

IHE Bachelor Performance Report

Barton College

2006 - 2007

Overview of the Institution

Barton College is a fully accredited, four-year, private, coeducational, liberal arts college of about 1,150 students, of whom about 950 attend full-time. Located in Wilson, North Carolina, Barton has students from 28 states and 12 foreign countries on a campus of 26 buildings on 65 acres. The College is affiliated with the Christian Church (Disciples of Christ). Founded in 1902 as Atlantic Christian College, the name of the College was changed in 1990 to Barton College. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Over 40 majors and programs are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 13:1, Barton recognizes the importance of personalized attention. Liberal arts education at Barton focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during January Term. Non-traditional Barton College teacher education candidates are served by the Weekend College Program and, in cases where they are employed by participating school districts, by the North Carolina Model Teacher Education Consortium. Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), North Carolina Department of Public Instruction, and Council on Education of the Deaf (CED).

Special Characteristics

The Teacher Education Program plays an important role at Barton College, with approximately one out of every five students declaring an interest in pursuing a teaching career. Increasingly, Barton is serving older students through the Weekend College Program and through participation in the North Carolina Model Teacher Education Consortium. The Weekend College Program allows working adults who would not otherwise be able to obtain a bachelor's degree access at non-traditional times to the entire elementary education, birth-kindergarten, English as a second language, and special education: general curriculum programs, with the exception of student teaching and practica. Weekend College classes are held every other Friday evening, Saturday morning and afternoon, and Sunday afternoon. Many teacher assistants in the region have taken advantage of this opportunity and are now licensed classroom teachers because of Barton's

Weekend College Program. Through the North Carolina Model Teacher Education Consortium, public school employees in participating counties take teacher licensure classes at Barton and other sites throughout the region for a nominal fee. The Teacher Education Program at Barton now offers several hybrid on-line courses, particularly for lateral entry special education teachers, and also serves cohorts of teachers in the Johnston County Schools obtaining add-on licensure in academically or intellectually gifted education. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

All Barton College School of Education programs are offered at the bachelor's degree level only. Licensure areas are Academically or Intellectually Gifted Education add-on (K-12); Art Education (K-12); Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); English Education (9-12); English as a Second Language Education add-on (K-12); Middle School Education (6-9) in Language Arts, Social Studies, Science, and Mathematics; Physical Education (K-12); Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (K-12).

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
Eastern North Carolina School for the Deaf	To increase student performance of children at ENCSD.	Barton students worked in an after-school tutoring program in the fall semester to assist deaf children in reading.	Four Barton students tutored 4-5 ENCSD students weekly, averaging 1 hour each from September-December. ENCSD students traditionally have poor academic skills, and this additional tutoring provided opportunities for help with homework. EOG results were not available to determine the effect of these efforts.
Eastern North Carolina School for the Deaf	To increase student performance of children at ENCSD.	Barton students assisted deaf students in their writing. Through weekly writing back and forth during the fall semester, senior deaf education majors in EDU 430 Teaching Language to the Deaf modeled correct English in their letters to deaf students. Deaf students responded, giving them weekly writing practice.	Senior deaf education majors wrote ENCSD penpals each week from September through December. The effect was more writing practice for ENCSD students each week. The teacher participating in this project stated that the added practice provided motivation for students and helped students to write sentences in a more grammatically acceptable way.

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Eastern North Carolina School for the Deaf	To promote high student performance of students at ENCSD.	Students in EDU 364 Teaching Reading to the Deaf K-12 and EDU 430 Teaching Language to the Deaf K-12 wrote reading and language assessments, respectively, for selected children at ENCSD.	Verbal feedback from teachers in the classes of the children assessed indicated that the assessments were helpful in pinpointing strengths and weaknesses in reading and language for these students.
Eastern North Carolina School for the Deaf	To promote high student performance of students at ENCSD.	Barton students served as role models for those deaf students who aspire to attend college. In December, deaf students participating in the dialogue journal project met at Barton for a party and tour of the college, at which time opportunities for education after high school were discussed.	A group of 12 deaf students from ENCSD came to Barton at the end of the fall semester for a tour of the campus, dinner, and the lighting of the campus Christmas tree and luminaries. At that event, questions were asked about college life. This gave these students the opportunity to learn more about college life. Of this group, several will be attending post-secondary institutions in the fall.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Barton students worked to establish friendly one-on-one relationships with deaf students. Through weekly writing back and forth during the fall semester, deaf education senior and sophomore majors developed personal relationships with their dialogue journal partners.	Each weekly writing exchange gave ENCSD and Barton students an opportunity to establish and deepen personal relationships. ENCSD students sometimes shared information with pen pals that they were reticent to share with individuals face-to-face. This communication is especially important for

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			deaf adolescents, who have fewer opportunities for communication than hearing students. Positive relationships were established between students and their Barton pen pals, according to both the teacher and the Barton professor.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Members of the Educators of the Deaf club provided two game nights during the fall semester for children at ENCSD.	Game nights helped to provide ENCSD students with opportunities for improving social skills. They also promoted the SBE priority of providing students with a caring school.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD lent expertise in helping Barton students improve their sign language skills. Every two weeks, one or more deaf staff member at ENCSD attended bi-weekly silent sign language lunches in the Barton cafeteria with teacher candidates. These students may be employed at ENCSD in the future, and the ability to sign effectively is one indication of teacher quality.	After each silent lunch, Barton students were required to list the new words that they had learned and to critique the experience. Feedback sheets documented that learning of new signs had occurred. Knowledge of sign language is essential for quality teaching at ENCSD.

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Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD provided a clinical environment for Barton students needing exposure to the educational needs of deaf and hard of hearing students. Deaf education sophomores took a two hour tour of ENCSD and fulfilled a 7.5 hour practicum at the school in a classroom with deaf children. Juniors spent 15 hours in a reading classroom with deaf children and taught at least one lesson.	Thirteen Barton students toured the campus of ENCSD in the fall and fulfilled practica of 7.5 hours within the classroom. Eight juniors spent 15 hours in reading classrooms with deaf children and participated in reading activities, including teaching a lesson. All of these opportunities promoted the goal of developing quality teachers at ENCSD, where Barton students are likely to be offered jobs. Through these encounters, students became more comfortable with working with deaf students and with the classroom environments they are likely to encounter as teachers. Students wrote reflections indicating that the observations were valuable for them. All students were assessed by practicum teachers, who indicated satisfactory performances for all candidates.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	Barton offered one deaf education course at a late afternoon time each semester so that ENCSD teachers and others needing licensure may attend. During the fall of	One lateral entry teacher at ENCSD took the fall class, and two lateral entry teachers took the spring class, though neither was from ENCSD. Offering the

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		<p>2006, EDU 430 Teaching Language to the Deaf K-12 was offered at 4:30 p.m. two days per week. In the spring of 2007, EDU 332 Methods of Teaching School Subjects to the Deaf 7-12 was offered at 4:30 p.m. two days per week.</p>	<p>class at this time has promoted the development of quality teachers at ENCSD by helping them to complete their courses of study and become fully licensed as teachers; however, because of the small numbers of ENCSD teachers taking advantage of this opportunity in 2006-7, it will be discontinued for the fall of 2008.</p>
<p>Eastern North Carolina School for the Deaf</p>	<p>To promote the development of quality teachers, administrators, and staff at ENCSD.</p>	<p>Barton advised lateral entry and licensure-only individuals attempting to obtain licensure, as well as those without degrees attempting to earn a bachelor's degree in Education of the Deaf and Hard of Hearing. Barton is currently working with two students attempting to obtain a bachelor's degree in deaf education and one lateral-entry teacher from ENCSD.</p>	<p>Barton continues to work with one lateral entry teacher and two teacher assistants working toward a bachelor's degree in deaf education. Through careful advising, Barton is helping these students to matriculate through the program. The Nash Regional Alternative Licensure Center does not evaluate transcripts for candidates seeking licensure in education of the deaf and hard of hearing but refers those candidates directly to Barton for a program of study. One ENCSD former teacher assistant was licensed in deaf education in June 2007.</p>

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Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	On behalf of ENCSD, Barton requested that at least one course each semester be offered through the North Carolina Model Teacher Education Consortium. These courses were offered at late-afternoon times convenient to lateral entry candidates.	In the fall of 2006, Barton co-listed EDU 430 Teaching Language to the Deaf and Hard of Hearing K-12 with the North Carolina Model Teacher Education Consortium and, in the spring, EDU 332 Methods of Teaching School Subjects to the Deaf 7-12. Candidates were able to take these courses for \$80 rather than the \$912 that would customarily be charged by Barton. All students were successful in these courses and are receiving the necessary education to ensure that ENCSD has quality teachers in the classroom.
Eastern North Carolina School for the Deaf	To ensure effective and efficient operations at ENCSD.	Barton faculty members are active on ENCSD committees, as requested. This year, one faculty member was on the Human Right Committee, which met bi-monthly.	The participation of a Barton faculty member on the Human Rights Committee aided the efficient functioning of ENCSD. This faculty member was one of several individuals outside of ENCSD (including a lawyer, a psychologist, a social worker, and several parents) who work to ensure that students' human rights are upheld at the school. The effectiveness of their work is documented in official minutes taken at each meeting.

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Eastern North Carolina School for the Deaf	To ensure effective and efficient operations at ENCSD.	ENCSD personnel participate on Barton committees. The school director at ENCSD was a member of the Teacher Education Committee at Barton College this year. The committee met monthly.	Involvement on the Teacher Education Committee gives ENCSD's school director the opportunity to more fully understand and to participate in the governance of the Teacher Education Program at Barton, including the regulations applying to institutions of higher education. In turn, it can potentially lend a voice in expressing concerns from teachers at ENCSD. Both attributes have the effect of helping to ensure effective and efficient operations at ENCSD.
Toisnot Middle School, Wilson	To promote the development of quality teachers, administrators, and staff at Toisnot Middle School.	During January term, Barton College middle school education majors collaborated on curriculum ideas with Toisnot Middle School teachers and then implemented the ideas in lessons with children at the school. Barton students enrolled in EDU 342 Middle School Curriculum met with Toisnot teachers to share ideas related to middle school curriculum. The Barton students worked in pairs to collaborate with Toisnot teachers on how to implement lessons that	Five lessons were taught by Barton College candidates in middle school classrooms, for which they received feedback from Toisnot teachers. The Barton students benefited from the practice of teaching and the critiques provided by the experienced teachers. Toisnot students benefited from the preservice teachers presenting learning activities that required active engagement. Two of the lessons involved the use of materials from the Merck Math and

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		fit the ideas discussed and then implemented the lesson.	Science Lab at Barton. Toisnot students gave positive feedback concerning these lessons.
Toisnot Middle School, Wilson	To ensure effective and efficient operations at Toisnot Middle School.	Toisnot Middle School personnel participate on Barton committees. The assistant principal at Toisnot was a member of the Teacher Education Committee at Barton College this year. The committee met monthly.	Involvement on the Teacher Education Committee gives the Toisnot administration the opportunity to more fully understand and to participate in the governance of the Teacher Education Program at Barton, including the regulations applying to institutions of higher education. In turn, it can potentially lend a voice in expressing concerns from teachers at Toisnot. Both attributes have the effect of helping to ensure effective and efficient operations at Toisnot.
Toisnot Middle School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	Students in the Physical Education Department at Barton College created and distributed newsletters promoting good health and physical fitness to students at Toisnot Middle School.	Toisnot Middle School students were encouraged to engage in healthy living practices, including participating in physical fitness activities.
Toisnot Middle School and Margaret Hearne	To encourage healthy students in safe, orderly, and caring schools.	Three Barton College students and one faculty member engaged in several activities with one blind Toisnot Middle	The students' teachers reported that the individual attention that these children have received throughout the year has

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Elementary School, Wilson		School sixth grader and one blind Margaret Hearne Elementary School third grader needing individual attention. These activities included attending a basketball game at Toisnot, participating in a outing to a park, taking the students swimming at the Barton College pool (the first time they had ever gone swimming), and taking them for pizza.	been extremely beneficial in terms of emotional and self-esteem functioning. The third grader passed her EOG tests, and the sixth grader, who was repeating the grade, scored a 3 on her EOG tests for the first time ever.
Toisnot Middle School and Margaret Hearne Elementary School, Wilson	To promote the development of quality teachers, administrators, and staff at Toisnot Middle School and Margaret Hearne Elementary School.	All teachers and administrators at Toisnot Middle School and Margaret Hearne Elementary School received a special invitation to a free seminar on May 10 regarding preparation for the National Board for Professional Teaching Standards certification process.	The workshop provided an opportunity for teachers who have received this certification and others who were interested in the process to form networks to strengthen their teaching skills. Twenty-eight teachers and other school personnel attended; however, no teachers from Toisnot Middle School or Margaret Hearne Elementary School were present.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	In the fall semester, six Barton College students enrolled in EDU 316 Management Techniques for the Exceptional Learner participated in a state Positive Behavioral Support grant.	Written evaluation forms indicated a positive impact from having the Barton students in the classroom. Children in the classroom looked forward to working with the Barton students. Inappropriate

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		Students prepared a checklist of potential problems which teachers at Margaret Hearne Elementary School used as a guide in recommending students for the program. Barton students were paired with selected fifth grade students and provided support in the areas of discipline, social skills, and academics. Students designed case studies based on strategies and interventions regarded as best practices. The activity was designed for a six-week period.	behaviors within these classrooms decreased, thus supporting the goal of a safe and orderly school. The Positive Behavioral Support specialist indicated that she would like to expand the program.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	At the end of the first six-weeks period in October, Barton physical education students planned, set up, and carried out Renaissance activities for all students at Margaret Hearne Elementary School who make As or Bs on their report cards. They provided a day of activities for those students who met the Renaissance goal of at least a B average.	The administration and teachers at Margaret Hearne Elementary were positive about the day's events and the motivation the program provided for continuing to achieve academically. The physical education activities provided were consistent with the SBE priority of encouraging students to adopt a healthy lifestyle.
Rock Ridge Elementary School,	To increase student performance of children	Students in EDU 418 Teaching Learning Strategies to Students with Mild to	The teacher and teacher assistant who evaluated this strategy reported a positive

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Wilson	at Rock Ridge Elementary School.	Moderate Disabilities designed a model classroom involving content differentiation for 15 students at Rock Ridge Elementary School. The classroom activity focused on fractions, a specific skill directly related to the EOG. Various learning centers were set up at Barton, with lesson plans based on the Standard Course of Study. Students were placed in groups and proceeded through centers at alternating times. The students gave feedback in a culminating activity. Teachers evaluated the process and offered suggestions. Barton students wrote reflections and gave ideas for future activities.	outcome. Each station was rated above standard on the assessment rubric provided. The teacher and her assistant indicated that, by observing the stations set up by the Barton students in EDU 418, they had found ways to increase student activity and participation themselves.
Johnston County Schools	To promote the development of quality teachers, administrators, and staff within the Johnston County Schools.	By June 2007, four courses leading to academically or intellectually gifted licensure will have been offered to two cohorts of 30 teachers each from the Johnston County Schools.	As a result of this program, approximately 46 teachers will be eligible for AIG add-on licensure by July 2007. Others among the remaining 14 will be eligible after making up one or more missed courses.

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

Barton College faculty members continue to actively participate in public schools in the region. A Barton professor who recently authored a book on George Mason participated in a day-long program with 60 Wake County high school social studies teachers on the adoption of the Bill of Rights. In March, a mini-conference sponsored by Barton College was held for Region 3 members of the North Carolina Art Education Association. In April, five area teachers came back to Barton for an intensive pottery workshop with a Barton art professor. Each January, Art Department faculty members sponsor the Scholastic Art Awards of Eastern North Carolina, an event that involves around 2,100 entries from grades 7-12. Activities in conjunction with Barton's physical education program this year have included participation in Jump Rope for Heart Day at Vinson-Bynum Elementary School, field days at Vinson-Bynum, Wells, and Margaret Hearne Elementary Schools, development of a physical education newsletter for Toisnot Middle School, and assisting with physical education activities at Parents' Day at North Johnston High School. The athletic training professor gave a presentation to students at Vinson-Bynum Elementary School concerning the skeletal and muscular systems. A faculty member in math volunteered over 25 hours as a coach for Math Counts for geometry and algebra teams at Forest Hills Middle School. Another faculty member tutored once a week throughout the year for the AVID program at Hunt High School. One professor has an on-going commitment to provide six physical education classes per week, for no compensation, at a local elementary school. Barton's Hispanic Studies professor coordinated a tutoring program for students who have been suspended from the Wilson County Schools and meet in an alternative location. Social work professors worked with Speight Middle School and Rock Ridge Elementary School to provide 420 hours of internship assistance. An English professor coordinated two state and regional events—the North Carolina Writers Network and the North Carolina Poetry Society. Students from Springfield Middle School and Fike High School worked with Barton's writer-in-residence to improve their poetry-writing skills. A faculty member pronounced words for the Wilson County Scripps Howard Middle School Spelling Bee and judged the Wilson County Soil and Water Conservation Middle School speech content. One Barton faculty member is on the Human Rights Committee at Eastern North Carolina School for the Deaf. The Barton College Biology Program sponsored an all-day conference on the ethics of stem cell research, and several high school students attended. The Barton library faculty host all three Wilson County high school international baccalaureate (IB) groups each fall to use the resources of the library.

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

Beginning teachers in Wilson, Johnston, Onslow, and Nash-Rocky Mount Schools received help for specific curricular questions during the 2006-2007 school year. Beginning teachers from these and other nearby counties were invited to participate in a free workshop in May regarding preparing for the National Board for Professional Teaching Standards certification process. Throughout the year, teacher education professors communicate with recent graduates by email or phone to inquire about plans or offer assistance and additional support. When visiting schools, professors visit the beginning teachers' classrooms and personally

extend their support and remind students of available resources at Barton. All beginning teachers who graduate from Barton are offered free library privileges and encouraged to use Barton's Curriculum Lab to check out books for their classrooms. Each fall, a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested.

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

The coordinator for the Lateral Entry Program at Barton College serves as the overall advisor for the Teacher Education Program. He is the liaison for the local school system, for applicants to the Teacher Education Program, and for the North Carolina Model Teacher Education Consortium (NCMTEC). Responsibilities include advising, ensuring course offerings and sequencing for programs of study, dissemination of Praxis information, and processing of licensure recommendations. Barton College teacher education faculty members evaluate transcripts, design programs of study, and serve as advisors for lateral entry teachers. Three times a year, Barton faculty travel to NCMTEC registration sites at designated community colleges to register students for NCMTEC-sponsored or co-listed classes. Through the NCMTEC, Barton College sponsored a total of 45 courses (nearly double from that of the previous year) during the 2006 – 2007 year. Courses are particularly needed in special education, and Barton has made an effort to offer these courses in an on-line format. To accommodate more teachers, Barton College offers various options that include classes on alternating weekends, classes through the Consortium at off-campus sites, on-line (hybrid) classes, and classes after school hours during the week. Barton has attempted as well to offer courses for lateral entry teachers at non-traditional times for teachers seeking less common licensures—education of the deaf and hard of hearing K-12, English education 9-12, social studies education 9-12, art education K-12, and physical education K-12. Lateral entry teachers take advantage of tuition reduction offered to students who attend either Weekend College or NCMTEC – sponsored classes. Lateral entry teachers may elect to attend classes through the Weekend College Program which will lead to licensure in elementary education, special education, birth-kindergarten education, and English as a second language. Additional licensure areas are available outside of the Weekend College Program. Advising meetings are held on designated Saturdays during the Weekend College trimester. Barton College collaborates with the Nash Regional Alternative Licensing Center by providing courses needed by teachers seeking licensure in this region.

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

This year, the faculty met with and assisted career teachers in Wilson, Nash-Rocky Mount, Johnston, and Onslow counties, as well as the Eastern North Carolina School for the Deaf, on an as-needed basis. Nine middle grades education majors worked in dyads with teachers to design and deliver model lessons at Toisnot Middle School. The School of Education offers two training sessions each year for cooperating teachers. In the fall, teacher education faculty addressed Barton candidates' knowledge, skills, and dispositions and how to better meet the needs of our student teachers. In a spring meeting, career teachers were addressed by two

ECU professors, Abby Brown and Kenneth Lutherbach, on the topic of Reading in the 21st Century Literacy in the Information Age. One professor arranged for all career teachers in Nash/Rocky Mount and Wilson County Schools to attend a Delta Kappa Gamma seminar related to National Teaching Standards. Special education program faculty members continue to work with career teachers at Margaret Hearne Elementary in the Positive Behavior Support Program. The School of Education offers the use of the Barton College Merck Science and Mathematics Teaching Laboratory for K-8 career teachers, and Barton has added a check-out system for manipulative kits in order for career teachers to use them in their classrooms. The physical education program continues to assist career teachers at the Wilson County Olympics, the Vinson Bynum Elementary School field day and Jump Rope for Heart, the Toisnot Middle School Hoops for Heart, and the production of a middle school physical activity newsletter that is distributed to the schools. Barton's art education coordinator has worked extensively with career teachers through the Eastern/Central NC Regional Exhibition of the Scholastic Art Awards. He facilitated a meeting during which career teachers shared ideas related to the effective teaching of art and also hosted a meeting of the NC Art Education Association's Region 3 teachers on campus. Special Education faculty continues to work with Rock Ridge Elementary teachers on the development of diverse methods of teaching special education students in the general curriculum. The Barton College Library gave 55 Friends of the Library memberships to cooperating teachers in 2006-2007. These memberships allow career teachers to utilize all aspects of the college library, including the curriculum lab and professional resources.

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

In 2006-7, three Wilson County Schools – Barnes, Vick, and Margaret Hearne – were designated as low performing schools. Barton chose to focus efforts on Margaret Hearne Elementary School, which is located in close proximity to the College. One important service was the Positive Behavioral Support program, which a Barton College faculty member coordinated at Hearne. Nine Barton College students enrolled in EDU 316 Management Techniques for the Exceptional Learner participated in this program. They worked with fifth grade students within inclusion classrooms, as well as with students in the regular education program, to provide strategies and interventions for success in academics, socialization skills, and behavior management in a positive manner. In addition to this program, the Physical Education program at Barton College developed and carried out “Renaissance” activities to provide rewards for students who made at least a B average on their report card for one selected grading period. This department also hosted a field day for Hearne students. In addition, a faculty member in the School of Education worked with three Barton College students who were mentoring a student from Hearne. The faculty member and the college students took the elementary student to a baseball game at a local school, to a park, and to the Barton College pool. This faculty member also took the elementary student out for pizza as a reinforcer for good work at school. The Barton College School of Education program also worked closely with the Eastern North Carolina School for the Deaf. While this school was not listed in the North Carolina School Report Card for the most recent school year, it is recognized as having students who have many academic challenges and who customarily perform below grade level. Barton College students served as tutors for students and

maintained pen pal relationships with many of the children in an additional effort to help them develop reading and writing skills. Finally, Barton College students from the Hispanic Studies program worked with a grant overseen by the J&L Academy to provide tutoring to Wilson County Schools students who were suspended from school. While this effort was not focused specifically on low performing schools, the students participating in the program are, for the most part, low performing. The intention of this program is to help students become more successful academically and behaviorally.

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

The current priority of the State Board of Education is to produce public school graduates who are globally competitive for work and post-secondary education and ready for life in the 21st century. Barton is working toward addressing the goal of globally competitive students by revising its general college core curriculum requirements. This proposal, presented at the end of the 2006-7 academic year, includes critical thinking and global awareness as two of the four learning outcomes expected of all graduates. Consistent with State Board of Education goals, competence in information and communication technology is also expected of each graduate. The proposal includes a mandatory world cultures course and a problem-based learning seminar centered on authentic problems facing citizens today. Foreign language requirements will be increased, so that students entering in the fall of 2012 must show competency at level two in a second language, while those entering prior to 2012 must show competency at level one. Until the present time, Barton has not required a second language of students. It is expected that this revised curriculum, focusing on global awareness and fostering a more rigorous curriculum, will strengthen the education received by Barton College graduates as they teach children in the 21st century. Another goal addressed by the Barton College program is leadership for innovation. Barton is working collaboratively with community colleges in eastern North Carolina to develop articulation agreements that allow early childhood majors to transfer to Barton's birth-kindergarten program as seamlessly as possible. Barton is also collaborating with the Johnston County Schools to provide classes for cohorts of teachers to gain add-on licensure in academically or intellectually gifted education.

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 special emphasis this year was the introduction of a program leading to licensure in education of the Academically and Intellectually Gifted (AIG) students. At this time, Barton College is offering the program only as undergraduate add-on licensure. The program consists of four courses. To launch this program, a special partnership was formed between Barton College and Johnston County Schools. Barton College has also partnered with the North Carolina Model Teacher Education Consortium in providing these courses. Barton College began offering coursework in this program to interested teachers in the Johnston County Schools through the Lifelong Education program in August 2006. Two sections of courses were offered in the fall 2006 trimester. The students in these two sections are progressing through this program in two cohort groups. The cohorts of students were offered a course in the winter 2007 trimester and in the spring 2007 trimester. Plans are in place for

the fourth course needed for licensure to be offered in the summer session 2007. Thus, by the end of the summer school session, the two cohorts of students will have been provided all four courses needed to complete AIG licensure requirements. The courses are offered at the AIG Center in Johnston County for the convenience of the participants. The use of this location also offers an opportunity for the participants to use the school system's AIG Center and to learn about resources available to them through the center. Two full-time members of the Barton College faculty, both of whom have AIG licensure, teach in this program, in addition to well-qualified adjunct faculty members.

Supplemental Information (Optional)

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

Barton College continues its focus on increasing the passing rate of students whose career goal is to become teachers in the public schools. The School of Education provides the Plato Learning Program for students to practice test taking skills and specific skill development in reading, writing, and mathematics. This program is administered by the director of the Student Success Program. She tracks usage and alerts advisors concerning the numbers of students who use the Plato program. The Student Success Program Director offers several Praxis 1 workshops during the school year. Barton College offers other skill building opportunities that include free tutoring services in the math lab, the writing center, and other computer-assisted programs in reading, writing, and mathematics. Praxis information is posted on the School of Education web page. Registration information is posted in prominent areas around campus. Copies of study guides of the Praxis I and Praxis II series are on reserve in the college library. In addition, students are encouraged to participate in the various Praxis workshops offered by the North Carolina Model Teacher Education Consortium. The School of Education website posts links to the North Carolina Model Teacher Consortium website along with other self-help test practice sites. Workshops offered by the North Carolina Model Teacher Education Consortium and available to Barton students have been particularly helpful this year, since the cost has been reduced from \$110 to \$20 for a full-day workshop targeting a specific test area—reading, writing, mathematics, or elementary Praxis II preparation.

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

Barton College sponsors four yearly open houses in which prospective teacher education majors are introduced to the profession in a general meeting and in individual meetings with faculty in different licensure areas. Two additional open houses are offered for transfer students. Prospective students, who may also visit the campus throughout the year, are telephoned, emailed, and sent letters to encourage their interest in teacher education at Barton. The Office of Admissions partners with the Teacher Education Program by sending prospective students information about the program through course-of-study curriculum sheets and information about scholarships. In addition, the teacher education web pages serve as an effective way to recruit students and share information about the Barton College

Teacher Education Program. Oftentimes, interested individuals, after visiting the web site, will contact specialty area coordinators to obtain further information about specific programs. Barton has recently allocated a large sum of money to update the Barton College website to make it attractive to students and to generate interest in Barton College. It is expected that the Teacher Education Program will benefit from this updated website. In 2006 – 2007, 15 named scholarships were awarded through the Teacher Education Program. Of these, two were designated for students in elementary education, three for students in deaf and hard of hearing, and 10 for students preparing to teach in any field. One scholarship, the Ruth Patton Grady Scholarship, awards \$20,000 per year to elementary education majors, with preference given to minority candidates. Group teacher education meetings occur at least twice a year in which program requirements and strategies for meeting them are discussed. During School of Education student meetings and professional education meetings, Praxis exams are discussed as well as various tutorial options. Each year, Barton offers Praxis I workshops. For the past several years, students have been able to use Plato, a web-learning network software which provides an unlimited opportunity to practice taking the Praxis I exam. Additionally, students may access Praxis I practice tests through a data base called Learning Express, which is a part of NCLive, subscribed to by the Barton library. All Barton students have regular, on-going meetings with individual advisors and many informal opportunities for gaining the support needed to succeed in the Barton College Teacher Education Program. Each of these efforts undergirds Barton's conceptual framework – the Evolving Professional Teacher – by assisting students with varying skill levels and providing learning experiences that enable them to graduate as competent and confident beginning teachers.

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

Each member of the School of Education at Barton College serves as a recruiter for the Teacher Education Program, with all faculty utilizing available resources in the minority recruitment efforts. These efforts include participation in College Open Houses, talking with potential students and parents who visit the campus during the year, emailing potential students, and talking with students who are enrolled in an effort to maintain their enrollment at the College. Barton College seeks the recruitment and retention of minority students for the regular education program as well as the Weekend College Program. The Weekend College Program, which attracts students from across eastern North Carolina, assists minority teacher assistants and others who seek licensure while maintaining their employment. The program serves non-traditional students and others who are interested in obtaining a degree and licensure in elementary education, birth-kindergarten education, and special education, and add-on licensure in English as a second language. Almost 50 % of the students in Weekend College are minority students, and many are majoring in teacher education. In addition, the College works in partnership with the North Carolina Model Teacher Education Consortium to offer relevant courses in the various areas of licensure. Many of the Consortium participants are from minority backgrounds. Barton College offers numerous scholarships, with two of the scholarships specifically geared to minority students. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$20,000 per year and is designated for students majoring in elementary education.

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

During the spring semester of 2007, LiveText was integrated into all courses. LiveText is a management system with tools that enhance students and faculty capabilities. Barton uses this tool to collect, assess, and chronicle student work, to collect data for assessment, and to facilitate course objectives and outcomes. One faculty member was sent to Chicago for training on LiveText during the summer of 2006. She will return for more extensive training during the summer of 2007. This faculty member and student helpers have worked to offer two formal workshops for other faculty and numerous informal workshops for faculty and staff throughout the year. The members of the School of Education have worked to utilize LiveText as a data center. Information related to practicum assessments, student teaching evaluations, and course assessments is being collected and analyzed via Live Text. All seniors submitted their INTASC Portfolios through LiveText during the spring 2007 semester. The portfolios were reviewed and assessed online by at least five different faculty members who used the same rubric for assessment. Several courses are taught exclusively via LiveText, with all assignments, handouts, and products posted, assessed and shared through LiveText. LiveText is one of the many ways the School of Education collects, analyzes, and displays the data essential for accreditation reviews and for our overall assessment plan.

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	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	49
	Other	0	Other	0
	Total	7	Total	52
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	0	Total	11
Licensure-Only	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	3	Total	18

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)	7	6
Elementary (K-6)	22	18
Middle Grades (6-9)	5	21
Secondary (9-12)	2	20
Special Subject Areas (k-12)	3	13
Exceptional Children (K-12)	64	148
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	103	226
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.20
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)				
Elementary (K-6)	8	8	2	1
Middle Grades (6-9)		9	0	2
Secondary (9-12)		2		
Special Subject Areas (K-12)		4	1	1
Exceptional Children (K-12)	4	3	1	
Vocational Education (7-12)				
Special Service Personnel				
Total	12	26	4	4
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	22	100
Spec Ed: General Curriculum	4	*
Institution Summary	26	100
* 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	23	9		1		
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	1	1			
U Licensure Only	2	2	1		1	
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	34	100	82
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
Wilson County Schools	265
Johnston County Schools	185
Nash-Rocky Mount Schools	156
Wake County Schools	147
Wayne County Public Schools	136
Pitt County Schools	44
Franklin County Schools	39
Edgecombe County Schools	38
Craven County Schools	32
Granville County Schools	31

**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.	3.44	3.57	3.71
preparation to effectively manage the classroom.	3.44	3.50	3.65
preparation to use technology to enhance learning.	3.56	3.50	3.71
preparation to address the needs of diverse learners.	3.63	3.64	3.71
preparation to deliver curriculum content through a variety of instructional approaches.	3.69	3.64	3.82
Number of Surveys Received	16	14	17
Number of Surveys Mailed	30	30	30

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	4	