

IHE Bachelor Performance Report

NC Central University

2005 - 2006

Overview of the Institution

North Carolina Central University, a historically African American institution of approximately 8,200 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well-respected institution that it is today. During 1972, NCCU was incorporated as an institution of the University of North Carolina system. Maintaining its rich liberal arts tradition, the mission of the University, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished pioneer group of just ten universities across the nation that adopted and maintain such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been pro-active in crafting and achieving a new and expanded vision. African American students makeup 80% of the student population while White Americans comprise 15% and 5% others (i.e. Hispanic, Asian, foreign students). Consequently, today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation.

Special Characteristics

North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of under- represented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students are from first generation college families, 98.8% qualify for some financial assistance, and 90% receive need-based financial aid. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career level to refine or redirect their career path. A more accurate reflection of the university's success in preparing students

academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worth noting is that the current Chairman of the Board of Governors of the University of North Carolina and the current Governor of the state of North Carolina both hold degrees from NCCU. NCCU's teacher preparation program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). NCCU views teacher preparation as a university-wide responsibility and celebrates differences in candidates and P-12 students by focusing on "Preparing Educators for Diverse Cultural Contexts." This commitment is symbolized in a state-of-the-art technology ready education building and in programs that reflect current research on quality teaching.

Program Areas and Levels Offered

2003-2004 Teacher Education Programs at North Carolina Central University included the following 16 undergraduate programs: Elementary Education, Middle Grades Education, Biology, Chemistry, English, Mathematics, Physics, History/Social Studies, Art, Health Specialist, Family & Consumer Sciences, Modern Foreign Languages-French, Modern Foreign Languages-Spanish, Music, Physical Education, Theater Arts, Birth-Kindergarten. Graduate Licensure Programs offered in the School of Education included the following: School Counseling, School Administration, Curriculum and Instruction (Elementary and Middle Grades), Educational Technology (077- Computer Specialist), Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A Master of Arts in Teaching (MAT) in Special Education is offered, as well. The university also offers the Library Media Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, Rehabilitation Counseling and Educational Technology. Four advanced Master Degree Programs are offered through the College of Arts and Sciences in Mathematics, English, Physical Education, and Family and Consumer Sciences.

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's (SOE) collaborative activities with public schools are driven largely by the priorities and framework of its University-Schools Teacher Education Partnership (USTEP). Our partnership consists of nine school districts (Durham Public Schools, Franklin County Schools, Halifax County Schools, Person County Schools, Vance County Schools, Wake County Schools, Weldon City Schools, and Department of Juvenile Justice and Delinquency Prevention - DJJDP), three community colleges (Durham Technical Community College, Piedmont Community College, and Vance-Granville Community College) and the College of Arts and Sciences. The Partnership emphasizes substantive, sustained, need-based collaborative initiatives. Through a collaborative effort of the USTEP Advisory Board, including representatives from each district, and the University-School Partnership Committee (SOE) priorities were established for each district for the 2005-2006 school year. The priorities were: 1.

Praxis II Support 2. Lateral Entry Licensure Support 3. Professional Development 4. TPAI-R Training for Administrators 5. Mentor Training. In addressing these priorities the faculty and staff of the SOE facilitated various professional development workshops: 1. Thinking Maps (Weldon City Schools) 2. Praxis II Workshop for Elementary Education (all partnership districts) 3. Stress Management and Burn-out (DJJDP, Franklin County Schools, Person County Schools) 4. True Colors for Classroom Management (DJJDP) 5. Cooperative Learning Strategies (Franklin County Schools, Person County Schools, Durham Public Schools) 6. Parental Involvement (Franklin County Schools) 7. TPAI-R Training (Vance County Schools, Person County Schools.) The School of Education also provided 25 course offerings at a distance based on an assessment of the specific needs lateral entry teachers. Through a \$1.3 million “Leave No Educator Behind” (LNEB) the SOE is able to assist Vance County, Warren County, and Weldon City Schools with recruiting teachers and providing the necessary financial support for course offerings for teacher licensure. In addition, with LNEB funds, the SOE held the 3rd Annual Teacher Education Summit for teachers, administrators, counselors, and pre-service teachers at no cost to participants. The Summit provided two days of quality professional development on a variety of topics and instructional strategies. The SOE maintains two Professional Development Schools (Pearsontown Year-Round Elementary School and Governor Morehead School for the Blind) where services are provided in the areas of staff development, tutorial programs, resource development and support, and faculty on-loan who provide onsite technical support and serve as resident experts (Governor Morehead School for the Blind). The SOE is also a partner with Model Teacher Education Consortium and NCTeach. Through these partnerships NCCU and the SOE offer courses at a distance for teacher certification and renewal credit. Through these partnerships NCCU and the SOE were able to provide 42 courses that accommodated over 400 in-service and lateral entry teachers. The SOE houses the only Bilingual Therapeutic Pre-School in North Carolina, which serves 3-5 year old Spanish-speaking students in the local community. 8) Theater Arts faculty and candidates provide technical assistance for the productions staged by the Drama program at Hillside High School. Each fall this collaboration allows Theatre candidates enrolled in the class to transform their technical theory into practical application while working along side Hillside students. Theater majors present their final production project (puppet shows, children's musicals, etc.) to Durham Public School kindergarten students. 9) As a collaborative service learning opportunity, P.E. candidates assist with coaching of team sports after school at Shepard Middle School. 10) Seven English faculty members from the Department of English have reported that they tutor, mentor, and/or volunteer in some capacity at the following schools in our locale: Lakewood Elementary, Smith Middle School, East Chapel Hill High, Broughton High, St. Thomas More School, Forest View Elementary, Sterling Montessori Academy, Apex High and Creedmoor Elementary. They spend one hour per week in these activities. 11) Five Art faculty tutored, mentored, and/or volunteered in some at the following schools: Pearsontown, Southwest, Eastway, Spaulding and McDougald Elementary which is in Chapel Hill. Art faculty assisted NCCU's students to display interesting exhibits, gave discussions on art techniques and demonstrations. 12) A mathematics faculty member taught a Weldon High School class via videoconferencing 90 minutes each day for the entire school year.

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
Durham County Schools	1. Praxis II Support; 2. Initial Licensure Teacher Support; and 3. Career Teacher (Mentor) Support	Praxis II Workshop for Elementary Licensure: *RN Harris Elementary- 5 participants, and *NCCU SOE-5 participants; ** Professional Development: *Stress Management for Mentors and ILTs – 40 participants; ** New Teacher Orientation – 25 participants	Through the various quality professional development activities that were implemented during the academic year, over 75 teachers in Durham Public Schools received support with becoming more at ease with teaching (novice) and developing a renewed look on teaching (veteran).
Franklin County Schools	1. Licensure Support for Lateral Entry Teachers; and 2. Professional Development	Initial Licensure Teacher Meetings (2 Sessions) ** Professional Development: *Classroom Management – 15 participants; *Working with Parents – 15 participants; *Stress Management – 85 participants; *FISH! for Schools – 25 participants; ** GEAR UP Grant Submitted (March 2006) ** Co-presentations at National Conferences: The SOE Induction Specialist and the Franklin County Schools Induction Specialist (institutionalized after funded from a previous SOE grant) presented at two conferences, disseminating stress management techniques to approximately 115 teachers and administrators.	These quality professional development activities have proven to be of benefit to Franklin County Schools. The collaboration has benefited the SOE through public school involvement with improving the teacher education program. The two entities have a strong partnership that is committed to retaining the teachers in the district. Teachers (140+) participating in professional development have been motivated and refreshed to continue to provide a quality education to their students (based on evaluations).

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Halifax County Schools	Beginning and Career Teacher Support	NC Quest Grant – Project M.E.T.E.R (funded) – Provides support to middle grades mathematics teacher.	This partnership began in the early fall. The SOE wrote a collaborative grant with the mathematics department and Halifax County Schools. The faculty and staff of the SOE and the mathematics department have developed online sessions and held sessions via the teleclassroom for administrators and teachers in the district. The professional development will continue with 30 teachers for approximately 1 ½ years and face-to-face professional development in content and pedagogy. Ongoing classroom coaching and support via polycom and face-to-face will be provided.
Person County Schools	1. Licensure Support for Lateral Entry Teachers; 2. TPAI-R Training; and 3. Mentor Training	Praxis II Support for Elementary Licensure (2 Sessions) – 7 participants each session ** ILT Support Meetings (4 sessions) ** Professional Development for Lateral Entry Teachers: *Cooperative Learning – 80 participants; *Stress Management – 80 participants; *Foldables – 80 participants; ** Masters Cohort – Elementary Education – 25 participants	Through the various activities that were implemented during the academic year, 120 beginning, lateral entry, and career teachers were able to receive quality professional development and support. The partnership with Person County Schools is very strong. Both entities consult one another on important issues for improving curriculum and instruction and retention of teachers.

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Vance County Schools	1. TPAI-R Training; 2. Professional Development for Beginning and Lateral Entry Teachers; 3. Licensure Support for Lateral Entry Teachers; and 4. Praxis Support	TPAI-R Training (2 Sessions) – 7 administrators Professional Development *Cooperative Learning – 20 participants *Working with Parents – 20 participants *FISH! – 20 participants *Classroom Management – 20 participants New Teacher Orientation – EDU 3150 Instructional Planning Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts ** Praxis II Workshops: *Elementary Education – 8 participants; *Middle Grades Science – 2 participants; *Special Education – 1 participant;	Through the various activities that were implemented during the academic year, beginning, lateral entry, and career teachers were able to receive quality professional development and support. This collaborative was able to assist over 31 teachers and 7 administrators in Vance County Schools.
Warren County Schools	Licensure Support for Lateral Entry Teachers	Support for Lateral Entry Teachers Materials and Resources GEAR UP Grant Submitted (March 2006) ** Praxis II Workshop for Elementary Licensure ** New Teacher Orientation – EDU 3150 ** Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon	Through the various activities that were implemented during the academic year, beginning, lateral entry, and career teachers were able to receive quality professional development and support. Through a previous grant, Warren County was able to institutionalize the Induction Specialist position. This person works closely with the SOE

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
		City Schools, courses are offered via online and face-to-face in the districts	Induction Specialist for technical assistance, resources, and materials.
Wake County Public Schools	No priorities established for 2005-2006 (The representative for Wake County Public Schools did not attend the first Advisory Board meeting, while telephone follow-up was attempted. As a result no priorities were established.)	Lateral Entry Support – Course Offerings (Instructional Planning EDU 3150)	The SOE provided the course EDU 3150-Instructional Planning and Classroom Management to the lateral entry teachers onsite. The teachers from Wake County Public Schools were also invited to attend all Praxis II workshops that were offered.
Weldon City Schools	1. Praxis I and II Support; 2. Professional Development; and 3. Lateral Entry Support	Praxis II Workshop for Elementary Licensure – 2 participants ** Professional Development: *Thinking Maps – 15 participants; ** Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts	The SOE was able to add Weldon City Schools to the Leave No Educator Behind (LNEB) program. This partnership is becoming stronger and efforts are underway to facilitate more professional development opportunities and work with the district on retention efforts.
Department of Juvenile Justice and Delinquency	1. Professional Development; and 2. Mentoring Support for	Professional Development: *Stress Management and Burn-Out – 40 participants; and *True Colors – 40	The 40 staff and faculty from the two eastern Youth Detention Centers were present for the training. The

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Prevention	Juveniles	participants	participants submitted follow-up assignments and provided great feedback. It appears that the workshop really helped them to develop stress management techniques that caused their stress levels to decrease. The participants also welcomed the True Colors workshop in providing strategies to deal with their students and colleagues effectively.

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

SOE faculty members have continuous and substantive involvement in public schools activities. In addition to supervising student teachers, faculty conduct workshops, serve on boards and committees, serve as mentor trainers and assist with ILT programs, and provide technical assistance in other ways. Specific examples include: 1) Praxis II for Elementary Education Licensure study groups were facilitated at several area public and charter schools by SOE faculty; 2) Graduate students and faculty in the Special Education department implemented an 8-week reading intervention program at Burton Elementary School; 3) The Theatre faculty provided continuous technical support (i.e. costume production, construction of set, program production, stage lighting, etc.) for the theatre department at Hillside High School with all major performances; 4) The English faculty volunteered at several area elementary schools where they serve as readers to the pre-k classes to improve pre-reading skills; 5) Communication Disorders faculty co-sponsored the Parent Advocates for Children and Communication support group for parents with children with disabilities. The Communication Disorders faculty also provided ongoing outreach services to Latino children and provided technical support to area schools with IEP meetings and diagnostic evaluations; 6) Music Education faculty served as performance clinicians for area high school band programs (Wake County and Durham Public Schools), where they provided instructional assistance (with one-on-one tutoring) for specific instruments. They provided ongoing demonstrations and lectures for area high school band programs as well; 7) SOE faculty provided student development sessions for in-coming high school freshmen at Josephine Dobbs Clement Early College High School (ECHS). SOE faculty also facilitated professional development workshops for ECHS teachers; 8) SOE faculty and pre-service teachers visited Eastway Elementary School monthly where they facilitated “rap” sessions with AVID students and participated in the after-school tutorial; 9) SOE faculty and pre-service teachers served as teachers and teacher assistants in the NCCU Saturday Academy program, which is a free instructional/tutorial program offered to students of Durham Public Schools on Saturdays during the spring semester in preparation for End-of-Grade testing. SOE faculty also served as curriculum consultants and coordinators of the program; 10) SOE faculty, were involved with Project WET to develop and align project activities with the NC Standard Course of Study goals and objectives for all core subjects in grades K-8. 12) SOE faculty in collaboration with the Mathematics Department faculty and Halifax County Schools, developed a \$297,000 grant that was funded (Project M.E.T.E.R.) to support professional development of middle grades mathematics teachers in Halifax County Schools; 12) A female faculty member in the Mathematics Department served as the coordinator of a mentoring program for eighth grade girls in Durham County where the emphasis is on getting more females involved in mathematics; 13) A SOE faculty member collaborated with PEP to deliver professional development for administrators on teacher retention.

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

The SOE has continued its support of new teacher induction by continuing to provide services to our nine partnership districts via an Induction Specialist. The Induction Specialist continued to mentor and advise new and lateral entry teachers. She traveled extensively to each county this year providing professional development support (approximately 15 workshops) and mentoring

(approximately 6 sessions) as requested. She facilitated numerous professional development sessions and participated in Initial Licensure Teacher “rap” sessions. The SOE faculty assisted partnership districts with new teacher orientation activities by facilitating workshops and delivering EDU 3150 – Instructional Planning and Classroom Management in the districts.

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

The NCCU School of Education presently serves over 500 lateral entry teachers who are pursuing licensure-only, second degree, and graduate-level programs. NCCU attracts a significant number of lateral entry teachers, primarily within a 90 mile radius, because of the availability of courses (on-campus, at a distance, and online) that are offered in the afternoons, evenings, and summer. The number of licensure areas offered through the School of Education and in collaboration with the College of Arts and Sciences provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include: 1) The School of Education continues to be a member of the NC Model Teacher Education Consortium. Approximately 35 courses were taught on-line, using a blended approach or face-to face at Vance-Granville and Piedmont Community Colleges making coursework more accessible for lateral entry teachers. 2) The Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising on the average of 25 persons a week. 3) We admitted our seventh cohort of 26 NCTeach participants in special education, middle grades language arts, and middle grades social studies. 4) The School of Education, in partnership with the University College and College of Arts and Sciences, hosted two “One Stop Teacher Education Shops” at Lenoir Community College and Vance-Granville Community College to allow an opportunity for prospective teachers to have access to advisors and information. Approximately 50 mid-career professionals considering teaching attended. Participants were provided general information and individualized plans. Some participants were admitted and registered for classes. 5) The Instructional Planning and Classroom Management course, designed for lateral entry teachers, was held 17 times during the academic year on-site in our partnership districts with a total of 334 participants. This class focuses on planning and management skills necessary to move from survival to success during the first year. 6) The School of Education in collaboration with University College received a grant entitled Leave No Educator Behind (LNEB) to recruit, train and support highly qualified teachers through an extensive distance education curriculum and an induction program for high-need schools in Vance County, Warren County, and Weldon City Schools. Leave No Educator Behind has successfully recruited a total of 22 LNEB Scholars for Cohort 2, providing scholarships for tuition, book vouchers, and laptops. 7) SOE has continued its support of partnership school districts’ new teacher induction, including lateral entry support, by continuing to provide services via an Induction Specialist. The Induction Specialist continued to travel extensively to each partnership district, providing professional development support, mentoring, and advising to lateral entry teachers as requested. The 3rd Annual Teacher Education Summit provided an arena for lateral entry teachers to receive professional development at no cost.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long-term initiatives demonstrate this. 1) The Visual Impairment Training Program (VITP) conducted professional development seminars designed for career teachers employed in the field of Visual Impairment. Based on need and support from NC Department of Public Instruction this department also added a licensure only program for Visual Impairment and updated the existing curriculum. 2) The SOE is a national implementation site for Idea and Research for Inclusive Settings (IRIS) that focuses on providing free supplemental course enhancement materials for faculty on topics including disabilities, accommodations, classroom management, and discipline. This grant provides the SOE with an opportunity to provide support to both career and novice teachers. 3) The 3rd Annual Teacher Education Summit provided an arena for career and novice teachers to receive 2 days professional development at no cost. 4) The Master of Education degree in Curriculum and Instruction in Elementary Education is currently being offered at-a-distance to teachers in Person County Schools. 5) SOE faculty in collaboration with the Mathematics Department faculty developed a grant that was funded (Project M.E.T.E.R.) to support professional development of middle grades mathematics teachers in Halifax County Schools.

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

Based on our conceptual framework "Preparing Educators for Diverse Cultural Contexts" the School of Education is consistently involved in training its candidates for teaching in low performing school districts while working to close the achievement gap. This theme is evident in recruitment activities, program design and delivery (including field experiences); community services activities, induction and ongoing professional development. NCCU programs and initiatives that support low performing schools and students included, but were not limited to the following activities: 1) NCCU's Edmonds Scholars have signed an agreement to teach in high need schools upon graduation. The last of the Edmonds Scholars graduated in May 2006 and are preparing to teach in those districts. 2) With funding from a combination of corporate, federal and state grants, the Oxford Manor Achievement School and Community Resource Center, a community-based "second school" model, is a comprehensive neighborhood-based academic program for students and adults residing in the Oxford Manor Public Housing Community. Academic and family support services are provided by School of Education, Arts & Sciences, and School of Social Work faculties, community partners, and Durham Public schools personnel. The goal is to raise achievement scores of low-performing students, which will help raise the overall performance at low-performing schools. Through this initiative over 350 families have received services. K-12 students all met AYP goals; dropout rates have decreased; more students attend post-secondary schools (total of 14 have enrolled in 4-year colleges). 3) Saturday Academy focusing on academic enrichment for low-achieving public school students was held each week on campus and taught by public school teachers, SOE pre-service teachers, and School of Education faculty/staff. One hundred forty-five elementary and middle school students were served in the Academy co-sponsored by University College. 4) Teacher candidates

performed community service and field experiences in Eagle Village Schools (those surrounding the University) some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design tests aligned with the NCSCOS, administer the tests, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 5) The SOE adopted Eastway Elementary School to provide support to the AVID teacher and students. Faculty members also provided backpacks for 50 students and pre-service teachers served as tutors in the after school tutorial program. 6) SOE faculty in collaboration with the Mathematics Department faculty developed a grant that was funded, Project M.E.T.E.R. (Mathematics Empowerment of Teachers to Ensure Retention), to support professional development of middle grades mathematics teachers in Halifax County Schools. 7) Four of our partnership districts, which we provide substantive support to, are considered high risk.

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

NCCU School of Education have responded to the priorities of the State Board of Education in preparing teachers (in 20 licensure areas), administrators, counselors, speech language therapists, and technology specialists who are able to deliver and assess high quality instruction ensuring high student performance by encouraging collaboration from partnership districts, remaining abreast of cutting edge technology, and recruiting highly qualified faculty. With the conceptual framework “Preparing Educators for Diverse Cultural Contexts,” each program component has candidates explore their dispositions and strategies for closing the achievement gap. Faculty continue to design instructional programs that allow students to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. This creates an inviting and supportive learning environment that supports high student performance. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. In collaboration with the Department of Family and Consumer Sciences, the School of Education offers a program for B-K licensure. The number of candidates completing the B-K licensure program has grown significantly in the past year (Quality Teachers priority). B-K candidate preparation addresses preparing children to be ready for school; rigorous and relevant standards and assessment; family, community, and interagency collaboration. The School of Education has strong partnerships (Strong Community Support) through which we assist our nine public school district partners in providing preparation for lateral entry candidates; recruiting teachers to their districts through mock interviews, field experiences/student teaching and scholarships for prospective teachers who teach in high need schools in those districts; and providing professional development for continuous growth to administrators, faculty, and staff (Quality Teachers, Administrators & Staff). Finally, the School of Education has committed to recruiting & retaining diverse candidates into teaching by providing instructional support programs to ensure success of candidates, and providing scholarships. Three new add-on licensure programs were developed and approved this academic year in Academically Intellectually Gifted, English as a Second Language, and Literacy to prepare candidates to meet the needs of those with learning differences.

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 emphases included recruitment, induction, integration of technology, Praxis I & II support services and greater infusion of diversity. The SOE focused on recruiting a highly qualified, diverse candidate pool through Teaching Fellows, NCTeach, Wachovia Scholars Program, LNEB Program, and One Stop Teacher Education Shops. Special emphasis focused on induction, which is evident in the programs, designed in collaboration with our nine partner school districts. A new program was started entitled Project M.E.T.E.R. (Mathematics Empowerment of Teachers to Ensure Retention), which is a collaborative grant with Halifax County Schools. The primary goal is to provide an integrated 1 ½ year program of high quality professional development for 30 middle school mathematics teachers in Halifax County Schools to increase teachers' content knowledge and pedagogical skills in mathematics that empowers students in mathematics and increases their mathematics achievement. Thus, the end goal is to help populations of students whose academic achievement has been seriously hindered by poverty, geographic isolation, and limited resources find success with higher level mathematics. Special emphasis was placed on a new Academic Advisor System therefore numerous training sessions were conducted. Special emphasis was also placed on Praxis II support systems for in-service teachers who had not yet met the testing requirement for licensure in Elementary Education and Special Education and in infusing diversity throughout our courses and field experiences as we continuously update and expand our conceptual framework. The SOE has focused on developing a PhD program in Communication Disorders with a Multicultural Emphasis (Bilingual track), which will be the 2nd PhD program in Communication Disorders at a Historically Black College and University in the nation.

Supplemental Information (Optional)

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

A faculty member has developed self-checking quizzes on Blackboard to assist our elementary teacher candidates with study techniques for the Elementary Education for the K-6 Praxis II subject assessment examinations. The SOE continues to offer Praxis II preparation sessions during both semesters. During the sessions students were given strategies, tips, and target pass rates for successfully passing the Praxis II Exam in Elementary Education. The SOE continues to assess the Orientation course to focus more on Praxis I preparation to maintain a higher success rate. A high school mathematics teacher and language arts teacher are still serving as consultants to conduct enrichment sessions for undergraduate pre-education majors in math, reading and writing for Praxis I. The SOE has provided on-going Praxis II test prep sessions for in-service teachers and pre-service teachers in Elementary Education and Special Education throughout the academic year.

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

The School of Education continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to the following: 1) “One Stop Teacher Education Shops” at Lenoir Community College and Vance-Granville Community College during the Fall and Spring semesters. These were a major collaborative efforts between SOE, College of Arts and Sciences, and University College. The purpose was to provide prospective candidates with information about how to enroll, register, apply for financial aid, and meet program requirements to get licensed in any area through NCCU's teacher education programs. Approximately 50 prospective teachers attended these events and were given specific, individualized program information. 2) The SOE recruits through the Model Teaching Consortium at Durham Technical, Vance-Granville, Piedmont, and Alamance Community Colleges. The Alternative Licensure Coordinator serves as the distance education advisor, including North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU University College and has enrolled 900 + students in education courses that will lead to teacher licensure. 3) The Alternative Licensure Coordinator attended the Vance-Granville Community College symposium as a major recruitment effort for 150 + students. The purpose was to encourage transfer students to consider NCCU-SOE as the institution to complete their undergraduate education degree. 4) The SOE received \$600,000 from Wachovia Bank to fund scholarships to rising juniors who have changed their majors to education and to provide supplemental resources to NCCU's NC Teaching Fellows program. The SOE successfully recruited 10 Wachovia Scholars for 2005-2006 and 3 Wachovia Scholars will begin the 2006-2007 academic year. The additional funding will provide NCCU with the resources to compete for and attract more of the “best and brightest” students to the NCCU Teaching Fellows program. 6) Emphasis on Latino recruitment has continued with collaborations between NCCU and the North Carolina Society of Hispanic Professionals. Progress Energy awarded NCCU and the Society of Hispanic Professionals \$25,000 to fund four teacher education scholarships. Students selected must be of Hispanic/Latino background, grade point average of 2.8, and must be willing to teach in North Carolina public schools with the Hispanic populations for the same number of years they receive the scholarship. 7) Twenty-six NC Teach participants were recruited and admitted in our seventh cohort. 8) The SOE recruited 16 candidates into the MAT in Special Education concentrating in Early Education and Language Development (Birth- Kindergarten) to meet the critical need for teachers in B-K. The Office of University-School Partnerships in collaboration with the NCCU Teaching Fellows Office developed Project R.E.A.C.H. (Recruiting Educators Across Carolina High schools). The project is designed to recruit, train, and motivate high school seniors to become teachers, apply for the NC Teaching Fellows Scholarship and matriculate at NCCU. The project provides student leadership development for sophomores and continues through their senior year. The project is open to our partnership districts, Northampton and Chatham County Schools.

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

As a historically black institution, NCCU's programs have traditionally been African American. Presently we enroll 80% African Americans, 15% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. However, some of our graduate and professional programs enroll as many as 50% non African American students. We recognize the need for African American teachers and teachers from other under-represented groups. Three African American students were recruited through the Teaching Fellows Program, and 26 students (12 African Americans, 13 Caucasian students, and 1 other) were accepted and enrolled in 7th cohort for the NCTeach program. Even though our traditional population is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our conceptual framework, curriculum, faculty, and course schedule both on-campus and at a distance.

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

Several exciting new initiatives are underway. 1) The School of Education in partnership with the Durham Public Schools completed the first year of the Early College High School program. The school year began in the fall with 82 ninth graders enrolled and attending the Josephine Dobbs Clement Early College High School on the campus of NCCU. The high school component is designed to give students 4 years of high school and two years of college in four years. 2) A doctoral program in communication disorders is in the planning stages. 3) Four technology-related initiatives to improve teacher education programs are underway: a) candidate assessment student advisement electronic management system, b) improved information resources (e.g. updated and enhanced web site), c) continuous improvement through professional development for faculty in technology integration, and c) required implementation of teacher candidate electronic portfolios. 4) The School of Education has developed a new MAT concentration – Early Education and Language Development. The first cohort will have fifteen students.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	40
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	16
	Other	0	Other	2
	Total	17	Total	59
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	28
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	24
	Other	0	Other	0
	Total	14	Total	54
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	1	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	6	Total	22
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	65
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	51
	Other	0	Other	2
	Total	41	Total	124

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)	45	42
Elementary (K-6)	239	219
Middle Grades (6-9)	126	32
Secondary (9-12)	192	54
Special Subject Areas (k-12)	211	63
Exceptional Children (K-12)	54	39
Vocational Education (7-12)	22	9
Special Service Personnel (K-12)	49	32
Other		
Total	938	490
Comment or Explanation		
The Master's-level Special Education students who are lateral entry teachers are included on the Master's Lateral Entry Table B.		

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	181
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.18
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	1	0	6	6
Elementary (K-6)	23	1	21	21
Middle Grades (6-9)	10	1	12	12
Secondary (9-12)	4	0	4	4
Special Subject Areas (K-12)	2	0	3	3
Exceptional Children (K-12)	1	0	24	22
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	41	2	70	68
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	38	95
Spec Ed: LD	1	*
Spec Ed: Visually Impaired	1	*
Institution Summary	40	95
* 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	4	18	2	3	1	
U Licensure Only	4	5	9	3	4	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	4	1	1	2	
U Licensure Only	5	7	8	6	7	6
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	82	84	62
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Durham Public Schools	640
Wake County Schools	481
Charlotte-Mecklenburg Schools	157
Cumberland County Schools	150
Vance County Schools	109
Granville County Schools	97
Guilford County Schools	90
Chapel Hill-Carrboro Schools	81
Person County Schools	81
Forsyth County Schools	75

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.	3.50	3.35	3.26
preparation to effectively manage the classroom.	3.31	3.12	3.09
preparation to use technology to enhance learning.	3.35	3.29	3.12
preparation to address the needs of diverse learners.	3.38	3.18	2.97
preparation to deliver curriculum content through a variety of instructional approaches.	3.69	3.18	3.09
Number of Surveys Received	26	17	34
Number of Surveys Mailed	50	50	50

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
13	7	6