

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

The SOE is committed to on-going support of beginning teachers to ensure successful induction and retention in the profession. Program coordinators or clinical faculty visited beginning teachers from A&T or other universities in all licensure areas to observe, mentor, and supervise. The SOE collaborates with school districts by providing two fulltime clinical NBPTS certified teachers to work with beginning teachers. The clinical faculty strategically organized seminars, established programs and initiatives to meet the needs of beginning teachers. Newsletters, on-line consultation, web- page to list concerns, e-mail and telephone consultations were also used. Additional activities included a PBL product workshop, 24 hour library services, donated textbooks and materials, access to technology and physical education equipment, and one-on-one site visits by university faculty. More than 400 beginning teachers and 20 school districts were served by these activities. Beginning teachers consistently attended Praxis II workshops (40% of the attendees were from other institutions). The SOE implemented its annual Beginning Teacher Survival Seminar Series (BTSSS). The goal of the annual survival series is to retain more quality teachers in the profession by assisting them to resolve problems. Approximately 80 beginning teachers attended two, one-day workshops sponsored by the SOE. The seminar included topics to address the needs of beginning teachers, such as, classroom management, PBL preparation, working with parents, technology in the classroom, incorporating Character Education, and instruction with inclusion. University faculty mentored a number of beginning teachers. A survey of beginning teachers indicated that 65% of beginning teachers needed classroom management. The annual celebration for beginning teachers is designed to acknowledge all beginning teachers in the region (60% of the teachers were from other colleges and universities). The SOE hosted the training for PBL assessors training. Attendees were university faculty and classroom teachers. Following the training, faculty worked with beginning teachers to create and assess the PBL Portfolios. Three SOE faculty conducted workshops on writing and reading for beginning teachers at Dudley High School and hosted a three- day professional staff development retreat. Other units within the university assist beginning teachers. The School of Agriculture provided summer workshops for beginning teachers. The College of Arts and Science offered workshops for beginning science teachers on Saturdays. The Physical Education Department provided technology support and equipment for beginning teachers. First year special education teachers complete a daylong workshop for new teachers. Topics such as special education program competencies needed, mentor roles and responsibilities, diversity preparation and the PBL product were discussed. Two beginning teachers were sponsored by the SOE to attend a national conference on technology.

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

The SOE ensures that all 325 lateral entry teachers who enroll at North Carolina A&T in 31 licensure areas from more than 10 school districts are enrolled in the appropriate programs to complete their licensure in a timely manner. A full time faculty in the SOE coordinates the program along with the program coordinators in the licensure areas. All decisions regarding professional education are coordinated in this "one stop" office. Transcripts are evaluated, students are advised, and programs are developed for lateral entry teachers to meet their specific needs. Special arrangements of classes and courses are structured to ensure that lateral entry candidates have the courses they need to be successful during their first year of teaching. The SOE allows lateral entry candidates to take courses at other universities to allow for convenience and ease to enroll in the proper courses in a timely manner. The SOE administrators attend the local school districts interest sessions for lateral entry candidates and inform them about the programs at NCA&T. They also meet with personnel officers and send letters requesting specific needs of lateral entry candidates. We have collaboratively established a web page with two regions in the Piedmont Triad and the Sand Hills to provide on-line preparation for Praxis II. Programs are being developed to recruit and prepare more science and math teachers, especially in middle grades. The summer, weekend and evening programs are tailored specifically to meet the needs of the lateral entry teachers. For example courses are offered that address certification because 2/3 of the candidates in summer school are lateral entry candidates. Courses are offered in blocks of content and pedagogy to better

prepare candidates to function in the classroom during the first year. Changes in requirements for lateral entry are reflected in the design of the programs. The elementary program revised the standard course of study for completion without jeopardizing program quality. To ensure that lateral entry candidates will be successful and that student teaching is waived for successful candidates, they are observed and evaluated by the faculty. Lateral entry candidates must meet the same standards as other candidates including the development of portfolios and completion of Praxis II. Special initiatives to accommodate lateral entry include the PBL certification program in which 12-18 credit hours are offered on-line. The lateral entry program was revised to create a fast track admission and speedy transcript evaluation process. Additionally, support for lateral entry candidates is provided through evening seminars for Praxis II. The SOE collaborates with UNCG to offer the NC-Teach program for lateral entry teachers as well. Faculty participated in curriculum workshops in which modules were developed for social studies, special education, science and mathematics for the NC-Teach Project. One faculty from the SOE teaches in the NC-Teach Program each summer. Each year, three faculty serve on the curriculum revision committee to strengthen this lateral entry program.

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

The SOE committed its resources to providing professional development activities to support and retain career teachers through special programs and activities that are offered on a consistent basis. Activities such as on-going seminars, workshops and graduate courses to help career teachers demonstrate "best practice" for closing the achievement gap, improving performance on end-of grade tests, teaching content, planning and conducting assessment, addressing diversity, and using technology were provided. We actively recruited and assisted career teachers in seeking National Boards for Professional Teaching Standards in their fields. To this end, we provided mentoring and workshops throughout the certification process. Two NBPTS seminars were offered annually to approximately 240 career teachers. The graduate program goals and objectives are aligned with NBPTS. Career teachers were actively recruited to complete the advanced master's degree. In the College of Arts and Sciences, on-going seminars were offered in mathematics and science to career teachers. Workshops on elementary science inquiry were offered annually to 75 teachers in several school districts. Workshops were provided for 90 teachers on the new accountability standards for North Carolina. Workshops on calculators were provided for 26 math teachers. The faculty in physics demonstrated the use of technology in physics and Smart Classrooms. Workshops on implementation of technology in the classroom were provided for cooperating teachers and teachers from partnership schools. For some of the workshops, participating teachers were paid \$500 per week. Another workshop on technology was conducted with student teachers and career teachers using a mobile laboratory that was placed in Dudley High School. Seven teachers participated in a weeklong workshop on minority advancement in bio-molecular sciences by the biology faculty. A series of workshops on measurement and evaluation in Rockingham, Guilford and Caswell counties served more than 50 teachers. Three technology workshops were held with career teachers to train them to work with the NET SCHOOL Orion program to develop learning experiences for secondary students in English, business, and history. Faculty from high schools and the partnership schools participated with the SOE in semester long workshops on diversity, reflection, technology and assessment. More than 6 schools, 5 principals and 10 faculty were involved in this professional development. These activities impacted more than 3,000 students. Faculty participated in staff development along with Hairston Middle (65 teachers) and Dudley High School (40 teachers) on the A&T campus. Pre-advanced placement classes were provided for 38 career teachers to help them in closing the achievement gap and improving performance for middle grade students. Career teachers (4) made presentations at state/national conferences as part of the professional development activities. Career special education teachers representing 6 PDS schools serve on the special education advisory board. They assisted in reforming the special education program, and attended professional development workshops and presented at conferences (3).

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

A&T State University is making concerted efforts to work with low-performing public schools in its service area. The SOE wrote a grant to address the needs of five low-performance high schools. While there are no schools within the "service area" that meet the states criteria for low-performing, there are multiple schools with large numbers of low-performing students. Much of our emphasis is aimed at providing programs and activities

to enhance the performance of low performing students in our service area. For example, students from the University are encouraged to mentor students in low performing schools. An after school program in collaboration with low-income housing has been designed to help children in the area. Another program has been designed to work with students from rural areas (southeastern NC), which have a high number of low performing schools. In addition, the Office for School Services has an ongoing commitment to organized assistance to public schools. For example, 91 faculty provided services in 12 LEA's, serving approximately 30,000 students, many of whom were low-performing. The projects and activities described below show a commitment to assist schools through curriculum development and support for technology. A project with Ferndale Middle School provided career information to enhance communication and self-esteem for 273 sixth grade students. Thomasville City and Guilford County schools collaborated with A&T to implement a GEAR UP program to assist low-income and low-performing students to prepare for college. Three (3) schools and 671 students participated. Activities included: tutoring and mentoring (301 students), campus classes in science, engineering and technology, distribution of 93 lap top computers with internet service and back-packs for students to transport. Technology training was provided for 50 teachers, 200 students and 75 parents. Other activities included giving classroom supplies and materials, visiting several community colleges and four year institutions, attending a two (2) weeks summer enrichment program (21 students) which included foreign language, English, mathematics, communication, mass media and an intensive summer tutoring program for 107 students who failed sixth grade. A recent grant provided a wireless computer lab for low-income students in one high school. Our computer specialist is working with a consortium of school systems and a private corporation to develop internet-based activities to support the performance of students in low-performing schools. The school systems involved include Lee, Pender, Chatham, Rockingham and Thomasville City. A group of counseling interns worked with students at Hall Woodward School. The SOE designed a public school services directory that lists faculty and their area of expertise. This web-based directory is available to low-performing schools.

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

The SBE priorities addressed were closing the minority achievement gap and assisting low performing students in schools in our service area. The SOE, and university allocated resources and faculty to: (1) assist students and schools to close the minority achievement gap, (2) work with students who were at-risk of failing end of grade tests/gateways, and (3) work with parents of students who were at risk of failing EOGs/gateways (EOG) or dropping out of school. Faculty from the SOE, teacher education faculty, and university students participated in a SOE sponsored mentoring program implemented in number of elementary, middle and high schools in the area. Public school students were assigned mentors (university faculty and university students) who visited them at least once per week during the academic year. The mentoring program facilitated collaboration between the school, university and community where the school was located. Faculty from public schools participated in faculty development workshops on campus that addressed issues concerning closing the achievement gap with emphasis on diversity, assessment, reflection, and technology. The university is an active member/participant in the Historically Minority Colleges and Universities Consortium (HMCUC) per the Chancellor's appointment of the Dean and Associate Dean of the SOE as representatives. The primary goal of the HMCUC is to "close the minority achievement gap" in North Carolina. The HMCUC coordinated a variety of programs and initiatives in member institutions that focused on closing the achievement gap. These activities included grant writing to support local programs, "best practices" sharing sessions for public schools and university faculty, and facilitate programs and activities that bring attention to the problem. Through an HMCUC grant, the SOE implemented a project entitled "Learning Together" where at-risk students were brought to the campus for afternoon tutorials and subsequently participated in a weeklong summer residential and day camp. A significant feature of the "Learning Together" project was that it established collaboration among public school administrators/teachers, university faculty/students, parents, and a community service organization, Family Services of the Piedmont. Through collaborating with Family Services of the Piedmont the SOE was able to assist students by assisting their parents. The SOE/University sponsored a GEAR-UP Project that is federally funded to support 650 middle grade students who need academic help. A specific objective of that program was to work with parents, students and schools to close the achievement gap. Two schools districts (Guilford and Thomasville City) have students involved.

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

Special emphasis during the report year was on clarifying the "Conceptual Framework" (CF), curriculum alignment, institutionalization of Praxis assistance for students, and service to public schools. Clarification of the units CF was imperative, given the CF should permeate everything we do. Clarification of the CF involved faculty, candidates, public school teachers/administrators and community personnel in vigorous productive discussions surrounding several issues such as: (1) defining NCA&T teacher education program vision, goals and objectives, (2) identifying/clarifying institutional standards for teacher preparation, and delineating who our stakeholders are and the development of programs that address identified needs of our candidates. The outcome of this process was a change in the CF model from an input/output model to a pyramidal shape model that identify institutional standards as Diversity, Assessment, Reflection and Technology (DART). Consequently, all SOE curriculums were re-aligned with institutional, state, and national standards. All initial programs have been aligned with institutional (DART), state, INTASC, and NCATE standards. All advanced programs have been aligned with institutional (DART), state, NBPTS, and NCATE standards. The CF provided direction for all program activities including instructional delivery, curriculum alignment, resource allocation and program planning. The goal of curriculum alignment was to ensure high standards throughout all licensure programs. The institutionalization of assistance to students for the Praxis examinations enabled the university to assist more students to become licensed while concurrently providing a vehicle to assess program effectiveness through student performance on entrance (Praxis I) and exit (Praxis II) examinations. Closely aligned to the preparation for entrance and exit examinations is the assessment system which was another major emphasis during the past year. The system was designed to systematically institutionalize a systemic method of monitoring students' progress throughout the teacher education program from entrance to acquisition of the permanent license. Students in all licensure areas are provided systematic instruction via specially designed/planned workshops and seminars in addition to regular classroom instruction to assist them to pass licensure examinations. The SOE, teacher education and university faculty have renewed their commitment to provide service to public schools, per leadership of the SOE. The SOE, teacher education and university faculty have provided extensive service to public schools in the form of faculty development for public school teachers, mentoring and tutoring program for students, assistance for students at-risk of failing EOGs/gateways and their parents, and provided meeting facilities for faculty development programs.

Supplemental Information (Optional)

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

The University developed a systematic comprehensive strategy to assist students to pass Praxis tests. All licensure programs addressed Praxis II specifications through curriculum alignment, special study sessions, specific review courses for content, on-going test bank development, individualized tutorials, faculty development (such as test-taking skills and item analysis of test results), follow up on students who were not initially successful, additional support such as, curriculum review, test taking strategies, and pre-post assessments. The SOE developed a well-defined plan and model for assisting students to pass both Praxis I and II tests. The assistance model for Praxis I involved the development and implementation of a simulated formal admission process, which consists of three academic support components: (1) classroom instruction, (2) individual tutorial and assistance, and (3) computer assisted instruction utilizing Learning Plus. Learning Plus, a computer program designed by Educational Testing Service, provided students with diagnostic exercises, tutorials and final assessments. A faculty member was employed to provide direct classroom instruction and to tutor students with individual needs in the areas of reading, writing, and mathematics. The faculty member developed individual assistance plans for each student per results of the Learning Plus diagnostic exercise. An evaluation loop enabled the program administrators to continuously study student performance and assist with formative evaluation for the improvement of student performance on Praxis I tests. The simulated admission

process provided students with a support program that helps them with all three components of Praxis I. Between 75% and 80% passed Praxis I with a mean significantly higher than the state cut-off score, suggesting that our intervention has been successful. The plan for improving Praxis II (licensure tests) is described by our theoretical model, which is referred to as "Integrated Praxis II Preparation Model." The components of the model are: (1) curriculum alignment, (2) resource development, (3) strategy development, and (4) implementation. The curriculum alignment component involves continuously revisiting the instructional program to ensure that the knowledge base of the test is included in instruction. Teacher education faculty in consultation with content faculty regularly convened focus groups to discuss issues pertaining to "best practice" in instructional delivery. Faculty in all licensure areas have developed extensive test banks in specialty areas. An on-line tutorial has been developed in elementary education to assist students. Additionally, students participate in a series of workshops and activities that focus on the individual needs based on Praxis II results. The Associate Dean of Education coordinates Praxis II review sessions, thereby developing and distributing a University schedule. These workshops are conducted systematically throughout the academic year and during the summer. As a result of our effort to improve Praxis scores, 100% of our student teachers passed Praxis II during the past academic year.

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

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

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

Although students formally admitted and enrolled full time in our Teacher Education programs are approximately 88% African American and 71% female, special initiatives have been instituted to increase minority students who have excelled academically. In collaboration with the Teaching Fellows Program, 1,500 applications were sent to perspective minority candidates. Candidates who did not receive Teaching Fellows scholarships were aggressively recruited and offered scholarships by the SOE. A list of minority students in North Carolina who scored in the range of 950-1000 on the SAT has been purchased from ETS. These students are actively recruited by the SOE. Our recruitment efforts are directed towards attracting students from diverse backgrounds with respect to ethnic, cultural and/or religious orientation.

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

One of the primary new initiatives for the past year was faculty development, which was implemented concurrently with our preparation for the NCATE visit during April 2002. The School of Education under the leadership of the dean held numerous faculty development workshops, seminars, programs and activities that focused on topics such as diversity, NBTPS, assessment, technology and "best practice". The faculty development program enabled our faculty to enhance knowledge, skills and identify specific candidate dispositions that contribute to success and assisted the faculty to bring into clearer focus our vision and mission as a teacher education program. Another initiative of the faculty was to become more directly involved with public school teachers, administrators and students. An outcome of this initiative was the establishment of a collaborative program with Hairston Middle school where we assisted 24 students to pass the state mandated gateways. Additionally, university faculty supervised lunch at Dudley High School to provide schoolteachers greater opportunities to plan and concurrently provide information to public school students about higher education. A new initiative, the establishment of the "Dean's Book Club" was designed to raise the academic standing and scholarship of students. Students were provided an opportunity to speak a second language and to develop an appreciation for diversity. The integration of conversational Spanish into a selected professional educational course that all students take will encourage candidates to speak Spanish. The SOE has established a mentoring program that involves faculty and students in two elementary schools. This program has been successful to the extent that three additional schools have requested it. The GEAR-UP project, which prepares middle grade students for college, involved over 600 sixth graders

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	19	Black, Not Hispanic Origin	72
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	11
	Other	0	Other	1
	Total	22	Total	84
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	0
	Other	0	Other	0
	Total	1	Total	1
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	6	Total	24

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

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	328
MEAN CBT-W	320
MEAN CBT-M	325
MEAN GPA	3.25
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	3	2	0	0
Elementary (K-6)	8	4	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	5	4	2	2
Special Subject Areas (K-12)	5	2	0	0
Exceptional Children (K-12)	2	2	7	7
Vocational Education (7-12)	5	2	1	1
Special Service Personnel	0	0	0	0
Total	28	16	10	10
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	1	*
Biology (9-12)	1	*
Business Ed	2	*
Elementary Education	36	75
English	1	*
Math (9-12)	4	25
Music	2	*
Physical Ed	4	100
Social Studies (9-12)	3	*
Spec Ed: Cross Categorical	5	100
School Summary	59	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
Baccalaureate degree	16	6	7	4	3	4
U Licensure Only				1		1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
U Licensure Only		1	3			4
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	61	79	62

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	599
Forsyth	182
Charlotte-Mecklenburg	130
Rockingham	107
Cumberland	84
Davidson	77
Durham Public	67
Wake	61
Alamance-Burlington	60
Randolph	58

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.	3.33	3.17	3.75
the ability to effectively manage the classroom.	3.4	3.05	3.46
the ability to use technology to enhance learning.	3.47	3	3.77
the ability to address the needs of diverse learners.	3.53	3.11	3.31
the ability to deliver curriculum content through a variety of instructional approaches.	3.53	3.26	3.54
Number of Surveys Received.	15	19	13
Number of Surveys Mailed.	38	38	38

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
44	9	1

IHE Graduate Performance Report

NORTH CAROLINA A & T STATE UNIVERSITY

2001-2002

Overview of Master's Program

The School of Education administers sixteen (16) Masters degree programs located in the College of Arts and Sciences, Schools of Agriculture, Education and Technology. All Masters licensure programs were revised three years ago and subsequently approved by SDPI. The content of all Masters programs was revised to focus on instructional expertise, knowledge of the learner, research expertise, connecting subject matter and learners, and professional development and leadership. A number of program features were implemented to enhance scholarship and work performance of program completers such that improvement of learning of public school students would take place. For example, all candidates admitted to the program are required to have licensure in their teaching area. Additionally all masters programs were designed to attract practicing teachers who have demonstrated "best practices" while working in schools. A specific requirement that is addressed during the core courses phase of all programs is to present a completed INTASC Portfolio as evidence that basic pedagogy, knowledge, skills and dispositions have been mastered. As an exit requirement, all master's degree candidates must produce a NBPTS portfolio or an NBPTS-like portfolio if their area does not have NBPTS, conduct a major action research project in a school, and/or produce a product that is specific to their teaching area, such as a piece of software. Further, all master's degree candidates must pass at least one comprehensive examination. All courses are aligned with the North Carolina State Department of Public Instruction guidelines for advanced programs, NCATE and National Board standards as well as those for individual courses such as English or Biology. During the required internship in CUIN 721, both pedagogy and content knowledge are assessed with regard to INTASC standards or NBPTS standards, depending on the years of experience of the candidate, during observations made by the Department of Curriculum and Instruction faculty and field specific faculty.

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	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	2	Total	6
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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	5	Total	7
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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	5

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

	Masters
MEAN GPA	3.66
MEAN MAT	NA
MEAN GRE	985
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	2	1	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	2	2	1	0
Special Subject Areas (K-12)	1	1	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
Total	6	5	2	1
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	100
Physical Education	1	*
Reading (graduate)	1	*
School Summary	7	100
Social Studies (9-12)	1	*
* 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.	4	3.5
the ability to connect subject matter and learner's needs.	4	4
the ability to Implement research-based approaches in the education profession.	3.5	3.5
the ability to assume leadership roles in school and the education profession.	3.5	3.5
the ability to facilitate learning for diverse students	4	3
the ability to engage in continuous professional development.	4	4
Number of Surveys Received.	2	2
Number of Surveys Mailed.	7	7



NC Central University

2001 - 2002



IHE Bachelor's Performance Report

NORTH CAROLINA CENTRAL UNIVERSITY

2001-2002

Overview of the Institution

North Carolina Central University, a historically African-American institution of approximately 6,100 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well-respected institution that it is today. During 1972 NCCU was incorporated as an institution of the University of North Carolina. Maintaining its rich liberal arts tradition, the mission of the University, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished group of just ten universities across the nation that have adopted such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been proactive in crafting and achieving a new and expanded vision. African American students still makeup 96% of the undergraduate population, while European American enrollment approaches 50% in some graduate programs. Today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation.

Special Characteristics

North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of under represented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students, over 30% are from first generation college families and over 85% qualify for some financial assistance. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career level to refine or redirect their career path. A more accurate reflection of the university's success in preparing student academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worth of note is that the current Chairman of the Board of Governors of the University of North Carolina and the current Governor of the state of North Carolina both hold degrees from NCCU. NCCU's teacher preparation program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State Department of Public Instruction (SDPI). NCCU views teacher preparation as a university-wide responsibility and celebrates differences in candidates and P-12 students by focusing on "preparing educators for diverse cultural contexts." This commitment is symbolized in a new state-of-the-art technology ready education building and in programs that reflect current research on quality teaching.

Program Areas and Levels Offered

2001-2002 Teacher Education Programs at North Carolina Central University included the following undergraduate programs: Elementary Education, Middle Grades Education, Biology, Chemistry, English, Mathematics, Physics, History/Social Studies, Art, Health Specialist, Family & Consumer Sciences, Modern Foreign Languages-French, Modern Foreign Languages-Spanish, Music, Physical Education, Theater Arts, Birth-Kindergarten-Graduate Licensure Programs offered in the School of Education included the following: School Counseling, Curriculum and Instruction, Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A new Master in Teacher (MAT) in Special Education is offered, as well. The university also offers the Library Media, Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, and Education Technology. New programs added during the 2001-2002 year for implementation in the fall include: the Master's in School Administration, the Master's in Computer Specialist, and four advanced Master Degree Programs through the College of Arts and Sciences in Mathematics, English, Physical Education, and Family and Consumer Sciences.

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.)

NCCU's collaborative activities with the public schools are driven largely by the priorities and framework of its University-Schools Teacher Education Partnership (USTEP). Our partnership consists of six local school districts, three community colleges, and the College of Arts and Sciences. The Partnership emphasizes substantive, sustained, need-based collaborative initiatives, believing that major long-range initiatives based on real needs of all partners have the greatest potential for improving P-12 student achievement and teacher preparation. Collaborative activities include: 1) The VITP's Professional Development Partnership with The Governor Morehead School for the Blind has been expanded to include the Wilson School for the Deaf providing instruction and training in the specialized area of Deaf blindness to in-service and preservice teachers. Three full-time faculty members dedicate 75% of their time to these two school systems, where they teach university courses and support the day-to-day functioning of these two schools. 2) Master teachers co-teach middle grades methods courses on campus with faculty, provide field experience placements in their classrooms or school, serve as liaisons in the year-long clinical experience, and conduct weekly site-based seminars for middle grades student teachers. 3) In the elementary program, student teachers engage in a yearlong internship with well-trained cooperating teachers and provide individualized assistance to elementary students during the year-round school fall and spring intercessions at the PDS site. 4) Teachers at Wright School co-teach with Special Education faculty and provide clinical experiences in a successful re-education center for students who have Behavioral/Emotional Disabilities. 5) Public school partners and faculty co-planned an Instructional Planning and Classroom Management class for lateral entry teachers which is taught by P-12 partners in their respective school systems. 6) In a 4-day workshop, 12 teachers began a yearlong comprehensive mentor training program, which will increase the cadre of well-trained P-12 mentors in Durham Public Schools to 32. University and school personnel provided instruction. Additionally, mentor educators are being prepared to conduct future mentor trainings. 7) Well-defined 4-year plans have been collaboratively developed with our community college partners for Elementary Education (specified for 8 academic concentrations), English, and Art Education. Family and Consumer Sciences and B-K have articulation agreements with 16 community colleges. These programs serve as models from which other program areas can develop their 2+2 plans. 8) ENTech a cooperative venture with Durham Public Schools provides a model classroom unit demonstrating the use of educational technology for teachers. 9) The mathematics education coordinator taught a Calculus course to high school students in Weldon City Schools via teleconferencing. 10) TechTeach (PT3 grant) partnered with the University College, Information Technology, Office of Community Service and CTCnet to host a 2-day conference and workshop, IMPACT 2001 for faculty, teachers, candidates, parents and community residents to address technology literacy, accessibility, usability, & partnerships.

List of Schools with whom the Institution has collaborative activities.

Partnership School Districts include: Durham Public Schools, Wake County Schools, Warren County Schools, Weldon City Schools, Franklin County Schools and Person County Schools. PDS sites include Pearisontown Elementary School, C.C. Spaulding Elementary School, and The Governor Morehead School for the Blind and Wilson School for the Deaf. Significant partnership work is conducted with Lowes Grove Middle School and The Wright Re-Education School. Community College partners include: Durham Technical Community College, Piedmont Community College, & Vance Granville Community College. The SOE is also a Model Teacher Education Consortium and NCTeach partner. In addition the SOE is in partnership with the NCSU Model Clinical Teaching Program and Mentor Network.

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

Faculty Involvement Faculty members have continuous and substantive involvement in public school activities. In addition to supervising student teachers faculty conduct workshops, serve on boards and committees, serve as mentor trainers and assist with ILT programs, and provide technical assistance in other ways. Specific examples include: 1) English Education faculty evaluated performance based licensure products and served as consultants to charter schools. 2) Mathematics faculty taught math courses in public schools via teleconferencing and face to face and provided a mentoring program to expose middle school girls to various careers in mathematics, science and technology and to encourage them to enroll in higher level mathematics while in high school and college. 3) History Education faculty conducted a series of workshops to better prepare social studies teachers to teach the "Civil Rights Movement" and they provided other lectures especially during Black History Month. 4) One Physical Education faculty member served as a consultant in adapted physical education and motor development for the Durham Public Schools while another was an inclusion facilitator who provided consultant services to Wake County and Durham Public Schools, SDPI and UNC-G in the Educational Interpreter program. 5) Communication Disorders faculty co-sponsored (with DPI) a Bi-lingual Institute for speech language pathologists across the state. Faculty members also co-coordinate continuing education activities with Durham Public Schools Speech language pathologists and conduct hearing screenings for charter schools. 6) Through the "The North Carolina Middle School Achievement Project" faculty and master teachers trained 100 teachers in middle schools identified as "no growth" or as "high priority." 7) Counselor Education faculty developed a mentoring and career guidance program for the Hope VI project which is now being implemented in Durham Public Schools. Hope VI is a project that created an after school "enrichment school" in two public Durham Housing Projects. 8) The Technology Coordinator and TechTeach staff provided assistance in partnership schools in technology integration.

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

Many efforts are underway with partnership school systems to support the induction of new teachers, both initially licensed and lateral entry. 1) Public school partners and faculty co-planned an instructional planning and classroom management class for lateral entry teachers which is taught by partners in their respective school systems. The specific objectives and activities are designed to model and have teachers apply effective planning, management, and assessment methods and strategies. These teachers earn 3 credit hours of necessary course work, while learning the knowledge, skills, and dispositions necessary for survival during the first year of teaching. 2) Individualized induction plans are underway in our 6 partnership systems valued at \$30,000, each funded by our Teaching Matters Quality Counts grant. Three systems have employed a person to support induction activities. One system used the funding to develop a staff development program for beginning teachers called "Bridges to Success Program." Another system created a video library of master teachers demonstrating a variety of effective teaching practices for use with new teachers, and the last system has used the money to support a comprehensive mentor training program that used SOE faculty and public school mentor teachers as trainers. Additionally, mentor teachers are being prepared to conduct future mentor trainings, maintaining a pool of well-trained mentors. The training includes additional sessions on Performance-Based Licensure, so that mentors are better prepared to assist their mentees with "the product." 3) The VITP retains a

job bank and volunteer mentor program designed to help graduates locate appropriate working opportunities and to provide needed consultation and support for the first-year teachers in the area of Visual Impairments.

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

NCCU's SOE has, historically, been one of the most "user friendly" institutions in the university system with regard to service and support for those seeking lateral entry. We actively recruit and advise lateral entry teachers through the North Carolina Model Teacher Consortium and North Carolina Teachers of Excellence for All Children (NCTEACH) and through individual and group advising at Piedmont Community College, Durham Technical Community College, and Vance-Granville Community College. Just as important, however, is the friendly service, support and encouragement that is provided in response to many phone inquiries and walk-ins that have contributed to this representation. It is important to note that our voluntary participation in the Model Teacher Education Consortium since 1995 and voluntary participation as a host site for NCTEACH since 1999 were prompted by the needs of our six partnership K-12 school districts and by needs expressed by members of our community. Despite the fact that we are one of the smaller institutions in the UNC System we are the largest NCTeach host site. The number of students enrolled and semester hours generated through the Model Teacher Consortium and Distance Education were also among the highest. Advising lateral entry teachers has been an important critical and time-consuming service. Professional studies courses were offered at both distance sites and as e-learning courses. Additionally several specialty area courses were offered throughout the year and in the summer via distance education (face to face or e-learning). In fact, five professional studies courses and two elementary specialty area methods courses were developed and taught on line. Two advisors provided weekly evening onsite assistance to lateral entry teacher, one advisor at Vance Granville Community College and one at Piedmont Community College. Due to the ever-increasing need for better more efficient service to lateral entry teachers, a full-time lateral entry distance education recruiter advisor was put in place this year. This recruiter/advisor is the point person" for calls to campus, serving as a liaison for students with program coordinators and providing additional advising at distance sites. As a result of potential changes in the state law because of the "No Child Left Behind" legislation and concerns of the partnership districts the SOE has been working closely with those districts to delineate a program for lateral entry teachers that can be completed in two years and a course sequence that better meets the needs of lateral entry teachers, beginning with a course in instructional planning and classroom management. This course was jointly planned and will be ready for implementation in August 2002. The course will be implemented in the respective school districts by qualified public school personnel. Not only will this course help lateral entry teachers with their most immediate needs in getting started and having a successful first year, but will get them started earlier on meeting the state requirements for university affiliation and the credit hours towards clearing their license. Again NCTeach provides an intensive, fast pace yearlong training for mid career professionals who choose to teach. The students are prepared in the summer prior to becoming lateral entry teachers and supported throughout the first year. As a joint site 65 NCTeach lateral entry teachers were supported in 2001-2002, and as a single site, 51 NCTeachers have received their initial training and are gaining employment as lateral entry teachers in summer 2002. More than half of the students enrolled in Special Education are currently teaching under emergency licenses as lateral teachers.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long-term initiatives demonstrate this: (1) The special education faculty provided research-based workshops (i.e. "Voices of African American Youth") to various groups across the state (i.e. the DPI BED Liaisons, Wake County BED Liaisons and Consultants; all Durham Public School BED teachers, and the faculty/staff at Longview School in Wake County). 2) The Visual Impairment Training Program (VITP) conducts professional development seminars designed for career teacher employed in the field of Visual Impairments. Additional classes have also been added which may be taken by teachers to fulfill continuing education requirements in Technology, Research, Deaf blindness, and Low Vision. 3) As partners with NCSU in the Model Clinical Teaching Program and Mentor Network, the SOE co-hosted a conference for mentors, mentor trainers, and administrators each. The theme was Retention and Revitalization

familiar with the ABC Accountability Plan. In the Assessment of Learning course, candidates work collaboratively with a classroom teacher to develop a test based on the NCSCOS, administer the test, and analyze the results with implications for future instruction. This provides a focus for both the candidate and the teacher on the Basic Education Plan (curriculum) and the Accountability Plan (assessment). Candidates are engaged in assessment activities (e.g., primary level assessments, test preparation for students, monitoring benchmark tests) that helps them understand the expectations for student performance. Teacher accountability and high stakes testing are discussed in-depth so that candidates understand the advantages, disadvantages, limitations, and implications of the testing system. Candidates develop a strong knowledge base through the core college curriculum and in their content areas so as to provide P-12 students with a thorough grounding in their content areas as prescribed by the Basic Education Plan. With respect to the Excellent Schools Act, continuous efforts have been made to ensure candidate preparedness through close collaboration with professional development schools; more, focused early field experiences; and candidate assessment plans. In efforts to support the "JobReady" Initiative, the SOE, College of Arts and Sciences, and IBM began the iMentorU Program last year, in which candidates worked on teams with IBM mentors to design job-related technology projects. Additionally, the use of technology has increased in specific technology courses and in the integration of technology into content and professional studies courses. As candidates become more proficient, they are better able to demonstrate the use of technology in the workplace and make connections. Candidates develop instructional plans that demonstrate the connectedness between classroom learning and real world situations and across the curriculum. The SOE, in collaboration with the Family and Consumer Sciences Department, has received full authorization for the B-K licensure program, so that NCCU is able to support the growing numbers of candidates who will require licensure to support pre-K students in the "More at Four." The Communication Disorders Department provides speech language services to young children. This early intervention will increase the likelihood of student success in communication skills, including receptive and expressive language, when the student begins school. The statewide Exceptional Children's Consultant for Charter Schools is housed in the SOE who keeps us abreast of developments in that area. Also, faculty serve as consultants, prepare programs and advise lateral entry teachers at charter schools.

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 SOE focused on recruiting a highly qualified, diverse candidate pool through Edmond Scholars, Teaching Fellows, NCTeach, One Stop Teacher Shop and Latino recruitment. Special emphasis focused on induction which is evident in the programs designed in collaboration with our 6 partner school districts. Special emphasis was placed on integrating technology into teaching; therefore numerous training sessions were conducted. These include: Video and Flash Presentation Integration; Electronic Portfolio/Dreamweaver Internet Integration; Raw Materials for the Mind; Microsoft Publisher/ Desktop Publishing for the Classroom; Smartboard Jumpstart/Refresher; Web For Faculty; Teaching with Smartboard; Jumpstart/Refresher Creating Web Pages; SIS (Student Information System); Best Practice Technology Integration Model; Online Collaboration; Email Attachments, Address Books, File Sharing; Digital Camera/Photo Editing; NCCU Online Courses; Jumpstart/Refresher Scanning Documents; SAS in School Software; Advanced Web Page Design; Best Practice Technology Integration Model SAS in School; Blackboard Course Info; Advanced PowerPoint; SPSS Statistical Applications; Virus Scanning/Cleaning; FrontPage; Inspiration; National Education Technology Standards for Teachers Using Orchard Software. Special Emphasis was also placed on Praxis I and II support systems for our candidates and in infusing diversity throughout our courses and field experiences as we continuously update and expand our conceptual framework.

Supplemental Information (Optional)

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

The SOE continues to implement the Praxis Long-Term Plan to Improve Students Performance on Praxis II. The plan includes systemic efforts such as curriculum alignment, rethinking and redesigning classroom

Across the Professional Lifespan. 4) Mentor training; described earlier, provided intensive training that requires a high degree of self-evaluation in the process of learning how to mentor the professional growth of new teachers (5) The SOE sponsored a Tech and Teach Day that provided technology training to career teachers. 6) NCCU in collaboration with Durham's Partnership for Children, Duke University, Durham Technical Community College, Operation Breakthrough, Head Start and the National Black Child Development Institute-Durham Chapter sponsored Strengthening Cross Cultural Partnership a multicultural training conference for teachers. 7) Career teachers reflect on and improve their practices when they share their professional knowledge, skills and dispositions with teacher education candidates through focused field experiences and the yearlong internship. 8) TechTeach collaborated with the NC Catalyst grant to provide a day of development activities for faculty, candidates and partner-school teachers. Those included were: Apple, iMovie integration in the classroom; SAS Institute, SAS in Schools Software; Durham Public Schools, Concept Mapping using Inspiration; Department of Public Instruction, NC Online Resources for teachers; ISTE, NETS and resources for teachers; a best practices showcase.

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

Based on our conceptual framework "Preparing Educators for Diverse Cultural Contexts" the SOE is consistently involved in training its candidates to teach in low performing school districts and in closing the achievement gap. This theme is evident in recruitment activities, program design and delivery including field experiences; community services activities, induction and ongoing professional development. 1) NCCU's Edmonds Scholars sign an agreement to teach in high need schools upon graduation. High need schools in our partnership will employ these Edmonds Scholars who will already be familiar with the school districts in which they will be employed, having completed their summer work internships in these districts. 2) With funding from a combination of corporate, federal and state grants, the Oxford Manor Achievement School and Community Resource Center opened this spring. The community-based "second school" model is a comprehensive neighborhood-based academic program for students and adults residing in the Oxford Manor Public Housing Community. Academic and family support services are provided by SOE, Arts & Sciences, and School of Social Work faculties, community partners, and Durham Public schools personnel. The goal is to raise achievement scores of low-performing students, which will help raise the overall performance at low-performing schools. 3) Saturday Academies focusing on academic enrichment for low-achieving public school students were held each week in the School of Education and taught by public school teachers. 4) Teacher candidates perform community service and field experiences in Eagle Village Schools (those surrounding the University) some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design a test aligned with the NCSCOS, administer the test, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 5) The School of Education is funding a consultant to assist C.C. Spaulding Biosphere Magnet Elementary School (a school enrolling a significant number of low achievers) in the development of a comprehensive, school-wide behavior management plan, a need identified by administrators, faculty, and staff at the school. This requires facilitating professional development for the school faculty and staff, so that they develop a plan collaboratively and "buy in" to a school-wide plan. 6) The Governor Morehead School for the Blind, historically a low performing school, has been identified as one of the Top 25 Improved Schools by the State of North Carolina since its collaboration with the NCCU-VITP five years ago. 7) The University College in partnership with Durham Public Schools sponsored the Saturday Academy for 120 elementary and middle school students.

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

The SOE has as its conceptual framework "Preparing Educators for Diverse Cultural Contexts." In each course (including activities, discussions, & assessments) and field experiences, candidates explore their dispositions and strategies for Closing the Achievement Gap. They design instructional programs that demonstrate a knowledge of diverse learning needs, styles, and interests within the classroom. A realignment of course competencies ensure (e.g., Foundations of Education and Assessment of Learning) that teacher candidates are

assessments, building coaching sessions into classroom requirements, and attendance at various Praxis workshops designed for faculty. This year a decision was made not to hire personnel who were not licensed himself or herself or who could not easily obtain a license. All new faculty are required to take Praxis II in his or her area. All faculty members are required to develop an alignment matrix for courses competencies related to the Praxis specialty area exam. Strong accountability measures have been implemented to ensure that faculty address areas of content knowledge that their students are expected to know on the Praxis exam. As part of their annual evaluations, all faculty in the SOE must include a plan to improve scores in their specialty areas. Within the College of Arts and Science similar evaluation efforts were put into place this year. In addition to procedures required above, two major initiatives were put in place during the academic year. First, for PRAXIS I, a high school mathematics teacher was hired from one of our partnership schools to take the PRAXIS I Math test and prepare and conduct enrichment sessions for undergraduate pre-education majors. Additionally, in January, PLATO was purchased, installed, and used as a replacement to Learning Plus for PRAXIS I preparation. Second, for Praxis II, elementary education and special education candidates (to include visual impairment) participated in on-line PRAXIS II preparation sessions. Although other teacher education students had PRAXIS II preparation sessions as well during the year they were not web enhanced. To address this issue 10 faculty members (from the School of Education and Arts and Sciences) were trained, and they developed on-line PRAXIS II preparation web-sites for implementation when students return this The two-week long workshop improved faculty awareness of the depth of content knowledge required of teacher candidates on Praxis exams.

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

The SOE continues to recruit highly qualified diverse candidates for the teaching force. Two cohorts of Edmonds Scholars will continue to be funded this year, which includes 48 African Americans, 1 Vietnamese and 1 Caucasian. Additionally, recruitment programs with Durham Technical Community College and Piedmont Community College this year resulted in 5 Edmonds Scholars transferring into the university as rising juniors. In addition, the SOE recruits through the Model Teaching Consortium at Vance Granville Community College. Advisors/recruiters were on-site at all three community colleges one evening per week (minimum) to provide information and develop programs for prospective teacher education candidates (first-degree/transfers; second-degree, or licensure-only). Grant funds were used to recruit candidates into the MAT in Special Education in order to meet the critical need for special education and twenty-four new candidates were enrolled in the program in the spring. Two additional recruitment efforts were initiated in 2001-2002 -- "One-Stop-Teacher-Shop" and the Latino Recruitment Effort. The first annual "One-Stop-Teacher-Shop" was held on November 17, 2002. It was a major collaborative effort with the School of Education, College of Arts and Sciences, and University College. The purpose was to provide prospective candidates with information about how to enroll, register, apply for financial aid, and meet program requirements to get licensed in any area in which NCCU had teacher education programs. Approximately 180 prospective teachers attended this event and were given specific, individualized program information. Representatives from SDPI and NCTEACH were invited to provide information as well. While this was open to anyone interested in entering the teaching profession, the target audience included mid-career professionals and paraprofessionals. Latino Recruitment is a new effort to recruit teacher education candidates. A Latino graduate student was hired to assist in the recruitment and has provided information to Latinos in the community. Additionally, an Open House was held in the spring to provide specific information to those prospective Latino candidates who were interested in pursuing teacher education. General information was available from the Director of Teacher Education, Special Education Program Coordinator, Latino Recruiter, Dean for International Students, and Financial Aid Office. Approximately 30 Latinos attended the Open House. A follow-up session was held to assist interested students in applying for admission to the university and for financial aid. Four Latinos have applied to the university in teacher education to begin in fall 2002. Finally, Two persons, one in chemistry and one in Physics were recruited through our special efforts to recruit mid-career professionals in science and mathematics. The SOE experienced a 45% increase in enrollment this year over last year. This number does not include the 51 NC Teachers who will be formally admitted to the Teacher Education Program in the fall.

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

As a historically black institution, NCCU undergraduate programs have traditionally been African American. Presently we enroll 81% African Americans, 14% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. We recognize the need for African American teachers and teachers from other under-represented groups as a most critical need in public education today. Therefore, we have made recruitment of such students the centerpiece of our Teacher Quality Enhancement Grant, a multi-year, multi-million dollar award to the SOE. While recruitment of four-year Edmond Scholars has ended 5 students were recruited from the community colleges for fall 2002. 32 part-time and one full-time student were recruited for enrollment in the special education MAT program. Four Latino students were recruited through our Open House for the Latino population. Seven African American students were recruited through the Teaching Fellows Program, and 51 students (15 African Americans and 36 Caucasian students) were recruited for the NCTeach program. The VITP launched the Statewide Visual Impairment Recruitment program this year with the Director of Marketing in the University College to recruit into the training program. The VITP faculty is also conducting research with the University of Alabama Research Center to determine methods for attracting minority students into Visual Impairment training programs. Even though our traditional population is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. These include, but not limited to, Whites, Indians, Native Americans, Hispanics, and Africans. Each year for the last several years, the School of Education has awarded 100% of its "minority presence" scholarships to attract non-African American students to teacher preparation in keeping with the requirement and commitment to diversity. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our curriculum and our faculty.

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

Several exciting new initiatives are underway. 1)The NCCU School of Education, The School of Business and the College of Arts and Sciences entered into a partnership with IBM establishing a Professional Development Program to empower students with professional development skills necessary to adapt, cope, and prosper in their changing work environment. This one semester program, iMentorU, focuses on conflict management, communication skills, and problem solving skills, maintaining skill vitality, work-life balance and diversity awareness. In addition, teachers-in-training shadow professional teachers and benefit from e-mentoring with a master teacher in the public schools. During the past year, five education students participated in a pilot iMentorU project. (2) In addition to the induction activity above for lateral entry teachers, individualized (by system) induction plans are underway (6 partnership systems valued at 30,000 each), which include an induction person (3 systems), a "Bridges to Success Program," videotaping master teachers for use with new teachers, and mentor training. (3) ENTech, a cooperative venture with Durham Public Schools, provides a model classroom unit demonstrating the use of technology in the elementary classroom. (4) The latest endeavor in the VITP has been the implementation of a state-funded training program in Deaf blind/Multihandicaps. This two-tiered program includes graduate-level training in these areas as well as a 21-hour undergraduate certificate program to train Deaf blind Interveners.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	55
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	17	Total	77
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	3	Total	10
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	46
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	30
	Other	0	Other	2
	Total	16	Total	78
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	18	Black, Not Hispanic Origin	39
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	41
	Other	0	Other	0
	Total	29	Total	88

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

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

	Baccalaureate
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	326
MEAN CBT-W	323
MEAN CBT-M	323
MEAN GPA	3.35
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	3	2	9	7
Elementary (K-6)	21	11	5	5
Middle Grades (6-9)	3	1	3	3
Secondary (9-12)	2	2	6	5
Special Subject Areas (K-12)	3	2	4	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	32	18	27	22
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
Biology (9-12)	1	*
Chemistry (9-12)	1	*
Elementary Education	29	83
English	1	*
MG-Language Arts	1	*
MG-Math	1	*
MG-Social Studies	2	*
Math (9-12)	1	*
Physical Ed	2	*
Social Studies (9-12)	4	100
Spec Ed: BED	5	80
Spec Ed: Cross Categorical	1	*
Spec Ed: Learning Disabled	1	*
Spec Ed: Mentally Disabled	3	*
Spec Ed: Visually Impaired	1	*
School Summary	54	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	7	4	9	3	0	20
U Licensure Only	1	1	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	2	1	0	0
U Licensure Only	8	2	1	1	0	3
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	67	90	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
Durham Public	497
Wake	218
Charlotte-Mecklenburg	102
Cumberland	86
Vance	74
Guilford	68
Granville	65
Halifax	62
Chapel Hill-Carborro City	58
Wayne	52

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.	3.41	3.38	3.33
the ability to effectively manage the classroom.	3.28	3.38	3.62
the ability to use technology to enhance learning.	3.22	3.13	3.24
the ability to address the needs of diverse learners.	3.28	3.44	3.33
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	3.19	3.57
Number of Surveys Received.	18	16	21
Number of Surveys Mailed.	51	51	51

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
31	7	11

IHE Graduate Performance Report

NORTH CAROLINA CENTRAL UNIVERSITY

2001-2002

Overview of Master's Program

Graduate study in the School of Education is designed to provide qualified holders of the bachelor's degree with a broader, deeper, and more thorough acquaintance with scholarship and research in educational technology, elementary education, middle grades education, special education, speech and hearing education, and counselor education. Its aim is to develop independence, originality, and competence in research, and in the application of critical thinking to professional problems. The M.A.T., M.A. and M.Ed. degrees are offered through the School of Education Graduate Division. Those majoring or concentrating in Educational Technology and School Counseling receive the M.A. degree. Candidates who major in Curriculum and Instruction (with concentrations in Elementary and Middle Grades education), or Communication Disorders receive the M. Ed., while students who major in special education (with concentrations in behavioral/emotional disabilities, mental disabilities, learning disabilities, and visual impairment) receive the M.A.T. or the M.Ed. The School of Library Sciences offers a Masters with licensure in the areas of Media Coordinator. A Master's is offered in Family and Consumer Sciences, English, Mathematics, and Physical Education through the College of Arts and Sciences.

Special Features of Master's Program

The SOE graduate program population is quite diverse enrolling 46% African American, 41% White Americans, 21% Indian and 4 Hispanic candidates. We cater to the non-tradition student in that all of our courses are taught in the evening and on weekends and students may matriculate on a part-time basis. All of the graduate programs have infused diversity throughout all courses as required by our conceptual framework—"Preparing Educators for Diverse Cultural Contexts." This ensures that our candidates are prepared to meet the needs of a diverse student population and thus enhance student success in public school settings. In addition, our graduate programs have a heavy emphasis on the integration of technology. A significant number of our courses are web enhanced or on line accommodating students with various schedules and those who do not have easy access to universities because of their geographical locations. We offer a graduate program in Visual Impairment with concentrations in deaf blindness and orientation & mobility --the only one in a five state region. The Communication Disorders Program specializes in Cultural and Linguistic Diversity issues and strategies. They have embraced the Latino community by providing outreach speech therapy to preschool and school age children.

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	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	28
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	30
	Other	0	Other	2
	Total	8	Total	62
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	7
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	64
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	86
	Other	0	Other	2
	Total	16	Total	160
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	2

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

	Masters
MEAN GPA	3.68
MEAN MAT	NA
MEAN GRE	898
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	2	1	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	6	6	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	17	14	0	0
Total	25	22	2	0
Comment or Explanation				

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
Family & Consumer Science	1	*
School Summary	13	100
Spec Ed: BED	8	100
Spec Ed: Mentally Disabled	1	*
Spec Ed: Visually Impaired	3	*
* 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.	3.5	3.58
the ability to connect subject matter and learner's needs.	3.63	3.67
the ability to implement research-based approaches in the education profession.	3.5	3.58
the ability to assume leadership roles in school and the education profession.	3.5	3.5
the ability to facilitate learning for diverse students	3.75	3.75
the ability to engage in continuous professional development.	3.88	3.58
Number of Surveys Received.	8	12
Number of Surveys Mailed.	54	54



NC State University

2001 - 2002



IHE Bachelor's Performance Report

NORTH CAROLINA STATE UNIVERSITY

2001-2002

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

doctoral levels. Sixth year programs are offered for Reading Specialists and School Psychologists; School Psychologists may pursue doctoral degrees, as well.

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

A. 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.).

NC State University and the College engage in numerous activities of organized service and assistance to public schools. University-public school collaborations reach thousands of teachers and administrators. Centennial Campus Middle School remains a focus of collaborative planning between the College of Education faculty and the faculty of CCMS; one faculty member is working at CCMS on research to investigate middle school students understanding of geometry while using geometry software, and she will co-teach the class. Science Education Research and Service (SERG), consisting of 6 faculty members and 4 graduate students, collaborated with Cedar Creek Middle School in Franklin County, to teach a 6-week required exploratory science unit in spring 2002. The course, called "3-D GeoMapping," provided students with small-group, inquiry-based, hands-on activities. North Carolina Sixth Grades Go to Russia Project is a collaboration among the College of Education, the College of Humanities and Social Sciences, 50 NC public school teachers, and 5000 students; its purposes are to widen the global perspective of NC middle school students, to study how early adolescents learn best, and to examine teaching and learning approaches for using curriculum integration. The program coordinator for English Education continues to collaborate with area school systems on the Capital Area Writing Project (CAWP), whose aim is to improve the teaching of writing as a tool for learning. Forty-five teachers participated in two institutes during the summer and continue to meet with the CAWP coordinators throughout the school year. With regard to the design and delivery of curriculum and courses, NC State relies on public school personnel to serve on the Committee for Teacher Education, a body that monitors and ensures program quality and compliance with NCDPI and SBOE mandates. In addition, NC State employs educators-in-residence/clinical educators to teach introductory education courses; to implement the Coach 2 Coach program (to be discontinued as of August 2002); and to serve as assistant coordinator for Triangle East Partners in Education. NC State continues to collaborate with public school districts through the efforts of The Triangle East Partners in Education (TEPIE) and the Model Clinical Teaching Program (MCTP). TEPIE is a collaborative effort between the College of Education and the Wake, Johnston, and Franklin County School Systems; its purpose is to bring together University resources and the unique needs of the partnership schools. The MCTP links school-based teacher educators and NC State faculty in a network for continuing interaction and professional development that focuses on mentoring and induction of new teachers in twelve partner districts; the primary goal of the program is to create a more effective process of preparing student teachers, inducting them into the profession, and offering them continuing staff development.

List of Schools with whom the Institution has collaborative activities.

During the 2001-02 reporting period, NC State University has engaged in collaborative activities with the following LEA's: Alamance, Asheboro, Caswell, Chatham, Cumberland, Duplin, Durham, Franklin, Granville, Halifax, Weldon, Harnett, Hoke, Johnston, Lee, Moore, Orange, Pasquotank, Robeson, Scotland, Vance, Wake, Warren, Wayne, Weldon, and Wilson.

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

The Office of School Services report for 2001-2002 documents \$2,623,959.74 of in-kind service to the schools of North Carolina. Services were delivered by 1359 faculty members representing nine of NC

State's Colleges plus Extension Services. The College of Education faculty contribution, \$431,842.91, represents 16.45% of the total and ranks second of all colleges reporting. The College of Education services reached 29 administrators, 641 teachers, and 5624 students. Examples of other service include the Science Education Research Group (SERG), comprised of 100% of the science education faculty, which collaborated with Franklin County Schools to teach 6th and 8th grade science classes for an entire grading period at Cedar Creek Middle School. Another initiative in Franklin County is the Riverside Project; during the 2001-02 year it provided 11 teachers with 72 hours of professional development to be proficient in technology use supporting learning in K-6 school subjects, especially science and mathematics. Earth-View serves 45 earth-environmental science teachers and focuses on science content, pedagogy, and leadership including a 7-day summer field course and 6 follow-up days during the school year. Girls on Track is a project that serves all Wake County schools and focuses on mathematics content and technology. The project provides professional development for teachers, a 7-day camp for 40 middle grade girls, and TI-73 calculators for participants; its purpose is to investigate whether girls who have been exposed to science, mathematics, and technology continue pursuing these subjects in high school and college. Middle Math is an initiative that serves 11 counties in developing 3 teacher leaders and 15 teachers to work toward MS degrees and National Board Certification. Two mathematics faculty members held a series of workshops at Cary High School on the use of technology in the teaching and learning of mathematics. One of the same faculty members offered an after-school class to Centennial Middle School students in the spring of 2002 on using the Geometer Sketchpad. Three faculty in mathematics and technology education are co-PI's for TECH-know. This program, delivered by 6 technology education faculty, reached 20 teachers and 65 students this summer; its aims are to create high quality instruction materials to support the NC Standards for Technological Literacy; to positively impact student learning and success; and to produce, field test, and distribute instructional materials through out the state. The Capital Area Writing Project, coordinated by a faculty member in Curriculum and Instruction, provided 47 professional development sessions that reached 1454 teachers; in addition, 5 sessions reached 256 youth. Additionally, members of the teacher education faculty hold key leadership positions in state and national teacher organizations, including NC Science Teachers Association, NC Science Leadership Association, the National Council of Teachers of Mathematics, the Association for the Education of Teachers of Science, the National Science Teachers Association, the National Council of Teacher Education, and Epsilon Pi Tau.

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

NC State University supports beginning teachers through the Model Clinical Teaching Program (MCTP) and the Triangle East Partners in Education (TEPIE). MCTP has been recognized by the Department of Education as one of the top six mentoring programs in the nation. The primary goal of MCTP is to support the growth of beginning teachers and to reduce the high rate at which beginners leave the profession. The member districts link directly to the program here at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the MCTP. The mentoring curriculum, developed by the MCTP, is now being used in whole or in part by 9 universities and colleges and over 14 LEA's. The MCTP has developed, with the assistance of National Board Certified teachers, a 5-part video series along with a CD version of the manual for beginning teachers for use by mentors, mentor educators, and other practicing instructional leaders. The two Coach 2 Coach staff members collaborated with both MCTP and TEPIE to support the mentoring efforts for ILT 1's and ILT 2's. The Coach 2 Coach educators delivered training to 1362 teachers and administrators in their 5 service LEA's as well as an additional 20 LEA's outside their service area. Designed to support beginning teachers, services included mentor training as well as mini-sessions such topics as INTASC Standards, PBL Product Development, ILT Support Strategies, and Individual Growth Plan Development. The TEPIE coordinator and one Coach 2 Coach teacher-in-residence have trained in PBL product assessment and TPAI BT 2000. In October 2002, TEPIE sponsored a PBL workshop for ILT 2's and their mentors. Designed as a work session for their product development, 49 beginning teachers and mentors received guidance from Coach 2 Coach personnel and others to ensure quality products. There are many examples of support from among the individual program areas. The Agriculture Education program coordinator continues to visit each beginning agriculture teacher across the state to offer assistance with

curriculum, classroom management, instructional delivery, facilities management, and youth organization management. Two faculty members in the Center for Research in Mathematics Education are involved in the Riverside Project in Franklin County; 4 ILT 1's from Riverside Elementary met monthly with one faculty member; both assisted them in developing lessons to support inquiry-based activities in mathematics and science. The methods instructor for English education maintains a listserv for all graduates of the English education program; each graduate is nominated for free membership in the NC English Teachers Association. In special education, one faculty member consults regularly with beginning special education teachers, many of whom are also lateral entry teachers. In problem solving discussions, she refers beginning teachers to other community, university and private agency resources for additional assistance. It should be noted that all of the initiatives listed as available for career teachers are offered to beginning teachers as well.

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

During the 2001-2002 academic year, the College of Education expanded its programmatic support to lateral entry teachers and wrote licensure plans for an additional 113 teachers during the current reporting period. Of these 18 in Business and Marketing Education have become licensure completers. Of the 131 lateral entry teachers reported in the last period, 26 have become program/licensure completers. Mathematics and science education faculty, at both the middle grades and secondary levels, continue to consult with potential lateral entry teachers and to write licensure plans. Research was completed in science education examining the unique needs of the lateral entry teacher; the results of this research have been used to aid design a materials and methods course specifically for lateral entry science teachers currently being offered for the second year. One faculty works with 6 lateral entry teachers in Franklin County in conjunction with Earth-View (see section B). The College of Education continues to collaborate with the College of Humanities and Social Sciences to offer lateral entry support for secondary English. Agriculture, Technology Education, Social Studies, and Marketing and Business continue to serve lateral entry teachers and provide individualized licensure plans. For the current reporting period, NC State added the following numbers of lateral entry teachers: agriculture—19; business and marketing—52; middle & secondary science—36; and mathematics—6. Special education and technology education support lateral entry teachers who are simultaneously enrolled in the master's program. Notably, Agriculture and Extension Education sponsors Licensure in Education for Agriculture Professionals (LEAP) funded by a grant from the American Distance Education Consortium. The first 12 teachers were admitted in August and have taken 100% of their courses on-line. This is particularly significant since NCSU serves agriculture teachers in over 25 different LEA's. The LEAP program joins Business and Marketing Education in offering totally on-line programs in their respective fields to serve the needs of lateral entry teachers. Perhaps the most significant initiative that the College of Education has undertaken for all lateral entry teachers is creating a new position of Coordinator of Lateral Entry Studies effective August 2002. This is a position operating from the Office of Teacher Education; the coordinator is the initial contact for all prospective lateral entry teachers, completes initial screenings, and makes referrals to the appropriate program coordinators for formal licensure plan development. Plans are underway to further strengthen the collaboration with LEA's in the NC State service area by meeting with personnel administrators and to develop a webpage linked to the College of Education Teacher Education webpage to make our programs more visible to prospective lateral entry teachers.

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

NC State University offers numerous programs and workshops that support career teachers and their professional development. Some of the initiatives are designed to assist classroom teachers in assuming leadership roles in their respective LEA's. The College of Education continues to offer online "Tools for Schools" that includes Science Junction, Global Book Club, and Geographic Information Systems for Secondary Educators, to name a few. Other resources that support career teachers include: Triangle East Partners in Education offers ongoing support to its partner schools and provides support for teachers and administrators to attend and make presentations at state and national conferences; Model Clinical Teaching

Program maintains two websites that focus on reflective practice; conducts on-site meetings in the LEA's that focus on mentoring and retention; and distributes over 300 copies of "Connections" (newsletter) and Fact Sheets that summarize current research in mentoring and coaching; Counselor Education sponsors workshops for in-service professional development and preparation for the National Counselor Examination. Faculty in Technology Education conducted three workshops in summer 2002 that directly support the efforts of career teachers: TECHknow (see section B) provided instructional support for technology education teachers through out the state; the Basic Scientific and Technical Visualization Workshop introduced teachers to the new Scientific and Technical Visualization curriculum and gave 8 mathematics, science, technology, and drafting teacher participants the chance to learn about the curriculum through hand-on activities and how to integrate science and technology through visualization; the Rhino 3-D workshop reached 20 drafting teachers. In its third year, the MentorNet grant reached 70 K-12 teachers from Wake, Durham, and Orange Counties, across all subject areas, which focused on learning how to integrate technology into their curricular units. In addition, they learned about the technology expectations that NC State has of its pre-service teachers. MentorNet "graduates" are encouraged to join Middle Educators Global Activities. During the 2001-02 school year, this effort served 160 teachers from 5 LEA's across all grade levels in 4 after-school sessions that focused on infusing technology into their respective curricular areas. The secondary social studies education coordinator conducts Geographic Information Systems (GIS) demonstrations in various Wake County social studies classes; in addition, she assisted classroom 3 Wake County teachers in attending the GIS conference in San Diego in July, 2002. One faculty member in the Center for Research in Mathematics and Science Education is the PI for a statewide project, Earth-View (see section B), funded by an NSF grant; she provides leadership opportunities for 3 master teachers using them as experts in the project to develop and implement professional development programs in their LEA's; ten experienced teachers from Earth-View are participating in a curriculum development project funded by NC Sea Grant.

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

For the 2000-01 ABC's Report, there were no low-performing schools in NC State University's immediate service area with the exception of Southern High School in Durham; Wake, Johnston, and Franklin Counties each have elementary and middle schools that did not meet expectations. Of the High Priority Elementary Schools, as identified by NC DPI, 4 in Durham County fall in our geographic area. Because NC State has only a small master's program in elementary education, the College of Education does not focus as intensely on elementary sites as it does on middle and high schools. Nonetheless, several of our faculty members are involved in initiatives that promote academic achievement for all students and these activities do serve the above-mentioned LEA's. Of the 18 LEA's affiliated with the Model Clinical Teaching Program (MCTP), 4 have low-performing and/or high-risk schools: Durham, Halifax, Warren, and Weldon. The MCTP continues to support the mentoring and coaching of beginning teachers, not only for a smooth transition into and through the induction period, but also to provide assistance to beginning teachers who work in high-risk and low-performing schools. For example, the director of the MCTP is working on a peer-coaching program in literacy for the Durham Public Schools. Two faculty members in the Center for Research in Mathematics and Science Education (CRMSE), who lead the Riverside Project for achievement in mathematics and science, plan to expand the program to all elementary schools in Franklin County with a new program, Schools on Track. The English Education faculty member who coordinates the Capital Area Writing Project (CAWP) whose intense aim in two systems, Durham and Johnston, is to improve the teaching of writing as a tool for learning, reported to the National Writing Project that 32% of the students in the summer institute were eligible for Title I funds, and 41% were eligible for free or reduced lunch. The program coordinator for graduate middle-grades language arts and social studies confers with former doctoral students who serve on state assistance teams, in particular a member of a team in Halifax County.

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

The College of Education is committed to preparing our teacher education candidates to meet the needs of all students. In doing so, the College recognizes the need to address public school students' needs, both as individuals and as members of special populations. For that reason, coursework is designed to prepare our students to be effective teachers of students with special needs. Often such coursework is required. For example, ECI 451, Improving Reading in the Secondary School, is currently required of all agricultural, English, French, Spanish, social studies, business and marketing, and technology education students. ECI 306, Middle Years Reading, is a program requirement of all middle grades language arts, social studies, mathematics, and science degree candidates. ECI 305, Teaching Diverse Populations, prepares middle grades language arts and social studies candidates to prepare to meet the needs of culturally diverse students. All middle grades language arts, social studies, mathematics, and science candidates, as well as secondary mathematics and science candidates, are required to take ECI 416, Teaching Exceptional Students in the Mainstream. Such preparation will enhance our graduates' ability to help close the achievement gap, meet the needs of all learners, and increase the achievement of all students. In conjunction with the College of Humanities and Social Sciences, the College of Education offers English as a Second Language add-on licensure. We currently serve 81 teachers statewide who are seeking their licensure. On May 31-June 1, 2002, the Department of Foreign Language and Literatures, housed in the College of Humanities and Social Sciences, sponsored NC State University's First Annual ESL Symposium. Attended by over 300 participants from 45 school districts, K-12 teachers, administrators, and community leaders spent two days participating in concurrent sessions and hearing nationally and internationally recognized speakers share their expertise in meeting the needs of limited English proficient students. Funded by a Title 7 grant, the ESL program plans to continue and expand such opportunities.

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

No Information Available

Supplemental Information (Optional)

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

NC State University faculty continue to help students with PRAXIS I and II. For PRAXIS I, Learning Plus was available to students both computer-assisted and in books during most of this reporting period. Because Learning Plus will not be available in the future, the Director of Teacher Education has attended an information session presented by PLATO Learning on the PLATO Web Learning Network and the Pre-Professional Skills Simulated Test Prep Package. NC State will likely partner with another local IHE in purchasing access to the PLATO system. Tests-at-a-Glance booklets were distributed to students for use in preparation; however, ETS will no longer provide them to the IHE's; they are available on-line. Specialty area education faculty continue to conduct sessions on PRAXIS II, and the College has purchased and made available in the Learning Resources Center any available materials and practice tests for use by students. Content areas conduct seminars for juniors and seniors prior to their taking the specialty area tests, counseling and individual tutorials are available. Faculty continue to review study materials, take the subject area tests, and prepare products designed to aid pre-service teachers as well as other faculty members. Faculty in secondary science conducted focus groups with students who had taken PRAXIS II to gather information and to formulate test-taking strategies to improve candidates' scores.

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

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

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

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

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

NC State continues to move forward on several new initiatives that were initiated in 2001. As noted in section D, we strengthened our ability to serve lateral entry teachers by creating a new position, Coordinator of Lateral Entry Studies. As part of our College Compact Plan NC State continues to progress

on the plans for the Centennial Campus Center for Educational Innovation (CCCEI). Plans for a research and development center have been part of the Centennial Campus vision for over ten years. We now have focused that vision on a facility that would provide teachers and administrators at CCMS and faculty and students at NCSU a state-of-the-art facility where research focuses on the best practices and products for teaching and learning in a technology-enabled learning environment that fosters high achievement for all students. Another goal of the College Compact Plan focuses on a Learning Technologies Resource Center. The LTR Center would serve as the main educator preparation center and act in concert with the CCCEI to realize the College research mission. The LTR Center would offer high quality the technological environment to prepare educators, enhance the skills of our faculty and of teacher currently in the schools, and provide a place where technology-related scholarship drives educational innovation. To address the shortage of well-prepared school administrators, the program in Education Leadership is collaborating with Wake County Public School System on an executive-style school leadership program, Leaders for a New Millennium. The first class of twenty students begin their studies in fall 2002.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	8
	Hispanic	3	Hispanic	4
	White, Not Hispanic Origin	66	White, Not Hispanic Origin	124
	Other	0	Other	0
	Total	73	Total	139
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	2	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	2	Total	5
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	1	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	24
	Hispanic	1	Hispanic	9
	White, Not Hispanic Origin	94	White, Not Hispanic Origin	209
	Other	3	Other	1
	Total	102	Total	246

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)	0	0	0
Middle Grades (6-9)	9	9	9
Secondary (9-12)	33	33	33
Special Subject Areas (k-12)	0	0	0
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	71	71	71
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	113	113	113
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	183
MEAN CBT-R	331
MEAN CBT-W	326
MEAN CBT-M	329
MEAN GPA	3.4
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	35	27	0	0
Secondary (9-12)	46	36	6	6
Special Subject Areas (K-12)	5	3	7	7
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	27	21	92	92
Special Service Personnel	0	0	0	0
Total	113	87	105	105
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
Biology (9-12)	1	*
Business Ed	5	100
English	13	77
French	3	*
German	1	*
MG-Lang Arts	5	100
MG-Math	9	100
MG-Science	2	*
Marketing Ed	5	60
Math (9-12)	8	100
Science (9-12)	11	100
Science (9-12) II	6	100
Social Studies (9-12)	4	100
Spanish	4	75
Technology Ed	4	100
School Summary	81	93
* 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	47	5	3	0	0	0
U Licensure Only	3	0	0	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation:						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	105	74	58

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
Wake	842
Johnston	140
Durham Public	81
Guilford	73
Charlotte-Mecklenburg	68
Harnett	57
Cumberland	54
Franklin	52
Forsyth	51
Wayne	40

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.	3.39	3.53	3.54
the ability to effectively manage the classroom.	3.11	3.3	3.24
the ability to use technology to enhance learning.	3.46	3.53	3.66
the ability to address the needs of diverse learners.	3.11	3.27	3.17
the ability to deliver curriculum content through a variety of instructional approaches	3.33	3.2	3.52
Number of Surveys Received.	28	30	29
Number of Surveys Mailed.	62	62	62

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
50	12	28

IHE Graduate Performance Report

NORTH CAROLINA STATE UNIVERSITY

2001-2002

Overview of Master's Program

In keeping with the Senate Bill 272, the Excellent Schools Act, enacted in June 1997, North Carolina State University set about to revise its master's degrees in teacher education. Faculty and administrators worked to incorporate the new standards into the existing master's programs during 1998; an ad hoc Coordinating Committee reviewed each plan in early 1999 prior to submission to the North Carolina Department of Public Instruction in August 1999. The College of Education submitted sixteen program areas: Agriculture, Business and Marketing, Elementary Education, English, Health Occupations, Instructional Technology, Mathematics, Middle Grades Language Arts, Middle Grades Social Studies, Reading, Science, Social Studies, Special Education (BED, EMD, LD), and Technology Education. All programs were granted temporary authorization in September 1999, except Agriculture, English, Mathematics, and Social Studies. These four programs were granted temporary authorization after subsequent review. In the interim, Health Occupations has been discontinued. The development of each program was predicated upon the assumption that the degree candidates enter with foundation knowledge of content, pedagogy, and the nature of learners; that is, the skills of a teacher with undergraduate preparation and teaching experience. Because the advance degrees are primarily aimed at experienced teachers, the programs recognize that candidates are developmentally advanced in their professional growth. Candidates are encouraged, and in some cases required, to engage actively in developing their plans of study and make informed decisions regarding their Products of Learning. The candidates' opportunities to shape their own programs to meet their professional needs and personal interests are within the bounds of the NBPST Propositions, the INTASC Principles, the Expected Program Characteristics and Core Competencies set forth by NCDPI / SBOE, and the national professional organizations, when applicable.

Special Features of Master's Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence at the undergraduate level. For those students who do not hold A level licenses, but who desire to pursue the master's degree, advisers develop A + M plans of work. Such candidates must demonstrate competence at the undergraduate level prior to continuing at the graduate level. Each program extends this flexibility with the exception of Elementary Education, Reading, Instructional Technology, and Special Education for which NC State does not have approved undergraduate programs. Many of our program completers begin as lateral entry teachers, progress from their provisional licenses to clear A level licenses, and make seamless transitions into the master's program. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the two latter). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Curriculum and Instruction has added new courses to the three core areas common to all C & I programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high

achievement for all students. Given that commitment, each program emphasizes technology integration that exceeds the required Program Characteristic item 6-D (Using technology to enhance and support teaching and other professional activities). Products of Learning result in portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increased number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many who are full-time teachers, to continue conducting action research and to disseminate their findings well into their careers, long after leaving the University community.

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	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	84
	Other	1	Other	0
	Total	48	Total	116
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	0	American Indian/Alaskan Native	4
	Asian/Pacific Islander	3	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	53
	Hispanic	0	Hispanic	8
	White, Not Hispanic Origin	92	White, Not Hispanic Origin	246
	Other	0	Other	0
	Total	121	Total	319
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. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.71
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	4	2	0	0
Secondary (9-12)	17	8	0	0
Special Subject Areas (K-12)	13	7	0	0
Exceptional Children (K-12)	18	12	0	0
Vocational Education (7-12)	13	9	0	0
Special Service Personnel	126	87	0	0
Total	191	125	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
English	1	*
MG-Lang Arts	2	*
Marketing Ed	1	*
Marketing Education	1	*
Spec Ed: BED	3	*
Spec Ed: Learning Disabled	6	100
Technology Ed	1	*
School Summary	15	87
* 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.	3.75	3.5
the ability to connect subject matter and learner's needs.	3.78	3.44
the ability to implement research-based approaches in the education profession.	3.56	3.44
the ability to assume leadership roles in school and the education profession.	3.56	3.4
the ability to facilitate learning for diverse students	3.75	3.5
the ability to engage in continuous professional development.	3.78	3.4
Number of Surveys Received.	9	10
Number of Surveys Mailed.	98	98

IHE School Administration Performance Report

NORTH CAROLINA STATE UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The MSA program at NC State University is in its third year of operation since it was re-instituted by the North Carolina State legislature in October 1998. During these three years, the program graduated 151 students. Graduates of the newly reinstated program are now serving as assistant principals and principals in North Carolina public schools. Thus far ninety-two MSA students have graduated between December 2001 and August 2002. Currently, the enrollment in the MSA program stands at 180 students. Full-time students complete the program in two years; part-time students finish within three years. Sixty students are participating in the program as extension/distance education cohort members. Forty percent of the students participate in some form of distance education (including the 60 in the distance cohorts). Most of the cohort students are located in the less-wealthy Franklin, Vance, and Granville counties where students do not have the means to attend on-campus courses because of distance and school responsibilities. Having the opportunity to reach out to these students in this setting provides a strong "sense of pride" to NC State faculty members as such a program exemplifies the land-grant concept working at its highest level. Importantly, this program demonstrates a strong relationship between the standards presented by accrediting bodies and the specific missions adopted by the Educational Leadership faculty. Development of the Master of School Administration program at NC State University was guided by and aligned with the visions of school leadership inherent in NCATE, NC Standards Board and ISLLC. Graduates are prepared to assume positions of effective leadership of schools and school districts. The overarching goals of NC State program are to raise the bar for school leaders to enter and remain in the profession and to transform concepts of educational leadership. NC State's MSA program consists of 42 semester credit hours, of which 18 semester hours are dedicated to the 10-month-long building level internship. Interns also have opportunities to visit the NC State campus for seminars and classes throughout the year-long clinical experience. Interns at this time are provided the opportunities to apply principles, knowledge, skills and practices acquired during formal coursework under the mentorship and supervision of successful public school administrators and the leadership NC State program faculty.

Special Features of the Master's of School Administration Program

NC State's Educational Leadership Roundtable Forum is a unique and special element imbedded in the structure of the program. This organization serves as a communication and review body, which allows faculty and practitioners (principals and assistant principals) to periodically (quarterly) meet and rigorously examine and discuss the dynamics of schooling with emphasis focusing on school administration. These opportunities allow for the development of sincere, meaningful dialogue concerning transformation of schooling. Second, throughout the academic year, special sessions are arranged by faculty and superintendents and held within schools and central offices throughout the various districts. The features of the program create high levels of interest from the students by presenting helpful, informative and meaningful topics on the agenda. Forum topics, many of which impact closing the achievement gap, include finance and funding; effective school discipline; drop-out rates and prevention; school violence prevention and intervention; special education issues, both curricular and legal; and community relationship building. Students are encouraged to actively participate in discussions and activities. In connection with this "partnership" arrangement, administrators are invited to campus on three occasions to assist in student preparation for the School Leaders Licensure Assessment (SLLA). This six hour assessment is a process-orientated evaluation involving school related scenarios which makes the presence and assistance of the practitioner that much more necessary and helpful. These outreach approaches are beneficial in many ways, but most importantly, they create a healthy condition for optimal achievement of effective teaching and learning for our students.

Service to Public Schools

MSA faculty members frequently work with school administrators and central office personnel on school related special projects and studies. Some of these efforts are accomplished by using the MSA students as liaisons and assistants in the endeavors. Other assistance efforts relate directly to school level activities such as being involved in classroom programs like "Read Around America". On a semester basis, special arrangements are worked out with local districts to allow technology specialists from NC State University to visit and assist future administrators in understanding and applying the latest technological programs. LEA's served include Franklin, Vance, Granville, Warren, Johnston Harnett, Duplin, and Wake Counties. These programs are designed to assist administrators and MSA students in data collection and research in an off-campus environment. Faculty members also are collaborating with Wake county administrators and the Wake Educational Partnership in providing a Leaders for a New Millennium program for aspiring school leaders. This program, which commences with the first class of 20 students in fall 2000, allows candidates to engage in extensive case structure and problem-based analysis of contemporary educational issues.

Support for Beginning Administrators

The program's Educational Leadership Roundtable Forum is structured and oriented to assisting recent MSA graduates in being strong and effective school leaders. Several meetings are scheduled each year at which time faculty, senior school administrators, and beginning administrators convene to address school related issues and problems. Participants are "charged" with being proponents of a particular topic that is on the agenda. This professional development series assists in creating and transforming leaders of educational organizations. Beginning school administrators also are invited to campus and other venues to participate in seminars and development activities. During the 2001-02 school year, NC State's Educational Leadership program initiated fifteen events and scheduled them at central office and individual school venues. The professional development opportunities included topics such as: Legal Issues and Administrators' Contracts, Managing Non-Violent Behavior-Crisis Intervention, Grant Writing, School Safety, NC Wise, Community Relations, and School Finance. The State Superintendent, Dr. Mike Ward, as well as deputy superintendents and directors within the NC Department of Public Instruction have led these opportunities. Such contacts provide networking opportunities for beginning school administrators. In these meetings, new administrators shared their experiences and offered suggestions and recommendations to others. The Educational Leadership program has plans underway for an electronic newsletter to be available to beginning school administrators. In addition, NC State faculty members make periodic visits to recent graduates in their school settings to maintain professional relationships and to offer support.

Support for Career Administrators

Faculty members in the educational leadership program regularly engage in service activities in a variety of ways in the public schools. A primary conduit for collaboration with practitioners is the Roundtable Forum. This forum arrangement is periodically supplemented with written communications, which highlights and summarizes recent relevant developments and up coming activities germane to public school administrators. In addition, public school administrators are invited to campus at the beginning of the school year to discuss and evaluate the MSA program with emphasis on the 10-month internship. Suggestions on how to improve the program are continuously solicited through an open and continuous dialogue. Career administrators play an important role in seminar and academic/classroom activities. Several opportunities each year are provided to senior administrators to actively participate in these meetings and share their knowledge and experience not only collegially but also for new administrators and faculty.

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	2	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	7	Total	12
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	19
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	35
	Other	0	Other	0
	Total	35	Total	57

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

	Masters
MEAN GPA	3.73
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Scores of school administrators on the SLLA.

2000 - 2001 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Summary-Principal	52	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.	3.4	3.71
the preparation to use technology to support the instructional program.	2.88	3.71
the preparation in instructional leadership.	3.4	3.54
the preparation to assist teachers in meeting the needs of diverse learners.	3.32	3.48
Number of Surveys Received.	25	28
Number of Surveys Mailed.	50	50



NC Wesleyan College

2001 - 2002



IHE Bachelor's Performance Report

NORTH CAROLINA WESLEYAN COLLEGE

2001-2002

Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. It opened in 1960. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, the Research Triangle, and Raleigh. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. A new president and dean were appointed this year. President Newbould came to Wesleyan from Canada. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education and middle grades education and a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

Special Characteristics

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. About 39% of the student body at Wesleyan is African-American. There are three full-time education professors. The goal of the program is the development of teachers who are reflective decision-makers. The education program begins with courses in the sophomore year, and throughout the program the students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two classes and continue throughout the teacher education program to provide students opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by weekly visits from the college supervisor. Often the student spends the semester prior to student teaching as an intern with the same teacher. Elementary education student teachers are placed in both a kindergarten and another grade level. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in northeastern North Carolina by making teacher education programs affordable and accessible.

Program Areas and Levels Offered

Undergraduate licensure and licensure-only areas: Elementary Education, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, biology, history, and social studies. The program produces 15-20 teachers each year.

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.).

Wesleyan faculty and area educators collaborate to provide enriched opportunities for our teacher education candidates, area teachers, and K-12 students. Educators from four school districts (Nash, Edgecombe, Halifax, Roanoke Rapids) serve on the Teacher Advisory Committee that provides advice on ways to improve the program and ways the program could better serve K-12 schools. The committee met once each term. The committee also conducted individual, mock interviews with our student teachers. Both students and teachers found this to be a worthwhile activity. The Committee also reviewed and reaffirmed the program's theme on developing effective, reflective decision makers. In the summer of 2002 a small panel of educators provided feedback about revisions in the assessment instruments used in the program. Area educators also serve as adjunct faculty; last year they taught courses in music methods, English methods, and exceptional children for the day program. They also taught several courses in the evening program. Area educators are invited regularly as guest speakers in our classes. Among the guests were first year teachers discussing the realities of the classroom, special educators sharing expertise; a director of an IB program sharing information (Ms. DeGategno), a testing coordinator (Ms. Jackson) explaining NC's testing program; a National Board certified teacher (Ms. Rackley) discussing that process; and, the area NCAE Uniserv representative (Mr. Townsend) talking about legal rights and other issues. Preparation and implementation of grants are a joint activity. One faculty serves on the board of a 21st Century learning grant (Edgecombe); the Registrar visited grantees for the area Education Foundation. Cooperating teachers, employers, and graduates are surveyed and suggestions are used for improving the program; for example, students are encouraged to visit schools to see how teachers open the school year.

List of Schools with whom the Institution has collaborative activities.

Members of the Teacher Advisory Committee represent the following school districts: Nash-Rocky Mount, Edgecombe, Halifax, and Roanoke Rapids. In addition we have agreements with these districts for the placement of our student interns. We also have agreements with Northampton, Weldon City, Wilson County, Franklin County, Warren County, and Wake County for the placement of students. Through the Model Teacher Education Consortium we are in a partnership with over ten school districts and five community colleges and eight senior colleges to make teacher education courses available to lateral entry teachers and to recruit assistants and other district employees to become licensed. We also partner with two area charter schools--Haliwa Saponi in Warren County and Rocky Mount Charter School. Faculty and students from Wesleyan have worked with teachers and/or students at both schools. We've also placed students at Rocky Mount Charter for field experiences. While not formal arrangements, Wesleyan does have teachers from local private schools who take courses at Wesleyan or for whom faculty have made presentations this last year. These include Our Lady of Perpetual Help, Faith Christian, and Rocky Mount Academy. We are a partner with the Family Learning Tree Grant Project at Phillips School in Edgecombe County.

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

All education faculty and many from other disciplines are involved in schools and with programs to support school students. Staff members are actively involved in area schools as well, which is important since many staff work so closely with our education majors. Faculty and staff in the departments of theater and art collaborate with area schools. The Dunn Center hosted a youth series of productions for area K-12 students. Faculty and staff have presented workshops in area schools, coordinated tours of the theater, and provided technical support for school productions. The art professor (Adelman) has collaborated with area art teachers to prepare two annual exhibits of high school art on campus. A physical science professor (Gall) shared rocks,

fossils, and other equipment with area schools. A biology professor (Kosal) and her students taught ecology classes to fourth graders. Math professors (Lawrence, Stafford, Yankosky) planned and hosted the regional math contest for high school students and assisted with the state competition in Durham. One math professor (Stafford) and a history professor (Watson) prepared questions and judged the local quiz bowl; the math professor and two students judged a school's science fair. Dr. Brooks and his science students provided workshops on birds for children and their parents in collaboration with the Children's Museum. The music professor assisted a group of children violinists who played at a local school. A business professor and others volunteered in their children's schools on a regular basis. The campus visit coordinator hosted 14 different school groups who visited campus. English faculty led seminars in an area high school, tutored high school students in writing and SAT preparation, and took students birding. The library staff provides orientation sessions for area classes and individuals as requested. Two classes from an area high school came for instruction. Education professors are active in professional organizations with area teachers. Dr. Perry-Sheldon coordinated the local Young Authors contest that involved 300 students. She and a staff member at Wesleyan prepared the local book of winning entries. Staff at the Durham adult degree site conducted a leadership workshop for high school students, staffed "Kids Voting" activities, and participated in "Character Matters", a program in the Durham Public Schools. Another staff member coordinated nine non-education interns who worked in area schools. Staff serves on the boards of the local Education Foundation, school advisory committees, PTAs, and Tri-County Industries or help with grant projects. Coaches and all ten athletic teams read in area schools and assisted with various field days or clinics. Area middle and high school coaches and student athletes used the practice fields for track and soccer. Dr. Newkirk assisted a local school in planning for SACS accreditation.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs; mock interviews with area school personnel are held. Faculty members post job announcements and write letters of reference for students. Students prepare a portfolio built around the INTASC standards; recent graduates report that this makes the state performance-based licensure product development easier for them. Wesleyan has invited graduates to support sessions each semester. In the spring a state ILT (initially licensed teacher) coordinator, Tina Brown, met with faculty and recent graduates to discuss the ILT process. In addition, Wesleyan informally provides support to the area's beginning teachers. For example, a graduate from ten years ago who did not begin teaching at that time, has come to campus to watch videos on classroom management and to borrow resources from the library. A math professor (Ms. Stafford) has visited the class of a recent graduate, answered questions, delivered model lessons, and served as a substitute in her classroom. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed math materials and reading kits from the Education Resource Center. They continue to have free library privileges. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. Professors have also served as guest speakers and readers when invited by beginning teachers. Ms. Fleming served as a voluntary consultant at a Franklin County School for three new teachers, who received degrees from other colleges.

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

Wesleyan has served lateral entry teachers since the State began the program. Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening and/or Saturdays both on campus and at area community colleges. Faculty respond quickly to many calls about lateral entry, provide programs of study promptly, and refer students to Colleges providing areas of licensure not offered at Wesleyan. In addition, information and tutoring related to the Praxis II exams have been provided to lateral entry teachers. Despite our small size and our few areas of licensure programs, we serve lateral entry teachers affiliated with us and those affiliated with other colleges, especially those who participate in the NC Model Teacher Education Consortium. Wesleyan helped found the Consortium in 1989 and has provided courses ever since for lateral entry teachers, provisionally licensed teachers, and persons desiring to be teachers. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees, a savings of over \$400 to the

teacher and Consortium per enrollee. From Fall 2001-Summer of 2002 Wesleyan offered 20 courses either on-campus, at Nash Community College, or Halifax Community College which enrolled lateral entry teachers affiliated with Wesleyan, Barton, NC Central, Elizabeth City, Chowan, and East Carolina, and a few other colleges. During the 2001-2002 school year, faculty participated in 10 off-campus transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes and provided special on-campus registration times. Nash-Rocky Mount and Edgecombe districts frequently refer potential teachers for transcript reviews. Over 75 individual plans were developed. Wesleyan is a partner in the NCTEACH program at the East Carolina site. It is a statewide initiative to recruit new teachers from career changers. One faculty serves on the NCTEACH curriculum committee and participated in the writing of the original curriculum and revision of the curriculum following the second session in 2001. We also share information and try to recruit adults to the program. One Wesleyan faculty member also taught in and helped develop the curriculum for career changers in a new elementary program at East Carolina.

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

Wesleyan does not offer graduate courses, but area teachers have taken our courses to renew or to add an area of licensure. Career teachers who live in Consortium counties may take Consortium classes at the cost of only \$80 for the teacher. Professors are responsive to requests from teachers to serve as speakers in their classes or to assist them in other ways. While on sabbatical the math methods instructor (Ms. Stafford) provided two free workshops for area teachers and taught six demonstration lessons at various schools, and prepared lesson materials for teachers at two schools. Two faculty and several students presented a workshop on integrating math and literature to teachers as part of the Mary Lois Staton Conference at East Carolina. The program director served as the president of the local reading council that provides CEU credits for its members; she and a colleague presented a workshop on literature circles to the group. Wesleyan contributed door prizes to the group, and the campus theatre provided tickets for use in a raffle by the group to raise funds for literacy projects. Dr. Perry-Sheldon presented lectures on action research for educators in three Phi Delta Kappa chapters, and she made a presentation to members of Delta Kappa Gamma (society of women educators) regarding her recent trip to China. She is active in Delta Kappa Gamma and assisted with various state training activities. Many of the activities described in Section K are supportive of the work of career teachers. For example, professors have served as guest speakers, have provided materials for use with K-12 students, have taught demonstration lessons, and have facilitated the work of area teachers and their students by taking college students to classes to work with the K-12 students. Teachers who supervise our student teachers receive a small stipend and two ticket vouchers for each of the three plays produced by the theater department. Faculty in the theater and art departments collaborated with teachers to produce plays and art shows both on and off campus. Letters of reference for graduate school admission were prepared upon request. Faculty reviewed grant proposals being prepared by area teachers (Nash and Edgecombe) and wrote letters of support for them.

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

Faculty worked with Edgecombe County in applying for a 21st Century Learning Grant that was funded beginning in the 2002 year. One professor collaborates with the advisory board and will participate in grant projects in the coming year. The chair of the program serves on the "Closing the Achievement Gap" Committee for Edgecombe County. Our work with the NC Model Teacher Education Consortium is a service to low-performing schools since many of the area schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Dr. Perry-Sheldon coordinated an internship for an education major who worked at Swift Creek Edison School in the exceptional children's program and as an after school tutor. Students in EDU 210 read to students at Swift Creek. Many of the tutoring activities performed by other faculty, staff, coaches, and students were with students needing extra help. Ms. Fleming and students in the student education association conducted minilessons and games at a school in Northampton County and with students at an area center for the homeless. In response to a call from a local school (Red Oak) seeking tutors, students in education were assigned there for their field experiences and many spent extra hours tutoring individual students. Ms. Stafford taught two free workshops to teachers in Nash-Rocky Mount related to preparing students for the end-of-grade tests. Dr. Perry-Sheldon taught three content reading workshops at

Davie Middle School; two on Saturdays and one on a teacher workday. (She received \$300 to cover travel and materials used to prepare the workshops.)

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

Priority 1--High Student Performance. The support provided low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Priority 2--Safe, Orderly, and Caring Schools. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors who promote a caring, inclusive classroom. A Wesleyan faculty member serves as the advisor to a local "Teen Court" project through a local mediation center. Two education faculties piloted a new curriculum on conflict resolution and conflict management being developed by the Center for the Prevention of School Violence in conjunction with the State Board of Education; they will continue to incorporate the materials in their education classes. Priority 3--Quality Teachers, Administrators, and Staff. Our work with the Model Teacher Education Consortium, the NCTEACH program and beginning teachers addresses this priority. We have also worked to improve our own teacher education program so our graduates are ready for the classroom. Priority 4--Strong Family, Community, and Business Support. Wesleyan participates in the Newspaper in Education Program and other local business initiatives that support education and build partnerships. Many faculties contribute time and money to the local education foundation. Many of the internships completed by Wesleyan students in various majors are in social service agencies and area schools. The education program incorporates a specific focus on preparing graduates to work successfully with parents by including reading and role-play activities and by requiring that student teachers document communication and work with parents. The student education organization (SNCAE) and some class projects support community projects to aid children. For example, funds were raised for supplies for children at an area homeless shelter and books were distributed through the Edgecombe Mental Health office to area children. Priority 5--Effective/Efficient Operation. Our work with the Consortium means that local districts that support the Consortium have a good return for their investments.

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 piloting of the materials on conflict resolution was a special project for the 2001-2002 year. Faculty met with the developers, used the materials in our classes, and met with the developers to assess the program. The materials will continue to be used in the program. A second emphasis for the year has been revising the assessment materials used in the program to ensure the quality of our graduates. This effort has been in conjunction with planning for the upcoming NCATE visit. In addition, we have continued to try to be responsive to requests from teachers, school personnel, and parents for tutors to work with area students, and faculty have become tutors themselves to help respond to the requests.

Supplemental Information (Optional)

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

Wesleyan provides the Learning Plus tutorial system developed by ETS to help students prepare for the PRAXIS I exams. Students are introduced to the system during the sophomore education classes and encouraged to use the materials. Print materials are sold in the bookstore and other materials are placed on library reserve so students have access to available training materials. In addition, the College has encouraged Consortium students to take workshops sponsored by the Consortium. Test-at-a-Glance booklets and registration materials are distributed on campus and mailed to persons requesting them. Several new efforts from 2001 were continued. Praxis I workshops and specialty area workshops were offered free to students. The newly employed coordinator of the writing center provided workshops in reading and writing; a math instructor

provided workshops on mathematics. Feedback from the students indicated the workshops were helpful. Faculty who have taken the specialty exams worked with individual students who needed help to pass the exams as well as to better align their course content and methods to address the skills covered by the exams. A science faculty member coached a lateral entry teacher preparing for the specialty exam. Group workshops were provided to the student teachers both semesters to help prepare them for the exams. Study guides from ETS are made available to students for independent study. During this year, faculty has begun to analyze data to better identify students who may need assistance with preparing for the exams

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

Faculty members work with admissions and with the adult degree program to recruit students. On campus recruitment activities include calling students who indicate on their admission applications that they are interested in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. We talk with students referred by other faculty. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and EDU 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its projects. Each year, educators are invited to speak with students. A bulletin board displays information about careers in teaching and activities about the program. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Since the 1980s, Wesleyan has enrolled teacher assistants in the education program by scheduling courses in the late afternoon and evenings. Many teacher assistants enroll in Wesleyan's Consortium courses. At advising sessions students are encouraged to take courses both on campus but also at community colleges to encourage them to pursue teaching and to make access more local and affordable. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses at reduced tuition rates, a savings of about \$400 per course. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Professors at Wesleyan recognize the need for increasing the supply of qualified teachers, so we readily collaborate with persons on campus and at other colleges to recruit and respond to persons who express an interest in teaching. For example, the director met with community college advisors and their students to share lists of courses that will transfer from their teacher associate programs to the teacher education program in addition to the college transfer programs. In addition, education faculty and the registrar often meet with community college students in their first year who anticipate transferring to the teacher education program so that they select matching courses. Also, since NCTEACH began, we recommend that eligible persons consider this program or we make referrals to colleges who have programs we do not offer at Wesleyan. Leaflets about teacher education were distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to recruit persons of diverse backgrounds (Latino, Native American, Asian, and others) to becoming teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. When opportunities arise to nominate students for scholarships, faculties try to identify well-qualified, culturally diverse students. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The

improved resources and workshops for the Praxis exams are facilitating admission to the teacher education program. The new writing center's director has worked with some minority students with oral language/grammar deficits who were seeking admission to the program. The intensive help has enabled the students to be admitted. Faculty worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements. For example, a local ESL program provider did student teaching and her remaining courses on a modified calendar and will graduate in August.

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

Our dynamic program is responsive to public and private schools, and to new initiatives sponsored by various agencies. The following briefly describe two such activities: Two professors met with the principal of the Rocky Mount Charter School to review cooperative efforts that could be undertaken between the College and the school. The school, which is the largest charter school in the state, is relocating to a new campus near Wesleyan. Currently, some of the charter school's teachers are enrolled in Wesleyan courses. Another activity initiated and that will continue was a review of all aspects of the education program. A program review was conducted and submitted to the College's Academic Planning Council, and a review was submitted to the College's institutional researcher. In May, education faculty began reviewing the knowledge base and goals and the assessment process. The goal of this ongoing process is to update the knowledge base with current research on reflective practice and to verify alignment of our program with revised standards developed by NCATE, national professional organizations, INTASC, the NC Department of Public Instruction, and the six core standards developed by the NC Teaching Standards. The program also submitted its required Title II report. Outcomes of the reviews will influence the items on our observation and evaluation instruments as well as course content and activities. Another activity this year was refining the clinical experiences by structuring the field placement so that students would spend the final field placement prior to student teaching and student teaching in the same school with the same teachers. This yearlong clinical experience is similar to that at an area state university and one recommended by several area teachers. Students would continue to have early field experiences in other sites.

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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	3	Total	22
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	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	5
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	5	Total	3

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)	34	34	13
Middle Grades (6-9)	23	23	9
Secondary (9-12)	12	12	6
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	75	69	30
Comment or Explanation:			
Education faculty are responsive to requests for programs of study by persons who are officially lateral entry and by others being considered by area school districts. The number of persons taking classes may not reflect those who actually were enrolled since lateral entry teachers may take courses at other campuses as part of our Consortium. In addition, many more lateral entry teachers than those shown in this chart took courses at Wesleyan. Some of these were in licensure areas we do not offer and who are affiliated with other colleges. In the 2001-2002 school year, Wesleyan offered 20 courses at night to serve employees of area schools; the majority of the enrollees were lateral entry teachers.			

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

	Baccalaureate
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	327
MEAN CBT-W	322
MEAN CBT-M	323
MEAN GPA	3.19
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	15	14	2	2
Middle Grades (6-9)	2	1	5	5
Secondary (9-12)	0	0	2	1
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
Total	17	15	9	8
Comment or Explanation: Two program completers chose not to take PRAXIS II to get a license in the state. They are teaching in other states.				

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	7	100
MG-Math	1	*
Math (9-12)	1	*
School Summary	9	89
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8	3	3			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1	2	1			1
Comment or Explanation:						
The part-time students who took the longest times to complete were individuals who only took one course per term or who extended their program due to personal reasons.						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	9	100	89

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
Nash	120
Halifax	48
Edgecombe	32
Roanoke Rapids City	25
Wayne	24
Wake	17
Wilson	15
Lenoir	13
Northampton	12
Johnston	9

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.	3.75	3.33	3.6
the ability to effectively manage the classroom.	3.25	2.67	3.6
the ability to use technology to enhance learning.	3.25	3	3.4
the ability to address the needs of diverse learners.	3.5	3	3.2
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	3	3.4
Number of Surveys Received.	4	3	5
Number of Surveys Mailed.	8	8	8

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
1	2	5



Pfeiffer University

2001 - 2002



IHE Bachelor's Performance Report

PFEIFFER UNIVERSITY

2001-2002

Overview of the Institution

Pfeiffer University is a 117 year old, small, private, co-educational university located in Stanly County, a rural county in the Southern Piedmont area. Serving approximately 1000 students in both undergraduate and graduate programs at three county locations, Pfeiffer's primary population is from NC with a large portion of commuting adult learners. Pfeiffer's vision is to be recognized as a model church-related institution, preparing servant leaders for life-long learning. We are committed to educational excellence in a learner-centered environment; help people realize their potential; include diverse learners in a caring, accessible community; value our Christian heritage and foster faith formation; and approach all that we do with integrity and respect for the dignity of each person. Pfeiffer is a comprehensive United Methodist-related university with multiple campuses and delivery systems, committed to excellence, service and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our students embrace the Christian values of human dignity, integrity, and service, as they become servant leaders and lifelong learners.

Special Characteristics

Commitment to educational excellence, learner-centered practices and service learning activities are core components of all Pfeiffer's schools and programs. Pfeiffer's Francis Center for Servant Leadership works in conjunction with the Bonner Foundation and AmeriCorps to provide engaged learning and community service opportunities to students. It primarily focuses on three avenues to promote personal growth and academic knowledge. Servant leadership initiatives include involving students in: Christian service, which encompasses campus ministries, missions, human service and volunteerism; service or engaged learning, which refers to the fully integrated classroom where students are actively involved and an experiential and applied base of knowledge is expanded through internships, cooperative partnerships, mentorships, and students involvement in research; and co-curricular development, which emphasizes leadership, citizenship, and character development including life learning that takes place in the residence halls and through our student-life programs. The School of Education's (SOE) role preparation model, A Community of Learners: Knowing, Doing, and Becoming, is in direct alignment with Pfeiffer's vision and core components. It is the central theme around which the conceptual framework for education students is organized. Teachers are recognized as individuals who are KNOWING, DOING and BECOMING. First, they possess a mastery of their discipline content. Secondly, they demonstrate this mastery through effective lesson preparation and implementation that results in student's acquisition of the subject matter. Finally, they intrinsically recognize the value of life-long learning to enhance their chosen field and broaden their appreciation of a variety of diverse yet interrelated experiences. Pfeiffer's TE program is designed to provide thorough preparation in a specific academic discipline, an understanding of the techniques of effective teaching, and an understanding of the responsibility and importance of servant leadership. The SOE is one of the largest programs at Pfeiffer and involves satellites in Montgomery and Mecklenburg County. The Teacher Education department's size supports individualized services without sacrificing quality. The strongest aspect of which is the TE faculty and the relationships that are established with students. The faculty are diverse professionals who recognize the learning needs of the individual student and are enthusiastic about developing a learning community where achievement is nurtured and carefully assessed. Pfeiffer serves in a multitude of collaborative efforts with one of its strongest links with the Stanly County Schools and the Rowan-Salisbury Schools. As the higher education partner for the Rowan-

Salisbury School System's continuous improvement initiative, the SOE has the opportunity to access numerous resources and to directly influence the teaching practices within the schools.

Program Areas and Levels Offered

Pfeiffer University's School of Education offers undergraduate programs leading to licensure in the following areas: Biology (9-12), Chemistry (9-12), Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Physical Education (K-12), and Special Education in LD and BED (K-12). It was recently approved to provide graduate studies in EE beginning in the fall of 2002.

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 hub of Pfeiffer's Teacher Education (TE) Program is its collaborative involvement with local colleges, school systems, schools, community organizations/individuals, faculty and students. Through formal and informal partnerships with school systems, University faculty diligently work to develop, implement, assess, and restructure instructional strategies that will improve teacher preparation and retention, improve the delivery of services to all school students, improve the achievement of all students, and prepare teachers for the future. This year, school personnel including personnel directors, assistant program directors, principals, and teachers (beginning and career) were actively involved in evaluating and providing feedback relative to the TE programs, curriculum content, course objectives, and information on growing teacher needs in the Piedmont. Feedback resulted in: the restructuring of the SPED program; the development of the Master of Science in Elementary Education (EE) for area career teachers; expanding the EE program to Montgomery County (rural and low income area) primarily to meet the needs of teacher assistants and lateral entry teachers; expanding the EE program into Mecklenburg County to meet the growing teacher assistant training needs; modifying the Foundations of Education course to include a writing component to help students improve their composition skills; the writing and acquisition of several cooperative grants (Duke Energy, AT&T Networking, and the Gray Stone Charter School), and the procurement of an additional faculty person. Many Pfeiffer adjunct professors were teachers/principals and assisted in the revision of syllabi and/or had direct input into program changes. Teachers and administrators frequently presented in education and methods classes and provided advising relative to curriculum. Pfeiffer professors and students presented, observed and volunteered in school classes/labs as well as performed student assessments, acted as mentors and tutors for at-risk students, and provided consultation (on-site and on campus) on content and/or skill development. Local teachers and students attended/participated in campus activities, services, and learning events while Pfeiffer faculty frequented activities in the local schools, thus maintaining open, informal interaction. In the recent construction of a new science/math facility at Pfeiffer, local high schools were consulted to determine lab and classroom content needs. The Science department developed lab curriculum materials and experiments for the local high schools (Teaching Scholars Program) and often shared lab facilities, resources and supplies. School students were actively involved in QUEST (Question, Understand, Explore, Serve, Triumph), SPEC (Southern Piedmont Educational Consortium) and programs for the gifted and talented, which were delivered on the Pfeiffer campus by University professors, college students, and teachers. Activities included arts, academics and character building. Through good communication, Pfeiffer is able to access/use teacher and school resources to facilitate a strong teacher preparation program and the local schools utilize the strengths and resources at Pfeiffer to deliver top-notch services to each student.

List of Schools with whom the Institution has collaborative activities.

Pfeiffer regularly works collaboratively with the Stanly County, Cabarrus County, Rowan-Salisbury, Anson County and Montgomery County School systems. In the past year, Pfeiffer has been actively involved in the following schools: North Albemarle Elementary, Badin Elementary, Richfield Elementary, New London Elementary, East Albemarle Elementary, Endy Elementary, Central Elementary, North Stanly High, West Stanly High, Albemarle High, South Stanly Middle, Knox Middle, Knollwood Elementary, Granite Quarry Elementary, Enochville Elementary, Morgan Elementary, Hurley Elementary, Harrisburg Elementary, Bostain Heights Elementary, Ansonville Elementary, Winecoff Elementary, Mt. Pleasant Elementary, North Rowan Elementary, East Rowan High, North Rowan High, South Rowan High, Central Cabarrus High, and West Montgomery High Schools. It has strong alliances with Montgomery Community College and Stanly Community College. Cooperative agreements also exist with Davidson County and Asheboro City Schools to be used as the need arises.

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

All TE faculty, which numbered 5 ½, were involved with the local schools systems formally and informally. Activities to improve student achievement included: providing assessment of students skills, tutoring and mentoring at-risk students, volunteering, developing and judging science fairs, making presentations on specific content, and participating in career day activities. The SPED professor also worked with a traumatic brain injured student to assess his skills and to develop a plan for high school and post secondary studies. Activities to enhance teacher development included: participation in Smart Start in Stanly and Cabarrus Counties; presentations at national, state and local conferences, workshops, staff workdays and Delta Kappa Gamma; consultation with EC and regular classroom teachers about EC students and IDEA; cooperative sponsorship and involvement with the recognition of Board Certified Teachers in Stanly County; consorted effort to provide course-work for professional and personal growth; individual and group participation on the EE programs in Montgomery and Mecklenburg County; and the cooperative effort to procure the Network for Improving Elementary Teacher Education Grant. Effort to assure the quality of TE services included: Cooperating Teacher Workshops, the annual Cooperating Teacher/Principal Feedback Luncheon, Program Evaluation activities, obtaining experts to present to prospective teachers, coordinating clinical experiences (i.e. involvement for TE freshmen and method classes, 15 - 30 hour independent observations/paraprofessional activities, student teacher experiences and internships for Certification Only students) and maintaining open communication with local teachers. Involvement of University faculty and staff outside the School of Education was significant. Departments provided workshops and consultant services for teachers, made presentations to classes, tutored students and teachers in their respective discipline, was involved in character building activities with students, supported extensive student involvement in the local schools, served as a reference and resource for elementary and high schools and was involved in school events of interest such as sports, plays, awards, chaperoning, prom activities or informal lunches with teachers. Ensembles, bands and chorus groups of the music department held concerts in the schools and invited schools to all on-campus concerts. It also held a countywide chorus composed of Pfeiffer faculty and students, teachers and students, and community individuals, which performed locally. The art department invited elementary students to participate in the Elementary Art Education course and assisted with the art activities of QUEST, SPEC and the summer program for gifted and talented students. Theatre planned two productions and involved faculty and students from Pfeiffer, the school system, and community individuals in all aspects of the play. An English professor served as a resident artist providing creative writing residency for local public schools. A religion professor was active in school services for juvenile delinquents and the public school outreach department. All disciplines were heavily involved in community/student awareness programs (Cancer, March of Dimes and etc), which reached beyond the campus community into the community-at-large.

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

As a small university, located in a rural setting, Pfeiffer has the advantage of being able to offer individualized services to its students and program completers. Faculty support of recent program completers, as they enter the teaching profession, encompassed a broad range of services and was tailored to the individual's needs and length of service. Activities included, but are not all inclusive of, providing consultation services on content, tutoring relative to Praxis II, assistance with the PBL portfolio, making Pfeiffer resources available to the new teacher, making suggestions on various issues as how to meet a specific child's need/alternative strategies/classroom management and offering other forms of guidance/support via e-mail, telephone, letter and/or classroom visits. Pfeiffer's Director of Special Education also assisted beginning teachers in Rowan County with the interpretation of assessment results. E-mail has been an excellent avenue for supporting first year teachers. Valuable information is provided to the new teacher and many times the teacher shares lesson plans, learning activities, and materials with faculty. The TE and science department developed the "Back On Campus Program" which invites beginning teachers back to Pfeiffer to share their experiences with current students as well as with each other. Each year, previous program completers are invited to return to campus for an informal reception and sharing time, which often renews student alliances as well as, opens doors of support. Although all beginning teachers did not attend last year, current program completers suggested developing an electronic newsletter to be sent to beginning teachers, which would inform them of various educational activities on campus as well as to encourage them to take part in the "Back On Campus Program".

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

Expressed interest from the local school systems and needs from individual teachers were the original motivating factors for Pfeiffer developing an evening program for lateral entry teachers. The program was so successful that teaching assistants requested to be involved. Since its inception, the Lateral Entry Program (LET) has become more formalized with classes offered on the main campus, at satellites in Montgomery and Mecklenburg County, and periodically at the local school or school administrative offices. Each year the Lateral Entry policies and procedures have been reviewed and revised to better meet the needs of the teacher(s). The goal has been to simplify the admission process into the LET program, to require only necessary courses without sacrificing quality, and to ensure alignment with national and NC standards. An individualized program of study is developed for each LET applicant by evaluating experience, in-service training and education to determine individual needs. The teacher and his/her advisor sign a contract, highlighting requirements and required courses for licensure. The most frequently requested courses (i.e. Educational Psychology) are offered each semester and every summer. Other courses are offered in the evenings, on Saturdays and during the summer. Courses, not normally scheduled during a semester, can be added based on need. Last year, Pfeiffer offered a required course on the weekends in Montgomery County to meet the needs of the lateral entry teachers who were not able to take it when it was routinely offered. To assist in preparation for Praxis II, LE teachers attended the licensure prep course free of charge. Advisors worked closely with the LE student by scheduling advising appointments at the student's convenience, identifying alternative courses located at local community colleges when needed, providing individualize assistance (on campus and at the school location), tutoring, and working closely with the LE's school system during the process. Faculty worked to accommodate the LE student by scheduling directed studies and internships, providing make-up classes, and offering extensions on assignments. Each year, faculty provide workshop in Rowan County relative to LE requirements and services offered at Pfeiffer. In support of the recently developed regional licensure centers by NCDPI, Pfeiffer faculty met with the regional staff, discussed purpose and procedures of the regional office, obtained documented information, and respectively refers LE applicants to his/her personnel officer for information on the LE regional office.

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

Information obtained through our program evaluation system and open communication with teachers and local school administrators identified a strong desire for a master's level program in EE. This past year, Pfeiffer

worked with career teachers and program administrators to develop the Master of Science in Elementary Education. It is aligned with National Board Certification requirements and is action research based. Courses may be taken for license renewal, professional development or achievement. Career teachers are actively involved with the required clinical experiences of TE students, with student teaching and internship experiences, and are recognized by the University annually with a reception and luncheon. The EE Director served as a mentor for National Board candidates. Pfeiffer attended and helped sponsor the celebration for National Board recipients in Stanly County. The Head of the Department is a leader and an active member of the Delta Kappa Gamma. The SPED Director has provided consultation on strategies, IEP's, and IDEA for professional teachers both on campus and at their work site. She also visited two schools within the Rowan County school system in addition to the central EC staff, to provide advising and needed services to career teachers. Extensive support and services were provided to career teacher's needing/desiring to add a licensure area. As an added benefit, teachers working in the school system received a scholarship from Pfeiffer, which reduced their tuition by half.

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

There are no low performance schools in our area. However, Pfeiffer students and faculty have served as tutors in area schools in which there are numerous students who were identified as being at high risk. Students also worked with students at the Nazareth Children's Home in Rowan County and provided numerous services to children in low-income housing.

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

"Closing the Gap" - Pfeiffer's TE faculty focused much effort towards identifying different ways to enhance the performance of minority individuals. A TE professor contacted school personnel in Rowan County to ask permission to develop and deliver workshops on Cultural Diversity. The first workshop, entitled "Practical Strategies for Closing the Gap" and follow-up session was delivered at Knox Middle School. Plans are to continue implementing the workshop at other schools within Rowan County and to encourage other counties to allow the workshop to be presented to schools within their systems. Cultural diversity and different ways of learning are emphasized in all core, professional, and methods classes. Students are repeatedly taught and must demonstrate strategies to meet the needs and assess and enhance the achievement of all students including those who are learning challenged as well as those with ethnic differences. Faculty actively seek methods and solutions to reduce the differentiated performance of minorities on standardized tests. "Improving the achievement of all students" - Early in the teacher preparation program, students are provided with research findings relative to factors (socio-economics) that have an impact upon students' achievement levels. Special emphasis is placed on developing strategies for training prospective teachers to improve the achievement of all students. This is characterized by the extensive incorporation of clinical experiences, directed teaching, small and large group participation, tutoring, volunteering, and mentoring required of students in method classes as well as the overall involvement of students with QUEST, SPEC, and the gifted and talented summer programs. Gray Stone Charter School will also offer an excellent resource to accomplish this priority. Improving achievement of all students is best characterized by the grant, "Network for Improving Elementary Teacher Education", through AT&T for Teaching and Learning. This is a collaborative effort between several colleges, local school systems and local schools to prepare future elementary teachers to engage all students in inquiry-based learning by using technology to integrate science, math and language arts instruction. Select faculty, teachers and students will be trained on web-based resources, techniques of instruction, data collection and analysis, and desktop publishing. Model lessons for the college and public schools will be jointly developed. These lessons and integration techniques will be taught in the education methods classes. College students will develop specific lesson plans that utilize active, integrated methods and techniques in addressing the four strands of the elementary science curriculum. In the spring, college students will present integrated science/math/language arts lessons in select elementary schools. Data, disaggregated by ethnicity and gender, will be collected on the effectiveness of the lessons. Science and TE faculty also worked collaboratively to complete a NSF grant application which will involve Pfeiffer faculty and students developing science courses to provide active learning strategies for teachers that will facilitate students' learning.

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

In alignment with the SBE initiatives (closing the gap, meeting all students' needs and improving the achievement of all students) Pfeiffer adopted a strong commitment to service learning. As a component of this commitment, faculty attended several workshops to learn how to incorporate service-learning experiences into the various teacher education courses. Subsequently, students are required to perform a number of service activities, syllabi have been revised to include early clinical experiences and/or required service learning activities and faculty have been asked to be community leaders in similar activities. The Servant Leadership Director at Pfeiffer coordinates and monitors the service learning activities of students. This year a large majority of the experiences encompassed students working in the local schools primarily in Stanly, Cabarrus, Rowan, and Montgomery Counties. For example, a Bonner Leader student developed a volunteer program at two schools that have a high minority enrollment (Central Elementary School and Stanly community Outreach Charter School), obtained the volunteers, trained them, assigned them with the teacher's assistance and evaluated the program. Students made presentations to public school students on cultural diversity meshed with the various academic disciplines, safety and other interest topics. Faculty and staff were involved in similar activities (as described in the "Faculty Involvement" section) with both students and teachers.

Supplemental Information (Optional)

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

A competency based and a quality education is frequently quantified by performance on standardized tests. Praxis score performance becomes an indirect measure of the quality of a Teacher Education program. Desiring to offer highly qualified programs where all students receive and accomplish a quality leveled education, forces Pfeiffer to place a strong value on test performance and to direct core teaching around Praxis test strategies and content "Praxis I" - All Pfeiffer students are required to take placement tests in English proficiency and math upon admission to the University. Course enrollment is dependant upon his/her placement scores. Several courses are available to enhance the skills of all students. TE students are encouraged to use Learning Plus to help prepare them to take Praxis I. Pfeiffer recently acquired the Plato program for Praxis I preparation. Subsequently, teacher education faculty modified EDUC 205 - Foundations of Education to include Plato diagnostic tests. Students who do not meet a predetermined score must participate in the Plato tutorial program before they can receive credit for EDUC 205. Study guides for Praxis I are maintained in the Curriculum Library, in faculty offices, and the Pfeiffer bookstore for student and/or faculty use. The TE faculty and many of the methods professors provided individual and small group tutoring for students needing additional preparation for Praxis I. "Praxis II" - Pfeiffer students' overall performance on Praxis II, during the 2001-2002 year, was approximately 84%, which is significantly above the previous years' performance. This improvement can be attributed to the initiation of three newly required licensure preparation courses (EE, secondary and PE). PE faculty utilized a specialist in Praxis assessments to conduct a Praxis II workshop for seniors and developed a Praxis II booklet for students who enroll in the Licensure Preparation course. Additionally, the PE faculty uses a Praxis II Website within their training and advising activities. TE faculty took the NCDPI required Praxis II tests (PE, EE, and Social Studies) in their primary area. SPED faculty attended a Praxis II preparation workshop presented by UNC-Charlotte. Faculty aligned their syllabi and course objectives with the Praxis II content.

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

Pfeiffer actively recruits both traditional and non-traditional students into teacher education. It has a comprehensive website with a mass array of information including a newly revised website for the School of Education for individuals interested in its programs/services. TE faculty work closely with the Admissions

office to assure they have the information and literature needed to represent TE programs as they visit schools and talk with students and parents. A TE professor served on the admission committee and regularly reviewed applicant folders. Six times a year, Pfeiffer holds "Open Houses" for prospective students and parents to visit campus and learn about the mission, activities, academic programs and services provided at Pfeiffer. TE faculty are heavily involved in all "Open Houses" activities, making presentations, displaying pictures of TE activities, providing literature, and visiting with attendees. All faculty have an open door policy, meet with prospective students and are active in the local Teacher Education Fairs. Admissions staff and faculty are involved in Career Days in the local schools, regional career opportunity workshops and local Teacher Education Fairs. Once individuals become students at Pfeiffer, they learn about TE opportunities and programs through the required UNIV course, presentations by TE faculty/staff to various campus organizations, or from their advisor/professor. Coaches, advisors, and professors are taught to recognize students who possess skills and abilities that would make them effective teachers. Subsequently, such students are provided with information relative to TE and are encouraged to meet with TE faculty if they express interest in teaching. TE faculty identifies each student's strengths and weaknesses and challenge and nurtures the student to become his/her best. During 2001-2002, TE faculty collaborated with the Director of Career Services to develop and present a workshop for non-education majors to provide information regarding teaching opportunities, salaries/benefits, requirements, licensure process and alternative routes of entering the teaching field. Students/graduates from TE and other disciplines at Pfeiffer are good ambassadors for the TE programs and often refer individuals to our teacher preparation programs. Faculty are prompt to make and return calls, to send information in regular mail, and/or e-mail all referrals. Pfeiffer attempts to identify potential TE candidates early in the High School process (Step-up), make TE opportunities known to other majors and professionals desiring a career change, and to develop the knowledge and skills in each candidate so they may perform at their peak and follow a life long learning and enrichment process.

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

Encouraging students with diverse ethnic backgrounds to pursue teacher licensure has been a major goal for Pfeiffer and receives a concentrated effort through the Admissions Office and the TE Department. To recruit minority individuals into the profession, numerous grants and scholarships are available including the First Union Minority Scholarship, which provides cash to awardees to offset the direct and indirect costs of their education. Learning Plus and the Plato programs are accessible free of charge to assist minority students with passing Praxis I. All TE faculty are available to provide tutoring/assistance to minority students needing to refine their skills for successful completion of Praxis I. Many of the teacher assistants in this area are minorities and were a major consideration in the development of the evening, weekend and summer programs, so they could acquire undergraduate degrees with a focus in teacher preparation. Pfeiffer also works in cooperation with SCC, RCC, and MCC to ensure that a streamlined, competency-based curriculum is offered. Teachers and teacher assistants can begin their education at the community level and complete their licensure requirements at Pfeiffer with little overlapping of courses. Pfeiffer faculty worked in collaboration with SCC faculty to restructure SCC courses to ensure that those on the articulation agreement were equivalent to Pfeiffer courses and those that were not on the agreement would be acceptable transfer courses for required courses and not electives. The TE faculty is diverse, with a broad array of knowledge and experiences, and actively seeks to stay abreast of trends and current information. They utilize their skills and knowledge to nurture the interest of minority students in the Education programs, find alternatives when roadblocks are discovered, and provide all the support possible to assist in their success.

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

Pfeiffer is excited about other new initiatives: 1. To produce more highly qualified teachers that are equipped with the knowledge and skills necessary to teach, meet the needs and improve the achievement of each student and provide the tools and instill the desire to make it a life long learning process. This is best demonstrated by the newly acquired Comprehensive Science licensure, the attempt to incorporate technology in Art classes, the

initiation of cooperative research projects with the local schools (PE, Math and Science), the expansion of the EE program to Montgomery and Mecklenburg Counties, the development of the Master of Science in Elementary Education and the inquiry based instruction in science/math/language arts, but most extensively with the STEP-UP program. The STEP-UP program is a cooperative effort between Stanly County Schools, Stanly Community College and Pfeiffer University to identify, develop, educate and retain outstanding teachers in Stanly County. This will be accomplished by introducing the education profession to students beginning in the sixth grade, nurture their interests and skills throughout their middle and secondary education, and assist in their easy transition into post-secondary education and ultimately into the teaching profession. 2. To improve the achievement of all students best illustrated by the newly approved Gray Stone Charter School, which is located on the Pfeiffer campus and utilizes all its available resources to achieve student success. Gray Stone is a regular high school in a rural setting targeted for college bound students. Pfeiffer and school faculty worked together to develop the curriculum. Professors teach in the school and teachers can be adjuncts in the college. Its uniqueness is in its design to create a forward thinking approach to education, which will result in the success of the student and the easy transition of the student into college challenges. It has both academic and character building components with strong emphasis on service learning activities. Faculty, parents, college students, school personnel and community individuals are trained in volunteering, mentoring, and tutoring to assist in individualize achievement. It offers an excellent opportunity for readily available clinical experiences and cooperative learning activities for students in the School of Education and will provide the TE faculty an opportunity to strongly encourage Teacher Education as a major.

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	6	White, Not Hispanic Origin	42
	Other	0	Other	0
	Total	6	Total	43
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
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	3
	Other	0	Other	0
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	1	Total	9

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)			
Elementary (K-6)	1	1	1
Middle (6-9)			
Secondary (9-12)	9	9	9
Special Subject Areas (K-12)	6	6	6
Exceptional Children (K-12)	42	39	36
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	58	55	52
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	328
MEAN CBT-W	324
MEAN CBT-M	324
MEAN GPA	3.45
Comment or Explanation :	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	21	21	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	4	4	2	1
Special Subject Areas (K-12)	6	2	0	0
Exceptional Children (K-12)	2	2	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	33	29	3	1
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	100
Physical Ed	5	40
School Summary	19	84
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23	4		1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			2			
U Licensure Only	2			1		
Comment or Explanation:						

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