNC-G utilizes the Children's House to give Rated License Consultants in the field experience in using the assessment instrument (ECERS) approved for assessing centers that are applying for 2-5 stars. The Children's House serves as a Training Site for Child Care Consultants hired by the Guilford County Partnership for Children (Smart Start). The Children's House is utilized by Guilford Technical Community College as a training site for Smart Start substitutes. While the pre-school program continues to grow academically, we will be looking at additional alignment as a result of "More At 4" and the Leave No Child Behind Act.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The focused priorities for academic year 2001-2002 at Bennett College included re-visiting the assessment system, analyzing teaching dispositions as it relates to character education, developing a safe schools curriculum and preparing for the Fall 2003 NCATE and DPI Re-accreditation visit. The Teacher Education Program has defined and aligned evaluative tools with the goals and objectives of the program and the goals and objectives of the College assessment system. The assessment plan has been graphically and narratively described and specifically outlines expectations at entry to the program at intervals during matriculation and upon exiting the program. Defining disposition and developing strategies to help Teacher Education candidates assess their own disposition as a professional educator helped to reaffirm the dedication of faculty to developing facilitators of learning for the contemporary global community. The safe school project grew out of our ongoing initiative to include character education as a component of all courses in Teacher Education. The inclusion of methods and materials to emphasize "safe schools" has "broadened" our knowledge and provided the opportunity to set up a safe schools resource center in The Micro Lab For Effective Teaching. Assessment of goals and objectives, organizing committees, reviewing course syllabi and developing plans are just a few of the tasks we've begun in preparation for NCATE/DPI 2003 re-accreditation visit.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

A personalized Praxis Plan is developed for each Bennett College Teacher Education Major. Tutorial Sessions for Learning Plus are coordinated and monitored by a designated faculty member. "ETS" Test-At-A-Glance Booklets are made available to education majors each semester. Conferences are held with students on an individual basis. Discussions of the Praxis Materials and reinforcement activities are required. Saturday tutorial sessions were sponsored by SNCAE. The Praxis resource Center has been expanded to include more material from independent publishers. Retired educators have paired with Teacher Education students to tutor for the Reading and Mathematics Praxis Test. Praxis information is disseminated through Education Majors Meetings, Bulletin Boards and through the Education 400 Praxis Seminar. All students enrolled in Education 200, Introduction to Education are required to complete a minimum of 20 hours on Learning Plus and students in SE 207 are strongly encouraged to take Learning Plus. Faculty members utilize test-taking strategies in their courses in order to familiarize students with test-question formats and timed writing and response activities.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Teacher Education Program develops and implements an Annual Recruitment Plan. During academic Year 2001-2002 all faculty members within the Department participated in College-Wide recruitment efforts. Activities included updating brochures in each licensure area, setting up information booths, providing the Admissions Office with leaflet information to use at recruitment fairs, participating in Bennett College Sunday on March 24, 2002. This inaugural event had teams of three persons (faculty or staff, student and Bennett College Alumnae). The teams visited area churches and shared information about the program. Further, Teacher Education faculty visited area high schools and met with guidance counselors and assistant principals to give them information related to Bennett College. Faculty participated in College-A-Rama, faculty advising and made public speeches to school groups to promote Teacher Education. Faculty representatives also attended recruitment fairs at Guilford Technical Community College. At Bennett College, Recruitment is a priority and a continuous endeavor.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Bennett College continues to welcome students of all races, religions and cultures. Yet attracting other races to the College continues to be a challenge despite the many efforts of the Curriculum and Instruction Program and the Office of Admissions. Cooperative Agreements with the Community Colleges have been explored, Teacher Education Scholarships are posted and disseminated; further, collaborative initiatives with the Consortium (area colleges and universities) is ongoing. The "PAL Program, an alternative licensure program developed and implemented with Greensboro College has been very successful (74% to 67% of the PAL candidates are minority Lateral Entry Teachers in Piedmont North Carolina). The 2001 PAL summer program consisted of 49 candidates: 67% minority and 36% male representing 15 school systems and 12 counties. Licensure Areas included: middle school and k-12 content areas. There were 81 2002 PAL candidates from 14 counties and 16 school systems. Seventy-four percent (74%) were minority and 34% were male. Candidates in the 2002 Cadres represent elementary, middle grades, special education, secondary and K-12 content areas. The "Teaching Belles"; an alumnae group promoting teacher education continues to pair a retired teacher educator with a future teacher educator for nurturing and coaching.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

Bennett College, "Soaring To The Heights Of Her Potential" The above theme indicates what we will be about for the next five years. President Johnetta Cole has committed to "lift" Teacher Education here at Bennett College! As we prepare for a new academic year, the NCATE/DPI Re-accreditation Visit, new technologies and new programs, we are confident that we can produce Highly Qualified Teachers who are Facilitators of learning In The Contemporary Global Community.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time					
	Male		Female		
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	16	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	0	Total	16	
	Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	0	Total	0	
Part Time					
	Male		Female		
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	Total	0	Total	0	
		White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
		Other	0	Other	0
		Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	0	Total	0	

**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
Pre-kindergarten (B-K)			
Elementary (K-6)	42	42	8
Middle Grades (6-9)	9	9	6
Secondary (9-12)	11	11	3
Special Subject Areas (k-12)	3	3	1
Exceptional Children (K-12)	18	18	4
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>78</b>	<b>78</b>	<b>21</b>
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	177
MEAN PPST-W	178
MEAN PPST-M	175
MEAN CBT-R	327
MEAN CBT-W	321
MEAN CBT-M	323
MEAN GPA	3.33
Comment or Explanation:	



**D. Program Completers (reported by IHE).**

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	5	1	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	9	1	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	50
Spec Ed Learning Disabled	2	*
School Summary	6	50
Comment or Explanation: * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed		

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

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

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	7	57	43

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Guilford	74
Charlotte-Mecklenburg	29
Forsyth	22
Wake	17
Cumberland	10
Durham Public	10
Alamance-Burlington	9
Vance	6
Gaston	5
Rockingham	5

**I. Satisfaction of 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 Completers	Employer	Mentor
the quality of the teacher education program.	3.5	3	3.5
the ability to effectively manage the classroom.	3.5	3	3.5
the ability to use technology to enhance learning.	3	3	3
the ability to address the needs of diverse learners.	3.5	3	3.5
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	3	3.5
Number of Surveys Received.	2	1	2
Number of Surveys Mailed.	3	3	3

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
2	6	1

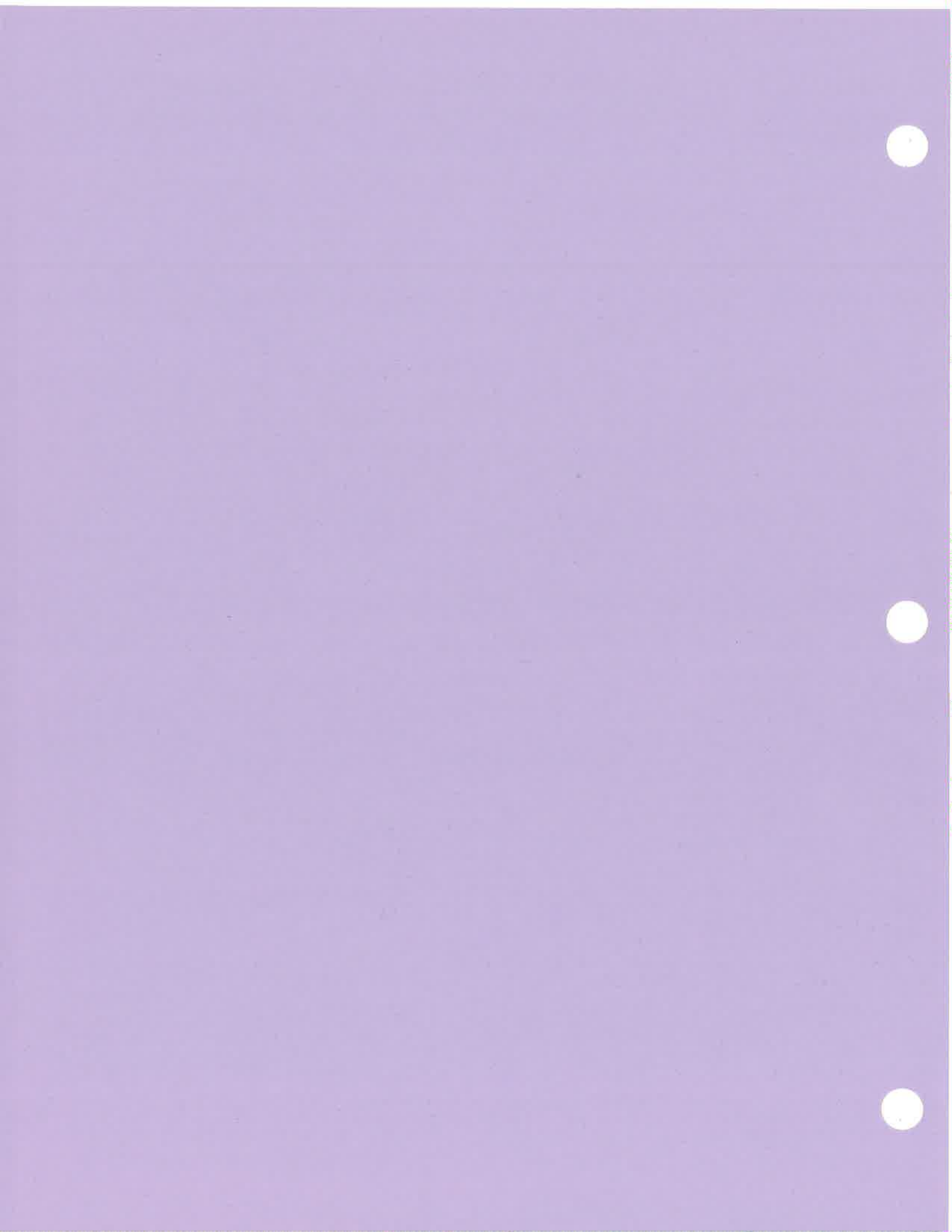




# **Campbell University**

**2001 - 2002**





# IHE Bachelor's Performance Report

## CAMPBELL UNIVERSITY

2001-2002

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### Overview of the Institution

Campbell University is a university of the liberal arts, sciences, and professions committed to helping students develop an integrated Christian personality characterized by: a method of critical judgement; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness to the world and society in which they live and work. Campbell University, founded in 1887, is the second largest Baptist University in the world, the second largest private institution in North Carolina, and is affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, University faculty seek to model Christian principles to students and to foster their application to daily life. The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University is made up of six schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

### Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching.

### Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas: Elementary Education (K-6), Middle Grades Education (6-9) with concentrations in Language Arts and Social Studies, Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies, Vocational Education (7-12) in Family and Consumer Sciences, and Special Subjects (K-12) in the areas of Physical Education, Music, French, and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6), Middle Grades Education (6-9) with a concentration in Language Arts or Social Studies, Secondary Education (9-12) areas of English, Mathematics, and History, Special Subjects (K-12) in Physical Education, and Special Service Personnel (K-12) in the areas of School Counseling and School Administration.

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

Campbell University collaborates with nine school systems to provide field experience placements for students. Ten education faculty supervise those field experiences collaboratively with cooperating teachers and supervisors, who provide program evaluation through a survey at the end of each field experience semester. Representatives from Harnett (Ms. Cecilia Gregory, Dr. Nancy Holmes, Dr. John Whitley, Mr. Donald Andrews), Johnston (Ms. Robin Little), and Wake County (Ms. Toni Patterson) Schools served on NCATE 2002 committees. Ms. Robin Little, Johnston County Schools, continues to be a member of our Teacher Education Committee and served as President of Friends of the School of Education. The America Reads program, coordinated by Dr. Johnson, provides Campbell students with opportunities to tutor in Harnett County Schools. Dr. Durham serves as guest science teacher in elementary classrooms in Harnett, Johnston, and Wake Counties. In addition, her graduate students in research conduct action research projects addressing issues of concern to surrounding public school systems. Dr. Morrison served on the selection committee for the NC Principal of the Year. Dr. Davenport has served as reviewer for NBPTS portfolios for local teachers involved in the NBPTS licensure process, and reviews manuscripts submitted for publication in the NC Journal of Teacher Education. Dr. Calloway serves on the Even Start Council in Harnett County and the Harnett County School Health Alliance. She has worked collaboratively with an elementary counselor in Buies Creek and Angier Elementary Schools to provide appropriate activities for young children whose parents were participating in Parenting classes. Dr. Engel serves as teacher for web-based social studies courses for Cumberland County's Web Academy. The SOE provides office space for Donna Stewart, Harnett County Teacher on Loan to NCDPI, developing web-based materials available online to fifth-grade teachers. She has worked collaboratively with staff to identify students for field testing materials and with graduate students to collect data and materials for use in the project. Drs. Calloway and Moxley coordinated student evaluators for the statewide conferences for FACS students.

#### **List of Schools with whom the Institution has collaborative activities.**

Partnerships for implementing collaborative field experiences currently exist with Harnett County, Johnston County, Wake County, Cumberland County, Lee County, Wilson County, Wayne County, Duplin County, Fort Bragg Federal, and Sampson County. Signed agreements detail the collaborative responsibilities and roles for both the Campbell University School of Education and each local school system with regard to field experiences for candidates. In addition, The School of Education provides office space for the Harnett County Teacher On Loan to the State Board of Education. Her presence has meant that Campbell benefits from the technological activities she has developed, and she has served as a consultant/resource presenter for classes, etc. Dr. Durham's Research Class has worked with her to identify research projects which have resulted in several candidate products which have been useful additions to our CMMC.

### **B. Brief Summary of faculty service to the public schools.**

The SOE faculty are substantively involved with public schools. Dr. Betty Davenport assists public school teachers in the preparation of materials for National Board Certification. Dr. Mary Ellen Durham provides leadership for local, state, and national workshops and presents science demonstration lessons in local public school classrooms. Dr. Sam Engel teaches in the Cumberland County Web Academy. Dr. Carolyn Morrison worked as chair of one of the initial State Assistance Teams, and serves as consultant to East Wake Academy, and participates in Read Across America. Arts and Sciences faculty are regularly involved with public schools. In Social Sciences, Dr. Martin, History and Government, annually teaches a European



History Class at Harnett Central High School; Dr. Lloyd Johnson, History and Government, serves as a judge in the History Bowl. Dwayne Wilson (Music) was guest clinician for the Harnett All-County High School Honors Band; Phillip Morrow was guest clinician for the NC All-State High School Honors Chorus; Phillip Melvin (History) delivered a lecture on Viet Nam to Cape Fear Christian Academy; Frank Vaughn delivered the graduation address to Springhill School at Dorothea Dix Hospital. The Mathematics faculty host the regional math contest each year. Biology faculty serve as judges in local science fairs, present lectures and teach classes in the local schools. The School of Pharmacy sponsored a Step Into Science Workshop involving 16 middle school science teachers and 80 middle school students. The School of Pharmacy and the Departments of Biology and Chemistry implement a disease awareness and prevention program in Harnett Central Middle School, using Pharmacy residents and faculty from biology and chemistry to teach courses to middle school students. The Department of Athletics coordinates the involvement of athletes with public schools, including participation in mentoring programs at Broadway, Angier, and Buies Creek Elementary Schools, and "Shadow An Athlete" days, where students come to campus and are paired with an athlete for a day. English faculty volunteer to read to students in Buies Creek Elementary School, participate in PTO's, proctor end of grade tests, and serve on local school committees.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

A follow-up is conducted each year to determine where graduates are employed. Faculty use this information to contact students individually during their first few years of teaching for assistance with specific problem areas. Faculty are available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Contact is maintained with the mentor and ILT coordinators in surrounding counties so that faculty may assist beginning teachers as needed. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a small scholarship for a graduate student to take graduate classes. The School of Education Newsletter is mailed to each graduate as a means of keeping them connected with the SOE. Dr. Durham has begun to build an electronic teacher consortium involving four public school teachers in dialog with student teachers and their mentors. The course, Supervision of Pre-service and Novice Teachers, provides training for mentors and supervisors who will be working with new teachers. Products generated by students from that class are being collected in the CMMC for sharing with new teachers and new mentors.

**D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Dr. Samuel Engel serves as Lateral Entry Coordinator, developing plans of study for licensure-only programs, or the A-Plus Masters Program. The A-Plus-Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Lateral entry programs of study are developed with particular attention to documented life experiences being used to equate to as many of the requirements as are appropriate, and still maintain the integrity of the state licensure requirements. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as cooperating teacher, to complete the internship semester. Modifications in the internship requirements allow lateral entry candidates who can document successful public school teaching experience to meet the requirement with a reduced length internship experience. The internship experience provides these students with direct feedback in their own classrooms and provides a vehicle for direct input by university faculty into public school programs, as well as input into School of Education programs by public school personnel. The SOE continues to work with the NC Model Teacher Education Consortium to provide on-campus and off-campus courses for lateral entry teachers. Dr. Donna Woolard in exercise science presents Praxis preparatory sessions for physical education students; Dr. James Martin in government and history works individually with lateral entry students to prepare them for the Praxis II Social Studies test. Dr. Betty