

IHE Bachelor Performance Report

NC A&T University

2005 - 2006

Overview of the Institution

The School of Education (SOE) values its work with schools, beginning teachers, career teachers, at-risk students, parents, and agencies to ensure that each child has an opportunity for a high quality education. The current report reflects what we have been able to accomplish through professional development and alignment of curriculum to professional standards to improve the performance of all students. NCA&T is a public, comprehensive, land grant Historically Black College/University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, effective community service, and service to public schools. The purpose of the University is to provide an intellectual setting where students in higher education will find a sense of identification (mentoring), belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. To achieve this goal, the University has embarked on the establishment of interdisciplinary programs to offer students greater diversity in intellectual capital. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an approximate enrollment of 11,300 students who are in the Colleges of Arts and Sciences and Engineering, Schools of Agriculture and Environmental Sciences, Business and Economics, Graduate Studies, Nursing, and Technology. Each works collaboratively with the (SOE) to enhance the experiences of students in the public schools. In addition to the SOE, five of the colleges and schools have teacher licensure programs: the Colleges of Engineering and Arts and Sciences, Schools of Agriculture and Environmental Sciences, Business and Economics, and Technology. The University offers degree programs at the baccalaureate, masters and doctoral levels with emphases on leadership, teacher education, business, engineering, agriculture, science, technology, arts and humanities and other academic areas. Research is conducted collaboratively by the faculty within the University and with other agencies including public schools, IHEs, and industry. North Carolina A&T State University is number three in the UNC System with respect to funded research.

Special Characteristics

North Carolina A&T State University (NC&T) is a learner-centered community that develops and processes intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence. NC&T is one of a few schools that has raised standards for formal admission (2.8 GPA) and completion of the teacher education program (pass Praxis II prior to admission to student teaching). The change in policy has attracted more applicants, a higher

quality student, and more employment opportunities. NC&T is the only historically Black university in the country to have its counseling program accredited by CACREP. The SOE was one of two schools to have its institutional report (NCATE 2001) rated as outstanding and posted on the National Council for Accreditation of Teacher Education (NCATE) website as a model report. It is the largest producer of African-American teachers in North Carolina; and according to Black Issues in Higher Education (2000), NC A&T State University is in the top ten universities producing African-American teachers in the nation. With the demand for a teaching force that reflects the diversity of our society, NC&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. The SOE at NC&T is one of a few in the state to provide an opportunity through a university partnership for at-risk students to complete their high school credits on the campus. We offer a large range of licensing possibilities with 31 graduate and undergraduate licensure programs. Especially significant are our special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The SOE and the College of Engineering have developed a program track to prepare engineers to become certified teachers in mathematics and science. NC&T graduates more minority engineers than any other university in the country. Recently, engineers have been hired as lateral entry teachers of math and science in the high schools. While we continue to enroll students who have not met high standards (average SAT score of 850) and prepare them to compete, our current program is attracting more students who meet high standards (SAT averages above 1000). The annual Teachers Career Day hosted by NCA&T continues to attract over 150 school district representatives who recruit our students. Undergraduate students are taught by a competent faculty (95% hold terminal degrees) that is diverse by culture, religion, gender, ethnicity, and race. The University is lauded and teacher education is supported by special programs that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Mathematics and Science Education Consortium (GAMSEC), GEARUP, NYSP, SMEAC, Project GRAD, RAP, Upward Bound, Mathematics All Star Camp, and McNair Summer Scholars Program.

Program Areas and Levels Offered

Pre-Kindergarten (B-K) Birth through Kindergarten (4) Elementary Education (K-6) Elementary Education (4,5) Secondary Education (9-12) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4,5) Comprehensive Social Studies (4,5) History (4,5) Special Subject Areas (K-12) Physical Education (4,5), Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Exceptional Children (K-12) Cross-Categorical (4) Vocational Education (7-12) Agriculture (4,5) Family and Consumer Science (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4) Vocational Business Education – Data Processing (4) Career Exploration (add-on) (4,5) Technology Education (4,5) Special Service Personnel (K-12) Counselor (5) School Social Worker (4) Master of School Administration (5) Media Coordinator (5) Instructional Technology (5).

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.).

In the 2005-06 academic year, A&T enhanced and expanded its partnerships, collaborative activities, and research to improve student performance, close the achievement gap, and recruit, prepare, and retain teachers(beginning and career), including mathematics, science and special education teachers. The focus for the School of Education was on collaboration with public schools. The collaborations included the development of “learning communities” among inservice and preservice teachers, counselors, and administrators to improve student performance. The collaborations and partnerships have been a university-wide commitment to provide an experiential knowledge base for school personnel to work together to inform the teaching and learning of students. The focus for the annual SOE partnership meetings (two) was on building collaborative learning communities. Embedded in the experiential learning has been opportunities to conduct research to provide answers to questions regarding student learning, the impact of leadership in the schools, the effect of specific learning approaches and specific materials, and the impact of counseling in helping students make better choices. Opportunities for P-12 students and inservice and preservice teachers, counselors and administrators were implemented to provide experiences to strengthen the knowledge base and maximize learning. This year’s focus was a deliberate initiative to provide an experiential knowledge base for school personnel to work together to inform the teaching and learning of students. As part of this year’s focus the SOE provided six (6) competitive action research mini-grants to public school teachers, counselors and administrators partnering with university faculty and graduate interns to cultivate “best practice”. These new models to prepare teachers, principals, counselors, and other school personnel to work collaboratively with parents and the community was an integral part of the focus. To implement these goals, the School of Education (SOE) has collaborated with the following schools: Madison and Faulkner Elementary. The SOE leadership team (4 faculty) collaborated with the principal of Forest Park Elementary (Winston Salem-Forsyth) to involve teachers (60) in a year-long professional development program designed by using student performance data to identify student learning needs and to use this data to develop community among teachers to enhance student learning. Faculty in the MSA program held a year-long series (4) of lectures/presentations/seminars where practicing principals (10) and MSA candidates participated in conversations on how to collaborate to build learning communities. The SOE and university continue to offer many opportunities for public school students to participate in pre-college and summer enrichment programs. For example, GEAR-UP, GAMSEC, Math All-Stars, and IFAL, focused on math, science and college admission. More than 800 students participated.

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
Alamance-Burlington	Working with middle grades science and math teachers to improve content knowledge	Implement a grant focused on mentoring middle grades science and math teachers	Improve content knowledge in math and science teachers in middle grades
Alamance-Burlington	Initiate MAED in elementary education to provide advance skills for teaching at the elementary level	Delivering an onsite MAED in elementary education	Established a cohort of career teachers trained in advance teaching and research skills in elementary
Rockingham	Working with middle grades science and math teachers to improve content knowledge	Implement a grant focused on mentoring middle grades science and math teachers	Improve content knowledge in math and science teachers in middle grades
Guilford County	Prepare Principals	Sponsored a cohort of MSA candidates	Licensed entire cohort group
Guilford	Reform high school	Established middle college on the campus	Middle College-Learn and Earn
Guilford	Reform high schools	Admit high school students to university to complete senior year	Engage students more fully in academic pursuits
Guilford	Professional development	Offer additional advanced degrees	Earned MAED in elementary education
Guilford	Return long term suspended students to regular classroom	Provided opportunity for community service	100 students participated-100% completed the program and 90% returned to school

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
Alamance-Burlington. Guilford	Help PDS schools to increase student performance and to help the university to prepare better trained and more effective teachers	Placement of student teachers and interns, employment of clinical faculty teacher to work with university faculty	Professional development for teachers and public school teachers are actively engaged with university professors to better train teachers
Duplin	Mentoring career teachers	Two summer institutes held on campus at NCA&T for ESOL, special education and diversity	Develop more culturally responsive teachers
Burlington-Alamance Schools; Guilford County Schools; Winston-Salem/Forsyth County Schools	Helping technology education teachers infuse engineering design into the technology education curriculum, thus fostering math and science reinforcement.	The National Center for Engineering and Technology Education, an NSF sponsored Center for Learning and Teaching, with Vincent Childress, PI, (School of Technology); Craig Rhodes, Co-PI, (School of Technology); Ali Abul-Fadl, Co-PI (College of Engineering); and Barbara Tankersley, Senior Personnel, (Math Department).	By now in year two, we have spent \$250,000 on this project to provide 100 hours of professional development to 18 teachers from B-AS, GCS, WS/FCS, Stokes County Schools, and Randolph County Schools. We have provided them with curriculum materials and supplies. We have observed implementation in the classroom. Eight of these teachers are lateral/provisional and the others are fully licensed. There are three more years left in the project.

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

All university colleges and schools are actively involved in public schools in substantive ways to improve student achievement. The PDS partnership provided a workshop for sixty 60 inservice teachers addressing differentiated instruction focusing on at-risk secondary schools. The SOE received an NC Quest grant to address two low performing schools focusing on reading, ESL, and special needs populations, 20 teachers participated. The SOE is collaborating with Guilford County to host an academic all-star camp for the top 100 rising 9th graders in the system; SOE faculty and candidates will work collaboratively with the camp. Faculty from CUIN and the Dean's leadership team collaborated with Alamance-Burlington, Guilford County, Lexington City, Rockingham County, Thomasville City Schools, and 80 university faculty members to secure a \$2,000,000 competitive NSF research grant to provide content mentoring for middle grades mathematics and science teachers. The SOE GEAR-UP program managed by the counseling faculty involved 473 students in tutorials, after school programs and sponsored 5 educational programs for parents to assist students with school work. HPLS faculty involved over 500 Dudley HS students in a learning center and dance program and over 50 students were taught CPR. HPLS faculty collaborated with faculty from HDSV, and 10 teachers to work on a state funded initiative that involved 100 long term suspended students in community service. CUIN faculty worked collaboratively with parents at Madison Elementary to develop a parent library center and to help parents support their children in reading. As a result books were purchased in both Spanish and English. Thirty-one (31) elementary teacher education candidates completed consultant training with the Junior Achievement of Greensboro Program and taught economic principles to 5th grade students at Bluford Communications Magnet, Hunter Elementary, Rankin Elementary, Altamahaw Elementary and schools in the Randolph County School System. Two CUIN faculty collaborated with a public school teachers to implement "Project EXCEL" at Hairston Middle School. The 14 week program was a Book Club initiative using culturally relevant literature designed to engage 6th grade minority male students in the reading process. Faculty (all department faculty) in the mathematics department sponsored the State High School mathematics contest (191 students), a mathematics workshop for lateral entry (5) teachers, and two classes for lateral entry teachers. Biology (4) faculty sponsored a summer academy, ACE Academy and E-Mentoring for 10 public school teachers and 25 students. Faculty from Agricultural Education sponsored a small engine workshop (2 days) for 25 secondary teachers, an Agricultural Awareness workshop for 20 teachers from 15 high schools and 500 students, as well as a Hunters' Education Workshop for 20 secondary students and 1 agriculture teacher. Technology Education faculty sponsored 6 workshops for 92 teachers on engineering design, NSF Teacher Professional Development, and demonstration of technology. Each of these activities supported our major goal to build learning communities.

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

The SOE is committed to supporting beginning teachers. Each year a seminar is held to which all beginning teachers are invited. A highlight of the seminar is the opportunity provided for teachers to express their concerns about the first year experience and their preparation for work. In addition, experts in various teaching strategies are invited to provide a workshop with materials and teaching strategies. For example, one expert provided a workshop on differentiated

teaching and another on value added, more than 40 teachers participated in each workshop. To more fully understand how our students are progressing, an employer survey is sent to the principal for their evaluation. Perhaps the most significant component of our work was the follow-up with all first year teachers. Professors from the university including the dean visited each first year teacher in their classroom and completed the survey. This provided an opportunity for first year teachers to have a one on-one time of sharing about the first year experience. The results of the survey indicated that first year teachers were concerned about working with parents and the first week of school. The teacher education program was realigned to enhance instruction related to parental involvement and working with families through a parent center. Student teachers were required to attend the first week of school. In addition, a regular on-line opportunity is provided for first year teacher to contact the university, receive notices and invitations to various functions, and to interact with a professor. The Southeastern Consortium for Minorities in Engineering (SECME) collaboratively sponsored by the SOE, College of Engineering and School of Agriculture provided professional development in science and mathematics for more than 111 beginning and career teachers. CUI faculty reserves Tuesday's for visiting schools and working in the schools. This provides faculty many opportunities to visit with and work with beginning teachers. All faculty in the SOE are engaged in working with beginning teachers and providing support for student learning. All beginning teachers in the school districts we serve are encouraged to contact the university and attend learning communities that are offered by program coordinators.

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

As indicated each year, providing opportunities for lateral entry teachers to become certified is embedded in our programs. However, our focus has been on improving student achievement. Late evening classes are offered, special summer schedules continue to be offered and regular visits to the classroom are conducted. To address lateral entry from a career development perspective, the SOE has established the Masters of Arts in Teaching. In the new program, candidates will receive their initial license in the first part of the program and have the opportunity to complete the second part which is the masters component. We believe this will be especially helpful as individuals continue in their career as teachers. In addition, A&T received \$95, 000 through a special request to work with lateral entry mathematics and science teachers during the summer. A&T will also begin to offer the NCTEACH program as another special initiative to help lateral entry teachers. A National Science Foundation grant will also assist A&T to provide content specialist in the classrooms of lateral entry science and mathematics teachers. Lateral entry teachers who have not passed the licensure examination, are invited to participate in the workshop in preparation for the examination. We are committed to assisting lateral entry teachers in completing their certification and improving student achievement. The newly established MAT program will serve many lateral entry persons offering licensure to candidates who have bachelor's degrees. The Unit has a designated person to work with and assist lateral entry persons with the licensure process and help them to matriculate through the university.

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

Providing service to career teachers continues to be a major goal for the SOE and university. The SOE and university offer advanced licensure in 20 program areas. The focus of the SOE on

building communities has been designed to support all school personnel and especially the career teachers. One of the ways we have attempted to build communities is in the establishment of Professional Development Schools. The teachers not only conducted the research to find answers to questions in their classroom, they all shared their findings in various venues such as conferences and professional meetings. In addition, we provide opportunities for career teachers to come to the campus two times a year, to share with the SOE their experiences in evaluating our candidates who are in student teaching and other experiences. Each summer we hire career teachers as adjunct professor to teach various courses. Consistent with this year's focus, the SOE has endeavored to enhance the learning communities where teachers work by increasing the number of certified teachers by the National Board. The SOE involved (49) career teachers from all licensure areas in (10) professional development NBPTS workshops during the past academic year that prepared them for the National Board exam. Additionally, 30 career teachers participated in, "A National Board Candidacy Symposium" on campus during the month of June, 2006. Prospective candidates were introduced to the process and tips on getting started; understanding the standards; writing the portfolio entries; and tips on starting during the summer. We have consistently met with four local education agencies to determine how we can help them improve the performance of their students. We write grants, engage in research, work with leadership teams, convene principals and superintendents, engage community leaders and convene an advisory board to be more effective in assisting career teachers. The national SECME Institute sponsored collaboratively by the SOE, College of Engineering, School of Agriculture and the national SECME leadership team provided professional development for over 111 beginning and career teachers during the summer in the areas of science and mathematics. The SOE funded 6 faculty and teacher collaborative research initiatives. Faculty from the biology department is sponsoring a week-long summer 2006 workshop that trains teachers to integrate computational science into the science curriculum. Agricultural Education faculty implemented a 2 day small engines workshop for 25 teachers and an agricultural awareness workshop for 20 teachers. Technology Education faculty implemented an engineering design workshop for 18 teachers from six school district sponsored by NSF and the National Center for Engineering Education. Biology faculty implemented workshops in GISLive.net (20 teachers), Project Wild (10 teachers), City Green (10 teachers) and Bioenvironmental Summer Teacher workshop (5 days) for 10 teachers. These activities reinforce our commitment to establishing learning communities.

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

The SOE is concerned about low performing schools since the Middle College at NCA&T is rated as low performing. We have invested more than \$50,000 in providing professional development on how to work with African American Men, how to teaching writing and mathematics and how to access student learning and how to use data. Faculty members have been available to work with students, University faculty have mentored students; weekly sessions have been held with the principal, the chief academic officer, the superintendent, the coordinator of the Middle Colleges and others to try to determine how to assist the Middle College. Most recently after conversations with the various low performing high schools, the SOE submitted a grant to the National Science Foundation to strengthen the teaching of mathematics and science in those high schools (West Charlotte, West Mecklenburg, Burlington Cummings, Dudley in Greensboro, and Carver in Winston-Salem). The SOE is committed to

helping these schools improve the performance of its students. The SOE and University has provided assistance to low-performing, at-risk schools and schools that fail to meet AYP in three school districts, Guilford County, Winston-Salem/Forsyth, and Duplin County Schools. These schools have high minority and ESOL populations served. The SOE administrative team assisted Forest Park Elementary School (Winston-Salem Forsyth) with a complete assessment of the school that included administrative procedural matters, curriculum, students and teacher performance. Findings and recommendations were presented to the administration and faculty for school improvement. CUIIN faculty and SOE faculty in English and Foreign Languages received a NC QUEST grant to mentor teachers in reading with emphasis on exceptional and ESOL learners. These faculty members are working with twenty teachers from two schools in Duplin County (LEA County Unit meets the Title IIA high-need guidelines) to provide year long mentoring and two Summer Institutes to ensure understanding of how to plan instruction that is culturally responsive as well as aligned with national and state standards. In addition to addressing reading pedagogical and technological techniques, skills for working with families of diverse cultures was addressed. The PDS partnership provided support to low performing schools in Guilford County through professional development workshops addressing “Differentiated Instruction” in which 20 teachers attended in the Spring and 60 teachers (focus secondary schools) attended in the Summer. The partnership also provided a mini grant to assess a technology program used to improve students reading performance at Washington Elementary School. The above activities support our efforts to create learning communities to enhance learning for all students.

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

The SOE has continued to focus on producing highly qualified teachers to meet the needs of the State. While our production has not increased in traditional students because of low performance on the Praxis I examination, we have continued to recruit students and provide approximately \$150,000 yearly to support developmental and basic skills. This is an example of Closing the Achievement Gap for minority students who attend the university. It should be noted that our production in non traditional students continue to increase we licensed more than 150 non traditional students yearly. SOE faculty, candidates, and students from the campus Middle College participated in the state conference of African American males attending college sponsored by North Carolina Central University, the Historically Minority Colleges and Universities Consortium and local businesses in Durham NC. As indicate earlier, the SOE participated in a school improvement grant for low performing school. The initial report for the grant provided an analysis of data for the principals and teachers that were used to develop the plan. It was obvious that the report was very helpful in developing the school plan. This year the SOE hosted an ETS conference for teacher preparation programs for the southern region. The focus of the conference was on how to improve teacher preparation especially in the area of using data for alignment of curriculum. More than 75 individuals attended the conference. The SOE is working more closely with Bill Sanders and other in preparing initial and advanced candidates to understand and apply the value added model. Earlier we described our participation in a program with the state department to work with long term suspended students. We continue to have faculty to work with middle school students who seem to have discipline problems. We continue to offer Praxis II preparation for lateral entry candidates and special sessions to help them complete license. We are working with four communities through 2+2 and licensure only programs to increase the supply of teachers.

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

Special emphasis for the year has primarily been on the development of learning communities within schools to enhance student learning and to stress the importance of a holistic approach to working with children and families. Inclusive in this overall focus is the issue of using data effectively to inform decision making about teaching and learning. During professional development with beginning and career teachers a primary focus was on the notion of teacher collaboration within the school and with the university to lever all resources available to enhance student learning. The SOE has focused on placing teams of preservice teachers, counselors and principals in the same school with the academic mandate to work collaboratively to serve students and enhance learning. Our hope is that this experience will carry over into their professional philosophy of “best practice”. Inherent in this notion is that cooperating teachers, principals, internship supervisor and other school personnel working with our candidates are an extension of our faculty. This notion is consistently re-visited at all SOE formal activity. The goal is to constantly reinforce collaboration and community building among professional school personnel. The Dean and SOE leadership team made a presentation during the year at the Kappa Delta Pi meeting on how to use data to improve decision making relative to student learning. The presentation addressed the year-long focus of using data to enhance learning. Faculty meetings and professional development activity during the year have focused on using data. The question “What is the data telling us? “ has been used to assist us to encourage university faculty and school personnel to use data to make informed decisions and build community at schools.

Supplemental Information (Optional)

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

All program completers at North Carolina A&T State University are licensure able upon graduation. The Unit has developed and implemented a systematic comprehensive plan to assist all candidates to pass Praxis examinations. Upon enrolling in the program all licensure candidates are required to enroll in a course that assist them to pass Praxis I. The course is aligned to test taking skills and other content courses that students are taking simultaneously. The course is designed to enhance candidate skills in reading, writing and computing. Faculty members with special understanding of learning styles, content, and test taking strategies teach these courses. Since Praxis II is a content test, multiple strategies are utilized to ensure that candidates develop breadth and depth in content. The Units’ plan calls for continuous and ongoing: (1) assessment of candidate performance and analysis of tests scores, (2) curriculum alignment with Praxis II competencies, (3) faculty development on Praxis II, (4) textbook alignment/review, (5) parallel readings for candidates, and (6) identification and selection of appropriate software, hardware and technology tools. Praxis II workshops and learning programs are required for all candidates required to pass Praxis II examinations. We accomplish 100% pass rate on Praxis II through a community effort that involve faculty and students.

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

The SOE participates in the university-wide recruitment initiative that involve SOE representatives in a series of receptions throughout the state and a special recruitment initiative held in Washington DC. Potential students are notified of the receptions by a variety of media and are given an opportunity of learn first hand about the academic and career opportunities at North Carolina A&T State University in the field of teaching. In addition to the university-wide initiative the SOE implements a number of programs aimed at recruiting candidates into teaching including the development of collaborations with four community colleges. The SOE has advertised teaching programs in the local newspaper and news media in general throughout the year. Additionally, faculty are in constant communication with teachers, principals and school officials to identify promising candidates. The SOE works collaboratively with Guilford County to offer special scholarships to African American students and early college students. With the establishment of the MAT, the SOE will be able to attract more recent college graduates. In addition the SOE has established licensure programs for individuals who majored in other professions such as engineering. The SOE aggressively pursued an initiative to license math and science teachers, currently underway. Plans are being developed to develop community oriented recruitment activities that will involve alumni, school districts, houses of faith, community colleges, and the university. This effort is to get more prospective teachers in the pipeline at community colleges.

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

The SOE works collaboratively with public school principals, teachers, counselors, community leaders, churches and on campus leaders to attract and enroll minority candidates in teaching programs. The SOE works with minority students through funded initiatives such as GEAR-UP, PICES, and 21st Century grant initiative to identify and groom students for college work. The SOE sends a special mailing to all NC high school seniors who score high on the SAT. The SOE sponsors a number of university programs designed to attract on-campus undecided majors such as during American Education week. During American Education week special programs and events are held each day designed to attract minority students into teaching. Nationally recognized scholars and personalities are brought to the university to highlight the need in education and the subsequent opportunities for minority students. Additionally, special programs and initiatives are held in program areas such as Agricultural Education, Business Education Biology, Chemistry and Music. Each year the Agricultural Education Department holds an annual bar-be-cue fest where approximately 250 minority students from throughout the state are brought to the campus for a day of activity and enrichment. The College of Arts and Sciences through its GAMSEC program holds several programs aimed at mentoring and directing minority students into teaching. Students enrolled in the Middle College-a majority are African American Males-are mentored by faculty in the SOE with the hope that they may consider teaching as a career.

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

In an effort to increase performance of the Middle College students we are collaborating with the Middle College to implement an Early College Learn and Earn Academy. We have secured a “Teachers for a New Era” (TNE) grant to work collaboratively with faculty in the College of Arts and Sciences to assist them in the mathematics and science content areas to align their curricula with national standards including Praxis and the national organizations. An extension of our building communities is to help career teachers effectively mentor beginning teachers. As a result, we hope to ensure that new teachers remain in the profession.

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	21	Black, Not Hispanic Origin	83
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	8
	Other	0	Other	1
	Total	28	Total	93
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	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	6
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	3	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	6	Total	11
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	6	Total	23

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)	25	25
Middle Grades (6-9)		
Secondary (9-12)	8	8
Special Subject Areas (k-12)	9	9
Exceptional Children (K-12)	50	50
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	92	92
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	328
MEAN CBT-W	323
MEAN CBT-M	325
MEAN GPA	3.33
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)	18	18	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	8	8	0	0
Special Subject Areas (K-12)	2	2	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	3	3	0	0
Special Service Personnel	0	0	0	0
Total	31	31	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	12	100
Spec Ed: Cross Categorical	3	*
Institution Summary	15	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						32
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	24	100	88
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
Guilford County Schools	800
Forsyth County Schools	253
Charlotte-Mecklenburg Schools	195
Rockingham County Schools	137
Alamance-Burlington Schools	103
Wake County Schools	99
Randolph County Schools	97
Cumberland County Schools	95
Durham Public Schools	84
Davidson County Schools	82

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.	3.60	3.00	3.60
preparation to effectively manage the classroom.	3.30	2.89	3.27
preparation to use technology to enhance learning.	3.70	3.22	3.53
preparation to address the needs of diverse learners.	3.60	3.00	3.40
preparation to deliver curriculum content through a variety of instructional approaches.	3.90	3.00	3.53
Number of Surveys Received	10	9	15
Number of Surveys Mailed	21	21	21

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
52	2	