

IHE Bachelor Performance Report

Appalachian State University

2006 - 2007

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the university strives to serve a diverse student body. The University has a residential enrollment of 13,872 and another 1,315 off-campus students and is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music and the Cratis D. Williams Graduate School. All except Business are directly involved in teacher education. The University has approximately 2,487 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 22 degree programs at the undergraduate level, 22 at the master level, two at the specialist level, and one at the doctoral level.

Special Characteristics

The RCOE has one of the largest undergraduate teacher education programs in the UNC-system. Terminal degrees are held by 99 percent of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains one of the largest Teaching Fellows program in North Carolina, provides support to 113 schools (with a total enrollment of over 53,800) within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, Appalachian Family Innovations which is a center for working with juvenile offenders and adoptive parenting, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, the Adult Basic Skills Project which

provides training for literacy teaching of adults across North Carolina, and the ASU Communication Disorders Clinic which provides diagnostic and treatment services to over 4,325 school age clients annually, a substantial number of whom are referrals from school districts.

Program Areas and Levels Offered

Program areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS; Health Education, Secondary Education, BS; History, Secondary Education, BS, MA; Industrial Education with concentration in Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education Teacher Education (K-12), BS; Physics, Secondary Education, BS; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, SSP; Social Sciences, Secondary Education with concentrations in Anthropology, Economics, Geography, History, Political Science, and Sociology, BS; Spanish (K-12), BS, MA; Special Education with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities(MR), and Learning Disabilities, MA; Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS; Theatre Arts (K-12), BS; and Technology Education with concentrations in Trade and Industry, and Secondary Education, BS. License Add-on programs are offered at the "A" level in Preschool, and Reading Education (K-12) and School Administration-Principal at the "P" level.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/Service to Public Schools

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
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Focus Groups comprised of content area university faculty, high and middle school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives participate in a series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the Praxis exam, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability. A second priority identified was global perspectives.	<ul style="list-style-type: none"> •Regular monthly meetings •Attendance at state and national conferences •Meetings with NCDPI consultants to discuss changes in curriculum and testing •Initiated "Talks with Mathematicians"-- mathematics faculty field questions from teaches that relate specifically to mathematics content •Conducted workshop "Learning through Exploration, Professional Development for High School Science Teachers" •Developed Thursday night science seminars for content teachers •Promoted discussion of the integration of Social Studies and Media Literacy •Created Practical and Accessible Strategies for Schools (PASS) website. The Office of International Programs served as 	<ul style="list-style-type: none"> • Networking opportunities--created a better understanding across districts of shared problems as well as ways to address the problems •Information from conferences shared with others in schools •Provided input on testing and curricular issues at the state level •Practitioners and university content professors learned from one another by participation in discussions of expectations for entering freshmen and needs for training in-service teachers in content •Workshop materials carried into classrooms and used as a basis for new teaching strategies and enhanced student learning •Social studies teachers reported incorporating more media literacy in their teaching •Middle school social studies reading list

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		liaison between schools and the international student population on ASU campus to promote the sharing of cultures, customs, and history	produced. As part of the global perspectives priority, 300 presentations were made by international students last year in public schools.
Avery, Ashe, Watauga	The Professional Development Schools (PDS) at Avery and Ashe high schools provide opportunities for additional early field experiences for pre-service candidates in math, science, English, and social studies while also engaging ASU faculty and high school faculty in professional development activities designed to enhance teaching and curriculum at both levels. Watauga High School was added as a new site for PDS development in May, 2005.	The Ashe and Avery high school PDS sites have site coordinators who organize meetings and coordinate other PDS activities at the school site. The overall organizational framework for the PDS includes an advisory council at each school that meets monthly to develop goals and activities. Membership includes the principals, teachers, professors, supervisors, and chairs of academic departments. On-going discussions around PDS development occur in these meetings as well as through on-line discussion sites. An executive committee meets twice a year at the university level to provide guidance and assist in meeting the goals of the PDS. The Executive PDS Committee	The high school PDS initiative has led to guest teaching assignments for school faculty in methods classes; focused seminars for student teachers at the school site led by teachers at the school; expanded early internship programs (social studies, English, math); professional development opportunities for cooperating teachers in technology integration; training for new cooperating teachers; team presentations at national PDS conference; development of a mission statement and goals for each PDS; and development of a memorandum of understanding outlining roles and responsibilities for all partners. Ashe and Avery chose an instrument

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		<p>is composed of chairs from each major academic department, the Dean of the Reich College of Education, the Dean of Arts and Sciences, the Assistant Dean of Field Experiences, the Director of the Public School Partnership, and the site coordinator from each school.</p>	<p>aligned with NCATE standards that will measure the development of the PDS at each of their schools. Several “at standard” indicators include:</p> <ul style="list-style-type: none"> •Collaborative integration of 9-12 instructional content in the teacher education program and field-based experiences •Collaboration to provide learning experiences that integrate theoretical models with classroom practice •Collaborative implementation of changes at the high school and IHE as an outgrowth of strategic planning •Implementation of criteria for selection of cooperating teachers •Collaboration of IHE teacher education, arts and sciences, and school faculty in planning content based learning experiences •Watauga High School had discussions regarding structures (mission statement, goals, activities) for implementation of the PDS.

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Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Mountaineer Readers	Partnership between ASU Athletic Department and the Reich College of Education to support and encourage literacy among first through 8th grades students in the ASU-Public School Partnership	Summer reading program that involved 11,800 students, capped off with recognition on Education Day in the fall at the ASU football game as well as cash prizes to winning schools to enhance their media libraries.
Watauga	Watauga Learning Community Reading Group	On-going reading group formed to build collaboration between ASU and Watauga High faculty	The reading group provides activities that are designed to assist WHS faculty building a curriculum for a new high school scheduled to open in 2010.
Ashe, Alleghany, Burke, Hickory	GEAR-Up grant focuses on helping students and families understand the importance of being prepared and informed about attending college. The partners involved are numerous, and include other post-secondary institutions and educational programs, local businesses and business organizations, and community groups.	The GEAR UP Project at Appalachian State University currently serves cohorts of sixth and seventh grade students in nine elementary and middle schools in Avery, Alleghany, and Burke County Schools and Hickory Public Schools. The Partnership also provides services in four high schools in these districts.	Some representative outcomes are listed below: •Services were provided to 2,708 students during the reporting year with a total of 158,049 hours of service to students(averaging 58 hours per student), 4,556 hours to parents(almost 7 hours per parent and 6,786 hours to teachers (more than 27 hours per teacher) •Nearly 1000 students participated in college visits sponsored by the project •250+

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			<p>middle school students participated in a week long academic summer experience (in one district the camp was three weeks); these included a day-long visit to ASU as well as a visit to a community college •110+ teachers and administrators participated in Partnership-sponsored professional development activities •20 teachers, counselors or administrators from these schools are pursuing graduate degrees with partial support from the GEAR-Up project •implemented the Appalachian Family Storytelling Project, a family literacy program that combines technology and oral traditions with writing, in four schools with the assistance of a \$50,000 grant from the AT&T Foundation •College Application Days were sponsored at two high schools, assisting every member of the senior classes (428 students) to</p>

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			<p>apply for postsecondary education</p> <ul style="list-style-type: none"> •offered a Financial Advice night at one high school to assist families in applying for state and federal financial aid •65 ASU student volunteers have worked with GEAR-UP students on campus and at off-campus sites
Wilkes, Watauga, Hickory	National Board for Professional Teaching Standards Support program provides training, resources, and mentoring to teachers seeking National Board certification.	The RCOE-NBPTS Support Program provides a class, led by two NBPTS-trained National Board Certified Teachers, that meets weekly for two hours in the fall and continues in the spring to allow support for candidates as they finalize entries for submission to NBPTS. Classes provide NBC information, i.e., writing styles needed for the portfolios, expectations for each entry and documentation, Assessment Center expectations, NBPTS core propositions, national certification area standards, and scheduling and managing time during the process. Time is provided to work	RCOE-NBPTS program served 22 teachers from three counties and completed the course; 22 applied for NBPTS candidacy (took the NBPTS exam). Results will be known in November 2007.

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		on entries and have them evaluated; assistance for videotaping classroom lessons also is provided. Many of the candidates continue into the spring mentoring sessions and go on to complete their candidacy. Also, several introductory meetings are offered to recruit NBPTS candidates.	
Alexander, Alleghany, Avery, Ashe, Watauga, Burke, Wilkes, Watauga	Workshops-The Coordinating Council of the Partnership works as a consortium of schools and combines resources to identify and meet the needs of partnership districts and schools	The Coordinating Council of the Partnership sponsored 3 major workshops in 2006-2007 with a strong focus on literacy and ESL; consultants included Linda Robb; topics included Creating the Write Environment and ESL-Understanding Culture	The Council served 595 teachers; Participants reported •using workshop strategies in their classes •placing a stronger focus on reading •holding of grade level meetings for counties •incorporating higher thinking skills in classes, etc.
Watauga	The RCOE Tuesday's Tutors Program is designed to provide ASU teacher education candidates with an opportunity to tutor children from culturally and linguistically diverse backgrounds while providing an alternative after school experience for children from	RCOE Tuesday's Tutors Program served 25 children from a local elementary school representing nine separate heritage languages from grades K-8. These children were tutored by 47 ASU students. Activities included helping children with their homework and assisting them in	The RCOE Tuesday's Tutors Program outcomes include a "breaking of the stereotype" in the minds of pre-service candidates that "children who have Limited English Proficiency are not very bright." Candidates have learned quickly how intelligent their tutees are and how

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	Hardin Park Elementary. Objectives include helping children with their homework and assisting them in completing a project using the Project Approach framework.	completing a project, using the Project Approach framework. ASU students keep continuous, electronic field notes of their interactions and experiences with their tutees, in order to note surprises, difficulties, and progress.	eager they are to complete their homework. Another outcome was the discovery that children who struggle with language "blossom" when they are given hands-on experiences that directly engage them in applying their knowledge and creativity. The school and parents express great appreciation for ASU providing such an experience and a consistent waiting list of students wanting to enter the program attests to its need.
Watauga and Avery	The family literacy project at two K-8 schools (Cove Creek and Mabel) focuses on assisting at risk students and families with increasing their literacy skills in speaking, writing, and technology.	The family project has three sites with 16 families and 20 ASU pre-service candidates, 4 teachers, 2 RCOE faculty, and 3 ASU doctoral students involved in activities that include story telling, reading and writing, technology applications, digital photography, and small group discussion designed around the theme of family histories.	Staff at the schools reported: •higher engagement in classes by project students •improved attendance •closer working relationships with the families involved •enhanced writing, reading, and technology skills, especially for the parents •an overall improvement in attitude •an understanding about the importance of schooling. ASU pre-service students reported: •an increased understanding about family identities

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			<ul style="list-style-type: none"> •at risk behaviors •the impact of poverty •the role of schooling in providing opportunities for community involvement. <p>This model showed such promising results that it was adapted for the five year Gear-Up grant recently awarded to ASU and the model was implemented in an additional four schools in districts other than Watauga in 2006-2007.</p>
Ashe, Avery, Watauga	Tutoring and Service Learning related to schools and school agencies	Conservative estimates places the number of clock hours in tutoring of a variety of ages in the schools by not only education majors but majors from other disciplines at 18,000 hours annually; to this can be added the service learning efforts of students which account for another 3000-4,000 hours	Children receive tutoring in a variety of subjects, special needs children in such agencies as Horsepower and Blazing Saddles receive assistance from education and other ASU majors; service projects associated with education classes as well as classes in other content fields provide valuable assistance both in terms of pedagogical assistance as well as financial and physical assistance.
Watauga, Ashe, Avery, Caldwell,	Agreements with 7 districts to sponsor Teacher Cadet programs	Monetary support and opportunities for campus visits (hosted by ASU	Four new programs in the past year were added bringing the total number

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Burke, Alexander, Wilkes		Teaching Fellows) are provided and elective credit is given to students who complete the program.	of Teacher Cadet programs to 11; More and more graduates of Teacher Cadet programs are entering teacher education programs at ASU.
Burke, Hickory City	e-mentoring project with middle schools	Teacher Fellows collaborated with GEAR-UP to develop an e-mentoring program for middle school students. The program was designed to motivate middle school students to achieve their potential, give students a way to learn about college life and develop career awareness, and provide a means for Teaching Fellows to interact with a diverse student population.	Middle school students spent time on campus getting a taste of college life and e-mailed regularly with partners about a variety of topics, some school related, others career oriented or connected to issues in students' lives.
Alexander, Allegheny, Ashe, Avery, Caldwell, Burke, Watauga, Wilkes	Mathematics and Science Center	Provided workshops, graduate courses, seminars, student programs, academic presentations	25 courses, workshops and institutes to 649 teachers; generated 30.1 license renewal credit, enrolled 183 teachers in license renewal workshops; offered 5 graduate mathematics courses with a total of 10 graduate hours in cooperation with the Mathematics Education

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			<p>Leadership Training program with 23 students enrolled; held a series of 8 science seminars for teachers; had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms.</p>

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

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 180 instances of public school involvement. ASU faculty provide instruction to over 75 students a year through the ASU Scholars Weekend for gifted and talented students in the region. Faculty serve on school task forces set up to address such issues as school restructuring, assessment, curriculum, literacy, and a new high school in Watauga County. Other faculty have worked directly with schools to assist in the design and implementation of appropriate evaluation instruments and systems; quite often faculty and graduate students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. The RCOE also assists partnership schools in involving students in cultural events; public school teachers and students attend university performances at reduced rates; in addition, through The Community Art School, public school children are bused in free of charge every semester to view exhibitions of contemporary fine art. Physical education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children and offer a special summer camp program. The Art Department faculty offer a sixth grade after-school art program in collaboration with the schools for local students, and art education students assist; art education programs for children developed by faculty and art education students are also offered through the Turchin Center for the Arts. In the Social Sciences, Geography faculty sponsor the North Carolina Geographic Alliance for classroom teachers and the Political Science Department faculty sponsor the Model UN that brings student delegates and their advisors to campus. The faculty in the departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools through methods courses and special programs, and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments. Faculty outside RCOE, academic consultants, are involved in supervision of student teachers and interns and spend regular time in the schools. University faculty often serve as judges for student events in schools (e.g., music, art, theatre, speech, science and writing). Other faculty work with technical support staff in the schools to assist in planning, implementing and evaluating technology plans and programs. A number of faculty have written grants, with the assistance of teachers, to address specific school needs.

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

Prompted by the need to remain more directly connected with its graduates, the RCOE has secured a two year grant from the Z. Smith Reynolds Foundation to conduct a pilot project called the ASU-Beginning Teacher Support Network (ASU-BTSN). The project will focus on first, second, and third year ASU graduates teaching in the 8 districts of the ASU Partnership. Efforts will be made to test a variety of strategies for providing both electronic and face-to-face connections with the graduates and involve ASU faculty from content areas as well as the RCOE. The project anticipates beginning its work with graduates in fall 2007. The RCOE maintains several support systems for beginning

teachers. A full-time educational consultant in exceptional children services works with 21 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through the ASU-Public School Partnership staff development activities, we remain in contact with beginning teachers employed within the 8 districts served by the Partnership; in addition, our PDS efforts in 8 local schools have created a support network of faculty who, because they are in the schools on a regular basis supervising interns, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provide training sessions for in-service teachers and beginning teachers. One effort of particular value to beginning teachers is a special in-service program created by the college's Appalachian Family Innovations center entitled "The Missing Curriculum: Teaching Social Competencies in the Classroom." This training program assists beginning teachers in adopting teaching and classroom management strategies which help reduce negative student behavior in the classroom. Faculty members also were involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers; others served on ILT teams within the partnership area. A number of departments and program areas have designed ways to facilitate direct interaction (email/ direct telephone/web boards) with beginning teachers, including maintaining e-mail contact with graduates and holding annual meetings with their graduates to keep current with their professional activities and needs. Many other departments have regular correspondence with graduates and offer them opportunities for professional development. All beginning teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership.

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

The Appalachian Transition to Teaching Program, federally funded for five years, focuses upon lateral entry and licensure only candidates with the express purpose of providing easy access to coursework and experiences necessary for the candidates to obtain full licensure to become highly qualified teachers in high need districts; the project is currently working with candidates at several off-campus sites, arranging coursework and providing mentoring support. The RCOE also maintains a full-time field experience office that serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. A representative of the ATTP attends meetings of the NW PANC regularly to provide liaison. We work closely with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. Liaison also has been established with the Charlotte RALC and 78 RALC lateral entry teachers enrolled in courses through ASU this year; another 18 pursuing licensure through DPI enrolled. A well established procedure for verifying prior

experience and reviewing transcripts is used with all lateral entry candidates; prior experience and equivalencies are used wherever possible; courses on and off campus are consistently offered in the late afternoon, evenings, weekends and summer to accommodate the needs of our lateral entry candidates. We work with content areas to insure that appropriate coursework is available. We have a program (almost completely web-based to increase access) to address the shortage of business education teachers--only three preparation programs exist at the public universities; this program offers combined web-based, NCIH and face-to-face instruction, flexible scheduling of classes, on and off campus sites, and personalized attention from faculty. We have also targeted areas where lateral entry teachers may be place-bound and offer access to full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance (ALA), consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have increased in the past year, and are attracting lateral entry candidates who are trying to complete their requirements and need coursework close to their places of employment. The RCOE sponsored a meeting of representatives from the 10 ALA community colleges and the school districts from the regions served by the colleges to explore collaboration among ASU, the community colleges and the districts in providing coursework for lateral entry teachers; the meeting resulted in a survey being sent to all school districts in the Alliance area to determine the numbers of lateral entry teachers who would qualify for the special coursework to be offered by the community colleges and ASU and what the coursework needs would be. Results from the survey will be used to identify needs and to build delivery of the appropriate coursework.

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

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have, however, on a regular basis, provided special assistance in reading, mathematics and writing, and special needs to schools working to improve their students' performance. In the latter, we have been one of three institutions (with UNC-Charlotte and Western Michigan) who have been engaged in promoting service to Assist State Education Agencies with collecting data on IDEA (2004) Part B State Performance Plan Indicator 13 and using these data to improve transition service with the focus on secondary students (Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals. [20 U.S.C. 1416(a)(3)(B)]); Goals include: Generate knowledge that provides a foundation for states to improve transition services that enhance post-school outcomes; Build capacity of states and local educational agencies to implement effective transition education and services that improve post-school outcomes; and Disseminate information to state personnel, practitioners, researchers, parents, and students regarding effective transition education and services that improve post-school outcomes. In this regard, we have offered 3 workshops for 85 district personnel and directly worked with the following high schools: East Burke High School (staff training and 44 age appropriate transition assessments for

students) and Freedom High School (staff training) in Morganton; Watauga High School (staff training and 12 age appropriate transition assessments for students) in Boone. In two of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers has led to continued improvement in EOG scores, especially in math and reading. An early intervention model program in reading called First Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. At several middle schools, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. Projects focusing upon writing skills and the improvement of spelling skills have also been instituted in the schools in Watauga County to address weaknesses in phonetic and phonemic skills and awareness. Summer Ventures in Science and Mathematics sponsored 32 programs for 2,063 students; 88 students completed the summer program with representation from 38 NC counties and 64 high schools.

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

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

The RCOE has emphasized developing teams of university faculty and public school teachers to collaboratively address student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's continuing NSF grant; ASU is one of nine participating centers training a university professor, a public school administrator, and two master middle school teachers who are training 15 additional area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance. A further manifestation of this collaborative approach is the involvement of ASU's College of Arts and Sciences along with the RCOE in a funded project to increase the number of highly qualified middle school math and science teachers; this collaboration involves not only ASU but also Western Carolina University, the Northwest Regional Educational Service Alliance, and 16 school districts. The RCOE continues to emphasize diversity in its elementary education curriculum to better prepare its candidates to work with diverse learners and has added a field experience component to its Diversity course. In addition, the elementary education and middle school programs are placing their students in more diverse field settings as part of their early field experiences. The RCOE has recognized the increasing need for placing students in more diverse settings and other programs are now pursuing more diversity in field placements. new teachers in the B-K area and has developed The B-K interdepartmental program for off-campus delivery uses a combination of technology and face-to-face instruction in an effort to increase the number of highly qualified teachers for this licensure in rural areas. A growing population seeking elementary education licensure has emerged at the Caldwell Community College site and the first full-time, daytime elementary education cohort began its studies in January 2007; this will be followed by another full-time daytime cohort in the fall of 2007 and one in spring 2008. Substantial professional development has been undertaken with faculty through special grants to foster greater uses of technology to enhance instruction. Over \$100,000 in faculty development grants were provided and more than 20 faculty participated in the 11 funded projects this year. A noteworthy achievement in this area was a pilot project with 10 university student teaching supervisors who were provided with tablet PC's and trained to perform their observations electronically; this has proven so successful that all remaining supervisors will undergo similar training in 2007.

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

The RCOE has emphasized developing teams of university faculty and public school teachers to collaboratively address student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's continuing NSF grant; ASU is one of nine participating centers training a university professor, a public school administrator, and two master middle school teachers who are training 15 additional area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance. A further manifestation of this collaborative approach is the involvement of ASU's College of Arts and Sciences along with the RCOE in a funded project to increase the number of highly qualified middle school math and science teachers; this collaboration involves not only ASU but also Western Carolina University, the Northwest Regional Educational Service Alliance, and 16 school districts. The RCOE continues to emphasize diversity in its elementary education curriculum to better prepare its candidates to work with diverse learners and has added a field experience component to its Diversity course. In addition, the elementary education and middle school programs are placing their students in more diverse field settings as part of their early field experiences. The RCOE has recognized the increasing need for placing students in more diverse settings and other programs are now pursuing more diversity in field placements. new teachers in the B-K area and has developed The B-K interdepartmental program for off-campus delivery uses a combination of technology and face-to-face instruction in an effort to increase the number of highly qualified teachers for this licensure in rural areas. A growing population seeking elementary education licensure has emerged at the Caldwell Community College site and the first full-time, daytime elementary education cohort began its studies in January 2007; this will be followed by another full-time daytime cohort in the fall of 2007 and one in spring 2008. A new facility at Caldwell Community College serves as the ASU Teaching Center where students enroll in a variety of teacher education programs and complete their four year degrees. Substantial professional development has been undertaken with faculty through special grants to foster greater uses of technology to enhance instruction. Over \$100,000 in faculty development grants were provided and more than 20 faculty participated in the 11 funded projects this year. A noteworthy achievement in this area was a pilot project with 10 university student teaching supervisors who were provided with tablet PC's and trained to perform their observations electronically; this has proven so successful that all remaining supervisors will undergo similar training in 2007.

Supplemental Information (Optional)

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

The RCOE has worked closely with the ASU Learning Assistance (LAC) to devise and support services to enhance students' abilities to pass PRAXIS I; a new PRAXIS Support Coordinator has been added to the Center, funded by support from the RCOE. 77 students came for PRAXIS review support for 443 sessions totaling 414 hours--compared to 33 students for 196 hours in 2005-06. The ASU LAC provided PRAXIS review workshops for the first time on and off campus on Saturdays. Workshops were offered for 118 student contacts with headcount estimated at 40 students. The workshops for off-campus students were offered in Hickory and Wilkesboro over the span of 2 Saturdays and were designed to acquaint off-campus students with the PRAXIS I tests, provide opportunities for getting tips on test anxiety, dealing with test format, and reviewing key principles of reading, writing, and math. Similar efforts will be undertaken in 2007-08 as will a tutoring service set up to assist off-campus on a one to one basis. PRAXIS materials will also be available at each off-campus site. Results are becoming evident. Every student admitted to our first full-time, day-time cohort had taken and passed PRAXIS I prior to beginning any coursework in the program. The number of students passing and overall Praxis scores continue to be strong, with our overall unit rate now being above 96 percent passing on PRAXIS II and 100 percent passing on PRAXIS I. The latest aggregated pass rates for Praxis II being reported is 99% for Elementary Education and 100% for Special Education. Students are directed to the ETS website for study guides and other testing materials and information for the Praxis. We have set up a referral service with the university's Learning Assistance Center where tutoring services and other sources of support are available for those students who may have failed one or more of the tests or who wished to brush up on their skills and knowledge prior to taking the test. Suggestions developed by the LAC for preparing for the Praxis I exam have also been added to the online Undergraduate Teacher Education Handbook. Students also were referred to the specific departments (i.e., Mathematics) for assistance and special workshops and sessions. Appalachian maintains an approved computer testing center licensed by ETS to offer the CBT Praxis I and other ETS tests that have thus far been computerized. Students have ready access to this service and the score reporting process has been expedited. Some program areas devote class time to the taking of the Praxis, while others have faculty who work with students individually on preparing them for taking the tests. Although the SBE has done away with the requirement for PRAXIS II for all majors except Elementary Education and Special Education, ASU has determined that it will continue to require all of its teacher education majors to take the PRAXIS II prior to graduation. This action was approved by the ASU Teacher Education Council in spring 2007 and will go into effect with all students as of fall 2007. Students will not have to pass the test to graduate, but they are being strongly encouraged to try to pass the test in order to make themselves highly qualified upon graduation.

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

ASU teacher education programs participated in the UNC system-wide Noel-Levitz study of recruitment practices; based upon the findings of that study, & working directly with the Admissions, Extension, & the Deans, an ASU teacher education recruitment plan was devised. This plan, which was also the impetus for collecting data on the applicant pool for various majors, led to the establishment of a Director of Teacher Education Recruitment position for the university, & has caused the campus to begin to review its targets for enrollment & completion in all teacher education majors. This position, funded & filled, will coordinate all the teacher education recruitment efforts on & off campus with special attention being given not only to recruitment but also to retention.. The RCOE has added over \$1 million in endowments to its scholarship funds; the RCOE typically awards over \$100,000 each year to teacher education majors & maintains an inventory of over 80 different scholarships. RCOE works closely with the admissions office to promote programs through open houses, visits to schools, special programs, & special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school with at-risk students to promote college as a viable option. To date, over 65 ASU students have been involved in mentoring/tutoring to serve as role models; over 1,000 students participated this year in college visits that were sponsored by Gear-Up. We have partnerships with 11 high school Teacher Cadet programs involving 220 high school students; we hosted visits to campus for these programs, offered a support group for the instructors in the programs, & offer ASU elective credit for students who complete the program satisfactorily. Information on teacher education students who have applied for &/or been accepted to ASU is sent to program areas who communicate with them, encouraging them to pursue their admission to ASU & a teacher education major. Program areas also send letters to enrolled ASU students whose majors are identified as "undecided" in the spring & to "undecided" transfers in the summer. is also distributed to potential teacher education students via e-mail & web pages. Initiation of off-campus programs has continued to be a major source for recruitment; frequent on-site information/orientation sessions are offered. Access to the offerings of ASU in a highly rural environment has been, & increasingly continues to be, an effective recruitment tool, as has been providing students with immediate access to on-campus resources through technology. These efforts have attracted new students. We work closely with the ASU Academic Alliance, a group of 10 community colleges, in delivering programs in teacher education to community college graduates. Enrollments are strong with more being added as resources permit; 88 undergraduate courses were offered at off-campus sites. ASU has begun its first full-time daytime elementary education cohort of 30 students who have finished or nearly finished their two year degrees & can pursue fulltime study with Appalachian; the demand has been sufficiently strong to identify another cohort to begin in fall 2007 & one in spring 2008.

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

The College has secured \$100,000 from the Anne Cannon Trust to be used over a four-year period to support scholarships for education students from underrepresented groups; scholarships are being awarded to incoming freshmen and continuing undergraduates. RCOE also awards a number of other scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, especially those available specifically for minority candidates. RCOE has made a special effort to develop an environment and a support system for a diverse student population. The college participates in the ASU Open Door program that is designed to create a supportive and welcoming environment for all students and has adopted a statement of policy on the importance of diversity in all college programs and activities. Activities listed above are also applicable to our minority recruitment. We work closely with the ASU admission's office and the minority recruitment initiatives, including special programs designed to bring minorities on campus and introduce them to fields such as education, and to insure that minorities are contacted in the schools and that they have ample opportunity to talk with minority admissions counselors about teacher education. Meetings are held with faculty and admissions personnel to explore ways to increase minorities in teacher education. ASU has a bilingual recruiter who focuses on Hispanic recruitment. Since the county in which ASU is located has a very small minority population (approximately 2.6%), as does ASU, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue teaching degrees in teacher education. This particular effort has been successful, especially for programs in school administration, educational media computers, and special education. Special efforts are carried out to encourage minorities to enter school services areas leading to licensure. For example, in some programs a systematic contact program has been set up to recruit minorities who have already enrolled at ASU but who may not be aware of opportunities in education. The school counseling program initiates contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting; then a systematic follow-up occurs through written and face-to-face communication and additional information regarding academic requirements, financial aid opportunities, etc. Minority enrollments in these programs are among the highest in the university. Also, as a part of its new recruitment plan for all teacher education programs and candidates, the new Director of Teacher Education Recruitment for the campus will be leading the effort to increase minority representation throughout all teacher education programs.

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

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	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	2	Hispanic	8
	White, Not Hispanic Origin	248	White, Not Hispanic Origin	724
	Other	2	Other	22
	Total	256	Total	770
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	31
	Other	1	Other	1
	Total	26	Total	32

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	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	185
	Other	0	Other	4
	Total	28	Total	195
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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	47
	Other	2	Other	5
	Total	15	Total	55

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)	3	
Middle Grades (6-9)	4	1
Secondary (9-12)	2	
Special Subject Areas (k-12)	3	
Exceptional Children (K-12)		
Vocational Education (7-12)	7	2
Special Service Personnel (K-12)		
Other		
Total	19	3
Comment or Explanation		
<p>Only lateral entry and provisionally licensed students who requested programs through ASU are included above. In addition to those students included in the above chart, we had others taking courses at Appalachian this report year who are following a program developed by a RALC (59 students) or by DPI Licensure Section (3 students) who are not included in the table since we are not the recommending body for licensure for these students. An additional 128 licensure only students are pursuing licensure this report year through Appalachian with signed programs of studies.</p>		

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

	Baccalaureate
MEAN SAT Total	1,197
MEAN SAT-Math	568
MEAN SAT-Verbal	562
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.36
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	12	6		
Elementary (K-6)	34	137		3
Middle Grades (6-9)	9	18	1	6
Secondary (9-12)	6	84		2
Special Subject Areas (K-12)	8	83		1
Exceptional Children (K-12)	8	16		
Vocational Education (7-12)		7	1	2
Special Service Personnel				
Total	77	351	2	14
Comment or Explanation				

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	219	99
Spec Ed: Cross Categorical	2	*
Spec Ed: General Curriculum	1	*
Spec Ed: LD	20	100
Institution Summary	242	99
* To protect confidentiality of student records, pass rates based on fewer than five 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	47	95	138	73	17	6
U Licensure Only	1	2	2	2	3	3
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	2	2	10	23	11
U Licensure Only				1		2
Comment or Explanation						
Undergraduate students may be accepted into the teacher education program after completing 45 semester hours; this can be as early as the second semester of the sophomore year or, for some programs, as late as the first semester of senior year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.						

G. Undergraduate program completers in NC Schools within one year of program completion.

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	512	96	70
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Forsyth County Schools	708
Charlotte-Mecklenburg Schools	578
Caldwell County Schools	565
Burke County Schools	527
Catawba County Schools	486
Wilkes County Schools	480
Wake County Schools	473
Guilford County Schools	414
Gaston County Schools	362
Cleveland County Schools	311
Watauga County Schools	311

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.50	3.48	3.53
preparation to effectively manage the classroom.	3.26	3.23	3.30
preparation to use technology to enhance learning.	3.40	3.32	3.56
preparation to address the needs of diverse learners.	3.21	3.19	3.32
preparation to deliver curriculum content through a variety of instructional approaches.	3.51	3.35	3.45
Number of Surveys Received	145	191	221
Number of Surveys Mailed	354	354	354

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
93	58	83