

IHE Bachelor Performance Report

NC State University

2005 - 2006

Overview of the Institution

The College of Education is one of ten colleges at NC State University. It consists of three departments: Adult and Higher Education and Educational Leadership and Policy Studies; Curriculum and Instruction (which now includes Counselor Education); and Mathematics, Science, and Technology Education. Three departments offer master's and doctoral programs; two departments, Curriculum and Instruction and Mathematics, Science, and Technology offer undergraduate programs. The College has cooperative teacher education programs with the College of Humanities and Social Sciences, Agriculture and Life Sciences, Management, and Physical and Mathematical Sciences. The faculty of the College of Education is engaged in research and outreach projects with faculty in the colleges cited above as well as with faculty in the Colleges of Design, Engineering, Forest Resources, Textiles, and Veterinary Medicine.

Special Characteristics

Teacher preparation at NC State University focuses on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. For example, the Department of Mathematics, Science, and Technology Education graduating more science and math teachers than any other university in the UNC System, collaborates with the College of Physical and Mathematical Sciences; some students elect to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates with distinctive competencies, placing our students at the top of the supply market. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester, and finally to program completion. From the first year, faculty members advise and mentor candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to the public school classrooms in North Carolina.

Program Areas and Levels Offered

NC State offers School Social Work (K-12) only at the bachelor's level. NC State offers both bachelor's and master's degrees in the following licensure areas: Middle Grades Language Arts / Social Studies, Middle Grades Mathematics / Science, English (9-12), Mathematics (9-12), Comprehensive Science (9-12), Comprehensive Social Studies (9-12), Agriculture (9-12), Business and Marketing (9-12), Technology Education (9-12), French (K-12), Spanish (K-12), and Elementary Education (K-6) which was granted Temporary Authorization in 2006. Of these, doctoral level degrees are offered in English, Mathematics, Comprehensive Science, Agriculture, Mentally Handicapped (K-12), Behaviorally/Emotionally Disabled (K-12), and Specific Learning Disabilities (K-12) are offered only at the master's level. Reading Specialist, Instructional Technology Specialist, Curriculum Instructional Specialist, School Administrator, and School Counselor are offered at both the master's and doctoral levels. Sixth year programs are offered for Mathematics (9-12), Comprehensive Science (9-12), Agricultural Education (7-12), Curriculum and Instruction Specialists, Reading Specialists, School Administrators, and School Psychologists; School Psychologists may pursue doctoral degrees, as well.

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.).

NC State University and the College of Education engage in organized service and assistance to public schools. Faculty in all teacher education programs participate in collaborative activities with the public schools. A representative sample of such activity follows: In business and marketing education, one faculty member collaborates with 23 local education agencies (LEAs) advising and mentoring lateral entry teachers. Two faculty members (from the College of Humanities and Social Sciences) collaborate with K-12 teachers in the Wake County Foreign Language Forum to share information and discuss relevant topics and to deliver the methods class for student teachers. The Spanish education coordinator consults with Chatham County Schools to articulate and assess foreign language learning in grades K-12. A science education faculty member directs the Durham Science Leaders Program. The English education program coordinator directs the Capital Area Writing Project, including partnerships with Roanoke Rapids City, Johnston County and Durham Public Schools. A faculty member in middle grades education serves as university liaison for Wake County Public School System's Centennial Campus Middle School (CCMS); in that capacity, she, along with the assistant principal, reviews research projects submitted by university faculty. She has developed a partnership document that provides a framework for CCMS and the Friday Institute. A second middle grades educator sponsors "EE-PALS," (Email Exchanged-Partners Across Learning Spaces) a program designed to virtually connect Russian teachers and their classes with American teachers and their students in an effort to broaden global perspectives. Currently 3 teachers and 150 students in Wake County Public schools participate in EE-PALS. This year, EE-PALS gained a new partner, School 295 in St. Petersburg, Russia allowing the project to be extended to elementary school partners in North Carolina. School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED—see section C), formerly known as the Model Clinical

Teaching Program collaborates with 6 LEAs to enhance their mentoring programs. Two network meetings were held in this reporting year focusing on the most current findings of “phase 2” of the Vance County project and updating two projects initiated in the 2004-05 year. In its fifth year, TECH-know is an NSF-funded project that serves middle and high school students, teachers, and state departments of public instruction by providing comprehensive, high quality instructional materials directly correlated with the Standards for Technological Literacy.

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
Wake County Public School System	Student achievement and Closing the Gap	Recognizing Accelerated Mathematics Potential in Underrepresented People (RAMP-UP) RAMP-UP is a partnership between the NCSU Colleges of Education and Engineering, Shaw University and the Wake County Public School System. Graduate Fellows supervise the undergraduates who work with teacher teams throughout the academic year to plan and implement inquiry based mathematics lessons that demonstrate the practical application of math theory. RAMP-UP fellows are role models and mentors to their students and thereby have the opportunity to make a significant difference for many K-12 students.	RAMP-UP: The program is a partnership between the North Carolina State University Colleges of Engineering and Education, Shaw University's Department of Natural Sciences and Mathematics and the Wake County (NC) Public School System. The program consists of 35 undergraduate and 5 graduate fellows in science, technology, engineering or math (STEM) or math education partnering with nearly 50 teachers in grades 3-12 at eight Wake County schools. RAMP-UP goals target three stakeholder groups: K-12 students, the university undergraduate and graduate students (Fellows) and mathematics teachers in grades 3-12. The overall goal of increasing the number and diversity of students who enroll and succeed in higher level math courses, specifically Algebra by 8 th/9th grade and calculus by 12th is supported by stakeholder specific goals which include: • increasing the number and diversity of students pursuing the advanced math track; • providing university students as role models and mentors; • working with teachers to decrease the achievement gap between all groups of students; • assisting in improving the

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
			mathematics aptitude identification process; • forging a deep partnership with teachers of mathematics in Wake County and beyond
Durham Public Schools and Johnston County Schools	Student achievement and Closing the Gap AND Teacher recruitment, retention, and development	Capital Area Writing Project (CAWP) Designed for teachers across disciplines and grade levels, the Capital Area Writing Project provides an intensive summer forum for sharing practical classroom strategies for using writing as a learning tool and for enhancing composing ability. Strategies for successfully completing the NC state writing tests and meeting state standards are addressed within the larger context of writing curriculum.	CAWP: Teacher recruitment, retention, and development are the primary foci of the Capital Area Writing Project and are exemplified in its commitment to the reading and writing connection. The Capital Area Writing Project, a site of the National Writing Project, provides tuition free institutes for teachers and provides service to the public schools. The English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards. In the last year CAWP Teacher Consultants delivered 82 in-service sessions for 2200 participants. Career teachers are eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (6 sessions) at the NC English Teachers Association.
Wake County Public School System and Johnston County Schools	Student achievement and Closing the Gap	The Center for Research in Mathematics and Science Education (CRMSE) CRMSE is the only	CRMSE: The NC-MSEN Pre-College Program involved 450 middle grades and high school students from two

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
		<p>research center in the NC Mathematics and Science Education Network (MSEN). The mission of the center is to conduct research that relates to the teaching and learning of mathematics and science. Grounding our research in practice, CRMSE designs and delivers K-16 enrichment programs for students who are typically underrepresented in mathematics and science careers. Outreach and extension is provided to the NC Department of Public Instruction, public and private K-12 schools, parent groups, and other professional organizations. Programs that address priorities include NC-MSEN Pre-College Program, and Girls on Track.</p>	<p>LEAs in year-round enrichment activities. The mission of this program is to keep underrepresented students on a college-bound track leading to Science, Technology, Engineering, and Mathematics careers. Girls on Track is a summer program for middle grade girls, encouraging them to study mathematics through high school and into college. Girls investigate community problems using computer technologies, engage in Sports Algebra, and other enrichment activities to keep up their interests in math and science and expand their career horizons. It is a joint project between North Carolina State University (Center for Research in Mathematics and Science Education and Department of Computer Science), Meredith College, Wake County Public Schools, and North Carolina Department of Public Instruction. Despite increased retention of girls in advanced high school math programs, female college entrants continue to disproportionately avoid such math-related majors as computer science, engineering, and physics. To counter this persistent problem, Girls on</p>

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
			Track, a three-year, multi-institutional intervention program for 200 middle-grade girls, will engage 50 in-service Algebra I teachers, 15 guidance counselors, and 30 math education undergraduates in developing and delivering Summer Academies and year-round activities to increase middle grade girls' enthusiasm for and confidence in learning mathematics, using computer technology. The project is supported by the National Science Foundation (HRD-9813902) and the IBM Corporation.
Franklin, Lee, Moore, Pasquotank/Elizabeth City, Vance, and Wake County Public School Systems	Teacher recruitment, retention, and development	School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED) The former MCTP has evolved into SUCCEED, and continues to be recognized by the US Department of Education as one of the top six mentoring programs in the nation. The primary goal of SUCCEED is to support the growth of beginning teachers and to reduce the high rate at which they leave the profession. The member districts link directly to the program at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the	SUCCEED: NC State University supports beginning teachers through the School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED). The primary goal of SUCCEED is to support the growth of beginning teachers and to reduce the high rate at which they leave the profession. The member districts link directly to the program at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the SUCCEED; two continuing SUCCEED projects include a

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
		network, have the ongoing support of the SUCCEED.	Caregiver Conference Guide for beginning teachers to use when conferencing with parents/caregivers of their students and the data gathering tool, Perceptions of Success Inventory for Beginning Teachers (PSIBT) which will provide feedback to school systems on their induction programs. The PSIBT project continues with plans to include it on the Mentor Junction website for school system use. In addition, SUCCEED held two semi-annual meetings in fall 2005 and spring 2006 with 25 participants. Recent research that indicates that the SUCCEED model can be replicated in the LEAs with fidelity was shared among school partners.
Asheville/Buncombe, Brunswick, Cabarrus, Chapel-Hill-Carrboro, Charlotte-Mecklenburg,, Chatham, Cleveland, Craven, Cumberland, Dare, Duplin, Durham, Franklin, Gaston, Guilford, Harnett, Hoke, Iredell-Statesville, Lee, Montgomery, Nash-Rocky Mount, New Hanover, Onslow, Pender, Rockingham, Rowan, Surry, Union, Wake, Wayne, Whiteville, Wilkes, Wilson, Winston-Salem-Forsyth	Teacher recruitment, retention, and development AND Student achievement and Closing the Gap	English as a Second Language (ESL) The ESL section of the Department of Foreign Languages and Literatures at North Carolina State University is a recipient of a U.S. Department of Education Title VII Grant. Licensed teachers who are accepted into the NC State ESL Licensure Program are eligible for scholarships under the terms of the grant. The ESL Licensure Program is offered both via distance education and on-campus for those who wish	ESL: The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. The ESL program delivers instruction on campus and via distance education to assist teachers in 35 Leas. The candidates deliver staff development projects related to English language learners in their

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
		to take advantage of a more traditional classroom format. It is intended for currently employed North Carolina teachers holding a current initial or continuing license in another field.	school districts. They build capacity by sharing aspects of their ESL training with mainstream teachers.
<p>Alamance-Burlington, Buncombe, Brunswick, Carteret, Chapel Hill-Carrboro, Chatham, Cherokee, Craven, Currituck, Duplin, Durham, Edgecombe, Elizabeth-City/Pasquotank, Franklin, Gaston, Gates, Guilford, Halifax, Harnett, Iredell-Statesville, Jackson, Johnston, Lee, Moore, Mooresville, Nash-Rocky Mount, Northampton, Orange, Perquimans, Rutherford, Scotland, Stanly, Surry, Thomasville, Transylvania, Vance, Wake, Watauga, Whiteville (NC School of Science and Mathematics, Duke University Medical Center and 4 charter schools are part of MEGA in addition to the 39 LEAs)</p>	Use of Technology for teaching and learning	Middle Educators Global Activities (MEGA) With the infusion of technology into North Carolina's schools MEGA was developed as a partnership between middle grades teachers and NC State's College of Education for enabling educators to teach and use technology in the classroom. The focus of the organization is to provide teachers greater opportunities to improve their technology skills and focus on specific content areas in addition to interdisciplinary projects specific to the North Carolina Standard Course of Study. Though founded with a focus on middle grades, MEGA has expanded its scope and welcomes and encourages K-12 teachers to participate.	MEGA: MEGA includes 206 teachers from 128 schools in 39 LEAs. An active listserv provides curriculum resource information to member teachers. During the 2005-06 year, 96 teachers and 15 administrators from 14 LEAs participated in MEGA meetings that focused on the following topics: Communication and Computer/Technology Skills, Reading and Writing on the Web, and Visual Literacy. The TECH-know Project, funded by NSF, serves middle and high school students, teachers, and state departments of public instruction by providing comprehensive, high quality instructional materials.

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

In addition to the in-kind service referenced in the Office of School Services Report, faculty members report other specific activities. Faculty members continue to serve as judges from school-level to national-level student competitions: science and mathematics fair, state Distributive Education Clubs of American competitions, and Technology Student Association. On a two-year rotating basis, faculty members in Agricultural Education visit each school in the state that offers agricultural education to provide assistance with effective teaching, laboratory management, and curriculum adaptation. The French Education coordinator serves as an executive board member for the Alliance for Language Learning, member of the North Carolina in the World Coalition. The Spanish Education coordinator leads the Wake County Foreign Language Collaborative. Both foreign language faculty members served as judges in the Triangle Foreign Language Invitational, which hosted 100 students from 4 area schools. The Capital Area Writing Project, a site of the National Writing Project, provides tuition-free institutes for teachers and provides service to the public schools. The English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards. In the last year CAWP Teacher Consultants delivered 82 in-service sessions for 2200 participants. The English as a Second Language coordinator serves as the higher education representative for the Carolina TESOL organization. One science education faculty member serves on the Durham K-8 Infrastructure Leadership Team to support beginning and experienced teachers. A middle grades faculty member continues to work with Orange County Schools to assist with the opening of a new middle school in 2006. Six faculty members serve as university liaisons to the Triangle East Partners in Education (TEPIE—University-School Teacher Education Partnership), meeting with school faculty to assist in implementing annual projects supported by TEPIE.

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

NC State University supports beginning teachers through the School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED) and the Triangle East Partners in Education (TEPIE). SUCCEED continues to be recognized by the US Department of Education as one of the top six mentoring programs in the nation. The primary goal of SUCCEED is to support the growth of beginning teachers and to reduce the high rate at which they leave the profession. The member districts link directly to the program at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the SUCCEED; two continuing SUCCEED projects include a Caregiver Conference Guide for beginning teachers to use when conferencing with parents/caregivers of their students and the data gathering tool, Perceptions of Success Inventory for Beginning Teachers (PSIBT) which will provide feedback to school systems on their induction programs. The PSIBT project continues with plans to include it on the Mentor Junction website for school system use. Faculty from the College of Agriculture and Life Sciences conduct a beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school-assigned mentor, as well as guidance on curriculum materials,

student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

From July 2005 to the present, the Alternative Licensure Coordinator has responded to 2250 walk-in, telephone, and email inquiries and has forwarded 280 applications to faculty advisers for review. The College, in collaboration with the Colleges of Humanities and Social Sciences and Agriculture and Life Sciences, admitted 182 lateral entry/licensure only students during 2005-06. The Alternative Licensure Coordinator communicates frequently with the Regional Alternative License Center Coordinator in Nashville to coordinate NC State coursework with RALC licensure plans. Distance education classes continue to be offered to assist lateral entry teachers who do not live near a university campus: ECI 519, Using Technology for Learning; EDP 304, Educational Psychology; ECI 416, Educating Exceptional Students in the Mainstream; and ELP 344, School and Society. Other efforts include scheduling ECI 309, Foundations of Middle Grades Education, and a section of ECI 205, Introduction to Teaching Humanities, during summer 2006; continuing EMS 495A, Seminar for Mathematics Lateral Entry Teachers, in spring and fall 2006; offering EMS 480, Teaching Mathematics with Technology and ECI 416, Teaching Exceptional Children in the Mainstream in summer 2006 and during evening hours in spring 2006; offering ECI 306, Middle Years Reading, during evening in spring 2006; and continuing a section of ED 310, Tutoring Adolescents in summer 2006. Six sections (4 spring 2006 + 2 fall 2006) of ECI 451, Improving Reading in the Secondary School, are offered in late afternoon and evening. Agricultural Education offers the only online program in the nation for lateral entry teachers. The goal of SUCCEED in Vance County is to address the needs of beginning teacher support, many of whom are lateral entry; of the lateral entry teachers who completed the SUCCEED program, 100% are still teaching. NC State's second NC TEACH cohort has completed the curriculum; of the 37 who began the program in May 2005, 100% of those employed remained the classroom for the entire year; 95% will return in fall 2006. The third cohort is comprised of 49 students who began the program in May 2006. NC State collaborates with LEA central office personnel, teachers and administrators in the candidate interview process; master teachers serve as instructors. NC State hosted 9 Super Saturday Seminars where NC TEACH students and other teachers received instruction on such topics as writing across the curriculum (co-sponsored by CAWP), ethics, and critical thinking skills. NC State's NC TEACH program infuses technology into the curriculum as a teaching tool. Lateral entry teachers record live teaching with personal video cameras attached to laptop computers; the lateral entry teachers and instructors use "live" teaching episodes in the methods classes. During the reporting year, NC State University recommended 72 lateral entry teachers for clear licenses in the following subject areas middle grades mathematics and science; secondary mathematics, science, English, social studies; K-12 Spanish and English as a second language; and the Career

and Technical Education areas of technology education, agricultural education, and business and marketing education.

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

NC State University offers programs and workshops that support career teachers including over 29 online “Tools for Schools,” among which are Science Junction, Global Book Club, Sci-Link, Help-Yourself-Yourself, Curriculum Integration, and Succeeding in School. Other initiatives include the following: One faculty member directs the Durham Science Innovations Program where teachers are involved in a Japanese lesson Study Model of Professional Development and the creation of model science lesson plans. Faculty in Agricultural Education conduct workshops on topics such as technical agriculture, instructional technology, and grant writing; approximately 250 teachers participated in 20 such workshops in 2005-06. Also, an Agricultural Education Conference for approximately 250 agricultural education teachers will occur during summer of 2006. Foreign language faculty members mentor teachers seeking National Board Certification. Career teachers are eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (6 sessions) at the NC English Teachers Association Annual Conference. Middle Educators Global Activities (MEGA) is a partnership between K-12 teachers and the CED designed to enable educators to use technology in the classroom with a special emphasis on core content and interdisciplinary projects specific to the NC Standard Course of Study. MEGA includes over 700 teachers from 128 schools. An active listserv provides curriculum resource information to member teachers. During the 2005-06 year, 96 teachers and 15 administrators from 14 LEAs participated in MEGA meetings that focused on the following topics: Communication and Computer/Technology Skills, Reading and Writing on the Web, and Visual Literacy. The TECH-know Project, funded by NSF, serves middle and high school students, teachers, and state departments of public instruction by providing comprehensive, high quality instructional materials. The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. The ESL program delivers instruction on campus and via distance education to assist teachers in 34 LEAs. The ESL Director’s column in the Carolina TESOL newsletter suggests effective instructional practices and current topics of interest to practicing ESL teachers. The graduate coordinator in Middle Grades Education continues to offer ECI 508, Teachers as Leaders, a graduate course that focuses helping teachers identify leadership roles and meaningful professional development that will help them make an impact on their schools and districts without leaving the classroom. All Super Saturday sessions for NC TEACH are open to career teachers.

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

For the 2004-05 ABCs Report, there are no low-performing schools in NC State University’s immediate service area; however, four member schools in NC State’s University-School Teacher Education Partnership (TEPIE) did not show Annual Yearly Progress. As part of collaborative partnership activities, the College of Education continues to offer professional development

opportunities for teachers at these schools. For example, for a second consecutive year, TEPIE partnered with a Franklin County middle school to facilitate a whole school professional development project on reading and literacy, and TEPIE continues to underwrite a portion of the expenses for summer mentor training for Wake County Public School System teachers (since 2003). Such activities support instruction and student achievement. While there are no low-performing schools in our immediate area, of the LEAs affiliated with SUCCEED, one has a high priority school: Pasquotank/Elizabeth City. SUCCEED continues to support the mentoring and coaching of beginning teachers, not only for a smooth transition into and through the induction period, but also for assistance to beginning teachers who work in high priority schools.

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

The College of Education is committed to preparing teacher education candidates to meet the needs of all students. In doing so, the College recognizes the need to address public school students' needs, both as individuals and as members of special populations. For that reason, coursework is designed to prepare our students to be effective teachers of students with special needs. For example, ECI 451, Improving Reading in the Secondary School, is currently required of all agricultural, business and marketing, and technology education students. ECI 306, Middle Years Reading, is a program requirement in language arts, social studies, mathematics, and science. ECI 305, Teaching Diverse Populations, prepares middle grades language arts and social studies candidates to meet the needs of culturally diverse students. All middle grades candidates, as well as secondary mathematics and science candidates, are required to take ECI 416, Teaching Exceptional Students in the Mainstream. Such focus on current achievement issues and candidate preparation will enhance our graduates' ability to help close the achievement gap, meet the needs of all learners, and increase the achievement of all students. The ESL program is the recipient of a 5-year \$1.25 million Department of Education Title VII Training for All Teachers grant. This year the grant supports the program's 107 candidates for ESL add-on licensure. The ESL program requires yearly submission of language proficiency and EOG test data for students under the supervision of our ESL licensure candidates. These data demonstrate the impact of our preparation on student achievement. In addition, ESL candidates who receive financial assistance must mentor an ESL family. This requirement enhances family and community partnerships. Such data on student achievement inform decision-making that is intended to improve student achievement and, therefore, have a positive impact on closing the achievement gap for those students who have limited English proficiency. The junior-year field experience class, ED 310, Tutoring Adolescents, requires student participation in a parent-teacher conference when feasible; thus, preparing pre-service teachers to strengthen the communication between the classroom and the home. In addition to preparing pre-service teachers, faculty members are engaged in initiatives that focus specifically on reading and student achievement. Teacher recruitment, retention, and development is the primary focus of the Capital Area Writing Project and is exemplified in its commitment to the reading and writing connection. CAWP sponsored 2 classes: Teacher as Researcher, in fall 2005, and Professional Writing to be taught in fall 2006. In addition, CAWP sponsored its summer invitational institute for 15 teachers representing 14 schools in 7 LEAs.

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

In November 2005, NC State officially opened the William and Ida Friday Institution for Educational. The mission of the Friday Institute is to create, develop, explore, discover, and refine innovative teaching and learning solutions for the benefit of all learners. The goals are to research and develop groundbreaking solutions for teaching, learning and leadership; to strengthen educational capabilities in rural and underserved communities of North Carolina and beyond; to generate and propagate effective educational technologies; to share knowledge and lessons learned through publications, training programs, and professional and academic exchanges; and to foster strategic partnerships that encourage innovation and creative problem solving. From its location on NC State University's Centennial Campus, the Institute's five interdisciplinary collaboratories touch every corner of the state and nation. At the Institute, educators answer questions, question answers, and create and apply new knowledge with profound effects on education and educational practice. The Friday Institute organizes its work into "collaboratories" - customized physical and virtual environments - bringing together students and teachers, education professionals and research scientists, community leaders and business professionals. It is a center for collaboration and research and a dissemination point to find solutions to pressing educational challenges across North Carolina. The Middle Grades Collaboratory works to identify the most pressing needs in middle grades education and help create reforms. The Mathematics and Science Collaboratory's goal is to prepare the next generation of scientifically, mathematically and technologically literate citizens. The Instructional Technologies to Enhance Teaching and Learning Collaboratory is designed to research technologies that can enhance teaching and learning and to determine the best ways to use these technologies to be the most effective in the classroom. A sampling of current research projects include PTMT: Preparing to Teach Mathematics with Technology, Nurturing Mathematics Dreamkeepers, Visualization in Technology Education, and Growing Teachers in Rural North Carolina. In collaboration with SAS, Cisco Systems, IBM, and Nortel, the Friday Institute is designing a new breed of innovative educational tools and resources for classrooms throughout North Carolina using a next-generation technology service delivery platform to share information and computing resources.

Supplemental Information (Optional)

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

NC State University faculty help students prepare for PRAXIS I and II. The Office of Teacher Education refers students to the ETS website for the online Tests-at-a-Glance. Special education faculty continue to conduct sessions on PRAXIS II, and the College has purchased and made available in the Learning Resources Center instructional materials and practice tests for use by students. Because of changes in policy, the emphasis has shifted to assisting lateral entry teachers in core areas succeed on PRAXIS II. The ESL Symposium offers a PRAXIS II help session for those teachers who seek add-on licensure.

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

NC State University makes numerous efforts to recruit qualified candidates into Teacher Education programs. While individual departments have the primary responsibility for recruiting, specific College initiatives are designed to increase enrollment. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. On Recruitment Day the Teaching Fellows provided information on campus life, financial aid, housing, program offerings, and general admissions information to 90 recruited students. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day for 600-800 high school students to visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focuses on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. Departmental representatives from Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. The English Education coordinator contacts prospective students through the North Carolina English Teachers' Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education. Students Advocating for Youth (SAY Living and Learning Community) serves as a recruiting tool, too. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multi-cultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Students benefit from faculty advisors, resident mentors, field trips, and interaction with underrepresented students both in and out of educational settings. The SAY Village is open to all NC State students. In addition to these person-to-person efforts, the CED sponsors a Spend a Day at State program for all accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the CED.

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

NC State University relies on the strategies mentioned above (see item J) in addition to efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the Assistant Dean for Student Services and the Assistant Director for Student Services support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special listserv for African American students and email them regarding application and scholarship

deadlines and other opportunities that the CED and the University offer in general. African American students who have been accepted are paired with current African American students who communicate throughout the year. Past participants of the Leadership Institute for Future Teachers (LIFT) are tracked and encouraged to apply to NC State University. The 2006 LIFT participants include 21 rising high school seniors. The College of Education pre-college program of the Mathematics and Science Education Network collaborates with 11 schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina middle and high schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school students, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track. Special Education continues its efforts to recruit minority students into its graduate programs. NC Teach personnel continue to meet on HBCU campuses, as well as local churches to advertise the program to potential teachers of color. The NC Teach program once again ran public service announcements in both English and Spanish on WSHA, Shaw University's public radio station. The number of minority applicants for the 2006 cohort of NC Teach grew from 21% in the second year to 30% in the current year; 28% of the accepted applicants represent minorities.

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

In response to the growing need to produce more licensed elementary school teachers for North Carolina, and especially for Wake County Public Schools, NC State has established a K-6 Elementary Education program for undergraduate students. In October 2004, WCPSS indicated that the elementary age population will likely increase by over 3700 students and will require over 100 new teachers. The program received final approval in February 2006 from the UNC Office of the President (now UNC-GA) and Temporary Authorization from the North Carolina Department of Public Instruction. Graduates of the new elementary education program will receive a Bachelor of Science degree in Elementary Education and Teaching. The number of students enrolled in the program increases weekly. As of May 1, 2006, the program had accepted 26 incoming freshmen, 32 rising sophomores and 30 rising juniors. In addition, the rising junior class has a waiting list since it is capped at 30 students the initial year. The rising junior cohort will begin professional courses in fall 2006 and will graduate from the program in the spring of 2008. NC State created a mathematics, science, and technology-rich curriculum for its elementary education candidates. Not only will future teachers be prepared to teach reading and the communications skills, they will have specialized preparation in how to teach children mathematics and how to develop scientific concepts that are fundamental to future study in the content areas of middle and secondary school curricula. The junior class members will move through their courses in sequence and as part of a cohort. Students will attend their elementary education courses from 8am to 3pm MWF. The blocked schedule is intentional so that there will be ample time for school based experiences. The program infuses quality school experiences for the complete range of our economic and culturally diverse student populations, as well as advocacy for teaching and learning in diverse learning settings. Once it is fully implemented, the program will have established a School Partnership Network with as many as fifteen elementary schools. Our students will experience a minimum of 145 field experience hours before they student teach in the spring of 2007. The program will foster and sustain communities of practice

for our students, the school-based teacher educators with whom they work, and the elementary education faculty. In addition, our students will have the opportunity to explore cutting edge technology in the Friday Institute model classroom in addition to the computer labs in Poe Hall. The program is an innovative model that will help prepare elementary teachers for the demands of teaching in the 21st Century.

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	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	24
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	140	White, Not Hispanic Origin	282
	Other	0	Other	0
	Total	154	Total	317
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	3	Total	10
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	24
	Hispanic	3	Hispanic	12
	White, Not Hispanic Origin	124	White, Not Hispanic Origin	255
	Other	0	Other	0
	Total	149	Total	297

x 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)		
Middle Grades (6-9)	4	4
Secondary (9-12)	77	77
Special Subject Areas (k-12)	35	35
Exceptional Children (K-12)		
Vocational Education (7-12)	66	66
Special Service Personnel (K-12)		
Other		
Total	182	182
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,231
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	183
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.28
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)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	19	9	2	2
Secondary (9-12)	72	39	26	24
Special Subject Areas (K-12)	10	7	23	23
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	34	22	63	23
Special Service Personnel	0	0	0	0
Total	135	77	114	72
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
Institution Summary	Less than 4 Test Takers	

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	141	2	16	2		
U Licensure Only	1		1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	80	4	22	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	160	83	54
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
Wake County Schools	1,337
Johnston County Schools	245
Durham Public Schools	128
Guilford County Schools	112
Charlotte-Mecklenburg Schools	107
Cumberland County Schools	81
Franklin County Schools	78
Harnett County Schools	78
Forsyth County Schools	64
Granville County Schools	63

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.	3.56	3.41	3.53
preparation to effectively manage the classroom.	3.31	3.25	3.31
preparation to use technology to enhance learning.	3.45	3.49	3.52
preparation to address the needs of diverse learners.	3.22	3.29	3.18
preparation to deliver curriculum content through a variety of instructional approaches.	3.45	3.31	3.44
Number of Surveys Received	51	51	62
Number of Surveys Mailed	88	88	88

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
63	6	2