

IHE Bachelor Performance Report

NC State University

2006 - 2007

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the preparation of professional educators. Dean Kathryn Moore is Dean of the College and Head of the Unit. There are 44 licensure programs (57 if initial and advanced programs are counted separately). All programs are administered by the College of Education with the exception of a few programs in two other colleges. The College consists of five departments: Adult and Higher Education, Educational Leadership and Policy Studies, Curriculum and Instruction (which now includes Counselor Education), Mathematics, Science, and Technology Education, and Elementary Education. Three departments offer master's and doctoral programs; three departments, Curriculum and Instruction, Mathematics, Science, and Technology, and Elementary Education offer undergraduate programs. The College has cooperative teacher education programs with the College of Humanities and Social Sciences, Agriculture and Life Sciences, Management, and Physical and Mathematical Sciences. The faculty of the College of Education is engaged in research and outreach projects with faculty in the colleges cited above as well as with faculty in the Colleges of Design, Engineering, Forest Resources, Textiles, and Veterinary Medicine.

Special Characteristics

The College of Education at NC State University is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To meet these goals teacher preparation at NC State University focuses on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. For example, the Department of Mathematics, Science, and Technology Education graduating more science and math teachers than any other university in the UNC System, collaborates with the College of Physical and Mathematical Sciences; some students elect to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates with distinctive competencies, placing our students at the top of the supply market. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members advise and mentor candidates in the specialty areas in which the pre-

service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to the public school classrooms in North Carolina.

Program Areas and Levels Offered

NC State offers School Social Work (K-12) only at the bachelor's level. NC State offers both bachelor's and master's degrees in the following licensure areas: Elementary Education (K – 6) (Temporary authorization received in 2006); Middle Grades (6 – 9) – Language Arts/Social Studies and Mathematics/Science; Secondary (9 – 12) – English, Mathematics, Comprehensive Science, Comprehensive Social Studies, Agriculture, Business and Marketing, and Technology; Foreign Language (K – 12) – French and Spanish. NC State offers doctoral degrees in English, Mathematics, Comprehensive Science, and Agriculture. Mentally Handicapped (K – 12), Behaviorally/Emotionally Disabled (K – 12), and Specific Learning Disabilities (K – 12) are offered only at the master's level. Reading Specialist, Instructional Technology Specialist, Curriculum Instructional Specialist, School Administrator, and School Counselor are offered at both the master's and doctoral levels. Sixth year programs are offered for Mathematics (9 – 12), Comprehensive Science (9 – 12), Agricultural Education (7 – 12), Curriculum Instructional Specialist, Reading Specialist, and School Administrator. School Psychologists may pursue 6th year and doctoral degrees through Spring 2007.

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
Wake County Public School System	Student achievement and Closing the Gap AND Increasing the STEM Pipeline and STEM Diversity	Recognizing Accelerated Mathematics Potential in Underrepresented People (RAMP-UP) RAMP-UP is a partnership between the NCSU Colleges of Education and Engineering, Shaw University and the Wake County Public School System. Graduate Fellows supervise the undergraduates who work with teacher teams throughout the academic year to plan and implement inquiry based mathematics lessons that demonstrate the practical application of math theory. RAMP-UP fellows are role models and mentors to their students and thereby have the opportunity to make a significant difference for many K-12 students.	RAMP-UP: The program is a partnership between the North Carolina State University Colleges of Engineering and Education, Shaw University's Department of Natural Sciences and Mathematics and the Wake County (NC) Public School System. The program consists of 45 undergraduate and 5 graduate fellows in science, technology, engineering or math (STEM) or math education partnering with nearly 70 teachers in grades 3-12 at eight Wake County schools. RAMP-UP goals target three stakeholder groups: K-12 students, the university undergraduate and graduate students (Fellows) and mathematics teachers in grades 3-12. The

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			<p>overall goal of increasing the number and diversity of students who enroll and succeed in higher level math courses, specifically Algebra by 8 th/9th grade and calculus by 12th is supported by stakeholder specific goals which include</p> <ul style="list-style-type: none"> • increasing the number and diversity of students pursuing the advanced math track • providing university students as role models and mentors • working with teachers to decrease the achievement gap between all groups of students • assisting in improving the mathematics aptitude identification process • forging a deep partnership with teachers of mathematics in Wake County and beyond <p>For the 2006-07 school year, RAMP-UP worked with eight schools (5 elementary, 2 middle and 1 high school)</p>

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			<p>and 70 teachers, including site based coordinators such as Instructional Resource Teachers, investing over 15,000 hours during the academic year. The program impacted nearly 2000 students via regular classroom interaction, plus approximately 2500 parents and students through nine school or community family math nights.</p> <p>http://www.engr.ncsu.edu/k12outreach/rampup/overview/overview.html</p>
Durham Public Schools and Johnston County Schools	Student achievement and Closing the Gap AND Teacher recruitment, retention, and development	Capital Area Writing Project (CAWP): Capital Area Writing Project (CAWP): Designed for teachers across disciplines and grade levels, the Capital Area Writing Project provides an intensive summer forum for sharing practical classroom strategies for using writing as a learning tool and for enhancing composing ability. Strategies for	CAWP: Teacher recruitment, retention, and development are the primary foci of the Capital Area Writing Project and are exemplified in its commitment to the reading and writing connection. The Capital Area Writing Project, a site of the National Writing Project, provides tuition free institutes for teachers and

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		successfully completing the NC state writing tests and meeting state standards are addressed within the larger context of writing curriculum.	provides service to the public schools. The English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards. CAWP supports k-12 teachers across disciplines in their ability to use writing to learn as well as improve the composing abilities of students. The Inverness report submitted in October 2006 catalogs 44 separate in-service sessions, involving 20 TC Leaders for approximately 1,648 individual participants, for 15,951 contact hours. http://ced.ncsu.edu/cawp/index.php
Wake County Public School System and Johnston County Schools	Student achievement and Closing the Gap	The Center for Research in Mathematics and Science Education (CRMSE): CRMSE is the only research center in the NC Mathematics and Science Education Network	CRMSE: The NC-MSEN Pre-College Program involved 450 middle grades and high school students from three LEAs in year-round enrichment activities. The mission of this program

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

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			<p>of girls in advanced high school math programs, female college entrants continue to disproportionately avoid such math-related majors such as computer science, engineering, and physics. To counter this persistent problem, Girls on Track was developed as an informal STEM summer camp. Participants in the camp are part of an eleven-year longitudinal study to determine what factors affect young women's STEM career decisions. The project is supported by the National Science Foundation grants (HRD-#09813902, ITWF #0204222, and GRE #0624584) and the IBM Corporation. http://www.ncsu.edu/crmse/</p>
1. Franklin, Lee, Moore, Elizabeth City-Pasquotank, Vance, Iredell, Weldon City, Gates, Edenton-Chowan,	1. New teacher induction and teacher retention 2. Teacher recruitment, retention, and	1. The SUCCEED Program (School University Collaboration and	1. SUCCEED: A drive-in conference was held with SUCCEED school system

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<p>Rowan, Tyrell, Warren, Northampton, Edgecombe, and Wake County Public School Systems 2. Wake County Public Schools: Swift Creek, Combs, Timber Drive, Yates Mill, Olds, Powell, Partnership, and Dillard Drive Elementary Schools.</p>	<p>development</p>	<p>Commitment to Excellence in Educator's Development): The SUCCEED program is committed to research and innovation in teacher personal and professional learning and development across the career span. Our current research project entitled The Perceptions of Success Inventory for Beginning Teachers (PSI-BT) supports school systems in their induction and retention efforts by assessing new teachers' perceptions of success and providing a summary of that data to school system leaders. We believe this inventory and the resulting data could become a key benchmarking tool for school systems nationwide as they strive to better support new teachers. 2. Another 2006-2007 strategic initiative of the SUCCEED</p>	<p>partners in December of 2006 to provide information on participation in the PSI-BT project. As a result 9 school systems have administered the PSI-BT and 267 novice teachers have responded. As well 2 additional school systems will administer in April. Each school system will receive an executive report of data collected on the following eleven factors assessed by the PSI-BT: Mentor Support, Colleague Support, Administrative Support, Classroom Management, Professional Judgment, Student Success, Instructional Resources, Assignment and Workload, Parental/Caregiver contact, Satisfaction, and Commitment. As well, the executive director of SUCCEED will meet with school system leaders to discuss implications of the</p>

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		<p>program is a collaborative effort with NCSU's new Elementary Education Program to provide quality professional development for university faculty, cooperating teachers and school-based teacher educators (clinical faculty) in the Elementary Education Network of Partner Schools. This project is a continuation of efforts begun in 2005-2006 during the developmental phases of the Elementary Education Program.</p>	<p>findings as well as ways in which the SUCCEED program might offer support in addressing areas of need. 2. An initial meeting of the Elementary Education Network of Partner Schools was hosted jointly by SUCCEED and The Elementary Education Program in November of 2006. Three of the partner schools were represented and 15 teachers from those schools were in attendance. (NOTE: Because this is a new program still in the developmental stages only three schools were on board at the time of this meeting. The remaining 5 school systems came on board in the Spring of 2007.) The purpose of the meeting was to identify and discuss needs of pre-service teachers and school-based-teacher-educators. Based on strategic goals and needs</p>

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			<p>identified by representatives of the Elementary Education program and teachers from their network of partner schools, a professional development program to educate university faculty, cooperating teachers, and school-based teacher educators who will be working with the pre-service teachers. The first phase of this program is a summer institute to be held in August of 2007. Applications have been extended to approximately 80 persons including teachers, school administrators, and university faculty. SUCCEED is providing support to this program through consultation, curriculum development and resources, and preparation of facilitators for the summer institute and follow-up sessions. http://www.ncsu.edu/mentor</p>

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<p>Asheville/Buncombe, Brunswick, Cabarrus, Chapel-Hill-Carrboro, Charlotte-Mecklenburg,, Chatham, Cleveland, Craven, Cumberland, Dare, Duplin, Durham, Franklin, Gaston, Guilford, Harnett, Hoke, Iredell-Statesville, Lee, Montgomery, Nash-Rocky Mount, New Hanover, Onslow, Pender, Rockingham, Rowan, Surry, Union, Wake, Wayne, Whiteville, Wilkes, Wilson, Winston-Salem-Forsyth Alamance-Burlington, Asheboro, Asheville City, Bladen, Burke, Cabarrus, Catawba, Carteret, Caswell, Chapel Hill-Carrboro, Charlotte- Mecklenburg, Chatham, Cherokee, Craven, Davie, Davidson, Duplin, Durham, Edenton-Chowan, Elizabeth-City/Pasquotank, Elkin, Franklin, Gaston, Gates, Granville, Greene, Halifax, Harnett, Henderson, Hoke, Iredell-Statesville, Johnston, Lee, Lincoln, Martin, McDowell, Moore, Mooresville, Nash-Rocky Mount, New Hanover, Northampton, Onslow, Orange, Perquimans, Person, Randolph, Robeson, Roanoke Rapids, Rockingham, Rowan-Salisbury,</p>	<p>Teacher recruitment, retention, and development AND Student achievement and Closing the Gap</p>	<p>English as a Second Language (ESL) The ESL section of the Department of Foreign Languages and Literatures at North Carolina State University is a recipient of a U.S. Department of Education Title VII Grant. Licensed teachers who are accepted into the NC State ESL Licensure Program are eligible for scholarships under the terms of the grant. The ESL Licensure Program is offered both via distance education and on-campus for those who wish to take advantage of a more traditional classroom format. It is intended for currently employed North Carolina teachers holding a current initial or continuing license in another field.</p>	<p>junction/ ESL: The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. The ESL program delivers instruction on campus and via distance education to assist teachers in 35 LEAs. The candidates deliver staff development projects related to English language learners in their school districts. They build capacity by sharing aspects of their ESL training with mainstream teachers. http://sasw.chass.ncsu.edu/esl/</p>

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Rutherford, Sampson, Stanly, Stokes, Thomasville, Transylvania, Union, Wake, Watauga, Wayne, Weldon City, Whiteville, Wilson, Winston Salem-Forsyth, and Yancey County Schools.			
Alamance-Burlington, Asheboro, Asheville City, Bladen, Burke, Cabarrus, Catawba, Carteret, Caswell, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Chatham, Cherokee, Craven, Davie, Davidson, Duplin, Durham, Edenton-Chowan, Elizabeth-City/Pasquotank, Elkin, Franklin, Gaston, Gates, Granville, Greene, Halifax, Harnett, Henderson, Hoke, Iredell-Statesville, Johnston, Lee, Lincoln, Martin, McDowell, Moore, Mooresville, Nash-Rocky Mount, New Hanover, Northampton, Onslow, Orange, Perquimans, Person, Randolph, Robeson, Roanoke Rapids, Rockingham, Rowan-Salisbury, Rutherford, Sampson, Stanly, Stokes, Thomasville, Transylvania, Union, Wake, Watauga, Wayne, Weldon City, Whiteville, Wilson, Winston Salem-Forsyth, and Yancey County Schools.	Use of Technology for teaching and learning in 21st Century Schools	Middle Educators Global Activities (MEGA) With the infusion of technology into North Carolina's schools MEGA was developed as a partnership between middle grades teachers and NC State's College of Education for enabling educators to teach and use technology in the classroom. The focus of the organization is to provide teachers greater opportunities to improve their technology skills and focus on specific content areas in addition to interdisciplinary projects specific to the North Carolina Standard Course of Study. Though founded with a focus on middle grades, MEGA has expanded its scope and welcomes and	MEGA: MEGA includes 750 educators and community partners from 65 LEAs. An active listserv provides curriculum resource information to member teachers. During the 2006-07 year, over 200 educators and community partners from 12 LEAs participated in MEGA events that focused on the following topics: 21st Century Skills including the new State Board of Education goals, Technology and Learning Tools for the 21st Century, Blogging with K-12 Students, 21st Century Teaching and Learning in Math and Science, Emerging Technologies – Wikis, Podcasts, Vodcasts,

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		encourages K-12 teachers to participate.	Conversation on Cybersafety in 21st Century Classrooms, and School 2.0 presented by Tim Magner, Director, Office of Educational Technology, US Department of Education. http://ced.ncsu.edu/mega/
Franklin County Schools, Granville County Schools, Halifax County, Northampton County Schools, Roanoke Rapids Graded School District, Weldon City Schools	Teacher recruitment, retention, and development, AND Use of Technology for teaching and learning.	Innovation for 21st Century Teaching and Learning Partnership (21CTL): The two-part Innovation for 21st Century Teaching and Learning Partnership (21CTL) was formed in 2006 with 6 school districts to define, stimulate, and support innovative classroom practices in rural, eastern North Carolina public schools. First, a Leadership Academy has been developed to assist a team from each school district to develop and deploy products that will support innovative practices. Second, the Middle School Mathematics and Science	21CTL: Impacts of the 21CTL include: • Summer professional development institutes with license renewal credit provided to middle school mathematics and science teachers on-site in schools attended by 15 middle school math and science teachers and 5 central office staff, impacting the education of over 1500 students. • School-year follow up workshops hosted by the Friday Institute • Research on teachers' implementation and adoption of data-rich environments • Partnerships developed with leading technology companies

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		<p>partnership assists middle school teachers in these same districts to strengthen their own mathematics, science, and technology knowledge so that they can better prepare students for challenging classes in high school and beyond.</p>	<p>(IBM, Nortel and Vernier Software & Technology) to integrate technology that businesses use for work and children use for entertainment with classroom educational content • Advice and assistance for school districts to design “future-ready” classrooms by integrating technology such as graphing calculators and science sensors for data collection • Professional development for school district administrative leaders and assisted working sessions with follow-up in the school districts attended by approximately 30 teachers and principals. • Research on implementation of these innovative practices developed by leaders • Dissemination of curriculum products through state conferences and NC DPI</p>

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

In addition to the in-kind service referenced in the Office of School Services Report, faculty members report other specific activities. Faculty members continue to serve as judges from school-level to national-level student competitions: science and mathematics fair, state Distributive Education Clubs of American competitions, and Technology Student Association, Triangle Foreign Language Invitational. Faculty members continue to serve in various consultation/advisory roles to public schools. The French Education coordinator serves as an executive board member for the Alliance for Language Learning, member of the North Carolina in the World Coalition. The Spanish Education coordinator leads the Wake County Foreign Language Collaborative. The English as a Second Language coordinator serves as the higher education representative for the Carolina TESOL organization. Faculty members continue to serve North Carolina public school teachers and students. On a two-year rotating basis, faculty members in Agricultural Education visit each school in the state that offers agricultural education to provide assistance with effective teaching, laboratory management, and curriculum adaptation and lead the curriculum development efforts for secondary agricultural education in North Carolina. The Capital Area Writing Project provides tuition-free institutes for teachers and provides service to the public schools and the English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards. One member of the science education faculty serves on the Durham K-8 Infrastructure Leadership Team to support beginning and experienced teachers. A faculty member developed and led a 2-day seminar on concept mapping which was attended by six middle grades science teachers. In a follow-up to the seminar, the faculty member spent 16 days at three school sites in Chatham, Wake, and Alamance Counties, working with three teachers, six science classes, and approximately 155 students on Web-based concept mapping activities. One faculty member initiated a partnership with 5 districts in northeastern NC: Roanoke Rapids, Granville, Northampton, Weldon City, and Franklin and led a series of meetings to educate superintendents and teachers about 21st century skills.

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

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

beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school-assigned mentor, as well as guidance on curriculum materials, student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both Mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In Middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

From July 2006 to the present, the Alternative Licensure Coordinator has responded to over 3200 walk-in, telephone, and email inquiries and has forwarded 550 applications to faculty advisers for review. The growth in our Alternative Licensure program is due primarily to the addition of 3 new face-to-face cohorts of our NC TEACH program. NC State now has cohorts in Wake, Lee, Cumberland, and Nash counties. Each cohort offers licensure in high school/middle school Science, Math, English, Social Studies, as well as, K-12 French and Spanish. For the upcoming year (2007-2008) NC State's NC TEACH program will serve 130 individuals. The addition of the Lee, Cumberland, and Nash counties is part of NC State's attempt to better serve the high-need areas of the State. In order to accomplish this task over 20 new adjuncts were hired and trained and several partnerships developed. For example, in Lee County our classes will be held on Central Carolina Community College's campus. NC State will offer its NC TEACH model and in collaboration with CCCC they will offer all content classes. In Wake County our classes will be held on IBM's campus in support of their Transition to Teaching initiative and collaboration with Wake Tech Community College will provide all content classes. In Cumberland County, Cumberland County Schools will be providing the class space for our classes. This new scope of pairing our NC TEACH model with local school systems and community colleges have helped us create our new motto: "NC State's NC TEACHing Communities: Your School Systems, Your Community College and YOUR University working for YOU". In October of 2006 a committee was formed to begin work on a new MAT program for Science, Elementary, Technology, English, Social Studies, and Special Education. This MAT will be an addition to our already offered Traditional Lateral Entry, Licensure Only, and NC TEACH programs. This MAT is planned to be developed and approved for a January 2009 implementation. In 2006-2007 the Alternative Licensure Office of NC State was part of three Transition to Teaching grants for local school systems. Wake, Vance, and Cumberland counties all asked for our help in their proposals and further help in the implementation of the Grants. The nature of all of these grants is to provide teacher education courses to alternative licensure teachers in their home county. Over 110 teachers are being served by these three grants. Lastly, in 2006 North Carolina State University further invested in its Alternative Licensure Office by expanding the faculty that supports the office through the creation of an additional position to meet the ever growing advising demand.

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

NC State University offers programs and workshops that support career teachers including over 29 online “Tools for Schools,” among which are Science Junction, Global Book Club, Sci-Link, Help-Yourself-Yourself, Curriculum Integration, and Succeeding in School. Other initiatives include the following: One faculty member directs the Durham Science Innovations Program where teachers are involved in a Japanese lesson Study Model of Professional Development and the creation of model science lesson plans. Faculty in Agricultural Education conduct approximately 12 2-4 day workshops on topics such as technical agriculture, instructional technology, and grant writing with approximately 200 teachers participating. Foreign language faculty members mentor teachers seeking National Board Certification. Career teachers are eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (6 sessions) at the NC English Teachers Association Annual Conference. Middle Educators Global Activities (MEGA) is a partnership between K-12 teachers and the CED designed to enable educators to use technology in the classroom with a special emphasis on core content and interdisciplinary projects specific to the NC Standard Course of Study. MEGA includes over 700 teachers from 128 schools. An active listserv provides curriculum resource information to member teachers. The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. NC State University also supports career teachers by providing access to instruction via distance education. Programs involved in distance programming include: Agricultural education, ESL, and Business and Marketing education.

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

In the 2005-06 ABCs Report, there are no low-performing schools in NC State University’s immediate service area; however, NC State extension projects do serve counties with schools designated as either low-performing or priority schools. The CAWP serves two of the counties, one low performing (Durham) and another priority (Johnston), the MEGA project serves 38 counties, 12 with schools designated as low performing (Charlotte-Mecklenburg, Durham, Gaston, Halifax, Hoke, Nash-Rocky Mount, Robeson, Rockingham, Union, Wayne, Wilson, and Winston-Salem Forsyth) and 26 with priority schools (Alamance-Burlington, Asheboro, Bladen, Burke, Cabarrus, Catawba, Caswell, Chatham, Davie, Duplin, Elizabeth City/Pasquotank, Franklin, Granville, Greene, Harnett, Johnston, Martin, New Hanover, Northampton, Onslow, Perquimans, Randolph, Rowan-Salisbury, Sampson, Thomasville, and Weldon City). The ESL project serves 24 total systems with 11 designated as low performing (Charlotte-Mecklenburg, Cumberland, Durham, Gaston, Guilford, Hoke, Nash-Rocky Mount, Rockingham, Union, Wayne, Wilson, and Winston-Salem/Forsyth) and 13 as having priority schools (Brunswick, Cabarrus, Chatham, Duplin, Franklin, Harnett, Montgomery, New Hanover, Onslow, Rowan, and Wake). Of the LEAs affiliated with SUCCEED, nine have high priority schools (Franklin, Pasquotank/Elizabeth City, Vance, Weldon City, Rowan, Warren, Northampton, Edgecombe, and Wake). SUCCEED continues to support the mentoring and coaching of beginning teachers, not only for a smooth transition into and through the induction period, but also for assistance to

beginning teachers who work in high priority schools. A new initiative 21CTL also serves teachers and administrators in 5 systems with priority schools (Franklin, Granville, Northampton, and Weldon City). NC State University also serves individual low-performing and priority schools. The agricultural education program serves 2 low-performing schools in 2 different counties (Neal Middle, Durham; Red Springs High, Robeson) and 8 priority schools located across 5 counties (West Columbus, Columbus; Overhills High, Harnett; Warren County High, Warren; Southern Vance, Vance; and Parkland High, Forsyth).

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

The College of Education is committed to promoting SBE priorities, NC Public schools will produce globally competitive students and NC Public Schools will be led by 21st Century Professionals, through its preparation of teacher education candidates and service to public school students and teachers. Teacher education coursework is designed to prepare our students to be effective teachers of students with special needs. For example, ECI 451, Improving Reading in the Secondary School, is currently required of all agricultural, business and marketing, and technology education students. ECI 306, Middle Years Reading, is a program requirement in language arts, social studies, mathematics, and science. ECI 305, Teaching Diverse Populations, prepares middle grades language arts and social studies candidates to meet the needs of culturally diverse students. All middle grades candidates, as well as secondary mathematics and science candidates, are required to take ECI 416, Teaching Exceptional Students in the Mainstream. Such focus on current achievement issues and candidate preparation will enhance our graduates' ability to help close the achievement gap, meet the needs of all learners, and increase the achievement of all students. The ESL program is the recipient of a 5-year \$1.25 million Department of Education Title VII Training for All Teachers grant. This year the grant supports the program's candidates for ESL add-on licensure. The ESL program requires yearly submission of language proficiency and EOG test data for students under the supervision of our ESL licensure candidates. These data demonstrate the impact of our preparation on student achievement. In addition, ESL candidates who receive financial assistance must mentor an ESL family. This requirement enhances family and community partnerships. Such data on student achievement inform decision-making that is intended to improve student achievement and, therefore, have a positive impact on closing the achievement gap for those students who have limited English proficiency. The junior-year field experience class, ED 310, Tutoring Adolescents, requires student participation in a parent-teacher conference when feasible; thus, preparing pre-service teachers to strengthen the communication between the classroom and the home. In addition to preparing pre-service teachers, faculty members are engaged in initiatives that focus specifically on teacher development, student achievement, and 21st Century math, science, and technology initiatives. Teacher development is supported by the SUCCEED program, CAWP, ESL, MEGA, and 21CTL and student achievement is promoted through the RAMP-UP, CRMSE, and MEGA programs (see SEC Assessments Table).

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

In response to the growing need to produce more licensed elementary school teachers for North Carolina, and especially for Wake County Public Schools, NC State has established a K-6

Elementary Education program for undergraduate students. In October 2004, WCPSS indicated that the elementary age population will likely increase by over 3700 students and will require over 100 new teachers. The program received final approval in February 2006 from the UNC Office of the President (now UNC-GA) and Temporary Authorization from the North Carolina Department of Public Instruction. Graduates of the elementary education program receive a Bachelor of Science degree in Elementary Education and Teaching. This selective and highly innovative program emphasizes mathematics, science, and technology – areas critical to developing 21st Century Skills in students. Current enrollment estimates for the 2006 – 2007 year include: 25 first year students, 30 sophomore, and 31 juniors. When fully implemented the College anticipates admitting only 60 new freshman each year. The program utilizes a cohort model with junior class members moving through their courses in sequence on a blocked schedule. The blocked schedule is intentional so that there will be ample time for school based experiences. Once it is fully implemented, the program will have established a School Partnership Network with as many as fifteen elementary schools. Our students will experience a minimum of 145 field experience hours before they student teach in the spring. The program will foster and sustain communities of practice for our students, the school-based teacher educators with whom they work, and the elementary education faculty. In addition, our students will have the opportunity to explore cutting edge technology in the Friday Institute model classroom in addition to the computer labs in Poe Hall. The program is an innovative model that will help prepare elementary teachers for the demands of teaching in the 21st Century.

Supplemental Information (Optional)

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

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

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

NC State University has numerous intentional efforts to recruit qualified candidates into Teacher Education programs. While individual departments have the primary responsibility for recruiting, specific College initiatives are designed to increase enrollment. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. On Recruitment Day the Teaching Fellows provided information on campus life, financial aid, housing, program offerings, and general admissions information to 119 recruited students. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural

Education Day when approximately 600 high school students visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focuses on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. In the summer of 2007, the College of Education financially supported a TED undergraduate student's attendance at the National Technology Student Association Conference. The student will actively recruit prospective Technology Education students by distributing marketing pieces and by collecting contact information for follow-up purposes. Departmental representatives from Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. The English Education coordinator contacts prospective students through the North Carolina English Teachers' Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education. Students Advocating for Youth (SAY Living and Learning Community) serves as a recruiting tool, also. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multi-cultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Students benefit from faculty advisors, resident mentors, field trips, and interaction with underrepresented student populations both in and out of educational settings. The SAY Village is open to all NC State students. In addition to these person-to-person efforts, the CED sponsors a Spend a Day at State program for all accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the CED. Additionally, College of Education representatives attended several meetings sponsored by the GA to discuss teacher recruitment within the state of North Carolina.

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

NC State University relies on the strategies listed in item J, along with efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the Assistant Dean for Student Services and the Assistant Director for Student Services support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special listserv for African American students and email them regarding application and scholarship deadlines and other opportunities that the CED and the University offer in general. African-American students who have been accepted are paired with current African-American students who communicate throughout the year. Past participants of the Leadership Institute for Future Teachers (LIFT) are tracked and encouraged to apply to NC State University. The 2006 LIFT participants included 21 rising high school seniors. Twelve of the 21 LIFT participants applied for the Teaching Fellows Scholarship; 9 received the scholarship for the 2007 – 2008 academic

year. The College of Education pre-college program of the Mathematics and Science Education Network collaborates with 11 schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina middle and high schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school students, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track. Special Education continues its efforts to recruit minority students into its graduate programs. NC TEACH personnel continue to meet on HBCU campuses as well as in local churches to advertise the program to potential teachers of color. The NC TEACH program once again ran public service announcements in both English and Spanish on WSHA, Shaw University's public radio station. The number of minority applicants for the 2007 cohort of NC TEACH grew from 21% in the second year to 30% in the third and finally 34% in the current year; 31% of accepted applicants are of minority status.

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

As part of the College of Education's commitment to a new culture of assessment, a Director of Knowledge Management was hired in the fall of 2005 to oversee the development, deployment, and management of a comprehensive assessment system. In 2006, a University Assessment Committee was formed to focus on all levels of assessment. Subsequently, the Knowledge Management division has been tasked with creating a fully integrated web-based assessment system for use by administrators, faculty, and students to meet the data collection, analysis, and reporting needs of the College. The assessment system's features will evolve over time with its components becoming available for use as they are developed. The SAGE (System of Assessment Guiding Education) system will encompass the needs of the College of Education from the standpoint of the student, program, department, and college. The various functions will be grouped together into common areas for easy access and navigation, based on the area of interest for the user. During the 06-07 academic year, work on SAGE progressed. Prototypes of the system as well as business flow and use case documents were created. Data sources from the university have been identified and access has been granted for the College to extract data. A pilot of SAGE is slated for mid fall 07 and full implementation for late spring 08.

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	1	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	29
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	145	White, Not Hispanic Origin	311
	Other	3	Other	2
	Total	154	Total	351
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	5	Total	8
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	45
	Hispanic	2	Hispanic	15
	White, Not Hispanic Origin	136	White, Not Hispanic Origin	274
	Other	0	Other	2
	Total	166	Total	343

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	6	20
Secondary (9-12)	158	329
Special Subject Areas (K-12)	20	93
Exceptional Children (K-12)		
Vocational Education (7-12)	50	81
Special Service Personnel (K-12)		
Other		
Total	234	523
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,221
MEAN SAT-Math	572
MEAN SAT-Verbal	559
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
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)				
Middle Grades (6-9)	15	24	1	4
Secondary (9-12)	21	81	19	36
Special Subject Areas (K-12)	1	8	12	21
Exceptional Children (K-12)				
Vocational Education (7-12)	15	20	39	21
Special Service Personnel				
Total	52	133	71	82
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
Spec Ed: General Curriculum	1	*
Institution Summary	1	*
* 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	161	4	18	2		
U Licensure Only	3		3			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	104	6	29	8		
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	161	90	63
Bachelor	State	3,909	94	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Wake County Schools	1,447
Johnston County Schools	287
Durham Public Schools	136
Guilford County Schools	114
Charlotte-Mecklenburg Schools	111
Cumberland County Schools	86
Franklin County Schools	84
Harnett County Schools	83
Forsyth County Schools	70
Granville County Schools	65

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	3.56	3.57
preparation to effectively manage the classroom.	3.03	3.28	3.23
preparation to use technology to enhance learning.	3.66	3.49	3.55
preparation to address the needs of diverse learners.	3.47	3.24	3.17
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.38	3.38
Number of Surveys Received	32	43	53
Number of Surveys Mailed	99	99	99

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
70	8	3