

IHE Bachelor Performance Report

Fayetteville State University

2005 - 2006

Overview of the Institution

Fayetteville State University is a public comprehensive regional university, offering two degrees at the baccalaureate level (B.A. and B.S.), seven at the master's level (M.S., M.A., M.A.T., MBA, M.Ed., MSA, MSW) and one at the doctoral level (Ed. D.). The primary mission of the University is to prepare its students and graduates to lead meaningful and productive lives. Fayetteville State University provides services and learning opportunities to an eleven-county (11) service area in the Sandhills Region of North Carolina. Fayetteville State University is organized into four major academic units (the College of Basic and Applied Science, the College of Humanities and Social Sciences, the School of Business and Economics, and the School of Education). As one of four academic degree-granting units at the university, the School of Education (SOE) is committed to educating and preparing pre-service teachers and other education professionals as reflective and knowledgeable facilitators of learning. The SOE is organized into four academic departments: 1) Elementary Education; 2) Middle Grades, Secondary and Special Education; 3) Educational Leadership; and 4) Health, Physical Education and Human Services. The SOE's five support service units are the Curriculum Learning Resource Laboratory, the Office of School Services, the Office of Teacher Education, the Early Childhood Learning Center, and the School of Education Research Center. Presently, twenty (20) teaching field options are offered at the baccalaureate level and fifteen (15) are offered through a Master of Education degree and ten (10) teaching field options are offered through a Master of Arts in Teaching degree which was implemented fall 2005.

Special Characteristics

Fayetteville State University (FSU), an historically black university established in 1867, is located in Fayetteville, North Carolina, the fourth largest city in the state. FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. It is located on 156 acres with a total of 47 buildings. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of prospective students. FSU is among the most ethnically diverse campus communities in the state, with a population that is 73% Black, 18% White, 1% American Indian, 4% Hispanic, 1% Asian and 3% other. The majority of the 6,072 main campus and distance education students enrolled at FSU are the first-generation of their families to attend college. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a Level V doctoral granting institution. FSU is one of only eight such institutions in North Carolina. The School of

Education celebrates 50 years of full accreditation by the National Council for Accreditation of Teacher Education (NCATE) and is one of only seven institutions in North Carolina on the First Annual List of NCATE Accredited Institutions, July 1, 1954. Fayetteville State University has a longstanding record of partnerships with the community and provides an extensive array of outreach programs. FSU ranked 28 out of the highest producers of African-American baccalaureate degree holders in all disciplines (Black Issues in Higher Education, June, 2004). The School of Education is set for a continuing accreditation visit spring 2007.

Program Areas and Levels Offered

As a public comprehensive university, FSU offers degrees at the bachelor's, master's and doctoral levels. Baccalaureate degrees are offered in thirty-three (33) program areas: accounting, banking and finance, biology, biology education, birth through kindergarten, business administration, chemistry, computer science, criminal justice, elementary education, English, English education, geography, health education, history, managerial economics, marketing education, mathematics, mathematics education, middle grades education, music, music education, nursing, physical education, political science, psychology, social sciences, sociology, Spanish, Spanish education, speech-theater, visual arts, and business and marketing education. Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in eighteen program areas which include a in biology, biology education, business administration, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education, political science, social science education, psychology, reading education, sociology, sociology education and special education. In addition, the university offers Master of School Administration and Doctorate in Educational Leadership degrees. Licensure is offered in 23 teacher education program areas and in nursing.

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.)

The School of Education continues its collaborative involvement and successful partnerships through formal written agreements with Ft. Bragg Schools and 11 Local Education Agencies (LEAs) and 11 Professional Development School partners that support year-long clinical and field experiences throughout the program. Other collaborations include: 1) Professional Academic Training Highway Fellows Program (PATH), designed to increase the supply of teachers by preparing teacher assistants to become licensed teachers, currently enrolls 64 candidates who will complete degree and licensure requirements in elementary education. 2) Battle of the Books, Civic Oration Contests, Leadership Seminar. 3) The Department of Elementary Education continued its year-long candidate internships in 11 PDS sites. 4) The clinical teaching experience classes in mathematics, science, reading and language arts continue to be conducted at the PDS sites. 5) Workshops on classroom management, best practices, school violence, character education and technology were implemented collaboratively by FSU faculty, public school teachers, and PDS interns. 6) As has been the practice for several years, the Speech and Theatre faculty and students presented two children's theatre programs which were attended

by over 500 elementary students. 7) Elementary math and social studies methods students and interns continued the practice of conducting math and social studies fairs at two PDS sites. 8) Collaborative planning grants were developed with Cumberland County Schools for the establishment of a middle college high school on the FSU campus and with area day care centers to establish reading first centers of excellence. 9) A Kindergarten through Fourth Grade Teacher Literacy Academy was initiated with Weldon City Schools through an NC QUEST grant. 10) Faculty members served as technical assistants and evaluators for RESTORE, an alternative program for long-term suspended long-term suspended middle and high school students. 11) The College of Humanities and Social Sciences reported 650 services rendered to public schools by faculty and staff which provided 25,000 hours of instruction for almost 2,800 students and 45 teachers. LEA agreements have been renewed.

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
Cumberland County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a collaborative of three schools serving elementary, middle and high school students. The three principals meet and collaborate as the interns rotate through the park. Principals and university supervisor collaborate with activities on site and in classroom settings	Interns are provided comprehensive experience at all levels. The interns begin and end the internship at the level of least professional experience. Professional development activities are provided at least twice a year. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet
Hoke County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principals and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet
Johnston County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and	Interns are placed in a setting with experienced school administrators. Principals and university supervisor collaborate with activities on site and in classroom settings. Interns are provided	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence

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	Recruitment	opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual	forum/banquet.
Clinton City Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Moore County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.

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Roberson County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet
Sampson County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet
Scotland County Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence

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	Recruitment	opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	forum/banquet
New Hanover Schools	Closing the Achievement Gap Increasing Student Achievement Teacher Recruitment/Retention Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet
Weldon City Schools	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy	Implementations of a \$152,451 grant to address literacy instruction for teachers.	Provided two six hour workshops and eight online workshops addressing literacy instruction. The project accommodated 32 participants over the academic year.
Cumberland County Schools	Teacher Recruitment/Retention	Praxis II Workshops for inservice Teachers	A total of 133 teachers served by attending 1-3 day workshop series

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Nineteen-county Regional Special Education Consultant Service	Teacher Recruitment/Retention	-Closing achievement GAP -increasing advisement of all students Planning and implementing update Special Education information dissemination	Faculty/regional consultants and prepare online courses material based on SDPI information.
Cumberland County Schools and Alpha Academy Charter School	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy	SWAP (Swim With a Purpose) – designed to teach basic swimming skills plus provide education on proper nutrition. Program lasted for 10 weeks, once a week students attended swim class for 45 minutes and a nutrition session for 30 minutes.	33 students participated - Parents of all students attended at least two education workshops - 12 students pass the deep water level-4 swimming test.
Cumberland County Schools	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy	Participants are alerted to dangers of drug and alcohol problem, weaknesses in sport activities and weaknesses in nutrition. 1. Drug Education program 2. Enrichment program 3. Sport activities 4. USDA Approved meal	National Youth Sport Program (NYSP) provides participants with the opportunity to develop their minds and bodies. From day one to the end of the program, they are given information about the good and bad of drugs and alcohol, developing good nutrition habits as well as developing coordination through sport activities.
Hoke County Schools	Closing the Achievement Gap Increasing Student Achievement	Participants are alerted to dangers of drug and alcohol problem, weaknesses in sport activities and weaknesses in	National Youth Sport Program (NYSP) provides participants with the opportunity to develop their minds

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	Reading/Literacy	nutrition. 1. Drug Education program 2. Enrichment program 3. Sport activities 4. USDA Approved meal	and bodies. From day one to the end of the program, they are given information about the good and bad of drugs and alcohol, developing good nutrition habits as well as developing coordination through sport activities.
Cumberland County Schools	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy Teacher Recruitment/Retention	Interactive Interdisciplinary Fair, Fall 2005	The activity taught mathematics, literacy, and social studies objectives from the NCSCOS to 200 students enrolled in grades 3, 4, and 5 at Ferguson Easley Elementary School ; provided alternative lesson plans directly linked to the approved state curriculum to eight inservice teachers;
Cumberland County Schools	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy Teacher Recruitment/Retention	Interactive Interdisciplinary Fair Spring 2006	The activity taught mathematics, literacy, and social studies objectives from the NCSCOS to 250 students enrolled in grades 3, 4, and 5 at College Lakes Elementary School ; provided alternative teaching plans to twelve inservice teachers;
Cumberland County Schools	Teacher Recruitment/Retention	Electronic Portfolio Presentations, Fall 2005	Three public school administrators joined three University faculty to evaluate elementary teacher candidates' electronic portfolio

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
			presentations with special consideration given to each intern's ability to demonstrate a basic knowledge of computer operations, to demonstrate knowledge and use of instructional technology, to understand how principal's evaluate teachers, and to understand how instructional planning and delivery impact student learning.
Cumberland County Schools	Teacher Recruitment/Retention	Electronic Portfolio Presentations, Spring 2006	Three public school administrators joined three University faculty to evaluate twenty-nine (29) elementary teacher candidates' electronic portfolio presentations with special consideration given to each intern's ability to demonstrate a basic knowledge of computer operations, to demonstrate knowledge and use of instructional technology, to understand how principal's evaluate teachers, and to understand how instructional planning and delivery impact student learning.

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Harnett County Schools	Closing the Achievement Gap Increasing Student Achievement Reading/Literacy	Assessment Using the Basic Reading Inventory	25 Title I teachers trained to use the inventory and interpret results in order to plan remediation
Lenoir County Schools	Closing the Achievement Gap Increasing Student Achievement	Professional development activity, "IDEA for School Administrators."	Participation include 150 teachers and 30 school principals.
Cumberland County Schools (Ferguson Elementary)	Closing the Achievement Gap - Increasing Student Achievement Reading/Literacy	A collaborative learning activity.	Participation included 3 FSU faculty members, 22 university teacher education candidates, 8 public school teachers, 2 school administrators and 200 elementary students.
Cumberland County Schools (College Lakes Elementary)	Closing the Achievement Gap - Increasing Student Achievement Reading/Literacy	A collaborative learning activity.	Participation included 3 FSU faculty members, 22 university teacher education candidates, 12 public school teachers, 2 school administrators, 250 elementary students, and 1 parent.

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

During the 2005-2006 academic year, the Office of School Services documented 5,441 services to public schools which reflect participation by the total university in the 11-county service area of FSU. These services reflect workshops for teachers, demonstrations for public school students, speakers in the public schools, university day for approximately 1,500 middle and high school students, judging contests, serving as a mediator in disputes over exceptional children's issues, and tutoring. In its seventh year, the University-School Teacher Education Partnership (USTEP) provided opportunities for school partnership teachers to attend conferences and workshops. It also provided resources for all partnership teachers to supervise teacher interns. More than twenty-five faculty members and academic support staff have also been involved through a "Lunch Buddy" mentoring program with E. E. Smith High School, Luther "Nick" Jeralds Middle School and Reid Ross Middle and High School. The College Humanities and Social Sciences faculty has been significantly involved in public schools to include tutorial and other services offered through methods courses, the fine arts concert series, high school art contests, art gallery exhibits, summer music camp, band camp, and children's theatre productions. The Educational Talent Search faculty and staff provided 2,960 hours of tutoring in mathematics and science to 387 pre-college students. The GEAR-UP faculty and staff provided 23,471 hours of tutoring in mathematics and science to 1,206 middle grades and high school students in Cumberland County. The Mathematics and Science Education Center faculty served more than 119 students representing 1,453 hours on instruction in mathematics and science. The faculty in its work with the National Youth Sports Program which is in its 37th year, provided services in tutoring and mentoring to 300 students and 300 students were served by the reading and math clinic faculty.

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

The School of Education continues to provide leadership in the design, development and implementation of programs that support beginning teachers in subject matter content, pedagogy, access and delivery. These included: 1) the NC TEACH module development in diversity and special education; 2) Workshops and focus groups (principals, special education teachers and university faculty and staff) initiatives in the area of teacher recruitment and retention strategies and intervention; 3) Collaborations with selected LEAs to increase the available PRAXIS II examination preparation; elementary and middle grade science, writing, mathematics; 4) Special collaborations with ETS to provide summer administrations of PRAXIS I and II for recently and first teachers; and 5) Provided seminars on classroom management, character education, parental involvement, safe school initiatives, legal issues in education, and end-of-grade testing strategies. Curriculum learning resources laboratory materials are provided at no cost to beginning teachers. Instructional technology support and assistance are also provided by the Instructional Technology Specialist, who conducts workshops by request on campus and in the schools. The School of Education increased its online course development significantly during the 2005-06 academic year. The major focus was in special education and high need areas for lateral entry teachers. Support to beginning teachers was provided through workshops and NC TEACH professors continued to provide assistance to beginning teachers from the following counties: Wake, Bladen, Scotland, Lee, Sampson, Hoke, Robeson, Harnett and Cumberland. The participants were assisted with lesson planning and classroom management strategies. FSU

continues to be a leader in the issuance of a warranty for its teacher education graduates. The warranty procedure and application can be accessed through the School of Education website. The pre-service and beginning teachers participated in “Lessons Learned Seminars” during spring 2006 which involved meaningful dialogues with experience teachers in our public schools, PK-12. Workshops were also provided at no cost for beginning teachers required to take the PRAXIS II examination during the first year of employment.

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

The Office of Teacher Education continues to be the portal of entry through which lateral entry teachers are served. 1) By creating a website and online fillable forms, the Office of Teacher Education has significantly increased access to the application process and reduced the time required to process lateral entry requests. The website has had 8,564 hits during the 2005-06 academic year, an increase of over 3,000 hits; 2) During the 2005-06 academic year, a total of 631 lateral entry teachers enrolled in one or more courses leading to licensure, of which 333 were issued programs of study; 3) A total of 103 lateral entry teachers was recommended for initial teacher licenses during the 2005-06 year. 4) Collaboration is conducted with the Regional Alternative Licensure Center (RALC) yielded 298 lateral entry teachers taking one or more courses at FSU; 5) In response to requests from area schools districts there was a significant increase in online course delivery for lateral entry teachers increased significantly for area schools. In fact the entire NC TEACH lateral entry program is delivered online at Fayetteville State University, making it one of only two such programs currently in the state. The other is at Western Carolina University. 6) In conjunction with Cumberland County Schools, the PRAXIS Preparation Success Team Project was initiated that paired faculty and public school teachers to offer Praxis II workshops for lateral entry and beginning teachers. 7) The new MAT degree program was implemented fall 2005 and graduate are expected as early as fall 2007; 8) The times for majors meeting times have been moved to the evening hours to attract lateral entry teachers enrolled in courses. 9) The School of Education successfully hosted the fifth intensive summer institute for the NC TEACH program in June 2006, an alternative licensure program for mid-career professionals. During May through July 2006, 37 participants enrolled in six graduate semester hours of course work. Follow-up professional development sessions for NC TEACH alumni were continued year in support of their academic preparation. 10) Distance learning initiatives were implemented specifically for special education lateral entry teachers. 11) In an effort to increase access, online courses have been developed by School of Education faculty in elementary education, mathematics, special education, and science.

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

The number, quality and variety of services to support career teachers increased during 2005-06. 1) Financial support services included workshops, conferences, presentations, tutoring and mentoring, campus-based and on-line courses. 2) The Mathematics and Science Education Center sponsored its tenth annual workshop on graphic calculators in the classroom for teachers. 3) Special education faculty presented several workshops for career teachers on successful methods of writing IEPs and developing instructional strategies in classroom management through positive behavior support 4) Elementary Education Department faculty expanded its teaching of reading courses in service area LEAs to meet the mandatory requirement for reading

for licensure renewal for approximately sixty teachers. 5) Online reading courses were taught for career teachers in Wake County who are earning graduate degrees or seeking licensure in reading. The Department of Elementary Education has increased to eight the number of online M. Ed. courses for teachers in the program. Career teachers also have access to resources and technical support in our Teaching and Learning Center and Curriculum Learning Resources Center. Career teachers also have access to course offerings through the Fort Bragg Center. 6) Teachers as leaders seminars were conducted on site in the area public schools by university faculty.

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

Since 1997, the School of Education has designed and implemented numerous efforts to support low-performing schools. Faculty and students provide counseling and tutoring services and continues to offer a Lunch Buddies Program to connect the university to public schools; School service reports on services to the schools; students from low-performing schools participated in the School of Education Math clinic and reading clinic; a cohort of interns participated in planning a laboratory school with Pauline Jones Elementary School. Graduate and undergraduate faculty and students continue to conduct workshops and seminars for public school students and teachers in low performing schools in Cumberland, Hoke, Robeson and Halifax counties. Activities include a Young Writers' Contest, Saturday Tutoring, a neighborhood off campus math and a reading tutoring program for low performing students who are recommended by their instructors or parents. During December 2005, faculty and students participated in the Book-it Project, donating books to a low-performing elementary school. Over forty (50) candidates enrolled in Foundations of Education and twenty (30) candidates enrolled in Methods of Teaching Reading tutored children in low-performing elementary schools. Special education faculty served as consultants for Cumberland County Schools in the establishment and operation of the Special Education Reading Center, which served special needs students in four underserved Cumberland County Schools. The Special Education faculty continued to collaborate with the NCDPI staff by monitoring special education programs in 13 Southeastern North Carolina counties. A very special relation exists between the School of Education and Pauline Jones Elementary. After a full-year of planning during the 2005-06 years, a complete report was presented to the Cumberland County Board of Education on May 25, 2006 with recommendations to establish Pauline Jones Elementary as an official laboratory school of Fayetteville State University.

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

The SOE continues to endorse and implement the State Board of Education priorities and initiatives. The SOE continues to collaborate with the Cumberland County Partnership for children and has established an additional More-at-Four Classroom in the FSU Early Childhood Learning Center. In addition 50% a faculty member time was reassigned to the partnership for Children providing a more effective link and collaboration. Several programs continually funded to support the Closing the Gap Initiatives including GEAR-UP and Upward Bound. More than 40 candidates in middle grades mathematics, science and language arts classes and four middle grades methods faculty served as tutors for public students in the GEAR-UP program at Pine Forest Middle School and Luther "Nick" Jeralds Middle School. The School of Education also

supported the Student Accountability Standards priority, which requires students to comply with Gateways to ensure success in reading, writing and mathematics. Fayetteville State students are introduced to the Gateway Standards in methods and professional education core courses. The School of Education has expanded its support of the national First in America initiative through the introduction of course modules exploring the North Carolina Progress Report, the North Carolina Annual Report Card and their implications for public schools. The School of Education continues to provide technical assistance in the implementation and development of the Alpha Academy in Fayetteville, North Carolina, which is a Charter School Initiative. For the seventh consecutive year, faculty in the Mathematics and Science Education Center conducted training sessions for members of the State of North Carolina Assistance Teams in support of the Excellent Schools Act. The teacher education programs at FSU prepare teacher education candidates and other school personnel to address the Basic Education Plan by requiring products of learning (e.g. lesson plans, unit plans, teacher work samples, portfolios, reflective journals and assessments) that demonstrate the common core of content knowledge and skills needed for student success.

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

More-at-Four continues to be a viable initiative for the School of Education in addition to; High school reform; Access and delivery of instruction; best practices research Special emphasis was placed on More-at-Four through the establishment of a classroom in the FSU Early Childhood Learning Center to serve eight at-risk children identified by the More at Four Program and the School has begun to train teachers for early childhood education through the Birth-to-Kindergarten degree program to which 50 students have been admitted since January 2003. Collaborative planning of articulation agreements continues for the B-K program with Fayetteville Technical Community College, Sampson Community College, Bladen Community College and Robeson Community College early childhood faculty and administrators and the School of Education faculty. Special emphasis was also placed on the Closing the Achievement Gap initiative. The Sampson County and Clinton City Schools continue to express interest in becoming professional development sites (PDS). A meeting was held to discuss the roles and responsibilities of PDS and an inservice activity was conducted for the beginning of the academic year. Special emphasis has been placed on increasing the online delivery of instruction in an effort to have the elementary education program available for students. The E-Learning Grant from the UNC System General Administration allowed the School of Education to support faculty in history and sociology to develop their respective second academic concentration courses for online delivery. Funds were received from the NC Distance Learning Partnership Office of Special Education Programs (OSEP) Grant to launch a website for viable support interventions for teachers of children with learning and behavioral disabilities. A special emphasis was also placed on enhancing the services and work products of the newly established research center of the School of Education.

Supplemental Information (Optional)

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

During 2005-06, in an effort to improve Praxis scores, the School of Education continued to sponsor workshops for students, provide tutoring and follow-up strategies to assess test performance. Tutors were made available throughout the academic year and summer months through special funding sources. The School of Education also expanded its effort to improve PRAXIS scores by monitoring the impact of PLATO, a web-based program designed to assist students in successful performance on PRAXIS I. Two part-time persons have been hired to tutor students using the Praxis Laboratory. Faculty require successful completion of 30 laboratory hours by candidates enrolled in EDUC 211, Laboratory Experiences in Area Schools, an initial course for all education majors. Students have 24-hour access to this program seven days per week. A concerted effort was made to improve candidates performance on the required PRAXIS II examinations in elementary and special education. This effort resulted in a 100% pass rate in special education and a 97% pass rate in elementary education. Faculty from the College of Humanities and Social Sciences, the College of Basic and Applied Sciences, the School of Education faculty, and teachers from the public schools participated in workshops for candidates for initial licensure to discuss test taking strategies and test format. FSU faculty conducted workshops for candidates enrolled in the baccalaureate programs in elementary education, special education, middle grades education, and mathematics education. The Teaching-At-A-Glance (TAAG) booklets were reviewed and specialty area faculty in mathematics, biology and history conducted three review sessions. Candidates who needed assistance in passing the PRAXIS continued to have the opportunity to enroll in EDUC 291 Stimulations in Reading and EDUC 292 Stimulations in Math. Efforts were made to exercise more control over when candidates took the test, as recommended by NCDPI.

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

The School of Education works very closely with the Office of Admissions and other campus colleges and schools to recruit students into the teacher education programs. Strategies included: 1) distribution of printed material on teacher education such as bookmarks, School of Education pens, buttons, and cups; 2) annual majors fair, annual career fairs, and welcome receptions for freshmen who have not declared their majors; 3) active participation in high school student professional education associations as guest speakers; 4) presentation and exhibit at the NC Teacher Cadets Conference; 5) collaboration with the regional alternate licensure center and community college staff; and 6) participation of 2,000 public school students in University Day. The School of Education also works very closely with alumni who received a degree or teaching license from FSU. A very successful recruiting initiative continues to be the Professional Academic Training Highway (PATH) Fellows Program designed for teacher assistants. A stronger relationship among the community colleges has become a top priority at Fayetteville State University. One of the most successful recruitment initiatives has been the establishment of formal partnership agreements with Fayetteville Technical Community College and Sampson Community College for community college students seeking to earn a degree in elementary

education from Fayetteville State University. The School of Education has hired a teacher who serves as an on-site counselor at Sampson Community College and teaches the EDUC 211 Laboratory experiences at the community college. There has been a significant increase in the number of applications from students transferring into the elementary education bachelor's program or seeking admission to the licensure-only program as a result of these partnerships. During 2004-2005 fifteen freshmen were offered the Millennium scholarship that was given only to teacher education majors.

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

Fayetteville State University is recognized among the most ethnically diverse universities in North Carolina. FSU is currently 73% black, 18% white, 1% American Indian, 3% Hispanic, 2% Asian, and 3% others. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, ". . . Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students." The School of Education works closely with the public schools of the eleven-county service area to recruit minority students into the teacher education. The use of scholarship funds, UNC college funds, A deliberate media campaign to attract minority students, and the quality of our teacher education program have proven to be very effective recruitment strategies for attracting white students into the teacher education program. Presently 52% of the students in the School of Education are black, 43 % are white and 5% other (Latino, Asian, and American Indian).

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

Initiatives for the 2005-06 year that have continued from the 2004-05 year include: 1) NC TEACH online; 2) Cross Creek Early College, a high school reform initiative; 3) The implementation Master of Arts in Teaching with ten teaching fields; 4) The development of a higher education leadership concentration within the doctoral degree program in educational leadership; and 5) The offering of a special education administration cognate in Educational Leadership. The development of an add-on licensure in the Master of School Administration Program was developed and will be implemented fall 2006. New initiatives were also in the expansion of the character development institute and increasing service learning initiatives. Research in the area of mathematic teaching strategies in public was initiated and submitted for publication. The web-based service-learning lesson plans currently are accessible on the FSU School of Education website for use by public school teachers in North Carolina. The School of Education also expanded its service learning initiatives by engaging in projects with Ramsey Street School that received a national award for its service-learning program. Instructors of specified reading and social studies methods classes coordinated service-learning programs in area schools.

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	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	24
	Other	0	Other	0
	Total	5	Total	43
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	3	Total	1
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	8
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	30	Black, Not Hispanic Origin	118
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	30	White, Not Hispanic Origin	48
	Other	0	Other	2
	Total	61	Total	184

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	29	29
Middle Grades (6-9)	99	99
Secondary (9-12)	42	42
Special Subject Areas (k-12)	18	18
Exceptional Children (K-12)	115	115
Vocational Education (7-12)	30	30
Special Service Personnel (K-12)		
Other		298
Total	333	631
Comment or Explanation		
The 298 students designated as other represent lateral entry who were processed through the Regional Alternative Licensure Center (RALC) and are not coded by subject or licensure area.		

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	177
MEAN PPST-M	180
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	327
MEAN GPA	3.43
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)	16	16	12	12
Middle Grades (6-9)	4	4	22	22
Secondary (9-12)	6	6	20	20
Special Subject Areas (K-12)	2	2	6	6
Exceptional Children (K-12)	0	0	39	39
Vocational Education (7-12)	1	1	12	12
Special Service Personnel	0	0	1	1
Total	29	29	112	112
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	37	97
Spec Ed: General Curriculum	1	*
Institution Summary	38	97
* 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	90					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only						
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	89	92	69
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

LEA	Number of Teachers
Cumberland County Schools	1298
Harnett County Schools	173
Robeson County Schools	142
Sampson County Schools	132
Hoke County Schools	112
Wake County Schools	94
Charlotte-Mecklenburg Schools	93
Bladen County Schools	76
Wayne County Public Schools	54
Moore County Schools	49

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.	3.39	3.42	3.43
preparation to effectively manage the classroom.	3.52	3.08	3.36
preparation to use technology to enhance learning.	3.41	3.19	3.54
preparation to address the needs of diverse learners.	3.24	3.06	3.32
preparation to deliver curriculum content through a variety of instructional approaches.	3.59	3.28	3.50
Number of Surveys Received	29	36	28
Number of Surveys Mailed	63	63	63

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
48	0	9