

# IHE Bachelor Performance Report

## Duke University

2005 - 2006

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### Overview of the Institution

Since its establishment in 1924, Duke University has been guided by the vision of its first benefactor, James B. Duke, who wanted to establish an institution that would attain “a place of real leadership in the educational world.” Duke’s undergraduate liberal arts college and its seven professional and graduate schools are widely recognized as being among the very best in the nation, and the university boasts a Carnegie designation of Doctoral/Research Universities – Extensive. This distinction is supported by the university’s recruitment of a select group of truly distinguished faculty and the admission of an equally select group of exceptional undergraduate, graduate, and professional students. Enrollment for the 2004-2005 school year included 6,164 undergraduates, 2,604 graduate students, and 3,397 students in the professional schools and related programs. There were 1,624 tenured and tenure-track faculty members, with 959 holding the rank of full professor. Primary appointments were distributed as follows among the various schools: 599 in Arts and Sciences; 115 in Engineering; 38 in the Divinity School; 53 in the School of the Environment; 108 in the Fuqua School of Business; 51 in the School of Law; 1,581 in the School of Medicine; and 38 in the School of Nursing. Duke’s commitment to academic excellence is articulated in the university mission statement (most recently revised by the Board of Trustees in February 2001), which states, in part: “the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service; . . . to promote an intellectual environment built on a commitment to free and open inquiry; . . . to provide wide ranging educational opportunities . . . and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.”

### Special Characteristics

Teacher preparation has been central to Duke’s mission throughout its history. The beginnings of that history can be traced to 1851, when Union Institute (founded 1839) began preparing teachers and was reorganized into Normal College. In 1858, it became Trinity College, a liberal arts institution in which teacher training assumed a central and major role. For all of that history, the Arts and Sciences faculty have offered teacher training by preparing Duke students to teach in public school classrooms and to assume leadership roles in the nation’s elementary and secondary schools. Teacher preparation at Duke is organized around the central theme of preparing liberally educated, reflective professionals who are emerging leaders. This theme is

consistent with the university's goal for all students — that they develop as liberally educated, reflective citizens — and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke's teacher preparation programs directly complement the broader university goals. It follows, then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Important, too, is Duke's continuing partnership with Durham Public Schools. Durham's teachers serve as voting members on each teacher preparation committee; they are appointed faculty members within the Graduate School for the purposes of instructing teachers in training; and, they are compensated for their work with the university. Durham Public School teachers and administrators collaborate with Duke researchers on grant proposals and ongoing research. Duke's Office of Community Affairs, with its commitment to seven neighborhood partner schools surrounding Duke's campus, has focused the broader university community -- from the President to entering freshmen -- on contributing to the education of our community's children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

## **Program Areas and Levels Offered**

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and secondary programs in the areas of English, mathematics, comprehensive general science, and comprehensive social studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers secondary programs in the areas of English, mathematics, biology, physics, comprehensive general science, and comprehensive social studies.

## **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.)**

During 2005-2006, at the direction of Duke's new President, Richard H. Brodhead, Duke's Teacher Preparation Programs developed two new initiatives: The Durham Teaching Fellows program will provide full tuition and stipend support for the next three years to train 24 teachers (eight teachers per year) in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers would agree to commit at least two years of teaching core subjects in DPS high schools. The anticipated scholarship amount exceeds \$43,000 per teacher for the 2006-07 school year. Duke's Center for Teacher Learning and Collaboration will provide mentoring support for more than 90 DPS teachers who have taught between three and seven years (30 teachers a year.) They will participate in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop will be followed by one year of follow-up sessions. This program will also give teachers a "jump start" on the National Board Certification process. Duke University Teacher Preparation Programs have established a strong ongoing collaborative partnership with Durham Public Schools (DPS). The superintendent of the Durham Schools often refers specifically to the Duke-DPS partnership as one factor underlying the success of the Durham Schools. Collaborative activities range from one on one

tutoring programs to co-sponsorship of regional conferences. Project Child is a collaborative activity in which more than 100 Duke freshmen, during their first days of orientation in August, begin a yearlong experience of tutoring children and assisting teachers in DPS. Through America Reads and America Counts and the Partnership for Success Tutoring Program, Duke students tutored approximately 500 Durham Public School children in reading and mathematics. One Education faculty member directed the \$2 million Kellogg Foundation H.O.P.E. grant which is a collaborative initiative involving DPS, Duke, and local community centers. Faculty and staff involved with Project H.O.P.E. developed a tutoring curriculum that is aligned with the NC Standard Course of Study. Faculty trained Duke students and community volunteers to provide after-school tutoring to Durham Public School children who have been identified as being at-risk by their home schools. Duke student teachers worked closely with Project H.O.P.E. community centers to learn about the importance of family and community involvement in the education of all children.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Durham Public Schools (DPS)	To promote the achievement of at-risk students in reading and mathematics while closing the achievement gap.	Partners for Success tutoring program: during 2005-2006 provided individual tutoring to 131 DPS 4th and 5th grade students to increase their achievement in reading and mathematics.	The most recent demographic data and statistical analysis available at this time is from the 2004-2005 school year. During that year: •73% of participating students were African American, 20% Latino, 2% Caucasian, and 5% Multi-ethnic •Reading EOG scores of PFS participants increased between 2004 and 2005. 82% passed in 2005, compared to 61% in 2004. Math EOG scores were lower in 2005. 81% passed in 2005, compared to 93% in 2004. It should be noted, however, that a new test structure was administered in 2005. The new structure, almost exclusively word problems, could have impacted first time test results.
Durham Public Schools (DPS)	To promote the achievement of at-risk students in reading and mathematics while closing the achievement gap.	Project H.O.P.E.: after-school tutoring program that provided individual assessment and tutorial support to approximately 145 DPS students in grades K-12.	The most recent demographic data and statistical analysis available at this time is from the 2004-2005 school year. During that year: •84% of participating students were African American, 10% Latino, 4% Caucasian, and 2% Asian •86% of participating students were on free & reduced lunch. •At the beginning of Project H.O.P.E. (02-03 school year), 50% of participating students were on grade level (EOG Level 3+) in reading and 60% in math. The most recent test scores available for 2005 indicate that, now, 62% are on grade level in reading and 72% in math. •Report card outcomes have

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			maintained or increased for participating students. • Additional outcomes of Project H.O.P.E. can be found in the annual report available at: <a href="http://community.duke.edu/neighborhood_priorities/tutoring_and_mentoring.html#projectHOPEDesc">http://community.duke.edu/neighborhood_priorities/tutoring_and_mentoring.html#projectHOPEDesc</a>
Durham Public Schools (DPS)	To increase the number of highly qualified teachers teaching core subjects in DPS high schools	Durham Teaching Fellows Program: Duke will provide full tuition and stipend support for the next three years to train 24 teachers (eight teachers per year) in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers agree to commit at least two years of teaching core subjects in DPS high schools.	This program will begin Summer, 2006.
Durham Public Schools (DPS)	To promote the retention of early career teachers	Center for Teacher Learning and Collaboration (TLC) Teacher Renewal Initiative: Duke will provide mentoring support for more than 90 DPS teachers who have taught between three and seven years (30 teachers a year.) They will participate in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop will be followed by one year of follow-up	This program will begin Summer, 2006.

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		sessions. This program will also give teachers a “jump start” on the National Board Certification process.	
Durham Public Schools (DPS)	To increase fluency in Spanish among teachers and staff members	Spanish Language LEAP Program: Each August for the next three years, faculty will provide an intensive three-day training in conversational Spanish for 30 staff and faculty members in four schools near campus that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary. The training will continue throughout the school year, during weekly after-school training sessions. Teachers will have access to Duke’s online language instruction and language lab and will have the opportunity to participate in a weeklong immersion experience in Mexico.	This program will begin Summer, 2006.

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

Education faculty offered an array of services and professional development opportunities to local public schools and community centers during the 2005-2006 academic year, including: instructional support services in three after-school programs in the Duke-Durham Neighborhood Partnership by Duke student tutors and service learning staff; extensive training for over 500 tutors who provided academic assistance in reading and math to students in the Durham Public Schools; and workshops in their areas of expertise to local teachers, including: differentiated instruction, concept-based unit planning, literacy-based instruction, reflective practice, mentoring, effectively utilizing service-learning students, and closing the achievement gap. These faculty were also involved in numerous service projects, including Partners for Success (PFS) and Project H.O.P.E. (Holistic Opportunity Plan for Enrichment). PFS, a tutoring program that is the result of collaboration between faculty and elementary school teachers, helps over 100 children annually in grades 4 and 5 prepare for end-of-grade tests. Project H.O.P.E., an innovative after-school program funded through the Kellogg Foundation, provided individual assessment and tutorial support to approximately 145 DPS students in grades K – 12 during the 2005-2006 academic year.

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

Duke continues to support the full-time mentoring program with a \$300,000 gift to Durham Public Schools. This initiative, spearheaded by a Duke Teacher Preparation graduate, has hired 30 classroom veterans (many of whom received mentor training through Duke's teacher preparation programs) to be full-time mentors for all beginning teachers in DPS. Duke continued to open all of its workshops for candidates for licensure to beginning teachers in the area, including workshops on cooperative discipline, ESL instruction, and working with families. Duke provided mentor training to career teachers, and compensated them for the time they spent in training to ensure that beginning teachers are receiving effective mentoring. Program in Education faculty provided counseling and guidance for beginning teachers as they explored career options and licensure renewal opportunities. The Teacher Preparation Programs continued to expand support for beginning teachers no longer in the area. Duke surveyed all former candidates who are now first-year teachers and their principals to identify areas for program improvement that will strengthen the first-year teaching experience for future candidates. Duke provided e-mail to graduates, and the teacher preparation programs utilized listservs and electronic communication to support beginning teachers. Duke also provided an alumni website with multiple communications options for graduates as a means of connecting beginning teachers to one another and to education faculty.

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

Duke serves lateral entry teachers in local public schools at both the elementary and secondary levels through several mechanisms. First, one faculty member is assigned the specific duty of serving as coordinator of lateral entry. This faculty member records and responds to all inquiries about lateral inquiry. This coordinator also serves as lateral entry liaison with local schools and with the Regional Alternative Licensure Center. As a result of efforts to serve lateral entry teachers Duke offers several courses that begin at 4:00 p.m. or later as well as summer courses,

making them accessible to classroom teachers. Duke offered mentor training for career teachers that focused on effective supervision of ILT and lateral entry candidates. Panel discussions, guest speakers, and faculty lectures were offered and widely advertised through the school system in an effort to provide professional development opportunities to both lateral entry and career teachers. Perhaps most importantly, faculty members held individual conferences with people who expressed an interest in lateral entry and mid-career licensure opportunities. Often these meetings turned into “career advising sessions” in which candidates for lateral entry were advised about programs at other IHEs that were more in line with their individual needs.

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

Duke’s Center for Teacher Learning and Collaboration will provide mentoring support for more than 90 DPS teachers who have taught between three and seven years. They will participate in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop will be followed by one year of follow-up sessions. This program will also give teachers a “jump start” on the National Board Certification process. The Spanish Language Leap program will provide intensive three-day training in conversational Spanish for 30 staff and faculty members in four schools near campus that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary for each of the next three years. These schools are part of the Duke-Durham Neighborhood Partnership. The training will continue throughout the school year, during weekly after-school training sessions. Teachers will have access to Duke’s online language instruction and language lab and will have the opportunity to participate in a weeklong immersion experience in Mexico. The Unit continues to support career teachers in the Durham Public Schools through workshops on a variety of topics including: differentiated instruction, integrated unit planning; cooperative learning; cooperative discipline; inquiry-based mathematics, effective mentoring, and literacy instruction. On-site demonstrations enhanced many of these workshop sessions and provided career teachers with direct application of topics to classroom practice. The Office of Community Affairs coordinated an annual donation of computers and peripherals to the Durham Public Schools, as well as the technical assistance necessary to utilize and maintain them. Duke's Literacy Through Photography program offered training for DPS teachers in using photography to promote reading and writing. This program thrives in fourteen public schools, including a day treatment center for behaviorally and emotionally handicapped students. Project BOOST was designed in collaboration with five schools to provide an effective transition for underrepresented minorities interested in science. The Project brings together 5th and 6th grade science teachers who receive a stipend to participate in a two week Summer Immersion program. History Connects, a collaborative partnership with Duke, Durham Public Schools, North Carolina Central University, the Ackland Museum at UNC-Chapel Hill, and the NC Museum of History was funded with a \$885,434 grant from the U.S. Department of Education. African American Curriculum Project is a partnership designed to help Durham teachers develop strategies for incorporating African and African-American history into their curricula. With funding from the Provost’s office, university faculty, musicians, and authors worked directly with schoolchildren and teachers. Duke is a collaborator in TASC (Teachers and Scientists Collaborating to Support Inquiry-Based Science in the Classroom), a multi-county, multi-million dollar project that includes intensive professional development in use of inquiry-based teaching techniques. The Nasher Museum of Art provided staff development in literacy and the arts.

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

For several years Duke has worked very closely with local schools that have a high proportion of students who receive free and reduced lunch. This partnership has been endorsed by Duke's Board of Trustees and is supported by the Duke Endowment. During the 2005-2006 school year, Duke collaborated with several Durham elementary schools and with local community centers to provide direct services to children who are at-risk for school failure. Through activities such as tutoring and mentoring programs, literacy programs, after-school enrichment efforts, and professional development workshops for teachers and community leaders, faculty and staff targeted at-risk populations at every grade level. For example, Education faculty provided extensive training and support for more than 500 Duke students who provided reading and mathematics tutoring to at-risk children in elementary schools with high proportions children receiving free and reduced lunch. At statewide conferences (such as the annual Closing the Gap Conference), faculty shared data about implementation of effective programs for at-risk children. In an effort to share information about ways to help at-risk children, faculty members developed PowerPoint presentations and websites containing strategies and resources on improving the achievement of all children. In an ongoing effort, faculty, staff, and students continued to develop an on-line depository of reading and math lessons that are keyed to the North Carolina Standard Course of Study and are designed for use with at-risk children. These lessons are available to public school teachers and volunteer tutors online at <http://www.duke.edu/web/pfs/resources.html>. Through Project H.O.P.E. (a 2 million dollar grant funded initiative) faculty and staff collaborated with local schools to identify and provide tutoring to at-risk children who attended after-school programs in local community centers. Duke was recently awarded an NSF/Noyce award which will provide full tuition and scholarship support to eleven mathematics and science teachers a year in exchange for an agreement from those teachers to spend two years teaching in high-needs schools systems.

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

The Duke Teacher Preparation Programs have developed a conceptual framework, curricula, and field-based experiences that are consistent with the priorities of the NC State Board of Education. 1. High Student Performance—High expectations for academic learning is the most important function of a successful school. At Duke, licensure candidates are evaluated on their ability to improve student achievement. Teacher licensure candidates are required to develop portfolios in which they demonstrate concretely the ways they have strengthened student achievement. Duke faculty have developed initiatives to help children meet and exceed state expectations on End-of-Grade testing, including structured and research based tutoring and mentoring programs designed to improve EOG scores. 2. Quality Teachers, Administrators and Staff—At Duke, we have identified and articulated the knowledge, skills, and dispositions we believe candidates for teacher licensure must develop in order to become high quality teachers. Our assessment system measures the degree to which our candidates are becoming high quality teachers. 3. Effective and Efficient Operations – Our courses and field based experiences emphasize to teacher candidates the centrality of both effective school leadership and well-managed schools. The Teacher Preparation Programs encourage the development of leadership and professional behavior in candidates through a variety of planned instructional activities. Duke faculty members demonstrate leadership by serving on school-based and DPI committees.

4. Healthy Students in Safe, Healthy and Caring Schools – The notion of teachers creating healthy and developmentally appropriate classrooms is central to the mission of the Duke Teacher Preparation Programs. Teacher candidates are evaluated at multiple points during their training on their growing abilities to create and manage a healthy classroom environment. Issues such as conflict resolution, anger management, classroom management, sensitivity to cultural differences, and the proper use of seclusion and restraint are covered in Education courses and field experiences. Duke also collaborates with Durham Public Schools to offer programs to ensure the availability of safe and healthy schools through a US Department of Education grant. Among services offered through this grant are: social skills programs; family-based services for at-risk children; violence prevention intervention for aggressive children; family treatment for aggressive students; substance abuse services; programming at a new center that provides educational services to long-term suspension students; and services for court-involved youth.

5. Strong Family, Community, and Business Support – Education faculty members recognized many years ago the importance of building partnerships with families, community members, and business leaders. We developed a collaborative initiative that resulted in a \$2 million grant from the Kellogg Foundation for Project H.O.P.E. The Kellogg H.O.P.E. program is designed to bring families, businesses, and neighborhoods together to support K-12 student achievement. Duke teacher candidates work closely with this program and learn first hand about the importance of community involvement.

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

At the direction of Duke’s President Richard Brodhead, Duke’s Teacher Preparation Programs developed two new initiatives: The Durham Teaching Fellows program will provide full tuition and stipend support for the next three years to train 24 teachers (eight teachers per year) in the pursuit of Master of Arts in Teaching degrees from Duke. In exchange, teachers would agree to commit at least two years of teaching core subjects in DPS high schools. The anticipated scholarship amount exceeds \$43,000 per teacher for the 2006-07 school year. Duke’s Center for Teacher Learning and Collaboration will provide mentoring support for more than 90 DPS teachers who have taught between three and seven years (30 teachers a year.) They will participate in a two-day residential workshop focused on personal renewal, professional growth, and teacher empowerment. The workshop will be followed by one year of follow-up sessions. This program will also give teachers a “jump start” on the National Board Certification process. In addition to these two initiatives, the President is also supporting The Spanish Language Leap program, which will provide an intensive three-day training in conversational Spanish for 30 staff and faculty members in four schools near campus that have large Hispanic populations: E.K. Powe Elementary, Lakewood Elementary, George Watts Montessori and Forest View Elementary for each of the next three years. These schools are part of the Duke-Durham Neighborhood Partnership. The training will continue throughout the school year, during weekly after-school training sessions. Teachers will have access to Duke’s online language instruction and language lab and will have the opportunity to participate in a weeklong immersion experience in Mexico. Over the past year Duke’s Teacher Preparation Programs have focused on increasing research in areas such as transition to teaching, teacher preparation and its implication for classroom longevity, and mentoring. Education faculty have entered into a major collaboration with Durham Public Schools to research and reform retention of ILTs.

## **Supplemental Information (Optional)**

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

No information provided.

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

Efforts to recruit students to all teacher preparation programs are ongoing and include: semester information sessions advertised through the campus newspaper and posted electronically to students enrolled in Education classes; direct mail to all qualified students; education faculty serving as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receiving information about teacher preparation programs and the success of Duke's graduates upon completion of those programs; websites linked to the main University website; direct mail to select liberal arts colleges' career development centers and arts and sciences departments; advertising in select liberal arts colleges' newspapers; generous support from the Dean of the Graduate School to develop brochures, websites, and posters; and direct recruitment through the Graduate School Recruiting Office. Early recruitment efforts by Program faculty have been very successful as evidenced by the strong presence at the University's Sophomore Majors Fair. The Programs have expanded course offerings to include multiple ways for students across the disciplines to interface with TPP faculty, including elective courses open to all Duke undergraduates and new freshmen-only seminars on multidisciplinary topics connected to education and teaching. The Programs worked with the Duke Career Development Center to develop a listserv for updating undergraduates considering teaching as a career of opportunities in the field. Before arriving on campus, all incoming freshmen are invited to meet with faculty in Teacher Preparation Programs, and all incoming freshmen are invited to participate in Project Child under the direction of a faculty member in the Program in Education.

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

In 2005-2006, faculty presentations at state and regional conferences on programs that directly affect minority achievement emphasized the importance of minority issues to the Teacher Preparation Programs and in turn bolstered interest among minority graduates and undergraduates in teaching as a career. Faculty continued to provide information sessions for student cultural associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses were targeted for special mailings that informed them of Duke's teacher preparation programs. Duke University continued to be an active member of the Institute for the Recruitment of Teachers (IRT). IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. Duke waives application fees for all IRT Fellows. The Associate Dean of the Graduate School recruited minorities at GRE forums and at HBCUs. The Program supported highly qualified students of color who have chosen teaching as a career. Education faculty mentored Rockefeller Fellows in their required summer research projects, and the MAT Program

offered a matching fellowship to admitted Fellows from any participating institution. Rockefeller Fellows across the country received a personal letter from the Director of the MAT Program encouraging them to apply to MAT and guaranteeing all admitted Fellows a scholarship and stipend. Each student majoring in Duke's African-American Studies Program received a personal letter from the director of that program and the director of MAT inviting him/her to consider a career in teaching.

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

The Noyce Teaching Fellows at Duke University provides tuition and stipend support for eleven mathematics and science teachers annually for each of the next three years in exchange for an agreement to teach in a high-need school district for two years upon completion of the MAT Program.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	27
	Other	0	Other	0
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>36</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,374
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	184
MEAN PPST-W	182
MEAN PPST-M	186
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.42
Comment or Explanation	

**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)	13	12	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	7	7	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	20	19	0	0
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	11	100
Institution Summary	11	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	19	1				
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	22	82	9
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

<b>LEA</b>	<b>Number of Teachers</b>
Durham Public Schools	75
Wake County Schools	50
Charlotte-Mecklenburg Schools	28
Guilford County Schools	21
Forsyth County Schools	17
Chapel Hill-Carrboro Schools	16
Orange County Schools	9
Cumberland County Schools	8
Alamance-Burlington Schools	7
Person County Schools	7

**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.	*	*	3.40
preparation to effectively manage the classroom.	*	*	3.00
preparation to use technology to enhance learning.	*	*	3.60
preparation to address the needs of diverse learners.	*	*	2.80
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	3.40
Number of Surveys Received	1	2	≈ 5
Number of Surveys Mailed	2	2	6

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

≈ Last year, less than five survey responses were received. They are included with this year's responses.

**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
8	11	21