

IHE Bachelor Performance Report

Barton College

2005 - 2006

Overview of the Institution

Barton College is a fully accredited, four-year, private, coeducational, liberal arts college of about 1,200 students, of whom almost 1,000 attend full-time. Located in Wilson, North Carolina, Barton has students from 30 states and 16 foreign countries on a campus of 26 buildings on 65 acres. The College is affiliated with the Christian Church (Disciples of Christ). Founded in 1902 as Atlantic Christian College, the name of the College was changed in 1990 to Barton College. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Over 40 majors and programs are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 13:1, Barton recognizes the importance of personalized attention. Liberal arts education at Barton focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during January Term. Non-traditional Barton College teacher education candidates are served by the Weekend College Program and, in cases where they are employed by participating school districts, by the North Carolina Model Teacher Education Consortium. Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), North Carolina Department of Public Instruction, and Council on Education of the Deaf (CED).

Special Characteristics

The Teacher Education Program plays an important role at Barton College, with approximately one out of every five students declaring an interest in pursuing a teaching career. Increasingly, Barton is serving older students through the Weekend College Program and through participation in the North Carolina Model Teacher Education Consortium. The Weekend College Program allows working adults who would not otherwise be able to obtain a bachelor's degree access at non-traditional times to the entire elementary education, English as a second language, and special education: general curriculum programs, with the exception of student teaching and practicums. Weekend College classes are held every other Friday evening, Saturday mornings and afternoons, and Sunday afternoons. Many teacher assistants in the region have taken advantage of this opportunity and are now licensed classroom teachers because of Barton's

Weekend College Program. Through the North Carolina Model Teacher Education Consortium, public school employees in participating counties take teacher licensure classes at Barton and other sites throughout the region for a nominal fee. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

All Barton College School of Education programs are offered at the bachelor's degree level only. Licensure areas are Art Education (K-12); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); English Education (9-12); English as a Second Language Education add-on (K-12); Middle School Education (6-9) in Language Arts, Social Studies, Science, and Mathematics; Physical Education (K-12); Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (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.).

Barton participated in several collaborative efforts with public schools this year. These included the Eastern North Carolina School for the Deaf (ENCSD), Toisnot Middle School, Margaret Hearne Elementary School, New Hope and Rock Ridge Elementary Schools, and a project with the Wilson County Schools in general, in which principals from each elementary school in the system chose students to participate. More information about these collaborations may be found in the SEC Assessments table. Barton offered a course each semester in the late afternoon so that ENCSD lateral entry teachers could work toward licensure, and Barton was instrumental in supporting ENCSD's entry into the North Carolina Model Teacher Education Consortium (NCMTEC), enabling ENCSD teachers to attend classes for reduced rates. Barton offered 29 NCMTEC courses this year, many set up specifically for lateral entry teachers and teacher assistants. One example is Secondary Physical Education, held at Barton in July 2005 to support teachers seeking licensure but at a financial loss for Barton. This course was requested by the Nash Regional Alternative Licensing Center. Other examples of collaborative activities with schools abound. Physical education candidates taught seven classes each week throughout the school year at a nearby school. The physical education program hosted a Renaissance Program for 300 qualifying students at Margaret Hearne Elementary, in which basketball teams and coaches provided motivational talks and a basketball clinic, and all participating students were given free tickets for a Barton basketball game. Likewise, a soccer clinic was held for the entire school population at Darden Middle School. Barton student groups participated in Wilson County and Johnston County Special Olympics and for healthy heart events at Vinson-Bynum Elementary and Toisnot Middle. Volunteers were provided for field days at three schools—

Wells Elementary, Vinson-Bynum Elementary, and Margaret Hearne Elementary. A physical activity newsletter was created by Barton students for Wilson County middle schools. Faculty and majors worked with physical educators at Snow Hill Primary School in Greene County to develop and conduct their first Family Fitness Night. The Barton pool was made available to two local high schools and provided life guards, lessons, and a free swim. Each county art teacher was invited for an event at which Barton professors provided lesson plan ideas and studio/gallery visits and for which continuing education units were awarded. In January, Barton hosted the Scholastic Arts Awards, a regional exhibition for art teachers and their students, with about 200 attending. Barton hosted middle school students from the Greene County GEAR-UP program in three groups totaling 120 students. The Teacher Education Program worked with Fike High School to provide tutors for at-risk students, and three Barton College administrators went with Wilson County Schools administrators to visit early college programs in Durham and Guilford counties to determine the feasibility of such a partnership between the Wilson County Schools and Barton. Barton provided library borrowing privileges for all International Baccalaureate (I.B.) students in Wilson County. During the fall, the Fike I.B. Social Studies class met each week at Barton to utilize the College's online databases. Thirty junior nursing students spent 24 hours each in middle schools in Wayne County conducting health assessments and health education for a total of 750 hours, and 48 sophomore nursing majors spent 120 total hours in high schools in Wilson and Nash-Rocky Mount Schools conducting nutrition assessments and promoting health education.

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
Eastern North Carolina School for the Deaf	To increase student performance of children at ENCSD.	Barton students in the Educators of the Deaf Club worked in an after-school tutoring program for seven months to assist deaf children in reading.	10 Barton students tutored 8-12 ENCSD students weekly before and after dinner, averaging 1.5 hours each from September-December and about 1 hour a week February-April. ENCSD students traditionally have poor academic skills, and this additional tutoring provided opportunities for help with homework. EOG results were not available to determine the effect of these efforts.
Eastern North Carolina School for the Deaf	To increase student performance of children at ENCSD.	Barton students assisted deaf students in their writing. Through weekly writing back and forth during the fall semester, senior deaf education majors in EDU 430 Teaching Language to the Deaf modeled correct English in their letters to deaf students. Deaf students responded, giving them weekly writing practice.	Senior deaf education majors wrote ENCSD pen pals each week from September through December. The effect was more writing practice for ENCSD students each week. The teacher participating in this project stated that the added practice provided motivation for students and helped students to write sentences in a more grammatically acceptable way.
Eastern North Carolina School for the Deaf	To promote high student performance of students at ENCSD.	Barton students served as role models for those deaf students who aspire to attend college. In December, deaf students participating in the dialogue journal project met at Barton for a party and tour of the college, at which time opportunities for education after high school were discussed.	A group of about 8 deaf students from ENCSD came to Barton at the end of the fall semester for a tour of the campus and lunch. At that time, questions were asked about college life. This gave these students the opportunity to learn more about college life. Of this group, several will be attending post-secondary institutions in the fall.

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Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Barton students worked to establish friendly one-on-one relationships with deaf students. Through weekly writing back and forth during the fall semester, senior deaf education majors developed personal relationships with their dialogue journal partners.	Each weekly writing exchange gave ENCSD and Barton students an opportunity to establish and deepen personal relationships. In some cases, ENCSD students shared information with pen pals that they were reticent to share with individuals face-to-face. This communication is especially important for deaf adolescents, who have fewer opportunities for communication than hearing students. The teacher of the class noted the positive relationships established between students and their Barton pen pals.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Members of the Educators of the Deaf club provided several social activities each semester for children at ENCSD (e.g., game nights, holiday parties)	Barton students participated in the Fall Festival at ENCSD. In the spring, Barton students collected over 40 formals—bridesmaid dresses, prom dresses, shoes and accessories, as well as two tuxedos and several sports jackets that were given to ENCSD students to wear to their prom. They helped the female students with hair and makeup before the dance. All of these activities helped to provide ENCSD students with opportunities for improving social skills. They also promoted the SBE priority of providing students with a caring school.

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Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD lent expertise in helping Barton students improve their sign language skills. Every two weeks, one or more deaf staff member at ENCSD attended bi-weekly silent sign language lunches in the Barton cafeteria with teacher candidates. These students may be employed at ENCSD in the future, and the ability to sign effectively is one indication of teacher quality.	After each silent lunch, Barton students were required to list the new words that they had learned and to critique the experience. Feedback sheets documented that learning of new signs had occurred. Knowledge of sign language is essential for quality teaching at ENCSD.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD provided a clinical environment for Barton students needing exposure to the educational needs of deaf and hard of hearing students. Deaf education sophomores took a two hour tour of ENCSD and fulfilled a 7.5 hour practicum at the school in a classroom with deaf children. Juniors spent 15 hours in a reading classroom with deaf children and taught at least one lesson.	About 15 Barton students toured the campus of ENCSD in the fall and fulfilled practicums of 7.5 hours within the classroom. Five juniors spent 15 hours in reading classrooms with deaf children and participated in reading activities, including teaching a lesson. All of these opportunities promoted the goal of developing quality teachers at ENCSD, where Barton students are likely to be offered jobs. Through these encounters, students became more comfortable with working with deaf students and with the classroom environments they are likely to encounter as teachers. Students wrote reflections indicating that the observations were valuable for them. All students were assessed by practicum teachers,

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			who indicated satisfactory performances for all candidates.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	Barton offered one deaf education course at a late afternoon time each semester so that ENCSD teachers and others needing licensure may attend. During the fall of 2005, EDU 437 Teaching Oral-Aural Communication Skills to Deaf and Hard of Hearing Children was offered at 4:30 p.m. two days per week. In the spring of 2006, EDU 364 Teaching Reading to the Deaf was offered at 4:30 p.m. two days per week.	Three lateral entry teachers at ENCSD took the fall class, and three took the spring class. Offering the class at this time promoted the development of quality teachers at ENCSD by helping them to complete their courses of study and become fully licensed as teachers. In 2006-7, at least two of these students will have met all requirements for a Standard Professional I License.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	Barton advised lateral entry and licensure-only individuals attempting to obtain licensure, as well as those without degrees attempting to earn a bachelor's degree in Education of the Deaf and Hard of Hearing. Barton is currently working with one student attempting to obtain a bachelor's degree in deaf education and seven licensure-only students.	Barton continues to work with seven lateral entry teachers and with one teacher assistant working toward a bachelor's degree in deaf education. Through careful advising, Barton is helping these students to matriculate through the program. The Nash Regional Alternative Licensure Center does not evaluate transcripts for candidates seeking licensure in education of the deaf and hard of hearing but refers those candidates directly to Barton for a program of study. Two of those lateral entry teachers as well as the teacher

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			assistant will be licensed during the 2006-7 academic year.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	On behalf of ENCSD, Barton requested that at least one course each semester be offered through the North Carolina Model Teacher Education Consortium. These courses were offered at late-afternoon times convenient to lateral entry candidates.	In the fall of 2005, Barton co-listed EDU 437 Teaching Oral-Aural Communication Skills to Deaf and Hard of Hearing Children with the North Carolina Model Teacher Education Consortium and, in the spring, EDU 364 Teaching Reading to the Deaf. Candidates were able to take these courses for \$80 rather than the \$858 that would customarily be charged by Barton. All students were successful in these courses and are receiving the necessary education to ensure that ENCSD has quality teachers in the classroom.
Eastern North Carolina School for the Deaf	To ensure effective and efficient operations at ENCSD.	Barton faculty members are active on ENCSD committees, as requested. This year, one faculty member was on the Human Right Committee, which met bi-monthly in the evenings.	The participation of a Barton faculty member on the Human Rights Committee aided the efficient functioning of ENCSD. This faculty member was one of several individuals outside of ENCSD (including a lawyer, a psychologist, a social worker, and several parents) who work to ensure that students' human rights are upheld at the school. The effectiveness of their work is documented in official minutes taken at each meeting.

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Eastern North Carolina School for the Deaf	To ensure effective and efficient operations at ENCSD.	ENCSD personnel participate on Barton committees. The school director at ENCSD was an active member of the Teacher Education Committee at Barton College this year. The committee met monthly.	Involvement on the Teacher Education Committee has given ENCSD's school director the opportunity to more fully understand and to participate in the governance of the Teacher Education Program at Barton, including the regulations applying to institutions of higher education. In turn, it has lent him a voice in expressing concerns from teachers at ENCSD. Both attributes have had the effect of helping to ensure effective and efficient operations at ENCSD.
Toisnot Middle School, Wilson	To increase student performance of children at Toisnot Middle School.	Six Barton middle school candidates who were enrolled in ENG 363 Reading in Content Areas completed a 30-hour practicum at Toisnot Middle School. They observed a teacher, interacted with students informally, and tutored individual students or small groups of students who needed assistance in developing literacy skills.	The additional reading instruction helped the tutored children become more successful readers. No EOG testing data are available.
Toisnot Middle School, Wilson	To promote the development of quality teachers, administrators, and staff at Toisnot	In the fall semester, the Barton Middle School Education Program collaborated with Toisnot Middle School teachers to share instructional strategies. Barton students provided ideas on the latest	Four lessons were taught by Barton College preservice teachers in middle school classrooms. Barton College preservice teachers received feedback from experienced teachers. The teaching of these lessons had

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	Middle School.	methods and strategies and on integrating technology effectively in the classroom, and Toisnot teachers shared their expertise. Barton middle school education majors taking EDU 448 Instructional Methods and Design for Middle School worked in dyads with Toisnot teachers to design and deliver model classroom lessons.	the effect of requiring both preservice teachers and experienced teachers to reflect on their own instruction, which leads to improvement in instruction. Students in the classroom benefited from preservice teachers presenting learning activities that required active engagement. Many gave positive feedback about the lessons presented.
Toisnot Middle School, Wilson	To promote the development of quality teachers, administrators, and staff at Toisnot Middle School.	During January term, Barton College middle school education majors collaborated on curriculum ideas with Toisnot Middle School teachers and then implemented the ideas in lessons with children at the school. Barton students enrolled in EDU 442 Middle School Curriculum met with Toisnot teachers to share ideas related to middle school curriculum. The Barton students worked in pairs to collaborate with Toisnot teachers on how to implement lessons that fit the ideas discussed and then implemented the lesson.	Six lessons were taught by Barton College candidates in middle school classrooms, for which they received feedback from Toisnot teachers. The Barton students benefited from the practice of teaching and the critiques provided by the experienced teachers. Toisnot students benefited from the preservice teachers presenting learning activities that required active engagement. Two of the lessons involved the use of materials from the Merck Math and Science Lab at Barton. Toisnot students gave positive feedback concerning these lessons.
Toisnot Middle School, Wilson	To encourage healthy students in safe, orderly, and	Six students enrolled in the Barton College Middle School Education program administered practice EOG tests.	Barton College students benefited from the experience of administering a practice EOG test. They also learned about accommodations

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	caring schools.	These students, all enrolled in EDU 442 Middle School Curriculum, gave the practice tests to students who needed testing modifications.	that may be required for some students. Toisnot Middle School students benefited from the availability of extra personnel to provide specialized testing situations while students without accommodations were taking the practice tests. The efforts of the Barton students helped meet Toisnot's goal of remaining a safe and orderly school.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	At the end of one six-weeks period, Barton physical education students planned, set up, and carried out Renaissance activities for all students at Margaret Hearne Elementary School who make As or Bs on their report cards. They provided a day of activities for those students who met the Renaissance goal of at least a B average.	Personnel at Margaret Hearne Elementary gave extremely positive feedback concerning the day's events and the motivation the program provided for continuing to achieve academically. The physical education activities provided were consistent with the SBE priority of encouraging students to adopt a healthy lifestyle.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	The Barton College basketball team helped Margaret Hearne Elementary School children to improve their basketball skills. Members of the men's basketball team provided a basketball clinic for students and offered a lunch buddy program for students who seemed likely to benefit from interaction with a positive role model.	Personnel at Margaret Hearne were pleased with the success of the basketball clinic and with the team's willingness to establish individual relationships with children at the school, many of who are lacking male role models. This clinic and lunch buddy program helped to meet the SBE priority of encouraging students' health and indicating caring for students.

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New Hope Elementary School, Wilson	To increase student performance of children at New Hope Elementary School.	Barton College students enrolled in EDU 418 Teaching Learning Strategies to Students with Mild to Moderate Disabilities (regular semester) provided tutoring services to a self-contained special education class of 15 students at New Hope Elementary School. Students worked with the entire class by providing tutoring in various capacities. Students used the universal design philosophy in lesson delivery.	The teacher and the assistant reported that their students were taught information that improved their reading, writing, and math skills. The teacher has begun to explore the use of peer tutors in the classroom. No EOG test result data were available.
New Hope and Rock Ridge Elementary Schools, Wilson	To increase student performance of children at New Hope and Rock Ridge Elementary Schools.	Thirty special education students from New Hope Elementary and Rock Ridge Elementary Schools—15 from each school-- engaged in differentiated learning activities on the Barton campus. Candidates in EDU 418 Teaching Learning Strategies to Students with Mild to Moderate Disabilities (regular semester class) designed a model classroom based on the concepts of universal design and differentiated curriculum. The classroom had a central theme based on outer space. Various learning stations were set up at Barton with lesson plans based on the Standard Course of Study, all related to	The participating teachers who evaluated this strategy reported a positive outcome. One teacher indicated that, as a result of working with Barton teacher candidates, he himself learned of several useful activities that he is likely to use in the classroom. Teachers said that the lessons were meaningful and contributed to student growth. Evaluation of students in the form of a K-W-L chart indicated that learning had occurred.

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		<p>outer space. Teachers brought their students to campus. Groups of children went through the stations, and candidates gave feedback in a culminating activity. Teachers evaluated the process and offered suggestions. Barton students wrote reflections and gave reactions for future activities.</p>	
Wilson County Schools	To increase student performance of at-risk children in the Wilson County Schools	<p>Weekend College students enrolled in EDU 418 Teaching Learning Strategies to Students with Mild to Moderate Disabilities offered to provide tutoring on the EOG test for one child from each elementary school in Wilson, based on the recommendation of the school's principal. The coordinator of the special education program and Dean of the School of Education at Barton met with Wilson County principals in one of their regularly scheduled meetings to discuss the selection of candidates for extra EOG assistance, the design of an application form for parents, etc. Twelve students—4 third graders, 2 fourth graders, and 6 fifth graders attended four sessions of</p>	<p>At the beginning and end of the program, parents discussed their children's school progress and their expectations. In the last session, they discussed their children's test scores and perceived growth. One child moved from a 1 to a 3 on the EOG, 9 other children achieved 3s, and 2 children made gains but did not achieve 3s. Principals were enthusiastic about this program, with three in unsolicited remarks commenting that they would like to see an expansion of this program.</p>

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		<p>approximately two hours each. Each teacher candidate group created individual reading and math lessons, based on EOG materials, for students. At the end of the experience, a party was held, attended by parents, teachers, and the children themselves.</p>	

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

Barton faculty and students volunteered over 500 hours to local schools during the 2005-2006 school year. Two faculty members were actively involved tutoring in Wilson County School's AVID program during the fall semester as were 25 students. In the spring, one faculty member continued volunteering at least twice each month. Barton's Hispanic Studies professor helped to provide tutors for at-risk students in Wilson County through an after-school program held at Fike High School. An English faculty member paired a Barton honor student with an at-risk first grade student in Wilson County for remedial reading. This faculty member also arranged for author Isabel Zuber to speak to two classes at Hunt High School as part of the Boone Southern Writers Endowed Series. Art Education faculty members provided art demonstrations and slide presentations for high school art classes. Volunteer art education majors provided art instruction at a local elementary school. Barton faculty members served as judges in area competitions such as the Academic Quiz Bowl, the Eastern Regional Mathematics Fair sponsored by the North Carolina Council of Teachers of Mathematics, Science Olympiad, the Wilson County Middle School Scripps Spelling Bee, and the Soil and Water Conservation Speech Contest. Another faculty member supervised the Scholastic Book Fair at a Wilson elementary school twice during the past school year. Several faculty have served as chaperones for school dances and field trips as well as band and chorus trips with local schools and as proctors for EOG/EOC testing in the local schools. Barton faculty served on advisory councils for area public schools, and a faculty member also participated with a local SACS school evaluation. One Barton faculty member is on the Human Rights Committee at Eastern North Carolina School for the Deaf. The women's assistant basketball coach was the guest speaker at East Wake High School's athletic banquet. A PE faculty member compiled internet resources for teachers, which include healthful living websites and a "Great PE Teachers" distribution list. Another PE faculty member volunteered as athletic trainer during high school football games, represented Barton College at the Wake County High Schools Athletic Trainer Olympic Competition in April, 2006 and was Director of the NCATA Sports Medicine Symposium for high school students, attended by 118 students from several states. Faculty and students in the PE department at Barton held sports clinics for 800 Wilson County students and sponsored a Lunch Buddy program at area elementary schools. Additional involvement by the PE faculty included sponsoring Jump Rope for Heart, Field Day, Family Fitness Night, an Academic Renaissance event (basketball clinic) for 250 Hearne Elementary School students, and a soccer clinic for 550 students of New Hope Elementary School.

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

Throughout the year, teacher education professors communicate with recent graduates by email or phone to inquire about plans or offer assistance and additional support. When visiting schools, professors visit the beginning teachers' classrooms and personally extend their support and remind students of available resources at Barton. Each year Barton Education graduates are invited to an on-campus reception in April to honor Kappa Delta Pi initiates. This year's speakers were two recent Barton graduates, currently beginning teachers, who spoke frankly about their experiences during their first year teaching. They answered questions from current

students, parents, and faculty and also offered advice while sharing anecdotes from their classrooms. Several first year teachers have been guest speakers in education classes this year, which provided a service not only to Barton preservice teachers but also offered a means of support to the new teachers themselves. All beginning teachers who graduate from Barton are offered free library privileges and encouraged to use Barton's Curriculum Lab to check out books for their classrooms. Each fall a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. Beginning teachers in Wilson, Wake, Pitt, Nash and Greene counties received help for specific curricular questions during the 2005-2006 school year. Workshops in which beginning teachers were present were conducted by Barton faculty members for Johnston, Onslow and Alamance county school personnel. These workshop topics include differentiated curriculum, technology, critical thinking, and unit plan development.

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

The coordinator for the Lateral Entry Program at Barton College is the liaison for the local school system, for applicants to the Teacher Education Program, and for the North Carolina Model Teacher Education Consortium (NCMTEC). Responsibilities include advising, ensuring course offerings and sequencing for programs of study, dissemination of Praxis information, and processing of licensure recommendations. Six times a year Barton faculty travel to NCMTEC registration sites at designated community colleges to evaluate transcripts, provide programs of study, and register students for NCMTEC-sponsored or co-listed classes. Through the NCMTE Consortium, Barton College sponsored a total of 23 courses with an enrollment of 180 students during the 2005 – 2006 year. In an effort to accommodate more teachers, Barton College offers various options that include offering classes on alternating weekends, offering classes through the Consortium at off-campus sites and offering classes after school hours during the week. On campus each semester, at least one course is scheduled for late afternoon to give these beginning teachers unable to attend classes during the day the opportunity to earn credit for additional licensure. In the spring semester, eight lateral entry teachers from ENCSD enrolled in a late afternoon Education course as part of their program of study. The Physical Education department made a special effort to offer a Consortium class to lateral entry teachers seeking PE licensure. Lateral entry teachers take advantage of tuition reduction offered to students who attend either Weekend College or NCMTEC – sponsored classes. They may elect to attend classes through the Weekend College Program, which will lead to licensure in elementary education, special education, and English as a second language. Additional licensure areas are available outside of the Weekend College Program. Advising meetings are held on designated Saturdays during the Weekend College trimester. Barton College collaborates with the Nash Regional Alternative Licensing Center by providing courses needed by teachers seeking licensure in this region. The director of the Nash Regional Alternative Licensing Center met with Barton's Dean of the School of Education and Dean of Lifelong Education and Extended Programs in the winter to discuss ways in which Barton and the Alternative Licensing Center could work collaboratively to meet the needs of lateral entry teachers.

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

The Barton College Library gave 27 Friends of the Library memberships to cooperating teachers in 2005-2006. These memberships allow career teachers to utilize all aspects of the college library, including the curriculum lab and professional resources. This year, the faculty met with and assisted career teachers in Wilson, Nash-Rocky Mount, Johnston, Alamance, and Onslow counties, as well as the Eastern North Carolina School for the Deaf, on an as-needed basis. Barton professors also worked with individual teachers to help them create differentiated learning opportunities for their regular classrooms. Sixteen middle grades students worked in pairs with teachers to design and deliver model lessons at Toisnot Middle School. The School of Education offers two training sessions each year for cooperating teachers. In the fall, teacher education faculty addressed Barton candidates' knowledge, skills, and dispositions and how to better meet the needs of our student teachers. In a spring meeting, career teachers were addressed by North Carolina Teacher of the Year, Wendy Miller, and had a training session related to making the standards-based assessment more universal and reliable. Barton provides support for local career teachers and others from across the state through staff development. Barton faculty presented five workshops with follow-up to career teachers in Johnston, Alamance, Wayne, and Onslow counties. The topics included inclusion, differentiated curriculum, methods and models for teachers of the gifted, using technology as a learning/teaching tool, and critical and creative thinking skills. Special education program faculty continue to work with career teachers at Margaret Hearne Elementary in the Positive Behavior Support Program. In addition, a special education faculty member has partnered with elementary teachers in Wilson County to work with selected students on Saturdays in an effort to improve EOG test scores. The School of Education offers the use of the Barton College Merck Science and Mathematics Teaching Laboratory for K-8 career teachers, and Barton has added a check-out system for manipulative kits in order for career teachers to use them in their classrooms. The physical education program continues to assist career teachers at the Wilson County and Johnston County Special Olympics, the Vinson Bynum Elementary School field day and Jump Rope for Heart, the Toisnot Middle School Hoops for Heart, and the production of a middle school physical activity newsletter that is distributed to the schools. The physical education program has also collaborated with Fike and Hunt high schools in Wilson County to assist career teachers with the teaching of swimming. Barton's art education coordinator has worked extensively with career teachers through the Eastern/Central NC Regional Exhibition of the Scholastic Art Awards. He facilitated a meeting during which career teachers shared ideas related to the effective teaching of art and also hosted a meeting of the NC Art Education Association's Region 3 teachers on campus. Special Education Faculty continues to work with New Hope Elementary and Rock Ridge Elementary teachers on the development of diverse methods of teaching special education students in the general curriculum.

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

This year, four schools were designated as low performing schools. Since none of these schools were geographically close to Barton College, we did not provide assistance to these schools. Rather, Barton College worked with other area schools to boost student performance. One

school, Vick Elementary in Wilson County Schools, is located close to Barton College and is designated as a “Priority School.” Last year, Barton supported a Positive Behavior Support program at Vick. Due to a new administration, the Vick principal was reluctant to include this program from an outside source this year. Therefore, we focused our efforts in this program on Margaret Hearne Elementary School, another Wilson County School in close proximity to Barton College. Hearne is labeled as a “No Recognition” school. A faculty member in the School of Education coordinated the Positive Behavioral Support program. In addition to this program, Barton College provided other forms of assistance to Hearne Elementary. In the fall, 24 Barton students enrolled in the First Year Student program and three students who are physical education majors provided a reward program for students at Hearne who met the requirements for recognition in the school’s Academic Renaissance program. In addition, the men’s basketball program provided a basketball clinic in January for students. Two hundred fifty students from Hearne Elementary participated in this free clinic. The team also offered a lunch buddy program this year for Hearne students who seemed likely to benefit from interaction with a positive role model. Two faculty members in the School of Education worked with teachers from schools in Johnston County Schools, including five schools labeled as “No Recognition”. They provided instruction on differentiating the curriculum. The Barton College School of Education program worked closely with the Eastern North Carolina School for the Deaf. While this school was not listed in the North Carolina School Report Card for the most recent school year, it is recognized as having students who have many academic challenges and who customarily perform below grade level. Barton College students served as tutors for students and maintained pen pal relationships with many of the children in an additional effort to help them develop reading and writing skills. Finally, the Barton College School of Education offered free tutorial services to elementary students in Wilson County Schools through a special education methods class offered in our Weekend College Program. Individualized tutoring was provided on five Saturday mornings in the spring semester. Services included focused learning activities in the areas of reading, writing, and mathematics. A faculty member in the School of Education coordinated this program and conducted an orientation for the parents and students on the first day of tutoring.

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

Barton College continues to assist in implementing State Board of Education educational initiatives. The birth-kindergarten (B-K) licensure program, to begin in the fall of 2006 pending DPI approval, will support the More at Four pre-kindergarten program by preparing teachers to work with at-risk children at the pre-kindergarten level, a need that is especially acute in eastern North Carolina. The ABCs Accountability Model addresses working with poorly performing schools, and the Closing the Gap initiative deals with ending the achievement gap that exists between white and minority children in North Carolina. This year, Barton was represented at the Raising Achievement and Closing the Gap Conference, and the Dean of the School of Education participated in a panel discussion concerning this issue and the role that IHEs play in closing the achievement gap. Barton’s Teacher Education Program works with many schools and school systems with achievement levels below the state average and with large minority populations. Three of the five IHE-school partnerships that Barton is involved with are in schools or systems in which the majority of students are African-American. Of these three, two have achievement levels considerably below the statewide mean. These partnership efforts, elaborated more fully elsewhere, include tutoring, participating in behavioral support efforts, serving as writing pen

pals for children in classes, and providing after-school social activities for at-risk children. Barton also offered direct tutoring services through the Weekend College Program to a child from each elementary school in Wilson County, selected by their principal as in danger of failing the EOG test. Finally, the Teacher Education Program supports the Excellent Schools Act by offering programs, assistance and, when needed, one-on-one support to career, beginning, and lateral entry teachers to reduce teacher attrition. Through a partnership with the North Carolina Model Teacher Education Consortium, Barton offers many courses throughout the year to provide lateral entry teachers with quality teacher education.

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 special emphasis this year was the exploration of a graduate program in education. Historically, Barton College has never offered a graduate program in any area. At the conclusion of the 2004-2005 school year, the Barton College administration asked teachers in area school systems to take a survey indicating their interest in a graduate program in education at Barton College. The results of the survey showed that teachers in the surrounding school systems were most interested in the possibility of pursuing a program at Barton College which would lead to master's level licensure in elementary education or a master's degree program in school administration. The Barton College administration, including the Dean of the School of Education, decided that the most feasible program for the college to explore was the elementary education program. Developing a master's degree program in elementary education would allow the Barton College Teacher Education Program to build on an existing, strong program. The administration formed a task force to consider the feasibility of offering such a program. The group studied the competencies required for a master's degree program in elementary education, examined the curricula of several institutions with successful programs, and made on-site visits to two programs in North Carolina. Upon the recommendation of the task force, the Barton College Curriculum Committee has endorsed the concept of pursuing a master's program in elementary education. The Barton College administration will now begin the process of seeking approval from SACS to begin building this program.

Supplemental Information (Optional)

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

During 2005, the Dean of the School of Education invested in the Plato program for students to practice test-taking skills and specific skill development in reading, writing, and mathematics for help on the Praxis I. This program is administered by the Director of the Student Success program and enhanced through advisor-advisee contacts. The Director of Student Success tracks usage and alerts advisors concerning the numbers of students who use the Plato program. Information on how to use Plato and other practice resources are available on the School of Education website. Students may also access Praxis I practice tests through the Learning Express database which is a part of NCLive and subscribed to by Barton College. Barton College offers additional skill-building opportunities that include free tutoring services in the math lab, the writing center, and other computer-assisted programs in reading, writing, and mathematics. The

School of Education Entrance Criteria Coordinator disseminates information pertaining to Praxis tests and workshops. This information is also posted on the School of Education web page. Registration materials for the Praxis tests are displayed in prominent areas around campus. Several Praxis I workshops are held during the school year for both traditional and Weekend College students. A Praxis II workshop was held in the spring of the year for students seeking licensure in elementary education. Copies of study guides for the Praxis I and Praxis II series are on reserve in the college library. In addition, the North Carolina Model Teacher Education Consortium sponsors Praxis workshops, and eligible Barton College teacher candidates participate. Information about Praxis workshops through the Consortium is posted in the School of Education and also e-mailed to lateral entry candidates.

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

During the 2005–2006 year, the teacher education web pages served as an effective way to recruit students and share information about the Barton College Teacher Education Program. Oftentimes, interested individuals, after visiting the web site, will contact specialty area coordinators to obtain further information about specific programs. Barton College also sponsors four yearly open houses in which prospective teacher education majors are introduced to the profession in a general meeting and in individual meetings with faculty in different licensure areas. Two additional open houses are offered for transfer students. Prospective students, who may also visit the campus throughout the year, are telephoned, e-mailed, and sent letters to encourage their interest in teacher education at Barton. The Office of Admissions partners with the Teacher Education Program by sending prospective students information about the program through course-of-study curriculum sheets and information about scholarships. In 2005–2006, 14 named scholarships were awarded through the Teacher Education Program. Of these, two were designated for students in elementary education, three for students in deaf and hard of hearing, and nine for students preparing to teach in any field. One scholarship, the Ruth Patton Grady Scholarship, awards \$20,000 per year to elementary education majors, with preference given to minority candidates. This year, the College sponsored a freshman career and majors exploration fair. The event provided an opportunity for first-year students to interact with schools and departments by meeting faculty, students currently enrolled in specific majors, and graduates, and it allowed the Teacher Education Program to showcase its programs for freshmen throughout the College. Opportunities to share with student groups help in efforts to recruit students to the teaching profession. Group teacher education meetings occur at least twice a year in which program requirements and strategies for meeting them are discussed. During School of Education student meetings and professional education meetings, Praxis exams are discussed as well as various tutorial options. Each year, Barton offers Praxis I workshops and, in selected specialty areas, Praxis II workshops as well. During the past year, the Teacher Education Program procured Plato, a Web learning network software which provides an unlimited opportunity for students to practice taking the Praxis I exam. Additionally, students may access Praxis I practice tests through a data base called Learning Express, which is a part of NCLive, subscribed to by the Barton library. All Barton students have regular, on-going meetings with individual advisors and many informal opportunities for gaining the support needed to succeed in the Barton College Teacher Education Program. Each of these efforts undergirds Barton's conceptual framework – the Evolving Professional Teacher – by assisting students with varying

skill levels and providing learning experiences that enable them to graduate as competent and confident beginning teachers.

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

Barton College's minority enrollment has grown over the past decade. Currently, 23% of the student body is designated as minority. Barton seeks the recruitment and retention of minority students for the regular education program as well as the Weekend College Program. The Weekend College Program serves non-traditional students and others interested in obtaining a degree and licensure in elementary education and special education or licensure in English as a second language. This program, which attracts students from across North Carolina, assists minority teacher assistants and others in seeking licensure while maintaining their employment. Program coordinators work with the North Carolina Model Teacher Education Consortium to offer relevant courses in various areas of licensure. The coordinator of the special education program serves as minority recruiter for the Teacher Education Program. During Open Houses, she talks with parents and potential students about attending Barton College. She also selects a group of minority students to serve as education ambassadors who talk with students and disseminate materials about the School of Education. Barton College offers numerous scholarships. Two of the scholarships are specific to minority students. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$20,000 per year and is designated for students majoring in elementary education.

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

During the 2005-2006 academic year, several initiatives were continued, all involving the addition of new programs. The birth-kindergarten (B-K) licensure program was approved by Barton College and developed. The final proposal was sent to the Department of Public Instruction in March 2006. Pending DPI approval, the program will be on board, initially through the Weekend College, beginning fall 2006. A second initiative is the prospect of offering Academically Gifted (AIG) licensure to meet a need expressed by the Department of Public Instruction. During the 2005-06 academic year, Barton finalized plans to offer this program. Four new courses were submitted to the various governance structures at Barton for probable implementation beginning August 2006. In addition, the School of Business submitted a proposal during the 2005-06 academic year for a business education licensure program. This program was approved by the Barton College governance structure and will be submitted to DPI during the 2006-2007 academic year. A final initiative is the exploration of a master's degree in elementary education at Barton College. Though only in the exploratory phase at present, a proposal for this program was sent in May to SACS.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	49
	Other	0	Other	0
	Total	8	Total	50
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	2	Total	2
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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	0	Total	16
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	3	Total	21

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	3	
Elementary (K-6)	31	6
Middle Grades (6-9)	10	1
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)	11	5
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	55	12
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.21
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	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	22	17	2	2
Middle Grades (6-9)	1	1	1	1
Secondary (9-12)	4	3	0	0
Special Subject Areas (K-12)	5	4	1	0
Exceptional Children (K-12)	7	3	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	39	28	5	3
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	27	100
Spec Ed: LD	4	100
Institution Summary	31	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	15	7	7	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	5	4			
U Licensure Only	1		1	2		
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	42	95	83
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
Wilson County Schools	276
Johnston County Schools	180
Nash-Rocky Mount Schools	163
Wake County Schools	147
Wayne County Public Schools	140
Edgecombe County Schools	44
Franklin County Schools	43
Pitt County Schools	43
Lenoir County Public Schools	35
Craven County Schools	31

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.	3.65	3.50	3.48
preparation to effectively manage the classroom.	3.47	3.36	3.52
preparation to use technology to enhance learning.	3.76	3.32	3.52
preparation to address the needs of diverse learners.	3.65	3.41	3.39
preparation to deliver curriculum content through a variety of instructional approaches.	3.71	3.55	3.61
Number of Surveys Received	17	22	23
Number of Surveys Mailed	35	35	35

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	6	11