

IHE Bachelor Performance Report

Appalachian State University

2005 - 2006

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the university strives to serve a diverse student body. The University has a residential enrollment of 13,479 and another 1,238 off-campus students and is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music and the Cratis D. Williams Graduate School. All except Business are directly involved in teacher education. The University has approximately 2,453 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 23 programs at the undergraduate level, 22 at the master level, one at the specialist level, and one at the doctoral level.

Special Characteristics

The RCOE has one of the largest undergraduate teacher education programs in the UNC-system. Terminal degrees are held by 99 percent of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains one of the largest Teaching Fellows program in North Carolina, provides support to 115 schools within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, Appalachian Family Innovations which is a center for working with juvenile offenders and adoptive parenting, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, the Adult Basic Skills Project which provides training for literacy teaching of adults across North Carolina, and the ASU Communication Disorders Clinic which provides diagnostic and treatment services to over 3,982 school age clients annually, a substantial number of whom are referrals from school districts.

Program Areas and Levels Offered

Program areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS; Health Education, Secondary Education, BS; History, Secondary Education, BS, MA; Industrial Education with concentration in Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education (K-12), BS; Physics, Secondary Education, BS; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, SSP; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, or Sociology, BS, MA; Spanish (K-12), BS, MA; Special Education: Cross Categorical, MA; Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS; Theatre Arts (K-12), BS; and Technology Education with concentrations in Trade and Industry, and Secondary Education, BS. License Add-on programs are offered at the "A" level in Preschool, English as a Second Language (K-12), and Reading Education (K-12).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

ASU has a strong collaborative relationship with schools. Three high school PDSs (Watauga High School was added during this report year) have been initiated, involving faculty from science, English, history, and math with corresponding teacher representatives from the high schools; the RCOE Dean and the Dean of Arts and Sciences also are members of this group. As a result of curricular changes, additional early field experiences for preservice teachers in social studies, English, math, and science are in place. Other professional development school ongoing efforts involve 10 elementary schools and 75 teachers who work with RCOE faculty and 150 interns in the schools co-teaching, providing supervision, and assisting with curriculum development. Teachers receive professional development in return. In other efforts, thirty-five university and public school teachers continue to work in focus groups in math, science, social studies, and English at the secondary level to improve the alignment between college curricula and the NC Standard Course of Study. The focus group for Middle School with practitioners and five ASU faculty developed a MS Language Arts Resource CD and the MS Math Website. These focus groups have carried out such projects as a High School/Middle School Math Workshop and a High School Social Studies Economics Workshop; visits to ASU classes by 20 classroom

teachers to make presentations as well as joint planning for teaching classes in the schools and at the university; holding meetings with student teachers to obtain feedback about their preparation; and, holding meetings with cooperating teachers and faculty representatives from academic content departments to discuss student teacher performance. The University Council on Teacher Education has 2 local school representatives as voting members. The ASU-Public School Partnership Governing Board consists of 8 superintendents, the NWRESA director, the RCOE Dean, the Dean of Arts and Sciences, and the Partnership Director. The Partnership Coordinating Council with 30 teachers from Partnership schools works with RCOE faculty to identify and implement projects that address school and college needs. The ASU-Public School Governing Board supplies the funding for these projects. The Middle Grades Advisory Board of teachers and administrators continues to assist faculty in developing seven professional development schools. All programs in the College now have active advisory boards. A number of faculty have co-authored books and/or made joint presentations at professional meetings with teachers that draw upon collaborative research carried out in the schools. Faculty are involved in grant work with public schools such as the Universal Design for Learning (UDL) Grant focused on improving the outcomes for students with disabilities enrolled in algebra and biology courses. Nineteen teachers and administrators continue to assist faculty in developing seven professional development schools, most recently focusing on criteria for candidate performance in field experiences and school personnel. A number of faculty have co-authored books and/or made joint presentations at professional meetings with teachers that draw upon collaborative research carried out in the schools. 19 teachers and administrators continues to assist faculty in developing seven professional development schools, most recently focusing on criteria for candidate performance in field experiences and school personnel. A number of faculty have co-authored books and/or made joint presentations at professional meetings with teachers that draw upon collaborative research carried out in the schools.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Focus Groups comprised of content area university faculty, high and middle school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives participate in a series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the Praxis exam, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability.	<ul style="list-style-type: none"> • HS/ MS Math Workshop • HS SS Economics Workshop • Regular monthly meetings • Attendance at state and national conferences • Information disseminated on area programs and events related to the subject areas • Discussions concerning the End of Course Testing and upcoming exit requirements for the class of 2010 • Discussions concerning Standard Course of Study • Co-teaching experiment • Visited different classes and obtained ideas for student made resources • Discussion on alternative methods of evaluating student readiness for high school as a result of late EOG score returns (Math) • Guest speakers 	<ul style="list-style-type: none"> • Networking opportunities--creating a better understanding across districts of shared problems as well as ways to address the problems • Sharing of methodologies / pedagogy for implementation in classrooms; also incorporated into university methods courses • Sharing resources, websites, current events information, book reviews, etc. • Discussions, support, and trouble-shooting student teachers and interns with feedback to university faculty for use in program improvement • Co-teaching opportunities-- university faculty co-teaching with classroom teachers in district classrooms and vice versa • Suggestions for state implementation of programs (Senior Project) and meeting the need for teacher training • Compiled resources for Partnership teachers • HS Science Resource Website • MS Language Arts Resource CD • MS Math Website (all websites are made available for teacher ed candidates' use as well as for teachers and faculty) • Met with DPI officials to express concerns related to the Senior Project; this meeting led to the development and offering of training to teachers and university faculty
Avery, Ashe, Watauga	The Professional Development Schools (PDS) at Avery and Ashe high schools provide opportunities for additional early field experiences for pre-service candidates in math, science, English, and social studies while also engaging ASU faculty and high school faculty	The Ashe and Avery high school PDS sites have site coordinators who organize meetings and coordinate other PDS activities at the school site. The overall organizational framework for the PDS includes an advisory council at each school that meets monthly to develop goals and	The high school PDS initiative has led to guest teaching assignments for school faculty in methods classes; focused seminars for student teachers at the school site led by teachers at the school; expanded early internship programs (social studies, English, math); professional

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	<p>in professional development activities designed to enhance teaching and curriculum at both levels. Watauga High School was added as a new site for PDS development in May, 2005.</p>	<p>activities. Membership includes the principals, teachers, professors, supervisors, and chairs of academic departments. On-going discussions around PDS development occur in these meetings as well as through on-line discussion sites. An executive committee meets twice a year at the university level to provide guidance and assist in meeting the goals of the PDS. The Executive PDS Committee is composed of chairs from each major academic department, the Dean of the Reich College of Education, the Dean of Arts and Sciences, the Assistant Dean of Field Experiences, the Director of the Public School Partnership, and the site coordinator from each school.</p>	<p>development opportunities for cooperating teachers in technology integration; training for new cooperating teachers; team presentations at national PDS conference; development of a mission statement and goals for each PDS; and development of a memorandum of understanding outlining roles and responsibilities for all partners. Ashe and Avery chose an instrument aligned with NCATE standards that will measure the development of the PDS at each of their schools for 2005-2006. Several "at standard" indicators include: • Collaborative integration of 9-12 instructional content in the teacher education program and field-based experiences • Collaboration to provide learning experiences that integrate theoretical models with classroom practice • Collaborative implementation of changes at the high school and IHE as an outgrowth of strategic planning • Implementation of criteria for selection of cooperating teachers • Collaboration of IHE teacher education, arts and sciences, and school faculty in planning content based learning experiences. • Additional measurements to be completed in 2006-2007 Watauga High School began discussions regarding structures (mission statement, goals, activities) for implementation of the PDS which will be developed in 2006-2007.</p>
<p>Ashe, Avery, Watauga, Wilkes</p>	<p>The Appalachian Arts in Education Partnership (AAEP) involves ASU, Ashe, Avery, Watauga, and Wilkes (10 schools + 4 regional arts</p>	<p>The county arts councils were very involved with various AAEP school activities and were responsible for students attending many arts</p>	<p>• The impact of the AAEP cultural and artistic resources upon curricular change and student/teacher attitudes continues to be strong.</p>

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	<p>councils) in a three year federally funded project to integrate the arts into the core academic areas at the elementary and middle school levels. Over 200 teachers are involved in the AAEP with the potential to impact over 5,000 students in the schools.</p>	<p>performances. Week-long arts residencies introduced students to art forms not normally a part of the school experience. Several “Living Treasures” of the region were identified and contributed to the schools and curriculum including residencies for storytelling, sign language and poetry. Funds were provided that enabled teachers and administrators from the AAEP grant schools to attend a fourth year of a 3-day AAEP/A+ summer institute in the summer of 2006. The institute was conducted in partnership with the North Carolina A+ Schools Network and focused on arts integration, thematic unit development, and the collaborative process in the context of whole-school reform.</p>	<p>Students have experienced other cultures through the visual arts, dance and drama. Teachers feel the arts integration activities have made the goals and objectives of the North Carolina Standard Course of Study come alive and the curriculum stimulates student creativity within existing accountability structures. • Evaluation surveys of AAEP schools have shown that the grant had a positive impact on students and teachers. Almost all teachers were able to implement the arts enriched activities in their classrooms. Teachers felt that integrating the arts into other academic curriculum areas definitely impacted their students’ engagement learning, was a positive influence on students’ behavior in school, and impacted academic achievement. • Most of the students surveyed felt that the art activities helped them to learn other school subjects and most of the students surveyed indicated they liked being in school more since the AAEP grant was initiated. • An in-depth qualitative study was undertaken with seven lower socio-economic students in an AAEP school and findings showed that students from low SES backgrounds spoke about art giving them the freedom to be seen and heard in ways that they otherwise felt silent. Students’ individual sense of themselves as learners was expanded by arts-based approaches to knowing; students also reported that teachers who did bring the arts into their learning were more aware of their interest and skills as artists and they felt known and respected the most by</p>

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			<p>those teachers. When asked to draw or otherwise express similar sources of knowledge, the low SES students felt more understood and therefore more confident in their capacities for communications. • Based on written and oral feedback from principals and teachers at the AAEP grant schools, commitment to the role of the arts in teaching and learning is overwhelming and there has been an expressed interest in the continuation of the initiative by parents at all schools surveyed. The two key factors in the long-term sustainability of this initiative are considered: The development of a network and the continuation of ongoing, whole-school professional development. The groundwork for these two factors has been established at the AAEP grant schools. • With the continuing support of multiple networks (among them, the regional Appalachian Arts in Education Partnership and the statewide North Carolina A+ Schools Network) the grant schools will continue to have an opportunity after the grant has ended to pool resources, provide ongoing professional development, and share best practices in support of arts integration in classrooms.</p>
Alleghany	The Content Area Reading--Alleghany (CAR-A) project involves English, math, science, art, business education, history, vocational education and exceptionalities teachers in strengthening the teaching of reading skills in content areas at the secondary level. Over 300	CAR-A involved 12 teachers from Alleghany High School as well as 8 faculty from A&S and RCOE at ASU. Activities included workshops on CRISS, SAS in School, and technology; development of vocabulary assessments for content areas; workshops structured for the	<ul style="list-style-type: none"> • Improvements in student achievement on the EOC test in biology. • Teaching approaches changed: -more reading assigned along with more varied types of reading; -greater use of technology in instruction; -more integration of vocabulary instruction into the content areas; -

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	students have been influenced by the results of teacher training in this grant.	content area teams to set performance goals and redesign curricula for courses for the next school year; development of web-based resources; development of assessment material for student learning; implemented, observed, evaluated, reflected, and redesigned lessons. Teachers gave assessment instruments to students—pretest and posttest pilot data. Teams designed specific lessons; lessons were taught and observed by members of the team. Teachers, ASU faculty, and the principal observed and discussed the lessons. Teachers shared curriculum design in teams and ordered and shared resources. ASU faculty interviewed teachers and students related to the impact of instruction. An outgrowth of the grant was a math workshop on using calculators.	more attention to integrating different content areas into courses such as art. • Science alignment focus on middle grades and high school vertical alignment; revised and integrated curriculum into classroom instruction. • Science departments report increasing test scores that they attribute to students learning content better.
Ashe, Alleghany, Burke, Hickory	GEAR-Up grant focuses on helping students and families understand the importance of being prepared and informed about attending college. The partners involved are numerous, and include other post-secondary institutions and educational programs, local businesses and business organizations, and community groups.	The GEAR UP Project at Appalachian State University currently serves cohorts of sixth and seventh grade students in nine elementary and middle schools in Avery, Alleghany, and Burke County Schools and Hickory Public Schools. The Partnership also provides services in four high schools in these districts.	Some representative outcomes are listed below: • 249 students participated in college visits sponsored by the project • A two-day Leadership Summit, a gathering of 60 superintendents, district office staff, principals and assistant principals, counselors, teachers, college access program staff, and university personnel was held which led to setting goals and objectives for each GEAR UP school district • 105 teachers and 17 administrators participated in Partnership-sponsored professional development activities (60% of all teachers in the Partnership) • At least 54% of

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			graduating Ashe County High School seniors spring 2005 enrolled in a college or university fall 2005 (122 enrolled, 42 not enrolled, 63 could not be tracked)
Wilkes, Watauga, Hickory	National Board for Professional Teaching Standards Support program provides training, resources, and mentoring to teachers seeking National Board certification.	The RCOE-NBPTS Support Program provides a class, led by two NBPTS-trained National Board Certified Teachers, that meets weekly for two hours in the fall and continues in the spring to allow support for candidates as they finalize entries for submission to NBPTS. Classes provide NBC information, i.e., writing styles needed for the portfolios, expectations for each entry and documentation, Assessment Center expectations, NBPTS core propositions, national certification area standards, and scheduling and managing time during the process. Time is provided to work on entries and have them evaluated; assistance for videotaping classroom lessons also is provided. Many of the candidates continue into the spring mentoring sessions and go on to complete their candidacy. Also, several introductory meetings are offered to recruit NBPTS candidates.	RCOE-NBPTS program had 53 participants from 3 districts complete the course; 53 of the 53 applied for candidacy (took the NBPTS exam). Results will be known in November 2006; the 45% pass rate for teachers who took training in 2004-2005 and passed the tests in 2005 is above the state average.
Alexander, Alleghany, Avery, Ashe, Watauga,	Workshops-The Coordinating Council of the Partnership works as a consortium of schools and combines resources to identify and meet the	The Coordinating Council of the Partnership sponsored 4 major workshops in 2005-2006 with a major focus on literacy • Paul Sloucomb-“Boys	-Discussion and reading in districts that heightened awareness of literacy needs of boys - Provision of appropriate training in the purpose,

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Burkes, Wilkes, Watauga	needs of partnership districts and schools	in Crisis” • Senior Project • Linda Rief • Frameworks for Poverty “Train the Trainer”	design, and implementation of the Senior Project for Partnership teachers -Developed materials with suggestions for improving reading and writing and disseminated these to workshop teachers -Partnership Frameworks trainers conducted workshops for teachers, who, in turn, could become trainers with the goal to have every teacher and administrator trained
Watauga	The RCOE Tuesday's Tutors Program is designed to provide ASU teacher education candidates with an opportunity to tutor children from culturally and linguistically diverse backgrounds while providing an alternative after school experience for children from Hardin Park Elementary. Objectives include helping children with their homework and assisting them in completing a project using the Project Approach framework.	RCOE Tuesday's Tutors Program served 25 children from a local elementary school representing nine separate heritage languages from grades K-8. These children were tutored by 23 ASU students. Activities included helping children with their homework and assisting them in completing a project, using the Project Approach framework. ASU students keep continuous, electronic field notes of their interactions and experiences with their tutees, in order to note surprises, difficulties, and progress.	The RCOE Tuesday's Tutors Program outcomes included a "breaking of the stereotype" in the minds of preservice candidates that "children who have Limited English Proficiency are not very bright." In fact, the preservice candidates have been amazed at how intelligent their tutees were. They were also amazed at how eager the children were to complete their homework! Another outcome was the discovery that children who struggle with language "blossom" when they are given hands-on experiences that directly engage them in applying their knowledge and creativity. The school and parents have expressed great appreciation for ASU providing such an experience and a consistent waiting list of students wanting to enter the program attests to its need. The success of the program has prompted faculty from the Department of Foreign Languages and the Department of Curriculum and Instruction to write and submit a grant proposal that would provide funding to underwrite a similar program expressly for Latino children; this program would permit candidates in

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			foreign language education as well as those in other programs to gain valuable experience working with one of the fastest growing student populations in North Carolina.
Watauga	The family literacy project at two K-8 schools (Cove Creek and Mabel) focuses on assisting at risk students and families with increasing their literacy skills in speaking, writing, and technology.	The family project has expanded to three sites with 16 families and 20 ASU preservice students, 4 teachers, 2 RCOE faculty, and 3 ASU doctoral students involved in activities that include story telling, reading and writing, technology applications, digital photography, and small group discussion designed around the theme of family histories.	Staff at the schools have reported higher engagement in classes by project students, improved attendance, closer working relationships with the families involved, enhanced writing, reading, and technology skills, especially for the parents, and an overall improvement in attitude and understanding about the importance of schooling. ASU pre-service students reported an increased understanding about family identities, at risk behaviors, the impact of poverty, and the role of schooling in providing opportunities for community involvement. This model has shown such promising results that it has been adapted for the five year Gear-Up grant recently awarded to ASU and the model will be implemented in an additional four schools in districts other than Watauga in 2006-2007.
Burke, Watauga	The Universal Design for Learning (UDL) Grant focused on improving the outcomes for students with disabilities enrolled in algebra and biology courses. The project worked with two area high schools (Freedom and Watauga High Schools)	A series of workshops focusing on UDL and Technology was offered to school faculty participating in the grant. Follow-up with faculty and on-site technology support further enhanced the use of UDL interventions by faculty. Data was collected on student outcomes and student perceptions.	Study results over a three-year period showed that all students reported higher levels of perceived engagement in learning activities based on the principles of UDL. Furthermore, over 90% of all students reported wanting their teachers to do more of these interventions. Barriers to the deployment of UDL-based interventions were also identified. Lessons learned from this project have been integrated into a major research grant

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			recently awarded to four major universities, including Appalachian, which will disseminate best practices nation-wide.

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

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 200 instances of public school involvement. ASU faculty provide instruction to over 80 students a year through the ASU Scholars Weekend for gifted and talented students in the region. Faculty serve on school task forces set up to address such issues as school restructuring, assessment, curriculum, and a new high school in Watauga County. Other faculty have worked directly with schools to assist in the design and implementation of appropriate evaluation instruments and systems; quite often faculty and graduate students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. The RCOE also assists partnership schools in involving students in cultural events; public school teachers and students attend university performances at reduced rates; in addition, through The Community Art School, public school children are bused in free of charge every semester to view exhibitions of contemporary fine art. Physical education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children and offer a special summer camp program. The Art Department faculty offer a sixth grade after-school art program in collaboration with the schools for local students, and art education students assist; art education programs for children developed by faculty and art education students are also offered through the Turchin Center for the Arts. In the Social Sciences, Geography faculty sponsor the North Carolina Geographic Alliance for classroom teachers and the Political Science Department faculty sponsor the Model UN that brings student delegates and their advisors to campus. The faculty in the departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools through methods courses and special programs, and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments. Faculty outside RCOE, academic consultants, are involved in supervision of student teachers and interns and spend regular time in the schools. University faculty often serve as judges for student events in schools (e.g., music, art, theatre, speech, science and writing). Faculty serve as mentor trainers or assist with ILT programs. Still other faculty work with technical support staff in the schools to assist in planning, implementing and evaluating technology plans and programs. A number of faculty have written grants, with the assistance of teachers, to address specific school needs.

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

The RCOE maintains several support systems for beginning teachers. A full-time educational consultant in exceptional children services works with 21 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through the ASU-Public School Partnership staff development activities, we remain in contact with beginning teachers employed within the 8 districts served by the Partnership; in addition, our PDS efforts in 8 local schools have created a support network of faculty who, because they are in the schools on a regular basis supervising interns, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provide training sessions for in-service teachers and beginning teachers. One effort of particular value to beginning teachers is a special in-service program created by the college's Appalachian

Family Innovations center entitled "The Missing Curriculum: Teaching Social Competencies in the Classroom." This training program assists beginning teachers in adopting teaching and classroom management strategies which help reduce negative student behavior in the classroom. Faculty members also were involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers; others served on ILT teams within the partnership area. The Department of Family and Consumer Science designed ways to facilitate direct interaction (email/ direct telephone/web boards) with beginning teachers; a number of other programs maintain e-mail contact with graduates and hold annual meetings with their graduates to keep current with their professional activities and needs. Many other departments have regular correspondence with graduates and offer them opportunities for professional development. All beginning teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership.

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

The Appalachian Transition to Teaching Program, federally funded for five years, focuses upon lateral entry and licensure only candidates with the express purpose of providing easy access to coursework and experiences necessary for the candidates to obtain full licensure to become highly qualified teachers in high need districts; the project is currently working with candidates at several off-campus sites, arranging coursework and providing mentoring support. The RCOE also maintains a full-time field experience office that serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. A representative of the ATTP attends meetings of the NW PANC regularly to provide liaison. We work closely with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. Liaison also has been established with the Charlotte RALC and 78 RALC lateral entry teachers enrolled in courses through ASU this year; another 18 pursuing licensure through DPI enrolled. A well established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry candidates; prior experience and equivalencies are used wherever possible; courses on and off campus are consistently offered in the late afternoon, evenings, weekends and summer to accommodate the needs of our lateral entry candidates. We work with content areas to insure that appropriate coursework is available. We have a program (almost completely web-based to increase access) to address the shortage of business education teachers--only three preparation programs exist at the public universities; this program offers combined web-based, NCIH and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. We have also targeted areas where lateral entry teachers may be place-bound and offer access to full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance (ALA), consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have increased in the past year, and are attracting lateral entry candidates who are trying to complete their requirements and need

coursework close to their places of employment. The RCOE sponsored a meeting of representatives from the 10 ALA community colleges and the school districts from the regions served by the colleges to explore collaboration among ASU, the community colleges and the districts in providing coursework for lateral entry teachers; the meeting resulted in a survey being sent to all school districts in the Alliance area to determine the numbers of lateral entry teachers who would qualify for the special coursework to be offered by the community colleges and ASU and what the coursework needs would be. Results from the survey will be used to identify needs and to build delivery of the appropriate coursework.

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

The RCOE offers the most off-campus graduate programs in teacher education of any college of education in the UNC system--some 38 cohorts with 15-25 students per cohort with over 136 individual courses offered each year and a total enrollment of approximately 900 teachers and administrators. We use flexible scheduling--evenings, weekends, and accelerated courses--and a combination of technology--NCIH and web-based delivery--as well as face-to-face instruction. Other professional development opportunities included focus groups for over 35 teachers to discuss alignment of NC COS with teacher preparation curricula; NCCSHTC/health education planned and provided 48 professional development opportunities for 928 career teachers and other educational personnel with a total of 380 hours of professional development provided; a training program for 53 teachers preparing for NBPTS certification which has resulted in a 45% pass rate on the first attempt (the national average is only 40%). Another program focused on providing experienced teachers in algebra and biology with training in Universal Design of Learning principles for developing teaching strategies and technology applications for working with special populations. The Appalachian Arts in Education program--federally funded for three years--provides staff development to teachers in four districts and 10 schools related to integrating the arts into core academic areas to enhance student achievement. The project offered its third summer training this year. Appalachian maintains a Math and Science Center that offered 29 workshops, courses, and institutes for 764 career teachers in 20 school districts; the center offered 66.35 licensure renewal credits through workshops and 409 teachers received renewal credit. The Jason Project, a technology supported science program, provided training and curriculum resources for approximately 150 science teachers. The Math Department offered Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving the teaching of core mathematics; over 40 teachers were involved. The Art Department maintains the Blueridge Artway, an ongoing program of video documentation of exhibits which can be used by area teachers in their classes in lieu of field trips to view exhibits at Appalachian. The School of Music offers a summers-only master's program in music education as well as a number of professional development workshops for career teachers; among these are the North Carolina Summer Institute for Choral Arts and a National Board preparation workshop (approximately 40 teachers combined), and the Silver Burdett Ginn Elementary Music Education Workshop (over 115 teachers). Special colloquia and seminars are sponsored by departments and conferences such as the Campbell/Price Reading Symposium two day conference with sessions on reading and literacy offered at no charge to experienced teachers seeking professional development opportunities. The Gear-up program will offer scholarships to

teachers in four districts who are involved with the grant to pay ½ of the cost for one course per semester while pursuing a graduate degree.

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

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have, however, on a regular basis, provided special assistance in reading, mathematics and writing to schools working to improve their students' performance. A NC-Quest grant has focused on working with teachers in the core academic areas of math, English, science, and social studies in grades 8-12 as a result of Alleghany School District identifying a need in its educational improvement plan, based on EOG scores, for an increased emphasis upon reading in the content area. In two of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers has led to continued improvement in EOG scores, especially in math and reading. For example, an early intervention model program in reading called First Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. At two high schools, another faculty-designed project works with content area teachers in math, science, and English to improve the student success rate among the special education population. Continuing results of this project show an increase in the number of special education students enrolling in general education courses, and an increase in the proportion of these students earning a C or better. The project also has had a positive influence on the instructional strategies teachers now use in these content areas. At Ashe County Middle School (ACMS), a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. Projects focusing upon writing skills and the improvement of spelling skills have also been instituted in the schools in Watauga County to address weaknesses in phonetic and phonemic skills and awareness.

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

Higher Student Performance: The RCOE Reading Clinic oversees the tutoring of 70 children that results in over 1,120 tutoring hours a year (many of these children are school referrals) and practicing teachers work in the clinic as part of their graduate study; the Clinic serves as a valuable resource for schools attempting to address specific reading problems in students. The RCOE offers an after-school program that provides 300 elementary children with experience in using technology to enhance their math, writing, and reading skills, all aligned with the NC Course of Study; about 100 preservice students assist as tutors in this program; another 100 provide other tutoring assistance in schools; all of these activities are carried out in collaboration with classroom teachers. ASU is also one of the partners in a 16 school initiative to strengthen the math and science teaching skills of middle school teachers and assist them to become highly qualified. As a part of the program, teachers take up to 12 sh graduate hours in math or science; approximately 14 of the teachers have decided to enter a graduate program this coming year to complete their masters. This three year funded project will ultimately bring training and resources to 200 math and science middle school teachers. The RCOE, in conjunction with the science and English departments, secured an NC-Quest grant to address deficiencies in content

area reading at the high school level; working with a team of content area teachers at Alleghany High School, the project focuses on addressing deficiencies identified in the EOGs in each content area and devise teaching strategies to address those weaknesses. ASU is addressing the Ready for School priority of the SBE by delivering its undergraduate interdepartmental B-K degree program to an off-campus site. The Communication Disorders Clinic also provides therapy and training for 25 children, ages 3-5, who are at risk because of speech or language disabilities; a total of 2,140 treatment hours was provided and through its Hanen-Parent-Child Early Intervention Program served 4 infants, toddlers, and their families, providing 72 hours of language facilitation and family education classes. In addition, the Clinic provided audiological screenings for 3,318 public school students. The Parent2Parent program provided services to 450 families with special needs in Watauga, Allegheny, Ashe, Avery, and Wilkes Counties.

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

The RCOE has emphasized developing teams of university faculty and public school teachers to collaboratively address student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's continuing NSF grant; ASU is one of nine participating centers training a university professor, a public school administrator, and two master middle school teachers who are training 15 additional area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance. A further manifestation of this collaborative approach is the involvement of ASU's College of Arts and Sciences along with the RCOE in a funded project to increase the number of highly qualified middle school math and science teachers; this collaboration involves not only ASU but also Western Carolina University, the Northwest Regional Educational Service Alliance, and 16 school districts. The RCOE continues to emphasize diversity in its elementary education curriculum to better prepare its candidates to work with diverse learners and has added a field experience component to its Diversity course. In addition, the elementary education and middle school programs are placing their students in more diverse field settings as part of their early field experiences. The RCOE has also recognized the increasing need for new teachers in the B-K area and has developed an interdepartmental program for off-campus delivery, using a combination of technology and face-to-face instruction, in an effort to increase the number of highly qualified teachers for this licensure in rural areas. Substantial professional development has been undertaken with faculty through special grants to foster greater uses of technology to enhance instruction. Over \$40,000 in faculty development grants were provided and more than 15 faculty participated in the 9 funded projects this year.

Supplemental Information (Optional)

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

A library of resource materials on the various Praxis tests is maintained in our field experience office, and students have access to free copies of all of these materials. Students are also directed to the ETS website for study guides for the Praxis. We also have set up a referral service with the university's Learning Assistance Center where tutoring services and other sources of support are available for those students who may have failed one or more of the tests or who wished to brush up on their skills and knowledge prior to taking the test. Suggestions developed by the Learning Assistance Center for preparing for the Praxis I exam have also been added to the online Undergraduate Teacher Education Handbook. For Praxis I exams, students also were referred to the specific departments (i.e., Mathematics) for assistance and special workshops and sessions. Appalachian maintains an approved computer testing center licensed by ETS to offer the CBT Praxis I and other ETS tests that have thus far been computerized. Students have ready access to this service and the score reporting process has been expedited. Some program areas devote class time to the taking of the Praxis, while others have faculty who work with students individually on preparing them for taking the tests. The number of students passing and overall Praxis scores continue to be strong, with our overall unit rate being above 95 percent passing on PRAXIS II and 100 percent passing on PRAXIS I. The latest aggregated pass rates for Praxis II being reported is 98% for Elementary Education and 100% for Special Education (these are the only two programs required to pass Praxis II for licensure purposes.)

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

The RCOE works closely with the admissions office to promote programs through open houses, faculty visits to schools, special programs, and special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school with at-risk students to promote college as a viable option. To date, over 440 ASU students have been involved in mentoring/tutoring to serve as role models for these students; over 200 students participated this year in college visits that were sponsored by Gear-Up. We have partnerships with 7 high school Teacher Cadet programs involving 175 high school students; we hosted visits to campus for these programs, offered a support group for the instructors in the programs, and offer ASU elective credit for students who complete the program satisfactorily. Information on students who have applied for and/or been accepted to ASU with an interest in a teacher education program is regularly sent to program areas. The Dean's Office is in contact with each of the students who indicated a major in education and who are offered admission. Program areas also communicate with these students, encouraging them to pursue their admission to ASU and a teacher education major. Program areas also send letters to enrolled ASU students whose majors are identified as "undecided" in the spring and to "undecided" transfers in the summer encouraging them to pursue a degree in teacher education. We have updated and increased our online information for potential students to access through the college homepage. Information regarding the teacher education programs is also distributed to potential teacher education students via e-mail and web pages. We work with our alumni in

the field and with counselors to provide them with information if needed and encourage them to recommend students to our program and to provide us with names of prospective teachers. Initiation of off-campus undergraduate and graduate programs has continued to be a major source for recruitment; frequent on-site information/orientation sessions are offered. Guaranteeing access to the offerings of Appalachian in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool; providing off-campus students with immediate access to on-campus resources through technology has helped as well. These efforts have attracted new students, undergraduate and graduate. As a result, we now work closely with the ASU Academic Alliance, a group of 10 community colleges, who partner with ASU in delivering the last 2 years of undergraduate programs in teacher education to community college graduates. Enrollments in these programs are in excess of 300 students with more being added as resources permit. A new facility is under construction on the Caldwell Community College campus with an anticipated opening in fall 2006; this building will serve as the ASU Teaching Center where students will be able to enroll in a variety of teacher education programs and complete their four year degrees.

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

RCOE has made a special effort to develop an environment and a support system for a diverse student population. The college participates in the ASU Open Door program that is designed to create a supportive and welcoming environment for all students and has adopted a statement of policy on the importance of diversity in all college programs and activities. Activities listed above are also applicable to our minority recruitment. Teaching Fellows has initiated a special recruitment initiative at 10 middle and high schools with minority populations. We work closely with the ASU admission's office and the minority recruitment initiatives, including special programs designed to bring minorities on campus and introduce them to fields such as education, and to insure that minorities are contacted in the schools and that they have ample opportunity to talk with minority admissions counselors about teacher education. Meetings are held with faculty and admissions personnel to explore ways to increase minorities in teacher education. ASU has a bilingual recruiter who focuses on Hispanic recruitment. On-campus recruitment program for Hispanic middle school students were held and conducted in Spanish with the focus not only on introducing them to campus life, but also to start preparing them for college as early as possible and to counsel them on high school courses needed to enter college. The College has secured \$100,000 from the Anne Cannon Trust to be used over a four-year period to support scholarships for education students from underrepresented groups; scholarships are being awarded to incoming freshmen and continuing undergraduates. RCOE also awards a number of other scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, especially those available specifically for minority candidates. Since the county in which ASU is located has a very small minority population (approximately 2.6%), as does ASU, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue teaching degrees in teacher education. This particular effort has been successful, especially for programs in school administration, educational media computers, and special education. Special efforts are carried out to encourage minorities to enter school services areas leading to licensure. For example, in some programs a systematic contact program has been set up to recruit minorities who have already enrolled at ASU but who may not

be aware of opportunities in education. The school counseling program initiates contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting; then a systematic follow-up occurs through written and face-to-face communication and additional information regarding academic requirements, financial aid opportunities, etc. Minority enrollments in these programs are among the highest in the university. The college is exploring with the Office of Admissions the feasibility of adding a recruiter who would focus on recruitment at the undergraduate level for all ASU teacher education programs with particular attention given to increasing the number of minorities enrolled.

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

None.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	11
	Hispanic	3	Hispanic	8
	White, Not Hispanic Origin	253	White, Not Hispanic Origin	778
	Other	3	Other	17
	Total	268	Total	816
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	34
	Other	2	Other	1
	Total	23	Total	38
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	125
	Other	0	Other	0
	Total	24	Total	130
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	32	White, Not Hispanic Origin	54
	Other	0	Other	5
	Total	33	Total	60

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	1	0
Elementary (K-6)	1	0
Middle Grades (6-9)	1	0
Secondary (9-12)	1	0
Special Subject Areas (K-12)	3	0
Exceptional Children (K-12)	1	0
Vocational Education (7-12)	7	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	15	0
Comment or Explanation		
<p>Only lateral entry and provisionally licensed students who requested programs through ASU are included above. In addition to those students included in the above chart, we had others taking courses at Appalachian this report year who are following a program developed by a RALC (78 students) or by DPI Licensure Section (18 students) who are not included in the table since we are not the recommending body for licensure for these students. An additional 175 licensure only students are pursuing licensure this report year through Appalachian with signed programs of studies.</p>		

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

	Baccalaureate
MEAN SAT Total	1,211
MEAN SAT-Math	*
MEAN SAT-Verbal	588
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.31
Comment or Explanation	

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

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N=#Completing	NC=# Licensed in NC	N	NC
Prekindergarten (B-K)	26	26	1	1
Elementary (K-6)	204	176	4	4
Middle Grades (6-9)	27	26	4	3
Secondary (9-12)	103	96	13	12
Special Subject Areas (K-12)	74	68	8	8
Exceptional Children (K-12)	19	15	3	3
Vocational Education (7-12)	11	10	3	3
Special Service Personnel	0	0	0	0
Total	464	417	36	34
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	207	98
Spec Ed: LD	24	100
Institution Summary	231	98

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

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	55	109	146	92	26	8
U Licensure Only	1	2	1	15	7	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	6	6	3	2	3
U Licensure Only	1	1	1	1	3	7
Comment or Explanation						
Undergraduate students may be accepted into the teacher education program after completing 45 semester hours; this can be as early as the second semester of the sophomore year or, for some programs, as late as the first semester of senior year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	503	95	72
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Forsyth County Schools	681
Charlotte-Mecklenburg Schools	601
Caldwell County Schools	554
Wilkes County Schools	482
Burke County Schools	478
Catawba County Schools	464
Wake County Schools	454
Guilford County Schools	405
Gaston County Schools	365
Watauga County Schools	307

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
quality of teacher education program.	3.53	3.52	3.64
preparation to effectively manage the classroom.	3.17	3.31	3.37
preparation to use technology to enhance learning.	3.39	3.33	3.60
preparation to address the needs of diverse learners.	3.27	3.35	3.41
preparation to deliver curriculum content through a variety of instructional approaches.	3.55	3.47	3.56
Number of Surveys Received	224	225	244
Number of Surveys Mailed	361	361	361

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
89	69	57