

# **IHE Bachelor Performance Report**

## **East Carolina University**

**2005 - 2006**

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### **Overview of the Institution**

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools, community colleges and other agencies. The university is the third largest in the North Carolina System and offers 106 bachelor's degree programs, 71 master's degree programs, 4 specialist degree programs, 1 first-professional MD program, and 16 doctoral programs in our professional colleges and schools, the Thomas Harriot College of Arts and Sciences, and the Brody School of Medicine. It confers more than 4,300 degrees annually and has a faculty numbering 1,400+. The campus, which plans to increase enrollment by as much as 50 percent this decade, is in the midst of a major building boom. ECU is located in the coastal region of the state in Greenville, a rapidly expanding town of over 65,000 serving a large rural area. A reflection of the region's economic situation is that approximately 65% of the public school students qualify for either reduced or free lunches. Of the 23,000+ students enrolled at the university, 80% are white non-Hispanics, and the remaining 20% are minorities. Professional education ratios are 18% minority and 82% white non-Hispanic. Professional education programs at ECU are housed in the College of Education and 4 other professional schools. ECU has the largest professional education program in the state and offers undergraduate programs and advanced degrees, one of which is at the doctoral level. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many of the programs are also accredited by their learned societies. With a mission of teaching, research, and service, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

### **Special Characteristics**

East Carolina University's history, present, and future is indisputably linked to teacher education. We are proud of our heritage and the fact that ECU professional education programs have produced a higher number of employees in North Carolina schools than any other institution. Our conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership. This theme is evident in our ongoing involvement with public school administrators, teachers, staff and students. Our partnerships with the public schools have contributed to the national recognition of our programs by the US Department of Education (Middle Schools Mathematics), the American Association of State Colleges and Universities (Latham Clinical Schools Network), the American Productivity and Quality Center (Best Practices Benchmarking Study) and invitations

to the Hunt Leadership Institute Retreat and various National Commission on Teaching and America's Future's (NCTAF) summits and symposia. Most recently ECU has been invited to participate in the Annenberg Foundation and Carnegie Corporation sponsored Teachers for a New Era (TNE) Learning Network, a forum for higher education institutions dedicated to reforming teacher education. ECU's College of Education is also recognized as a "best buy" for students by Get Educated.com, a national counseling center for adult learners seeking accredited online college degrees, and received accolades for its pioneering efforts in the use of Access Grid technology for distance professional development of teachers at the Supercomputing 2005 conference in Seattle. Wachovia Partnership East (WPE), a university-center model collaborative with community colleges and school systems to provide 2+2 programs, consists of four regional consortia that serve students from 17 community colleges. Arranged in a hub-site structure, WPE is currently offering elementary and/or special education programs to 13 cohorts of teacher education candidates (214) at three off-campus sites. The first cohort of 16 students graduated in fall 2006 and 26 more candidates will graduate in summer 2006. Fifty-four completers are projected in 2006-07 and 64 in 2007-08. Teacher education is deeply involved with outreach to the region and leads the university in the delivery of off-campus programs via distance education, face-to-face instruction at various community college sites, and online instruction. Credit hours delivered by the COE distance learning programs will total nearly 34,000 student credit hours in 2005-06. Since 2001-02, enrollments in distance learning programs have more than doubled and credits produced by DE programs have increased by more than 120%. Although the LCSN, WPE and our extensive distance education programs distinguish ECU from other universities, we maintain our commitment to traditional services as evidenced in the description of many activities in the remainder of this report.

## **Program Areas and Levels Offered**

East Carolina University offers 21 initial teacher preparation programs and 36 advanced preparation programs covering 29 different areas of licensure and five add-on areas (academically gifted, driver's education, ESL, pre-school, and reading). ECU has approved programs in B-K, Elementary, Middle Grades (four areas), Secondary Education (four areas), 15 K-12 teaching areas (art, dance, health, music, physical education, theatre arts, three second languages, six exceptional children areas), and two workforce development education areas. In addition, 9 Special Services Personnel programs are offered (School Counselor, School Social Worker, School Administrator-Superintendent, School Administrator-Principal, School Psychologist, ITS-Computers, Media Coordinator, Media Supervisor, Curriculum Instructional Specialist).

## **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.).**

East Carolina University has a long history of collaboration with the region's public schools and "excellence through partnership" is the theme of the COE's conceptual framework. The Latham Clinical Schools Network (LCSN) is a partnership between ECU and 26 school systems in eastern North Carolina. The structure of the LCSN provides a vehicle for collaborative decision making regarding the training of clinical teachers who supervise interns; collaborative curriculum revision, development, and evaluation; utilization of public school teachers and personnel in the teaching of education courses; collaborative action research; and partnership in the design, development and implementation of professional development activities. This year 261 new clinical teachers were trained to mentor and coach our senior interns. ECU collaborated with 10 other LEAs (not yet members of the LCSN) in developing additional practicum and internship sites for candidates completing their programs through WPE. ECU also partners with the Pitt County School system to jointly support the salary of a faculty member as a Teacher-in-Residence in special education and to provide a Summer Learning Center for students with disabilities and a Summer Camp for AIG students. ECU faculty, staff and public school teachers also collaborated on many partnership activities serving public schools described in sections B through F of this report.

<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>
1. Beaufort, Craven, Martin, Nash, Pitt, and Sampson counties	Priority I: to increase academic achievement of at risk students, grades 3-9	Project HEART (High Expectations for At Risk Teens), which began in 2001, is a tutoring program that helps at-risk students in eastern NC to succeed academically. Project HEART is a partnership between ECU, AmeriCorps, the North Carolina Commission on Volunteerism and Community Service, community colleges, schools, faith based organizations, and other community groups. Tutors recruited from ECU and area community colleges provide 20 hours of tutoring services per week from August – June to at risk elementary and middle grades students. Tutors recruited from area high schools provide 10 hours of service per week from August – June to at risk 9th grade students.	In 2004-05, Project HEART members provided at least 60 hours of tutoring services to 409 elementary and middle grades students. Of that number, 89% of the students passed the state mandated EOG reading test and were promoted to the next grade. Project HEART program coordinators are in the process of collecting data for the students served by 126 volunteers in 2005-06. In 2004-05, Project HEART members provided at least 60 hours of tutoring services to 1,196 9th grade students. Data collected for the spring semester indicated 89% of the 9th grade students (598) were promoted to the next grade. Project HEART program coordinators are in the process of collecting data for the students served in 2005-06.
1. Beaufort, Craven, Martin, Nash, Pitt, and Sampson counties	Priority II: to motivate underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences	Project HEART tutors also assist school systems with implementation of the AVID program (Achievement Via Individual Determination). The AVID program is designed to assist underachieving students in reaching their full potential. Tutors recruited from ECU provide 20 hours of tutoring services per week from August – June to 9th and 10th grade students enrolled in the AVID program.	In 2004-05, Project HEART members provided at least 60 hours of tutoring services to 60 AVID students in the 9th grade. Ninety per cent (90%) of the students increased their academic performance. Project HEART program coordinators are in the process of collecting data for the 11 volunteers who served students served in 2005-06.

<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>
2. East Carolina University, Beaufort Community College, and Pitt Community College	Priority I: to increase the skills of university and community college students to serve as tutors and mentors to elementary, middle grades, and high school students	Project HEART provides a comprehensive training program to prepare university and community college students to assume the roles and responsibilities of tutors and mentors. Specific skills include assessment, learning styles, questioning techniques, graphic organizers, and test taking strategies.	Data collected in 2005 and 2006 from member self-evaluation surveys indicated the following: 1) 94.8% of the members agreed or strongly agreed they had increased their knowledge in the area of assessment, 2) 100% of the members agreed or strongly agreed they had increased their knowledge in the area of learning styles, 3) 100% of the members agreed or strongly agreed they had increased their knowledge in the area of graphic organizers, 4) 87% of the members agreed or strongly agreed they had increased their knowledge in the area of questioning techniques and 5) 87% of the members agreed or strongly agreed they had increased their knowledge in the area of test taking strategies.
2. East Carolina University, Beaufort Community College, and Pitt Community College	Priority II: to increase university and community college students' participation in community service	Project HEART requires students to participate in at least 3 service projects that take place in October, January, and April. In addition, students are required to recruit at east 3 volunteers.	In 2004-05, Project HEART members provided 64,482 hours of service. In addition, they recruited 169 volunteers. As of April 30, 2006, Project HEART members have provided 46,623 hours of service and have recruited 281 volunteers.

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

During this past year, teacher education faculty were actively involved in service to the public schools through formal (pre-existing and/or structured programs) and informal (individual faculty initiatives) avenues of service delivery. Formally, faculty from licensure program areas served on the Latham Clinical Schools Network Advisory Board and interacted with public school teachers as university supervisors for the 519 candidates in their senior year experiences or as instructors for the candidates in 3000+ practicum placements in the public schools. Teacher education faculty were actively involved also in the delivery of five regional workshops and conferences hosted by ECU as well as specialized, grant supported workshops and outreach projects (see Sections C-E for more details). Informally, faculty have collaborated with classroom teachers, administrators and other school personnel to provide services in the schools. Faculty in the Department of Mathematics and Science earned ECU the opportunity to be one of two locations in NC to display a mural-sized image of the Great Orion Nebula, which will be transported to local schools as part of our astronomy education outreach program. Faculty in the College of Education and Arts and Sciences collaborated to provide a summer AP Institute that prepares teachers to become certified as AP teachers in a variety of advanced content areas. ECU's Eta Chi Chapter received a Reading is Fun (RIF) Grant from Kappa Delta Pi to work with a 3rd and 4th grade class at Bethel School in Pitt County to create science content books. Three COE faculty members and two public school teachers developed book making projects for 35 3rd and 4th grade students that integrated science, language arts, and technology. Other faculty members have provided a Graphing Calculator Workshop for Pamlico County high school teachers; provided professional development activities for biology and chemistry teachers in Bertie County; developed wellness programs and conducted wellness fairs for several elementary schools; delivered a service learning project that created digital educational modules for the Country Doctor Museum to use with the public schools; conducted Storybook Theatre sessions to promote reading and theatre arts; modeled the application of research to practice by teaching sections of Algebra I-B (semester) and Writing (year-long, 7th grade EC students) in local public schools; provided an after school arts program; provided staff development on handling crisis in the classroom, discovering Japanese history and culture, implementing the Great Decisions 2006 program, preparing for National Boards, curriculum mapping, managing classroom behavior, implementing project-centered learning, integrating science, reading and technology and creating electronic portfolios; served as volunteers for storytelling, Math Superstars, interactive reading, mother-daughter book clubs and as judges for MathCounts, Science Olympiad, History days, local and regional science fairs, Senior projects, Battle of the Books, and teacher of the year selections.

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

ECU offers many professional development activities that support the development of beginning teachers. In fall 2005, ECU launched its "New Teacher Support Network". This network uses distance education strategies to reach out to new teachers by providing a direct connection to the College of Education. It includes features for submitting questions that are referred to experts for a response and for accessing resources on numerous teaching topics and educational issues.

Through the Rural Education Institute, the COE collaborated with several school systems this year to provide professional development to support beginning teachers. Funding from the Payne Family Foundation was used for Phase II of a New Teacher grant which allows the Perquimans County School System to continue using a retired mentor teacher, trained in the Santa Cruz New Teacher model, to work with new teachers in the school system. The retired mentor teacher has the flexibility of time to work with teachers during the regular school day on issues such as classroom management, teaching strategies and lesson plan development. An NC QUEST Grant (RIMS), which is jointly administered through the REI and the ECU Center for Science, Mathematics, and Technology Education, provided individually designed support and training for 30 new middle grades and secondary science teachers in Lenoir, Bertie and Hertford school systems. Through Wachovia Partnership East, the COE continues to maintain and enhance the Golden Leaf Education Consortium Teacher Resource Centers (TRC) housed at Nash, Craven and Wayne Community Colleges to support new teachers with classroom resources in those areas. ECU also conducts monthly, daylong seminars during the academic year for Project ACT and NC TEACH teachers (all of whom are beginning teachers). In addition to these special focus programs, beginning teachers also are invited and encouraged to take advantage of the services offered for career teachers in Section E.

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

East Carolina University continues to engage in the delivery of alternative licensure programs to recruit, prepare, and support mid-career professionals as they enter the teaching profession. Alternative Licensure Programs at East Carolina (ALEC) is housed in the Office of Teacher Education and employs a Coordinator of Alternative Licensure, a Coordinator of NCTEACH/Project ACT, a full-time and a part-time secretary, and two graduate students. The ALEC staff provides assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The Coordinator of Alternative Licensure is the point of contact and academic advisor for the lateral entry teachers. The coordinator collaborates with the Regional Alternative Licensure Center, the Teach For America and Troops To Teachers programs and conducts workshops for lateral entry teachers with the Model Clinical Teacher Education Consortium. In addition, the on-site coordinators in our Wachovia Partnership East Program provide advisement services to lateral entry teachers and direct them to appropriate courses or resources. In 2005-06 the office maintained active files for 468 lateral entry candidates, 503 licensure-only candidates and 445 candidates seeking to add-on licensure to existing credentials. New Plans of Study were developed for 201 lateral entry teachers and 328 lateral entry candidates enrolled in at least one class leading to licensure this year. THE COE also provides programs of study to Alternative Licensure teachers through six yearly cohorts in the eastern region of NC. It works with one cohort of Teacher for America in the Nash/Rocky Mount area, three face-to-face cohorts of NCTEACH in Pitt, Johnston and Onslow counties and two on-line cohorts of NCTEACH. Each cohort enrolls approximately 25-35 teachers. Plans are currently underway to add two additional cohorts which would serve an additional 60 lateral entry teachers in the predominantly underserved northern districts. Finally, Project RIMS (Rural Initiative in Mathematics and Science), a partnership between the College of Education, College of Arts and Sciences and three school systems (Bertie County Schools, Hertford County Schools, and Lenoir County Schools)

provides lateral entry teachers with access to intensive instruction and on-site coaching developed specifically for RIMS participants. The project serves 30 lateral entry candidates teaching in the areas of high school and middle school mathematics and science seeking.

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

ECU offers a wide variety of professional development activities to support career teachers. REVITALISE, an NSF-funded project for educators in rural North Carolina and Illinois, applies visualization methodologies to strengthen mathematics and science curricula. The REVITALISE staff utilized the global classroom/access grid to provide activities for 12 teams of science teachers in eastern North Carolina. These teachers attended two, 2-3 day workshops during the year and two, two-week summer sessions. ECU's Center for Science, Mathematics, and Technology Education (CSMTE) coordinated grant sponsored workshops for the RIMS projects (see Section D), the NC-PIMS grant which focuses on closing the achievement gap through improved mathematics and science education practices in the school systems, and the NC Science Olympiad. The COE partnered with the Public School Forum to deliver their Progress Energy Leadership Institute. Approximately 160 teachers, principals, counselors and other administrators from across NC attended sessions focusing on conflict resolution and the impact of domestic violence on student learning. ECU also continued its support for career teachers through the development and delivery of online professional development opportunities. It provided EDTC 5010 technology modules for lateral entry teachers, maintained the delivery of a series of online reading modules for CEU credit and began development of online modules to be offered for CEU credits to support licensure in business education. ECU sponsored or co-sponsored professional conferences that provided career teachers the opportunity to enhance their skills and earn CEUs. The Latham Clinical Schools Network conducted its annual clinical teacher conference, which focused on communication and coaching skills and was attended by over 200 clinical teachers, faculty and staff. The 24th Annual Mary Lois Staton Reading/Language Arts Conference was attended by over 275 teachers and faculty from eastern North Carolina who participated in individual workshops and general keynote sessions. More than 300 teachers, faculty and staff participated in a variety of sessions on new technologies at the 23rd Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business, Career and Technical Education. The 17th Annual Southeastern Region Technology and Teaching Conference provided beginning and career teachers with a choice of over 30 sessions to expand their technology knowledge and skills. Through the REI, a one and one-half day, train the trainers workshop on domestic violence/child abuse, conflict resolution, and proper seclusion and restraint, was held for school districts in the LCSN to build their capacity to ensure that lateral entry and career teachers are informed about their rights and responsibilities in these state mandated areas. REI also funded 11 and one-half days of consultative work with counselors in two school systems associated with the Northeast RESA on accessing, analyzing, and using EOG and EOC data to plan and implement change to directly impact student achievement.

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

For the 2005-06 year, the COE identified 41 schools within our Clinical Schools Network as "At-Risk" (either low performing, priority or have performance composites below 80% and showed no growth in the previous year). The 41 schools are a mix of elementary, middle and high schools and their combined populations consist of 76% minority students and 67% economically disadvantaged students. There are 165 LCSN trained clinical teachers in these schools and this past year 80 candidates completed year-long internships in one of these 41 schools. The College of Education also sponsors an AmeriCorps project called Project HEART. This project is a tutoring program to help at-risk students in grades 3-9 in eastern NC to succeed academically. Now in its sixth year, the program serves Beaufort, Craven, Martin, Nash, Pitt, and Sampson counties. In 2005-06, 281 volunteers (university/community college and high school students) provided over 46,623 hours of service to approximately 1,600 public school students. In addition, the NCPIMS grant funded project at ECU focuses on improving math and science achievement in rural school districts in eastern NC. This program supports intensive professional development for teachers and school administrators and programs aimed at students in eight eastern NC counties. Finally, Project RIMS (see Section D) provides support to school systems with high numbers of lateral entry teachers in the areas of high school and middle school mathematics and science.

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

The institutional efforts to promote SBE priorities are described in detail in various sections of this report. The activities specifically addressing SBE Strategic Priority 1 - High Student Performance include the NCPIMS and REVITALISE programs (Section E), Project HEART (Section F) and the Summer Ventures in Science and Math program (Section J). The activities that relate to Strategic Priority 3 - Quality Teachers include: the AP Institute and numerous professional development workshops (Section B), the New Teacher Support Network, Perquimans County mentor teacher, ALEC services, and NCTEACH/Project ACT (Section C), the RIMS project (Section D), the LCSN Clinical Teachers Conference, Mary Lois Staton Conference, ACBMITE Conference, and SRTT Conference (Section E), and the expansion of WPE (Section J).

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

This year the COE continued to place special emphasis on the development and enhancement of its distance education capabilities, its collaboration with Arts and Sciences and on teacher recruitment and retention. The COE continued to research and experiment with the use of IP Video for the enhancement of the clinical preparation of teachers and distance education applications. Real-time observation of public middle school teaching and students by on-campus candidates was conducted in partnership with Greene County Schools. Clinical faculty supervisions of LCSN interns were piloted with high schools in Carteret, Lenoir and Wayne Counties. Tele-education now includes university collaboration to teach methods classes, including a partnership among faculty from ECU and the University of Southern Mississippi.

The efforts to increase collaboration between the College of Education and the College of Arts and Sciences culminated in the creation of the Provost's Council for Collaboration for Teacher Education. This provost level council consists of 18 members including deans, assistant deans and faculty in the College of Fine Arts and Communications, the College of Health and Human Performance and the College of Human Ecology as well as the Harriot College of Arts and Sciences and the College of Education. The council facilitates discussions around resources and responsibility for teacher education and provides the infrastructure for increased services and collaborative projects. This year the council has been active in creating cross-college partnerships that resulted in a National Writing Project proposal, the development of ESL modules, support for the Assistive Technology certificate program, a mathematics graduate assistantship to work with GK-12 math teachers, a grant proposal to assist public school teachers in developing student interest in STEM careers, and the delivery of additional sections of non-COE courses for lateral entry teachers and WPE students. Our emphasis on recruitment and retention is evidenced by the continued full enrollment in the WPE 2+2 cohorts and the expansion of WPE to two new hubsites.

## **Supplemental Information (Optional)**

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

Plato software is available in COE computer labs and PRAXIS I workshops are announced and provided for students each semester (this extends to the community college students at the three hub sites). All teacher education students with SAT scores below 950 are urged to attend these workshops and the PRAXIS I performance of other candidates who have declared education majors is monitored by the program areas. PRAXIS I study books are distributed to students and they are urged to prepare for the tests. Students who have repeated problems with PRAXIS I exams are referred to the Counseling Center. The center arranges for School Psychology graduate students to test, free of charge, teacher education students suspected of having learning disabilities. This may enable students to have extended time for the exams. The COE has created, as a pilot, a series of Praxis I Reading remediation workshops available to students who have taken and failed the reading test but have passed the other two Praxis I tests. The workshops have shown good success and plans are underway to expand the offerings in this area. The PRAXIS II performance of the candidates is monitored by the Office of Teacher Education and the program areas. Specific areas of weakness are addressed in curriculum revisions and/or through review sessions for the specialty tests. The Office of Teacher Education pays registration for faculty to take PRAXIS II exams to familiarize themselves with the content and format of the tests. In addition, workshops on test-taking skills are offered by the Counseling Center.

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

ECU's Wachovia Partnership East (WPE) is a 2+2 program initiative to increase the number of students who will consider careers in education by providing university coursework in their local communities. WPE is currently offering elementary and/or special education programs to 13 cohorts of teacher education candidates (214) at three off-campus sites. The first cohort of 16

students graduated in fall 2006 and 26 more candidates graduated in spring 2006. Fifty-four completers are projected in 2006-07 and 64 in 2007-08. Each WPE hub-site has a full-time COE faculty member who, in addition to coordinating the WPE program, also extends our efforts to recruit teachers. The coordinators make presentations to teacher assistants and high school students in collaborating counties to discuss the ECU/WPE opportunities for pursuing a degree in teacher education and serve to recruit alternative route candidates by providing information and assistance locally. The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession. This year, an ethnically diverse group of 128, 10th-12th grade students from ten high schools in nine eastern NC counties participated in the program. Many of these students also participated in an on-campus Teacher Cadet Day to experience college life and explore the options available in teacher education. Other COE sponsored campus programs provided opportunities to expose public school students to college life and encourage their pursuit of careers in education. The Summer Ventures in Science and Math program provided a four-week, live-in academic enrichment program to 73 academically talented, 15-17 year olds from high schools in NC. The Legislators' School for Youth Leadership Development provided leadership development for 89 high school and 92 middle school students in a two-week, on campus program and 96 9th-11th grade students attended the GEAR UP NC Leadership Institute. The Looking Ahead project provided a summer residential camp for 15, at-risk, minority students, to explore careers and college life. Finally, participation in Project HEART (Section F) serves as an informal method of recruiting candidates to the teaching field because many of the volunteers pursue majors in education as a result of their tutoring experiences.

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

Many of the programs for middle/high school students described in Section J target/recruit minority students. They have an extra benefit of being productive means of recruitment because the students leave the programs with positive feelings about themselves, their potential for success, and the teaching profession. The Teaching Fellows Director also visits schools in eastern North Carolina with the goal of recruiting minority students into the TF Program. It is necessary to begin recruiting early and recruitment efforts have been expanded to include students in grades 8-12. The 2005-06 recruiting effort resulted in 24 (40%) of the 60 scholarships being awarded to minority students. Another means for recruiting minorities into the teaching profession is the variety of alternative licensure options offered through ALEC. Approximately one-third of the students enrolled in our alternative programs are identified as minority students. The efforts put forth by ECU to support and assist individuals who enter the profession via an alternative route facilitate the recruitment of minorities to the teaching profession. An informal method of recruiting minority candidates to the teaching field is through their participation in Project HEART (Section F). Over 50% of the volunteers who participate in the tutoring program are minorities and as a result of their experience many of these volunteers pursue majors in education.

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

(1) ECU's Center for Scholarship and Practice in Applied Research in Education (CSPARE) began operation in fall 2005. The center staff worked on research and funding for projects related to student and school achievement and distance instruction. Plans are in place to rename the center and restructure the services to provide more focused mentoring of faculty and increased university-public school based research projects. (2) The COE received a \$30,000 grant from the Golden Leaf Foundation for a summer science camp, an initiative that will help jump start activities around the development of a Regional Science Center in Eastern North Carolina.(3) The OTE submitted a proposal to further enhance professional development opportunities for teachers who supervise our interns. It involves the development of a leadership professional development model that will allow LCSN clinical teachers to gain a supervisory certificate. (4) Plans are underway to expand WPE to include a Middle Grades Education program with concentration in math and science and two new hubsites, a Northeast Consortium and a Virtual Hubsite. Following expansion, this partnership will include a total of 19 community college partners and 34 public school partners.(5) Two faculty assumed part-time teaching positions within a local school system. One taught a section of Algebra I-B for a full semester as the teacher of record in a high school. The other taught writing to 7th grade EC students for a full academic year as part of a teacher exchange program. The EC teacher taught one course in the special education program to initial license candidates in the COE. Each faculty member's activity contributed materials, resources and videos for on-campus methods classes.

## 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	5
	Asian/Pacific Islander	2	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	79
	Hispanic	3	Hispanic	6
	White, Not Hispanic Origin	163	White, Not Hispanic Origin	800
	Other	2	Other	9
	<b>Total</b>	<b>183</b>	<b>Total</b>	<b>904</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>4</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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	31	Black, Not Hispanic Origin	142
	Hispanic	4	Hispanic	15
	White, Not Hispanic Origin	97	White, Not Hispanic Origin	283
	Other	3	Other	15
	<b>Total</b>	<b>136</b>	<b>Total</b>	<b>456</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)	4	4
Elementary (K-6)	6	6
Middle Grades (6-9)	35	34
Secondary (9-12)	46	46
Special Subject Areas (k-12)	20	20
Exceptional Children (K-12)	53	51
Vocational Education (7-12)	37	37
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>201</b>	<b>198</b>
Comment or explanation		

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

	<b>Baccalaureate</b>
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	180
MEAN CBT-R	328
MEAN CBT-W	323
MEAN CBT-M	324
MEAN GPA	3.3
Comment or explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	23	22	7	7
Elementary (K-6)	224	161	19	19
Middle Grades (6-9)	33	32	25	25
Secondary (9-12)	45	45	23	23
Special Subject Areas (K-12)	73	64	28	28
Exceptional Children (K-12)	16	13	35	35
Vocational Education (7-12)	8	8	12	12
Special Service Personnel	0	0	2	2
Total	422	345	151	151
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	168	93
Spec Ed: BED	2	*
Spec Ed: LD	10	90
Spec Ed: Mentally Disabled	11	91
Institution Summary	191	93
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

<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	33	66	99	82	59	79
U Licensure Only	2					
<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			1			4
U Licensure Only	44	48	14	19	12	12
Comment or Explanation						
For completion times on Bachelor degree and ULO, Masters and MSA we are using the terms Summer 05, Fall 05 and Spring 06 to give a more accurate number of completers. We will use this pattern continuously.						

**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	385	92	64
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**

<b>LEA</b>	<b>Number of Teachers</b>
Pitt County Schools	1,310
Wake County Schools	995
Wayne County Public Schools	590
Craven County Schools	579
Nash-Rocky Mount Schools	499
Johnston County Schools	465
Lenoir County Public Schools	457
Onslow County Schools	419
Beaufort County Schools	394
Wilson County Schools	349

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.56	3.59	3.61
preparation to effectively manage the classroom.	3.34	3.35	3.31
preparation to use technology to enhance learning.	3.27	3.37	3.49
preparation to address the needs of diverse learners.	3.30	3.36	3.32
preparation to deliver curriculum content through a variety of instructional approaches.	3.57	3.44	3.51
Number of Surveys Received	173	189	214
Number of Surveys Mailed	276	276	276

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
136	122	0