

IHE Bachelor Performance Report

NC A&T State University

2006 - 2007

Overview of the Institution

North Carolina A&T State University is number three in the UNC System with respect to funded research and has recently been designated as a research intensive university.. The School of Education (SOE) values its work with schools, beginning teachers, career teachers, at-risk students, parents, and agencies to ensure that each child has an opportunity for a high quality education. The current report reflects what we have been able to accomplish through professional development and alignment of curriculum to professional standards to improve the performance of all students. NCA&T is a public, comprehensive, land grant Historically Black College/University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, effective community service, and service to public schools. The purpose of the University is to provide an intellectual setting where students in higher education will find a sense of identification (mentoring), belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. To achieve this goal, the University has embarked on the establishment of interdisciplinary programs to offer students greater diversity in intellectual capital. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an approximate enrollment of 11,300 students who are in the Colleges of Arts and Sciences and Engineering, Schools of Agriculture and Environmental Sciences, Business and Economics, Graduate Studies, Nursing, and Technology. Each works collaboratively with the (SOE) to enhance the experiences of students in the public schools. In addition to the SOE, five of the colleges and schools have teacher licensure programs: the Colleges of Engineering and Arts and Sciences, Schools of Agriculture and Environmental Sciences, Business and Economics, and Technology. The University offers degree programs at the baccalaureate, masters and doctoral levels with emphases on leadership, teacher education, business, engineering, agriculture, science, technology, arts and humanities and other academic areas. Research is conducted collaboratively by the faculty within the University and with other agencies including public schools, IHEs, and industry.

Special Characteristics

North Carolina A&T State University (NC&T) is a learner-centered community that develops and processes intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence. NC&T is one of a few schools that has raised standards for formal admission (2.8 GPA) and completion of the teacher education program (pass Praxis II prior to

admission to student teaching). The change in policy has attracted more applicants, a higher quality student, and more employment opportunities. NC&T is the only historically Black university in the country to have its counseling program accredited by CACREP and the National Council for the Accreditation of Teacher Education. In the preliminary report from NCATE for 2007, all standards were met without any areas for improvement. With the demand for a teaching force that reflects the diversity of our society, NCA&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. The SOE at NC&T is one of a few in the state to focus on the at risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits. We offer a large range of licensing possibilities with 31 graduate and undergraduate licensure programs. Especially significant are our special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The SOE and the College of Engineering have developed a program track to prepare engineers to become certified teachers in mathematics and science. NC&T graduates more minority engineers than any other university in the country. Recently, engineers have been hired as lateral entry teachers of math and science in the high schools. While we continue to enroll students who have not met high standards (average SAT score of 850) and prepare them to compete, our current program is attracting more students who meet high standards (SAT averages above 1000). The annual Teachers Career Day hosted by NCA&T continue to attract over 150 school district representatives who recruit our students. Undergraduate students are taught by a competent faculty (95% hold terminal degrees) that is diverse by culture, religion, gender, ethnicity, and race. The University is lauded and teacher education is supported by special programs that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Mathematics and Science Education Consortium (GAMSEC), GEARUP, NYSP, SMEAC, Project GRAD, RAP, Upward Bound, Mathematics All Star Camp, and McNair Summer Scholars Program.

Program Areas and Levels Offered

Pre-Kindergarten (B-K) Birth through Kindergarten (4) Elementary Education (K-6/4,5) Elementary Education (4,5) Secondary Education (9-12) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4) Comprehensive Social Studies (4,5) History (4,5) Special Subject Areas (K-12) Physical Education (4,5), Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Exceptional Children (K-12/4,5) Cross-Categorical (4,5) Vocational Education (7-12) Agriculture (4,5) Family and Consumer Science (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4,5) Vocational Business Education – Data Processing (4,5) Career Exploration (add-on) (4,5) Technology Education (4,5) Special Service Personnel (K-12) Counselor (5) School Social Worker (4) Master of School Administration (5) Media Coordinator (5) Instructional Technology (5).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Guilford County Schools	To enhance instruction in mathematics and science	Provided content mentors for middle grade science and mathematics teachers.	Provided twenty six (26) science and mathematics content mentors for middle grade teachers.
Guilford County	To enhance reading/literacy in three (Bessemer, Madison and Washington) elementary schools.	Implemented a reading tutorial for 70 fourth and fifth graders and a book distribution and parental training model for 300 K-2 students and approximately 100 parents.	Improved reading/literacy of approximately 300 students as measured by tests scores. Approximately one hundred parents were taught specific skills that they were able to use to improve reading achievement for the students. The program increased parental involvement in the schools.
Guilford County	To create an awareness of healthy lifestyles and nutrition for lifetime engagement.	Collected and analyzed data on obesity in 60 young girls at Washington and Hampton elementary schools. Shared information with the students regarding obesity and offered an after school dance program to promote lifetime fitness for the 60 participants.	The 60 participants became more aware of nutrition and lifetime fitness.
Guilford County	Improve mathematics, science and lifetime fitness skills between	Provided after school tutoring and healthful living activities	Improve content knowledge in math, science and healthful living for 100

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
	elementary and middle school students.	daily for 16 weeks for elementary and middle grade students on the campus of NCA&T.	students from Hairston Middle, Bessmer Elementary and Faulkner Elementary.
Davidson County	Increase number of licensed teachers	Provided support courses for teacher certification for Davidson Community College to offer certification for lateral entry teachers.	Enabled Davidson Community to offer a complete package of coursework for teacher certification.
Green, Bertie, Lenior, Wayne	To increase the number of licensed teachers in mathematics, science, special education and elementary.	Provide on-line licensure programs for those transitioning to teaching in those counties.	License 30 teachers every two years in the areas of mathematics, science, special education, and elementary education.
Duplin	Increase student reading performance, impact achievement of special needs and ESOL students, improve teachers' knowledge of technology, building relationships and understanding of working with families from culturally and linguistic backgrounds.	Offering formal courses on-line and on-site, providing on campus institute focusing on the goals, providing technology and technology training for all participants.	Teachers were engaged in working with families to increase the performance of students in reading, special education and English as a second language. Increased knowledge of technology and how to use technology to impact student learning.
Burlington-Alamance, Guilford County, Randolph,	Professional development	Offer additional advanced degrees	Prepared quality teachers. Teachers earned MAED in elementary education.
Forsyth	Increase the number of qualified principals	Train a cohort of teachers to be principals	Increase the number of principals

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
Alamance-Burlington, Guilford	Help PDS schools to increase student performance and to help the university to prepare better trained and more effective teachers	Placement of student teachers and interns, employment of clinical faculty teacher to work with university faculty	Improve teacher preparation
Duplin	Mentoring career teachers	Two summer institutes held on campus at NCA&T for ESOL, special education and diversity	Develop more culturally responsive teachers of higher quality.

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

Eight colleges and schools are actively involved in public schools to improve student achievement. Comprehensively involvement include content mentoring in science and mathematics with faculty from all eight schools and colleges. The PDS partnership provides workshops and seminars for inservice and first year teachers addressing differentiated instruction reading/literacy, parental involvement, science, mathematics, and research. 100 teachers have been engaged in these activities. The NC Quest grant addresses two low performing schools focusing on reading, ESL, and special needs populations, 20 teachers participated; an academic all-star camp for the top 100 rising 9th graders in the Guilford County that involves the SOE faculty and candidates; a tutorial/mentoring program for 60 elementary students from Washington Elementary School; a site for the Teacher Academy that accommodated more than 210 teachers; and a reading/literacy program for parents and students in K-2 grades that involves distribution of books and instruction for parents in reading strategies. Activities involving faculty: the NSF research grant for content mentoring for middle grades mathematics and science teachers; the GEAR-UP program managed by the counseling faculty involving more than 473 students in tutorials, after school programs and educational programs for parents to assist students with school work; the 21st Century grant that provided after school tutoring for more than 150 students; HPLS faculty involvement with more than 50 students in a dance program and the parental activities that included home kits for parents to work with children as well as the “donuts for Dads” that involved more than 50 fathers; research grants involving graduate students in counseling and the MSA program that impacts more than 1000 students in the Guilford County School; and providing literacy training for teachers at Washington Elementary to improve student performance for minority and special needs with a focus on reading/literacy. Technology faculty supported 50 career teachers, 200 students, and 5 preservice teachers. Professors in Agriculture, Arts and Sciences, Technology, Engineering, Business and Economics, and Nursing served as content mentors for 35 teachers of mathematics and science. The Human Performance Department, faculty provided inservice seminars to public school teachers on adapted physical education. Engineering faculty offer the LEGO competition, nanomaterials research, enrichment in mathematics, and research opportunities. The early college for high school students enrolls 72 students in courses. Over \$1,000,000 dollars of contributions are used to support over 10,000 students; including but not limited, to CPR and First aid training, obesity instruction, research activities, working with African American males, and preparation for college. GAMSEC works with career teachers to improve the quality of mathematics teaching and learning in the schools. It also provides Saturday academies for high school students in mathematics, science, study skills, and SAT preparation.

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

Support for beginning teachers is embedded in the SOE professional development programs. While we support all beginning teachers, our primary focus for this year has been on mathematics and science for beginning teachers. The CUIN faculty reserves Tuesdays for visiting and working in the schools to assist first year teachers. A former assistant principal was hired to specifically monitor the progress of students in mathematics and science who had

recently completed the Fast Track Program and other first year teachers. Our PDS schools hire the new graduates and a concerted effort is made to ensure the professional development activities are offered at these schools. Each year the SOE provides a seminar to which all beginning teachers are invited. A highlight of the seminar is the opportunity provided for teachers to express their concerns about the first year experience and their preparation for work. This activity extends the SOE's commitment to reflection on practice. In addition, experts in various teaching strategies are invited to provide workshops on strategies that have been identified as helping beginning teachers. For example, one expert provided a workshop on differentiated teaching and another on value added, more than 40 teachers participated in each workshop. The assistant dean for assessment ensures that surveys are sent to all recent graduates to determine how we can assist them. And data is summarized and used for program improvement. Faculty and administrators visit schools where candidates are working to provide support. Beginning teachers from all licensure areas are monitored. In collaboration with Guilford County, the SOE is developing an induction program in collaboration with the Carnegie Foundation to provide mentors for all first year teachers. To more fully understand how our students are progressing, an employer survey is sent to the principal for their evaluation. Principals and teachers are invited to the campus to share their findings regarding their preparation. The findings are used to improve the preparation of teachers. The realignment of the teacher education program to enhance instruction related to parental involvement and working with families was realized through the establishment of a parent center. The center is designed to assist beginning teachers as well as veteran teachers. Regular on-line opportunities are provided for first year teacher to contact the university, receive notices and invitations to various functions, and to interact with professors. All first year teachers were invited to return to the University for the NCATE process to share their perceptions with the evaluation team. Preliminary results indicate that beginning teachers indicated they were well prepared for their beginning roles in the schools. This provides faculty many opportunities to visit with and work with beginning teachers. All faculty in the SOE are engaged in working with beginning teachers and providing support for student learning. All beginning teachers in the school districts we serve are encouraged to contact the university and attend learning communities that are offered by program coordinators.

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

As indicated each year, providing opportunities for lateral entry teachers to become certified is embedded in our programs. Late evening classes are offered, special summer schedules continued to be offered and regular visits to the classroom are conducted during the regular year. The summer school program continues to cater specifically to lateral entry candidates. In addition on-site programs at community colleges, on-line courses and special programs to accommodate lateral entry are offered. To address lateral entry from a career development perspective, the SOE has established the Masters of Arts in Teaching. In the new program, candidates will receive their initial license in the first part of the program and have the opportunity to complete the second part and receive advanced certification. We believe this will be especially helpful as individuals continue in their career as teachers. A&T has aggressively pursued working with the lateral entry candidates by collaborating with the Model Teaching Consortium. Full on-line programs have been developed in elementary education and courses are being developed in mathematics and science. Faculty are encouraged to offer courses on-site as

well to support lateral entry teachers. In addition, A&T has established a collaborative arrangement with High Point College and Davidson Community College to support Davidson Community College in licensing lateral entry teachers. In addition, A&T received \$95, 000 through a special request to work with lateral entry mathematics and science teachers during the summer. A&T will also begin to offer the NCTEACH program as another special initiative to help lateral entry teachers. A National Science Foundation grant will also assist A&T to provide content specialist in the classrooms of lateral entry science and mathematics teachers. Lateral entry teachers who have not passed the licensure examination, are invited to participate in the workshop in preparation for the examination. We are committed to assisting lateral entry teachers in completing their certification and improving student achievement. The newly established MAT program will serve many lateral entry persons offering licensure to candidates who have bachelor's degrees. The Unit has a designated person to work with and assist lateral entry persons with the licensure process and to help them to matriculate through the university.

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

Providing service to career teachers continues to be a major goal for the SOE and university. The SOE and university offers advanced licensure in 20 program areas. Over the past six years, the SOE has consistently offered mentoring for career teachers to become nationally board certified. This aspect of our support for career teachers is formally organized through the alignment of standards to the advanced masters programs. A nationally board certified teachers is hired to coordinate this program on a yearly basis. More than 400 career teachers have been served over the past six years. This ongoing activity has served to enhance the learning communities where teachers work by increasing the number of certified teachers by the National Board. In addition, a special effort with the national office was designed to reclaim minority teachers who had initiated but not completed the national board process. Every two years a career teacher (s) is hired to support clinical involvement in the schools. This has been a unique opportunity for more than 15 teachers of the past years to develop expertise in teacher preparation. The SOE continues to focus on building communities that has been designed to support all school personnel and especially the career teachers. One of the ways we have attempted to build communities is in the establishment of Professional Development Schools where teachers not only conducted the research to find answers to questions in their classrooms, they all shared their findings in various venues such as conferences and professional meetings. In addition, we provide opportunities for career teachers to come to the campus two times a year, to share with the SOE their experiences in evaluating our candidates who are in student teaching and other experiences. Each summer we hire careers teachers as adjunct professor to teacher various courses. We have consistently met with four local education agencies to determine how we can help them improve the performance of their students. We write grants, engage in research, work with leadership teams, convene principals and superintendents, engage community leaders and convene an advisory board to be more effective in assisting career teachers. The SOE funded 7 faculty and teacher collaborative research initiatives. These institutional programs reinforce our commitment to establishing learning communities.

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

The SOE is concerned about low performing schools since the Middle College at NCA&T is rated as low performing. We have collaborated on a million dollar grant to transform the Middle College to a “Learn and Earn school. In addition, the SOE continues to provide mentoring and instructional support for the Middle College. Several faculty served on the advisory board who have research and scholarly work in working with African American males. University faculty continue to serve as mentors in the Middle College as well as other local low performing schools. For example, faculty are lunch buddies in the PDS schools. Faculty work with Duplin County schools to provide reading/literacy training for teachers and to offer computers and technology training through the NC Quest Grant. These faculty members are working with twenty teachers from two schools in Duplin County (LEA County Unit meets the Title IIA high-need guidelines) to provide year long mentoring and two Summer Institutes to ensure understanding of how to plan instruction that is culturally responsive as well as aligned with national and state standards. In addition to addressing reading pedagogical and technological techniques, skills for working with families of diverse cultures is addressed. A 2.7 million dollar grant entitled “Transition to Teaching” is located in Greene, Bertie, Lenoir and Wayne counties to provide professional development for teachers in science, mathematics, special education and elementary education. These are low performing school districts. The goal is to increase number of licensed teachers in the areas of high need. In addition, anon-going literacy and tutoring program are offered for low-performing students in Guilford County Schools. The commitment to low performing school districts is evident through out on-going research, granting writing and efforts in PDS schools. A full time tenured professor assumes responsibility coordinating the SOE’s effort.

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

The SOE has continued to focus on producing highly qualified teachers to meet the needs of the State. In collaboration with the Teaching Consortium, we have recruited 175 individuals who are employed in school districts and want to be licensed. In addition, we have invested more than 100,000 dollars in the recruitment of teachers in mathematics and science. While our production has not increased in traditional students, we have implemented new standards to ensure that students who are admitted will performance satisfactory on Praxis I and earn the required GPA. Moreover, a recruitment plan has been developed that is inclusive of the entire university to recruit and prepare more teachers especially in areas of shortage. A full-time recruiter is being hired to support teacher recruitment. Mentors have been employed to track and support teachers. All standards have been met for accreditation. Many of the activities in schools are with low achieving students. Special efforts in literacy and mathematics are provided by the faculty in low performing school. This is an example of our commitment to Closing the Achievement Gap for minority students.

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

Special emphasis for the year has primarily been on the development of learning communities within schools to enhance student learning through reading/literacy, content mentoring, mathematics and science, and working with families. These are areas of concern for the public schools as a result of our collection of data from our graduates and our partners. Therefore, to effectively prepare our candidates and to impact the learning of students in the schools, we have invested more than \$200,000 in grant money toward these efforts and more than 100 faculty hours. Another emphasis was assessment of program quality through collection and analysis of data. Data collected on the quality of candidates and their ability to impact student learning formed the basis for changes in the program. The results of the analysis of data also showed that program were aligned to state, Institutional and national standards. NCA&T is also engaged in a content mentoring program with Guilford County, General Administration and UNCG to assess the degree to which increases in salary will impact the retention and recruitment of mathematics teachers. NCA&T is designing and implementing the mentor training.

Supplemental Information (Optional)

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

All program completers at North Carolina A&T State University are licensure able upon graduation. The Unit has developed and implemented a systematic comprehensive plan to assist all candidates to pass Praxis examinations. Upon enrolling in the program all licensure candidates are required to enroll in a course that assist them to pass Praxis I. The course is aligned to test taking skills and other content courses that students are taking simultaneously. The course is designed to enhance candidate skills in reading, writing and computing. Faculty members with special understanding of learning styles, content, and test taking strategies teach these courses. Since Praxis II is a content test, multiple strategies are utilized to ensure that candidates develop breadth and depth in content. Perhaps the most salient components is to ensure that the curricula are aligned to national standards and the specifications of the Praxis II examination. On-going analysis of performance on the tests are completed and shared with faculty in the content areas. The Units' plan calls for continuous and ongoing: (1) assessment of candidate performance and analysis of tests scores, (2) curriculum alignment with Praxis II competencies, (3) faculty development on Praxis II, (4) textbook alignment/review, (5) parallel readings for candidates, and (6) identification and selection of appropriate software, hardware and technology tools. Praxis II workshops and learning programs are required for all candidates who are required to pass Praxis II examinations. We accomplish 100% pass rate on Praxis II.

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

The SOE participates in the university-wide recruitment initiative that involve SOE representatives in a series of receptions throughout the state and a special recruitment initiative

held in Washington DC. However, to be more focused on recruitment of teacher education candidates, the SOE is hiring a full time recruiter who will be responsible for implementing a university-wide recruitment plan. The recruitment plan was developed in collaboration with all teacher education programs on the campus. However, the focus is on recruitment of teachers in mathematics, science and special education. The plan will use the a newly created web page, media including newspapers, radio, bill boards and television. In addition, the recruiter will work with community colleges, local school districts, cadet programs and churches to recruit students. Another specific initiative is to recruit current university students to consider becoming licensed teachers prior to graduation. Some engineering and arts and science student have considered the optional licensure program.

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

The SOE works collaboratively with public school principals, teachers, counselors, community leaders, churches and on campus leaders to attract and enroll minority candidates in teaching programs. NCA&T has collaborated with Guilford County to offer scholarships to African American males to become licensed teachers. The other activities listed are on-going yearly activities in collaboration with other licensure areas at the university. The SOE works with minority students through funded initiatives such as GEAR-UP, Cadets and 21st Century grant initiative to identify and groom students for college work. The SOE sends a special mailing to all NC high school seniors who score high on the SAT. The SOE sponsors a number of university programs designed to attract on-campus undecided majors such as during American Education week. During American Education week special programs and events are held each day designed to attract minority students into teaching. Nationally recognized scholars and personalities are brought to the university to highlight the need in education and the subsequent opportunities for minority students. Additionally, special programs and initiatives are held in program areas such as Agricultural Education, Business Education Biology, Chemistry and Music. Each year the Agricultural Education Department holds an annual bar-be-cue fest where approximately 250 minority students from throughout the state are brought to the campus for a day of activity and enrichment. The College of Arts and Sciences through its GAMSEC program holds several programs aimed at mentoring and directing minority students into teaching. Students enrolled in the Middle College-a majority are African American Males-are mentored by faculty in the SOE with the hope that they may consider teaching as a career.

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

In an effort to increase performance of the Middle College students we are continuing to collaborate with the Middle College to implement an Early College Learn and Earn Academy. With support from the “Teachers for a New Era” (TNE) grant we completed work with faculty in the College of Arts and Sciences to assist them in the mathematics and science content areas to align their curricula with national standards including Praxis and the national organizations. As a continuation of our collaboration with the Carnegie Initiative, we are developing an induction program with Guilford County to provide a mentor for all first year teachers. In collaboration with Guilford County, UNC General Administration and UNCG, we are providing the content

mentor training and assessment for 70 mathematics teachers in Guilford County. We will train the mentors and implement the content mathematics program for “Mission Possible Schools” in Guilford County. These are illustration of our comment to improving student achievement in mathematics and science.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	28	Black, Not Hispanic Origin	100
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	13
	Other	0	Other	2
	Total	37	Total	117
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	1
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	3	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	7	Total	15
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	2	Total	7

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)	3	1
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	7	5
Special Subject Areas (K-12)		
Exceptional Children (K-12)	8	5
Vocational Education (7-12)	14	5
Special Service Personnel (K-12)		
Other		
Total	32	16
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	327
MEAN CBT-W	323
MEAN CBT-M	328
MEAN GPA	3.29
Comment or Explanation	

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)	5	1		
Elementary (K-6)	22	10		
Middle Grades (6-9)		1		
Secondary (9-12)	10	5		
Special Subject Areas (K-12)	4	6		
Exceptional Children (K-12)	1	2		
Vocational Education (7-12)	8	13		
Special Service Personnel	2	1		
Total	52	39	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	17	100
Institution Summary	17	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	27	58	1	1		
U Licensure Only	1	3				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	30	100	80
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
Guilford County Schools	837
Forsyth County Schools	249
Charlotte-Mecklenburg Schools	213
Rockingham County Schools	127
Wake County Schools	120
Alamance-Burlington Schools	107
Randolph County Schools	100
Cumberland County Schools	86
Davidson County Schools	77
Durham Public Schools	74

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.	3.60	2.94	3.47
preparation to effectively manage the classroom.	3.30	2.88	3.25
preparation to use technology to enhance learning.	3.70	2.69	3.40
preparation to address the needs of diverse learners.	3.40	2.63	3.19
preparation to deliver curriculum content through a variety of instructional approaches.	3.70	2.75	3.44
Number of Surveys Received	10	16	16
Number of Surveys Mailed	24	24	24

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
54	12	5