

IHE Bachelor Performance Report

Shaw University

2005 - 2006

Overview of the Institution

Shaw University, founded in 1865, is the first historically Black college of the South. Shaw is a private, coeducational liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels. Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education. The primary mission of the University is teaching, with the commitment to maintaining excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

Special Characteristics

Shaw University is an urban institution, which is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, which is the capital of North Carolina, is located in one of the fastest growing metropolitan areas of the United States. A major effort toward serving the needs of the nontraditional student is the University's College of Adult and Professional Education (CAPE). CAPE offers select courses to students who live in urban and rural localities throughout North Carolina that lead to the bachelor's degree. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underserved in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). Admitted students include the traditional undergraduate Education majors as well as certification-only and lateral entry students.

Program Areas and Levels Offered

The Shaw University Department of Education offers the bachelor's degree in the following program areas: Birth through Kindergarten Education (B-K), Elementary Education (K-6), and Special Education: General Curriculum (K-12). English Education (9-12) and Mathematics Education (9-12) are offered through the College of Arts and 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.).

In 2005-2006, the Department of Education maintained collaborative activities/partnerships with Bugg Elementary School, Conn Elementary School, Hunter Elementary School, Mary E. Phillips High School, SPARC Academy, and Washington Elementary School. Representatives from these schools served on the Department's Teacher Education Council provided governance for the Department and assisted in interviewing students for formal admission to Teacher Education. Some of the partnering schools have also served as placement sites for our students in field experiences and clinical practice. For several of our partners, Shaw University/the Department of Education provided professional development services, such as seminars or workshops to assist their staff. Faculty and cooperating teachers collaborate to improve teaching, candidate learning, and the preparation of educators. For the second year, the Department administered a survey to partnering schools to determine the needs of teachers and how faculty could best provide service to the public schools. Based on the analysis of the data, a Plan of Collaboration with the Public Schools was developed and implemented in 2005-2006. Evaluation of the plan indicated that the unit was very successful in increasing services to and collaborating with the public schools. One faculty member developed an instrument used to assess how faculty had an impact on student learning. The goals and objectives of the Plan ensure that the needs of the public schools are reflective in the Department's programs and activities. Additionally, the Department has the following formal collaborative partnerships with Early Head Start and Early Head Start centers as a result of the TEP grant funded by the United States Department of Health and Human Services: Choanoke Area Development Association (CADA), Gaston Head Start Child Development Center, Martin County Community Action, Inc. Head Start, Henley-Roberts Child Development Center Head Start, and Telamon Corporation.

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Bugg Elementary School	1. Make an impact on student learning. A) Early field lab students make an impact on student learning. Field Lab I = EDU 112: Foundations of Education Field Lab Field Lab II = EDU 251: Curriculum and Development Field Lab	Four students were placed in Field Lab I and Field Lab II at Bugg Elementary School. Students worked with cooperating teachers to acquire an introduction to the teaching profession and to assist students with reading and math assignments. They also observed classes, developed and presented a lesson plan, worked with students in large groups, small groups, and one-on-one.	Comments from a field lab student who was working with first grade students: "Today, I worked with [student], [student], and [student]. They are having a little trouble with telling time on the hour and half hour. I was proud that I helped [the students] show the right time on the clock when I called out a time." One field lab student taught a review lesson on the alphabet to kindergarten students who needed extra help. After reviewing the alphabet with the class and completing board activities on the alphabet, students were asked to stand and recite the alphabet. Students were able to recite the alphabet while pointing to the letters. To be sure that they knew the alphabet and were not reciting from memory, the field lab student asked students to identify letters at random. They were able to do so.

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Hunter Elementary School	1. Make an impact on student learning A) Early field lab students make an impact on student learning. Field Lab I = EDU 112: Foundations of Education Field Lab Field Lab II = EDU 251: Curriculum and Development Field Lab	Fourteen students were placed in Field Lab II at Hunter Elementary School where they focused on instructional methodology and teacher-student interaction.	Comments from cooperating teachers: “[Student] has been very helpful in our classroom by monitoring centers and assisting students who have not done well on their work. When she works with the students, they focus on their work and spend less time displaying disruptive behavior, and more of them receive passing grades on their work.”
Washington Elementary School	1. Make an impact on student learning. A) Early field lab students make an impact on student learning. Field Lab I = EDU 112: Foundations of Education Field Lab Field Lab II = EDU 251: Curriculum and Development Field Lab	Eight students were placed in Field Lab I and Field Lab II at Washington Elementary School. Students in Field Lab I worked with cooperating teachers to acquire an introduction to the teaching profession and to assist students with work in learning centers. They also observed classes, developed and presented lesson plans, and sat with a class during lunch time. In Field Lab II, students focused on instructional methodology and teacher-student interaction.	Comments from a cooperating teacher for Field Lab I: “[Students] work well with children in one-on-one and small group instruction. I was impressed when they worked with a small group of third graders who needed extra help with a reading assignment on continents. The [field lab] students helped students [in the public school] locate the continents on the map. They even had them find the continents on the globe. Afterwards, they helped them draw their own maps, using the Opaque projector. They made learning fun.” One field lab student reported

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			in her reflective writing that “all the students in the group received a passing score on the test.”
Mary E. Phillips High School	1. Make an impact on student learning A) Early field lab students make an impact on student learning. Field Lab I = EDU 112: Foundations of Education Field Lab Field Lab II = EDU 251: Curriculum and Development Field Lab	One mathematics education major was placed in Field Lab I at Mary E. Phillips High School. The student worked with the cooperating teacher to acquire an introduction to the teaching profession and to assist students with their math work.	The cooperating teacher reported that the field lab student worked with a group of students who averaged 41 on an Algebra I quiz given by the cooperating teacher at the end of a lesson. The students did not “vocalize their misunderstandings or confusions, which prohibited them from performing sufficiently on the quiz,” reported the teacher. The field lab student reviewed the quiz with the students and encouraged them to ask questions until they understood. Quiz papers were returned to the students and they were allowed to make corrections. All of the students passed with at least a C. Most students received As and Bs.
Washington Elementary School	Student teachers make an impact on student learning.	Three student teachers were placed at Washington Elementary School.	One cooperating teacher reported, “[Student teacher] does an outstanding job in creating a learning environment that

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			<p>encourages active engagement in learning and critical thinking.” The student teacher reported that she “asked a lot of open-ended questions that required students to think through their answers. Another cooperating teacher reported, “[the student teacher] has learned the principle of reducing negative behaviors by reinforcing the positive behaviors and teaching rules as well as following up with consequences for violations of rules. When students realized that she meant business, their behavior improved.” The University Supervisor reported that “[the student teacher] circulated to monitor student progress, thereby eliminating disruptive behavior. As a result, students were actively engaged in their work, maintained a high quality of time on task, and received good grades” on the assignment given during the observation. A third cooperating teacher reported that the student teacher “developed instructional</p>

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			materials that were adapted to diverse learners, thereby making learning experiences meaningful for children because they could relate culturally to the materials used.” The student teacher reported that she used assistive technology games with students. Other activities covered the same objectives, but were geared to different ability levels. Students were successful, regardless of ability level.
Washington Elementary School	Student teachers make an impact on student learning	One student teacher administered the Reading Recovery: K-3 Literacy Assessment Print Concepts for Early Emergent/Emergent Readers pre- and post-tests to six kindergarten children on literacy print concepts. The assessment identified skills that students had not mastered. The student teacher based her lesson planning on the identified needs of the students.	At pre-test, the six kindergartners scored at levels 14, 14.5, 4, 16, 2, and 11, respectively. At post-test, the students scored at levels 18, 18, 17, 19, 10, and 19, respectively. All six students showed gain, ranging from 3-13 reading levels.
Washington Elementary School	Student teachers make an impact on student learning.	One student teacher administered pre- and post-tests of the EOG Reading Comprehension Test, a	At pre-test, the six fifth graders scored 3, 4, 2, 3, 6, and 5, respectively. At post-test, the

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		<p>part of the school's "Soar to Success" program, for six fifth graders who were deficient in reading comprehension. During the first two weeks, the student teacher assessed the strengths and weaknesses of the group. In the following weeks, lessons were taught based on the needs of the students, as identified by pre-test results.</p>	<p>students scored 6, 5, 4, 6, 6, and 5, respectively. Five students showed gain, ranging from 1-3 levels. One student had the same pre- and post-test score. The student teacher reported, "by the time that my student teaching experience was over, every student in the class improved. Students did much better when they took the test over because they used the skills I taught them to attack reading comprehension passages and questions." The principal was so impressed with the student teacher that at the end of student teaching, she hired him to serve as a long-term substitute teacher for the rest of the school year. The principal also hired the student teacher to teach fifth grade for the 2006-2007 year.</p>
Washington Elementary School	Student teachers make an impact on student learning	One student teacher administered Test 5 of the SRA Reading Mastery to six first grade special education students on sounding out the letters in words they had covered in class.	Pre-test scores for Test 5 (9 items) were based on the number of correct items: 9, 4, 9, 9, 9, and 9, respectively. Five students scored at mastery level. One student

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		<p>For special education students with disabilities, this meant re-teaching skills several times, which the student teacher did.</p>	<p>scored below the mastery criterion. Post-test scores for Test 5 (9 items) were based on the number of correct items: 9, 5, 9, 9, 9, and 9, respectively. The one student who scored below the mastery criterion on the pre-test improved by one point, but still scored below the mastery criterion. Five students scored at mastery level. The work of the student who scored below mastery improved after the student teacher assigned him to one-on-one instruction with the teacher assistant. The cooperating teacher reported, “[student teacher] has done an excellent job in a challenging setting of learning direct techniques and applying monitoring strategies to keep diverse students on task and helping them learn.”</p>
<p>Washington Elementary School</p>	<p>Student teachers make an impact on student learning.</p>	<p>One student teacher administered Test 6 of the SRA Reading Mastery to six first grade special education students on reading words/sentences. Based on an analysis of</p>	<p>Pre-test and post-test scores for Test 6 (5 items) had similar results as the ones for Test 5. The same five students scored at mastery level. The same single student</p>

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		the test data, the student teacher provided remediation activities for the one student who needed extra assistance. The students who had obtained mastery went on to the next level.	scored below the mastery criterion. A re-test after remediation showed that the student scored at mastery level.
Washington Elementary School	Student teachers demonstrate their ability to work with families.	One student teacher participated in parent-teacher conferences--first to observe, then to facilitate parent-teacher conferences.	The student teacher helped parents understand how their children were performing in school and offered ways that the parents could work with their children at home. According to the "Assessment of Faculty Contribution/ Impact on Student Learning" instrument, the parent expressed appreciation to the student teacher for asking for the conference. The parent asked for regular updates on her child's progress so that she could follow up at home. Because of open lines of communication between the student teacher and the parents, the children's work and behavior improved.

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Washington Elementary School	Student teachers demonstrate their ability to work with families.	One student teacher held scheduled (one, parent-initiated and one student-teacher – initiated) and unscheduled parent-teacher conferences.	According to the cooperating teacher, at the end of one parent-teacher conference that was initiated by the student teacher, the parent thanked the student teacher and said she would have a talk with her child and discuss the child's lack of self-control in the class. After the conference, the student's behavior improved.
Washington Elementary School	Student teachers demonstrate their ability to work with families.	One student teacher participated in a Student Support Team (SST) meeting to plan an (Individualized Education Plan (IEP) for a student who had been diagnosed with Attention Deficit Disorder (ADD). The meeting was called because the student was inattentive in class, showed hyperactivity, and acted out.	When the student's parents did not show up for the IEP meeting, the student teacher called several numbers until he reached the parent. After finally talking to the parent, the parent asked that another IEP meeting to be set so that they (both parents) could attend. The meeting had not occurred by the end of the student teaching experience, but the student teacher (now, long-term substitute teacher) reported that the parents are more involved in their child's education--at home and at school--and that the child is paying more attention in class and his grades are improving.

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Washington Elementary School	Student teachers demonstrate their ability to work with families.	One student teacher developed and sent newsletters that included information on lessons covered, student achievements, and reminders to parents. She learned how to work with parents by participating in parent-teacher conferences, IEP meetings, and preparing a presentation for Parent Information Writing Night.	Reflective writings included in the Student Teacher Portfolio document her work with families. In the presentation on the North Carolina Writing Assessment, the student teacher informed parents of the requirements for the test and gave tips and hand-outs on how parents could help their children prepare for the test. Work was sent home for parents to help their children. Parents signed students' work to indicate that they had done so. Scores from the writing test were not available by the end of the student teaching experience. It is expected that based on the parent training and the help that parents provided students at home, that students' writing scores improved.
Bugg Elementary School, Fuller Elementary School	Students in other disciplines make an impact on student learning.	The women's basketball team ("Lady Bears") hosted the first annual "Read to Achieve Program" during which they read to and tutored students in K-5 classrooms.	The teachers completed an "Assessment of Faculty Contribution/Impact on Student Learning" instrument. One teacher reported that the "Lady Bears" encouraged the active participation of the children. Students were able to draw pictures and write stories

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			based on stories that had been read to them.” Another teacher reported that students were eager to check out the books that had been read to them from the library.” After the presentation, students in one class acted out one of the stories.
Conn Elementary School	Faculty members make an impact on P-12 student learning.	One faculty member demonstrated her ability to have an impact on an elementary school students’ learning by providing one-on-one and small group tutoring to third graders in mathematics for one hour each week.	The teacher completed an “Assessment of Faculty Contribution/Impact on Student Learning” instrument. The teacher reported that the interest and grades in mathematics for the students who worked in small groups improved significantly. The grades of those who worked one-on-one with the faculty member went from failing to passing.
Conn Elementary School	Faculty members make an impact on P-12 student learning.	Two faculty members shared information on “Cultures Around the World” based on their travels through slides, pictures, stories, maps, and souvenirs with first grade students.	The Literacy Teacher/Community Coordinator completed an “Assessment of Faculty Contribution/Impact on Student Learning” instrument. She reported that the two faculty members were “fabulous in connecting our students to the world! Students were excited about learning about cultures in Africa. They said they

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			<p>wanted to visit Africa one day.” A teacher reported that students used the map to learn where some of these faraway places are, especially how far they are from the United States.” Another teacher reported, “As a follow-up activity, students checked out books from the library on Africa--cultures, animals, the people, costumes, etc.”</p>
<p>Conn Elementary School</p>	<p>Faculty members make an impact on P-12 student learning.</p>	<p>One faculty member collaborated with a teacher and facilitated an “Inquiry Science” Lesson for third grade students. In the pre-test, students were given a scenario that required them to think through the problem, find a way to solve the problem, look at all the possible solutions, and explain why they selected the solution they did. Students were given the same test at the end of the lesson.</p>	<p>The teachers completed an “Assessment of Faculty Contribution/Impact on Student Learning” instrument. The teachers reported that students were excited about the scientific demonstrations presented. Students volunteered to participate in the hands-on activities. Informal pre- and post-tests were given to assess how much students knew before the lesson. Teachers reported that it was amazing how different the students’ answers were at the end of the lesson. Students had learned to use critical thinking and deductive reasoning. When</p>

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			students returned to their classes, they expressed interest in conducting some of the experiments and activities mentioned in the demonstration lesson.
SPARC Academy	Faculty members make an impact on P-12 student learning.	The Department adopted SPARC Academy as our “special” school partner. We provided support in SPARC’s effort to obtain a 21st Century Community Learning Grant.	The Department developed a Memorandum of Agreement with SPARC Academy, part of a 21st Century Community Learning Grant proposal, to provide academic enrichment opportunities that complement students’ regular academic program, as well as to provide educational development for parents and families. The proposed program would be beneficial to southeastern Raleigh in that it would provide academic, enrichment, cultural, and recreational activities for students at times when parents, due to work schedules, are not available. Before and after school programs would allow students to become engaged in positive learning activities in a safe environment. Students have increased opportunities—

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			assistance with homework, being mentored/tutored, participating in the fine arts, learning good sportsmanship—that carry over into their classroom work. Parents would also receive educational development and training. In the end, the whole family would benefit—the intent of the program.
SPARC Academy	Faculty members make an impact on P-12 student learning.	One faculty demonstrated her ability to have an impact on an elementary ESL student’s learning by assisting him with computerized reading and mathematics assignments, tutoring and mentoring.	The teacher completed an “Assessment of Faculty Contribution/Impact on Student Learning” instrument. The teacher reported that the ESL student was motivated to learn, had higher self-esteem, and improved in his class work, especially reading. He learned to read well enough that he felt comfortable reading aloud in class, something he had never done before.
SPARC Academy	Faculty members make an impact on P-12 student learning.	One faculty member collaborated with the principal to set up a mentoring program in which she assisted the pre-K teacher in developing strategies for classroom management, assessing the classroom environment, and	The teacher reported that she was mentored on the use of behavior management strategies. As a result, her students spend more time on task. Because she has learned to use developmentally appropriate practices, instruction is geared to

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		defining learning centers to guide developmentally appropriate use of space and materials.	the individual needs of the students. She reported that “her students are learning more in less time and inappropriate student behaviors have decreased. Because the students are actively engaged and having fun, they have less time for distractions.”
SPARC Academy	Faculty members make an impact on P-12 student learning.	Through the Head Start Teacher Educational Project (TEP), SPARC Academy was given multiple copies of 22 books and pamphlets, some written in English and others written in Spanish.	The Principal reported that the books are useful in building SPARC’s library holdings. Teachers and parents have already begun to check them out. She said that teachers will use this body of information to help the students become better readers, and help parents to work with their children so that they will be ready to read and ready to learn.
SPARC Academy	Faculty members make an impact on P-12 student learning.	The University/Department provided leadership to the Board of Directors. The Dean of the College of Graduate and Professional Studies served on the Board. Another faculty member served as Chair of the Board.	The Board focused on SBI priorities such as enhancing student performance, addressing needed resources to improve end-of-grade test scores and the quality of teachers through professional development; ensuring that the school environment is safe, orderly, and caring through the

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			<p>policies that are approved and facilities upgrades; effective and efficient operations whether budget, salaries, contracts, and so forth; and efforts to promote family and community support for the school, including fundraising. Additionally, the Board addressed recruitment and public relations. As a result of the Board’s action, EOG scores in reading improved by nine points; scores went from 80% to 89% in reading. EOG scores for math will be available in October.</p>
<p>Choanoke Area Development Association (CADA); Gaston Head Start Child Development Center; Martin County Community Action, Inc., Head Start; Henley-Roberts Child Development Center Head Start; Telamon Corporation; Head Start Teacher Educational</p>	<p>Working with Families: Faculty members work with parents (families). Faculty members work with beginning teachers. Faculty members encourage minority students to pursue teacher licensure.</p>	<p>A faculty member conducted a workshop on “Cultural and Racial Differences —Impact on Teaching and Learning.”</p>	<p>There were 22 participants, including Head Start teachers and seven parents. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants indicated that they developed strategies for using diversity as an asset to promote teaching and learning. They plan to use them in their classrooms.</p>

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Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)			
Choanoke Area Development Association (CADA); Gaston Head Start Child Development Center; Martin County Community Action, Inc., Head Start; Henley-Roberts Child Development Center Head Start; Telamon Corporation; Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)	Working with Families: Faculty members work with parents (families). Faculty members work with beginning teachers. Faculty members encourage minority students to pursue teacher licensure.	A faculty member conducted a workshop on “Working with Latino Families in a Culturally Competent Manner.”	Seventeen participants, including Head Start teachers and six parents attended. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants agreed or strongly agreed that they will apply the tips they learned for working with Latino children and their families in their work.

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Head Start Teacher Educational Project (TEP)	Working with Families: Faculty members work with parents (families). Faculty members work with beginning teachers. Faculty members encourage minority students to pursue teacher licensure.	A faculty member conducted a workshop on “Developing a Newsletter for Parents Designed to Support Children in their Home, School, and Community & Communicating with Parents and Caregivers Using Technology.”	Four parents attended this workshop. Participants expressed excitement when they had the chance to develop their own newsletter. One participant reported that she was going to share the information she learned with her child’s teacher, now that she knows of “special points of interest” to include in a newsletter. Another participant reported that, as a parent, she understands the importance of teachers communicating with parents. As a school volunteer, she will share what she has learned about alternative ways to communicate with parents about students’ progress.
Head Start Teacher Educational Project (TEP)	Working with Families: Faculty members work with parents (families). Faculty members work with beginning teachers. Faculty members encourage minority students to pursue teacher licensure.	A faculty member conducted a workshop on “Agencies and Services for Young Children and their Families.”	Twenty-one participants, including Head Start teachers and six parents, attended the workshop. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants were able to discuss healthy living practices for young children, such as diet/nutrition/ exercise, social-

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			emotional development, and developmental milestones. One teacher indicated that she would provide parents with handouts that discuss family rights in early intervention and list agencies and services that are available to young children and their families.
Head Start Teacher Educational Project (TEP)	Working with Families: Faculty members work with parents (families). Faculty members work with beginning teachers. Faculty members encourage minority students to pursue teacher licensure.	A faculty member conducted a workshop on “Using the Creative Curriculum to Improve Head Start Classroom Quality.””	There were 18 participants, including Head Start teachers and six parents. Based on the “Evaluation of Authorized In-Service Training” instrument, participants agreed to share the creative curriculum model and planned to use the creative curriculum in their classrooms.
Head Start Teacher Educational Project (TEP)	Working with Families: B. Students work with parents (families). Students work with beginning teachers.	One graduate education student and a graduate of the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education conducted a workshop on “Strategies for Communicating Student Progress to Parents.”	There were nineteen participants for this workshop. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants reported that they would use the strategies they learned for communicating children’s developmental progress to parents, including communicating effectively with

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			culturally and linguistically diverse parents.
Head Start Teacher Educational Project (TEP)	Working with Families: Students work with parents (families). Students work with beginning teachers.	Three graduate education students in the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education conducted a workshop on “Improving Children’s Reading Level—What Parents Can Do.”	There were twenty-three participants, including Head Start teachers and six parents. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants demonstrated their understanding of the importance of making learning fun for B-K children. Further, the teachers plan to share strategies for improving children’s reading level that can be used in the home with parents.
Wake County High Schools: (East Wake High School, Athens Drive High School, Broughton High School, Knightdale High School, Southeast Raleigh High School, Enloe High School, Green Hope High School, Sanderson High School, Middle Creek High Creek, Wakefield High School, Garner	Faculty members provide services to assist low-performing /at risk schools (to reach out to students traditionally under-represented in science, mathematics, and engineering and encourage them to pursue advanced degrees in those areas).	During the academic year: Students attended classes, workshops, and monthly interactive presentations by EPA scientists three Saturdays each month.	Students had enriched classroom study (mathematics, science, computer science, communication arts, and pre-engineering) that increased their scientific understanding and mathematical concepts. They also maintained high academic performance in high school and adhered to strict attendance standards.

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Senior High School, Wake Forest-Rolesville High School, Cary High School, Millbrook High School) and the North Carolina School of Mathematics and Science (Research Apprenticeship Program, a collaborative effort between the US Environmental Protection Agency Office of Research and Development and Shaw University – An ongoing program)			
Wake County High Schools: (East Wake High School, Athens Drive High School, Broughton High School, Knightdale High School, Southeast Raleigh High School, Enloe High School, Green Hope High	Faculty members provide services to assist low-performing /at risk schools (to reach out to students traditionally under-represented in science, mathematics, and engineering and encourage them to pursue advanced degrees in those areas).	During the summer: Rising 9th, 10th, and 11th grade students: Attended six weeks of classes, workshops, and field trips coordinated by Shaw University.	Students and parents participated in parental awareness workshops, cultural/recreational activities, and career awareness workshops. Parents gained an understanding of the world of work related to science, mathematics, and engineering, and assisted their children in making informed career decisions.

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>School, Sanderson High School, Middle Creek High School, Wakefield High School, Garner Senior High School, Wake Forest-Rolesville High School, Cary High School, Millbrook High School) and the North Carolina School of Mathematics and Science (Research Apprenticeship Program, a collaborative effort between the US Environmental Protection Agency Office of Research and Development and Shaw University – An ongoing program)</p>			
<p>Wake County High Schools: (East Wake High School, Athens Drive High School, Broughton High School, Knightdale High</p>	<p>Faculty members provide services to assist low-performing /at risk schools (to reach out to students traditionally under-represented in science,</p>	<p>During the summer: The eight rising seniors apprenticed under EPA mentors at EPA research facilities in an intensive experience of conducting scientific research. They completed a culminating</p>	<p>Students had opportunities to interact with scientists. They also developed effective, scientific research and technical skills and participated in activities that enhanced their motivation, self-</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
<p>School, Southeast Raleigh High School, Enloe High School, Green Hope High School, Sanderson High School, Middle Creek High School, Wakefield High School, Garner Senior High School, Wake Forest-Rolesville High School, Cary High School, Millbrook High School) and the North Carolina School of Mathematics and Science (Research Apprenticeship Program, a collaborative effort between the US Environmental Protection Agency Office of Research and Development and Shaw University – An ongoing program)</p>	<p>mathematics, and engineering and encourage them to pursue advanced degrees in those areas).</p>	<p>research forum during which each student presented his/her work to an audience that includes mentors, other students in the program, students' parents, and EPA scientists.</p>	<p>confidence, and desire to achieve. Students have been accepted at prestigious schools all over the country.</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
<p>Wake County Schools (Recognizing Accelerated Math Potential in Under-Represented People – RAMP-UP) – (five elementary schools - Combs Elementary School, Dillard Drive Elementary School, Fuller Elementary School, Smith Elementary School, and Washington Elementary School; and two local middle schools - Carnage Middle School and Centennial Campus Middle School) **</p> <p>Grants for \$2.5 million from the National Science Foundation and the General Electric Foundation to establish a collaboration between Shaw University, North Carolina State University, and Wake</p>	<p>Faculty and staff from across the University provide service to the public schools.</p>	<p>Thirty-five North Carolina State University students each worked 15-20 hours a week to assist teachers with classroom activities, including working with small groups, helping to create lesson plans, and teaching engineering concepts to middle school students.</p>	<p>Project Director: “[The program] allows North Carolina State and Shaw students to work together to help [P-12] students with their math. They [college students] bring their math background to the public schools, helping [P-12] students learn new techniques in math. We [the professors] are able to help the [college] students so that they can share with the youth of today. It’s like all parties benefit. Public school students learn, college students learn, and university professors learn.” The two universities are “getting a better idea of what to expect from Algebra II students out of high school. We expect them to know certain things, but they don’t know them. But they know certain things that we didn’t expect them to know. So we are learning as well,” reported one professor. Another professor reported, “We are learning what we need to do to help [P-12] students master the skills they need to have before they</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
County Schools to boost the number of minorities who take Algebra I by the eighth grade and calculus by their senior year.			enter college. We can help with that. ” Teacher: “The program is working.”
Shepard Middle School	Faculty and staff from across the University provide service to the public schools.	One faculty member provided one-on-one instruction to a 7th grader in math and algebra.	The teacher reported that the success that the student achieved gave the student more confidence in his everyday school environment. The student also acquired enhanced mathematical skills that were evident in his school work.
Shepard Middle School	Faculty and staff from across the University provide service to the public schools.	One faculty member presented a workshop on how to prepare and make presentations to a group of middle school students who were planning a presentation for a community project.	Students indicated that they would follow the guidelines they had been given. The faculty member is scheduled to make a follow-up visit at the end of June to check on students’ performance.
St. Mary’s High School	Faculty and staff from across the University provide service to the public schools.	One faculty member made a presentation to graduating seniors on Indian ethics and the Rites of Passage among Indians.	Students expressed appreciation and indicated that they would take the information with them to college and use it as a guide for how they should behave.

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
Southwest Edgecombe High School	Faculty and staff from across the University provide service to the public schools.	The Shaw University Upward Bound hosted a “Making It Count! Financial Aid Workshop to prospective students and their parents.	Prospective students and parents were provided information related to the financial aid process, the FAFSA form, external scholarships, admission requirements, and programs (including education programs) at Shaw University. This information allowed parents and students to make informed decisions about college choices, based on students’ high school preparation and career interest.

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

Three faculty members served as classroom volunteers at Conn Elementary School and SPARC Academy to assist students with computerized reading and mathematics assignments, tutoring, and mentoring. Two faculty members served as “world travelers” at Conn Elementary School. Another faculty member served as a member of the Wake County Public Schools’ Health Advisory Committee and a mentor at Hunter Elementary School. A faculty member directed the Recognizing Accelerated Math Potential in Under-Represented People (RAMP-UP) program where North Carolina State University’s engineering and education schools teamed with Shaw University and Wake County Public Schools to boost the number of minorities who take Algebra I by the eighth grade and calculus by their senior year. Thirty-five NCSU and Shaw students worked with the program to assist teachers with classroom activities in five local elementary schools (Combs Elementary School, Dillard Drive Elementary School, Fuller Elementary School, Smith Elementary School, and Washington Elementary School) and two local middle schools (Carnage Middle School and Centennial Campus Middle School (new initiative)). Another faculty member directed the Research Apprenticeship Program, a collaborative effort between the United States Environmental Protection Agency Office of Research and Development and Shaw University. The program encourages participating high school students to pursue advanced degrees in math, science, and engineering (new initiative). The Lady Bears hosted the first annual “Read to Achieve Program” at Bugg Elementary School and Fuller Elementary School to read and tutor in K-5 classes (new initiative). Three faculty members served as judges for the Raleigh Fine Arts Society Literary Contest where they assessed writings submitted by 10th-12th grade students. Another faculty served as a judge on the 9th Annual Electronic Elementary Quiz Bowl competition. The faculty member who directs the Research Apprenticeship Program, held classes, workshops, and monthly interactive presentations by Environmental Protection Agency (EPA) scientists three Saturdays each month for high school students. During the summer, he supervised a six-week program for rising 9th, 10th, and 11th graders who attended classes, workshops, and field trips. The eight rising seniors, who apprenticed under EPA mentors, conducted scientific research. The Department has a Memorandum of Agreement with SPARC Academy, part of a 21st Century Community Learning grant proposal, to provide academic enrichment opportunities that complement students’ regular academic program, as well as to provide educational development for parents and families (new initiative). A faculty member tutored a student from Shepard Middle School in 7th grade math and algebra. One faculty member conducted a workshop for middle school students on how to make presentations. Another faculty collaborated with science teachers at Bugg Elementary School and Conn Elementary School to facilitate an “Inquiry Science” lesson. One faculty member was a guest speaker at St. Mary’s High School where he talked to graduating seniors on Indian ethics and the Rites of Passage among Indians.

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

The Department of Education continues to offer a Praxis II preparation seminar for beginning teachers. The seminar is offered to Shaw University alumni who are beginning teachers, free of charge. The Department’s Web page, that includes preparation materials, is available to

beginning teachers who are graduates of Shaw University. Further, the Curriculum and Materials Center continues to acquire the newest Praxis I and II preparation materials. One faculty member served as a mentor for a pre-K teacher at SPARC Academy. She collaborated with the principal to set up a program by which she assisted the pre-K teacher in developing strategies for classroom management, assessing the classroom environment, and defining learning centers to guide developmentally appropriate use of space and materials (new initiative). The Head Start Teacher Educational Project (TEP) enrolled fifteen Head Start and Early Head Start teachers at the University in the spring where they earned six credit hours; they also earned six credit hours during the summer. Courses were offered at no cost to Head Start and Early Head Start teachers. Faculty members developed and facilitated TEP workshops for teachers and parents of P-12 students. These workshops were targeted for preschool and kindergarten teachers, especially beginning teachers and young parents (new initiative). One faculty member presented a TEP workshop on strategies for communicating student progress to parents. Another faculty member presented a TEP workshop on resources to help parents. One faculty member presented a TEP workshop on recognizing child abuse and neglect and impact on domestic violence on children. Another faculty member presented a TEP workshop on improving children's reading level—what parents can do. One faculty member presented a TEP workshop on cultural and racial differences—impact on teaching and learning. One faculty member presented a TEP workshop on working with Latino families in a culturally competent manner. One faculty member presented a TEP workshop on developing a newsletter for parents designed to support children in their home, school, and community and communicating with parents and caregivers using technology. The Coordinator of Child Development Associate (CDA) presented a TEP workshop on academic reinforcement procedures to use at home. The Director of Child Care Referral Services for Hertford County presented a TEP workshop on agencies and services for young children and their families. One faculty member presented a TEP workshop on using the creative curriculum to improve Head Start classroom quality. The Department schedules classes for its beginning teachers in the evenings and on Saturdays to make it easier for them to attend. Beginning teachers and parents who received professional development training from Shaw University faculty reported that they learned useful strategies on how to better work with parents and families.

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

Based on the positive results of a survey distributed to prospective students, mostly teacher assistants, the Department expanded its licensure-only program to include five College of Adult and Professional Education (CAPE) centers to meet the needs of students who already have a degree and are seeking licensure-only (certification-only/lateral entry). Starting in Spring, 2006, licensure-only programs in English Education, Mathematics Education, Birth through Kindergarten Education, Elementary Education, and Special Education: General Curriculum were offered by broadcast to five CAPE sites--Ahoskie, Durham, Rocky Mount/Wilson Extension, and Kannapolis CAPE centers. While students will be able to take most of their University courses via broadcast, they come to the main campus for all services, such as academic advisement, conferences with faculty, use of library resources, and speech and hearing screenings. Fifteen students were served in the first semester. Because of the success of and continued interest in the program, a full-time coordinator is being hired. Additionally, funds have been allocated to increase materials and specialized equipment. Part-time technicians will work

at CAPE centers to assist students with technology-related and part-time supplemental instructors will assist students with assignments, including tutoring (new initiative). A Shaw Night was held at the Ahoskie CAPE Center where area public school superintendents, community leaders, and Shaw representatives participated in an information session on the program. Several video-conference meetings were broadcast from the main campus to CAPE centers to share information on such issues as recruitment, transcript evaluations, course offerings, programs of study, and program coordination. The Coordinator of Academic Advisement and Volunteer Service administered a survey to partnering schools to determine the needs of teachers, including lateral entry teachers for the year. Based on an analysis of the data, he developed a Plan of Collaboration with the Public Schools that was implemented in 2005-2006. One faculty member participated in a job fair sponsored by Wake County Public Schools to recruit lateral entry teachers. As a result of recruitment efforts, ten new lateral entry/certification-only students enrolled. To attract lateral entry teachers into teacher education programs, the Department continued to offer many courses in the evening and on Saturdays. Faculty members have extended their office hours for academic advising into the evening for the same purpose. Each semester, the Coordinator of Academic Advising and Volunteer Service presented a session to students, including lateral entry teachers, on academic advising. All students, including lateral entry students, were advised at least twice each semester during extended office hours, by e-mail, phone, and videoconferencing. Advisors evaluated students' transcripts and planned a program of study for each student. Several faculty members provided professional development for lateral entry teachers in partnering schools. Online instructional modules continue to be available for use by lateral entry teachers.

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

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K) is designed to support career teachers by providing candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children. One faculty member provided classroom assistance in tutoring to kindergarten teachers, including career teachers, at Conn Elementary School. Other faculty members provided support to career teachers through professional development activities/workshops, classroom assistance in tutoring and reading, mentoring, and tutoring at Conn Elementary School. Teachers, including career teachers from partnering schools, were invited to participate in TEP workshops and activities. A mathematics education faculty member, through a grant, assigned Mathematics undergraduate students to work with career teachers in five local elementary schools and two middle schools.

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

A faculty member served as a mentor/guest speaker at Washington Elementary School and addressed an audience of African-American females from grades 3-5 who were not participating in class and scored low performance on End-of-Grade Tests. The Dean of the College of Graduate and Professional Studies served on the Board of SPARC Academy, and a faculty

member from another department chaired the Board. They continue to assist the charter school in carrying out its mission and give quarterly financial donations to the school. (See G. regarding efforts to promote SBE priorities.) Although Conn Elementary School is not a low performing school, the students that our faculty tutor and mentor at this school are “at risk.” Two faculty members received e-mails from Conn Elementary School thanking them for their assistance in the past and asked for continued support this year. At the end of the year, the Community Coordinator at Conn reported, “Dr. [X] and Dr. [Y] are awesome speakers and represent Shaw well. They will be invited back.” The institution continues to host the Upward Bound Program, providing academic classes, tutoring, and counseling to “at risk” students from a variety of schools. The Dean, through funds from TEP, presented SPARC Academy with multiple copies of 22 book/pamphlet titles, some in both English and Spanish, to assist teachers and parents with working with students. Titles included No Child Left Behind –Character Education, Teaching our Youngest, A Guide for Parents, and Put Reading First. Additional materials will be presented to SPARC Academy in the future (new initiative).

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

As mentioned above, the Dean and another faculty member served on the Board of SPARC Academy. They focused on SBE priorities such as enhancing student performance, addressing needed resources to improve end-of-grade test scores and the quality of teachers through professional development; ensuring that the school environment is safe, orderly, and caring through the policies that we approve and facilities upgrades; effective and efficient operations whether budget, salaries, contracts, and so forth; and efforts to promote family and community support for the school, including fundraising. The Dean invited faculty of SPARC Academy to participate in Head Start Teacher Educational Project (TEP) workshops and seminars. According to the principal of SPARC Academy, the Dean’s contribution is very significant; she “seeks resources to meet the needs of teachers” and “serves freely on the board [where] her experience in education is a benefit to the teachers and students at SPARC.” Additionally, the Board addressed recruitment and public relations. Further, practically all of the departmental and institutional involvement with the public schools (described earlier), whether it was tutoring or mentoring, serving on committees, offering academic summer camps, or providing community service through the Freshman Seminar addressed closing the achievement gap. Workshops, seminars, and courses for public school teachers (described earlier) have also been for the purpose of improving the quality of teachers. A departmental faculty member continues to serve on the Wake County Public School System’s Health Advisory Council which promotes a safe school environment, health education, staff wellness, health services, mental and social health, nutrition services, and involvement of parents/ family.

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

Special emphasis for the Year of Record was placed on preparing for the North Carolina Department of Public Instruction (NCDPI) visit, expected to be held in 2007. At that time the Special Education: General Curriculum and the Master of Science in Curriculum and Instruction with a Concentration in Early Childhood Education will be reviewed. Department faculty spent considerable time collecting evidence; analyzing data; setting up the Documents Room; and

updating syllabi to include the new master's standards and indicators, as well as the standards and indicators for core, diversity, and technology. A unit assessment system, as well as one for each program, were developed to provide program evaluation, and focused on determining the extent to which the objectives of the unit/program had been met, outcomes had been attained, specified activities had been implemented, and evaluation data had been used to make unit/program improvements. The University has been planning for the construction of the Early Childhood Education, Research, and Development Center that will serve as a model early childhood intervention program for children from birth to age five. The University has worked with and received the endorsement of the Raleigh Planning Commission to develop this innovative five-star educational facility as a part of Raleigh's revitalization plan. Additionally, partnerships with Allied Health and other departments at the University ensure the provision of speech therapy and audiology services. As the project progresses, additional community involvement will be sought. The Center is expected to open in Spring 2008 (new initiative). The first year of TEP was successful in reaching its goals of (a) assisting Head Start and Early Head Start personnel in acquiring the course work and experiences that will enable them to prepare children more effectively so that they enter school ready to learn, and (b) working with parents and caregivers of these children to support them in their efforts to fulfill parental roles as their child's primary educator (new initiative).

Supplemental Information (Optional)

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

The Department updated Praxis II test preparation information for its Web site for undergraduate programs. It continues to offer a Praxis II preparation seminar free to program completers and to SPARC Academy teachers. Faculty members focus on preparing students to take Praxis II by including more opportunities for students to demonstrate their attainment of factual knowledge, their ability to use critical thinking and problem solving skills (comprehension, synthesis, analysis, and application), and their use of exam questions constructed in a format similar to the one used on the Praxis II test. All faculty members included test-taking strategies in their syllabi and courses (i.e., the development of vocabulary and reading comprehension).

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

The Child Development Associate (CDA) Training Program is an outreach program that provides opportunities for daycare and Head Start teachers to further their education. The Coordinator conducted seminars and training to teachers in sites in eastern North Carolina. Teachers learned to compile a portfolio that has resources to help parents of preschool children to locate services, obtain help in working at home with their children, further their education, and learn more about the community in which they live. At the end of the program, teachers receive national credentialing from the Council of Professional Recognition. The Dean wrote a proposal and received a grant for \$750,000 over five years from the Department of Human and Health Services to operate the "Head Start Teacher Education Project (TEP)." The grant provided full tuition for fifteen students to attend Shaw University in the birth through kindergarten program.

Most of the teachers enrolled in TEP are from agencies that were served by the CDA program. The program sponsors workshops, seminars, and activities for parents and teachers (new initiative). The Upward Bound Program hosted a “Making It Count!” Financial Aid Workshop at Southwest Edgecombe High School. Students and parents were provided information regarding the financial aid process, the FAFSA form, and external scholarship opportunities for students attending programs, including Education, at Shaw University. A “Shaw Night” was held at the Ahoskie CAPE Center to invite community leaders, area public school superintendents, and prospective students to an information session on admission and recruitment, financial aid, the new expanded licensure-only program (new initiative). Faculty members attended orientation sessions during the fall and spring semesters to talk about Education programs with prospective students. One faculty member developed a PowerPoint presentation that was used during Shaw University Open House. In an effort to promote the retention of students, the Coordinator for Advisement and Volunteer Service trained new faculty on student advisement procedures and held one meeting each semester with students to ensure that they were aware of all expectations and to disseminate programmatic information. He also monitored the advisement process and related student records. All faculty are required to hold at least two advisement sessions each semester with advisees and to counsel them by midterm, if midterm reports showed that they were performing unsatisfactorily in courses. The radio station, WSHA, ran ads to encourage traditional and nontraditional students to major in a teacher education program at Shaw University. A faculty member participated in a Wake County Schools’ job fair to encourage nontraditional students to come to Shaw University to major in Education. One faculty member set up a recruitment booth at a state conference to attract prospective students to teacher education programs at Shaw University. The University continues to make available substantial scholarships to freshmen who declare Education as a major. The scholarships (for full tuition, room, and board for four years) are made possible by funding from Bank of America.

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

One departmental special effort to encourage minority students to pursue teacher licensure is the offering of full scholarships to freshmen with a minimum high school GPA of 3.0 and a 1,200 SAT score who major in Education. The University’s Office of Admissions sponsors visits to several high schools throughout the state of North Carolina and across the United States in an effort to recruit students from diverse backgrounds. During recruitment visits, brochures and information concerning teacher education programs are disseminated. Because of Shaw University’s affiliation with the Baptist Church, many churches sponsor “Shaw Day” as an annual event to provide information about University programs to potential students. The Office of Alumni Relations recruits minority students through University alumni. Telecommunication outlets (videoconferencing) also were used for minority recruitment.

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

New initiatives are discussed in previous narrative sections.

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	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	1
	Total	2	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	2
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
	Total	0	Total	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	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	1	Total	8

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)	32	32
Elementary (K-6)	86	86
Middle Grades (6-9)		
Secondary (9-12)	16	16
Special Subject Areas (k-12)		
Exceptional Children (K-12)	13	13
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	147	147
Comment or Explanation		
The responses used in Table B are based on the number of students who were registered for the year, based on numbers provided by the Office of the Registrar		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	176
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.4
Comment or Explanation	

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	1	0
Elementary (K-6)	1	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	0	2	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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						1
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						
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	5	40	40
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	77
Nash-Rocky Mount Schools	33
Cumberland County Schools	30
Halifax County Schools	29
Durham Public Schools	21
Charlotte-Mecklenburg Schools	21
Vance County Schools	19
Harnett County Schools	16
Bertie County Schools	13
Guilford County Schools	13

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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	2	4	3
Number of Surveys Mailed	4	4	4

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

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
6	0	6