

IHE Bachelor Performance Report

Shaw University

2006 - 2007

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

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
1. Support for low-performing/at-risk school			
<p>SPARC Academy (The Department of Education adopted SPARC Academy as its primary service location for 2006-2007.)</p>	<p>Support for low-performing/at-risk school</p>	<p>Bi-weekly professional development through “Project Guided Reading and Writing,” a proposal funded by the University, was presented to teachers in grades four through six to improve student achievement on end-of-grade tests in <i>reading</i>.</p>	<p>The teachers reported that they used a reading assessment instrument to determine the reading levels of their students and used findings to place students in reading materials appropriate to their reading levels. Strategies learned in the training were “used to teach students to look at context clues and word structure and use inference skills to read text that was unfamiliar to or difficult for them.”</p> <p>The fourth grade teacher reported that she “used the free textbooks, instructional materials, and strategies for teaching guided reading and reading across the curriculum with my students.”</p>

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			<p>As a result of the training, the teachers reported that students were better able to read independently, silently, and fluently, thereby improving their performance in reading. Students experienced varying levels of success in reading and their classroom behavior improved also.</p> <p>End-of grade test scores in reading are listed below:</p> <table data-bbox="1470 852 1869 1063"> <thead> <tr> <th></th> <th>Grade Score</th> <th>Score</th> </tr> <tr> <th></th> <th>(This Year)</th> <th>(Last Year)</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>75%</td> <td>59%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>63%</td> </tr> <tr> <td>6</td> <td>67%</td> <td>59%</td> </tr> </tbody> </table>		Grade Score	Score		(This Year)	(Last Year)	4	75%	59%	5	87%	63%	6	67%	59%
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<p>SPARC Academy</p>	<p>Support for low-performing/at-risk school</p>	<p>Bi-weekly professional development through “Project Guided Reading and Writing,” a proposal funded by the University, was presented to teachers in grades four through six to improve student achievement on end-of-grade tests</p>	<p>Teachers reported that they gained insight into the steps necessary for students to develop good writing skills. Their students experienced success in reading and writing for meaning. As a result, students spent more time on task, freeing the</p>															

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		in <i>writing</i> .	<p>teacher to provide more individualized instruction. As recommended in the training, the teachers used literature-based reading materials to strengthen their students' reading comprehension and writing performance.</p> <p>End-of-grade test scores in writing showed that fourth graders scored at the 33% percentile. Writing will continue to be a focus area for the upcoming year.</p>
SPARC Academy	Support for low-performing/at-risk school	Mentoring was provided to teachers on strategies for improving classroom management, developmentally appropriate practices, and parental involvement, based on faculty observations in the teachers' classrooms.	One teacher who completed the "Assessment of Faculty Contribution/ Impact on Student Learning" instrument reported that she was mentored on the use of behavior management strategies. As a result, her students spent more time on task, thereby giving her more time to actually teach. Because she learned to use developmentally appropriate practices, instruction was geared to the individual needs of the students. She reported that her students were learning more in less

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			time and inappropriate behaviors had decreased. Students spent more time being actively engaged in their work.
SPARC Academy	Support for low-performing/at-risk school	Workshops on instructional strategies for writing were presented to teachers by a consultant whose services were funded through the University-funded reading and writing grant.	One teacher reported that the professional development on the “writing process” was helpful in assisting students in brainstorming the writing prompt, developing the introduction, writing supporting details, and closing the writing sample. While students’ overall writing performance improved slightly, scores were below the state average. Writing will continue to be a focus area for the upcoming year.
SPARC Academy	Support for low-performing/at-risk school	One-on-one and small group tutoring/mentoring was provided to assist eight graders with technology knowledge enhancement and strategies for taking the Technology Competency Test.	Based on an analysis of data obtained from an initial survey conducted by the faculty member, findings indicated that students did not understand the examination questions and lacked knowledge on the use of Spreadsheet programs. These skills were incorporated into the mentoring/tutoring sessions. Based on the “Assessment of

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			Faculty Contribution/Impact on Student Learning” instrument, six of the eight students who were tutored/mentored on preparation for the Competency Test passed (75%). The two who did not pass, missed by one or two points. Tutoring/mentoring for the two students and eight others began near the end of the spring semester.
SPARC Academy	Support for low-performing/at-risk school	Mentoring was provided for an eighth grade teacher on instructional/learning technologies and how to infuse technology into classroom instruction.	The faculty member and the classroom teacher worked together to help the students on technology-related activities, using data generated from a rubric that the faculty member developed. Based on the “Assessment of Faculty Contribution/Impact on Student Learning” instrument, the teacher reported that students’ performance on technology-related content improved, as did the teacher’s ability to provide technology-related instruction. The teacher also reported that the techniques and monitoring strategies learned were used to keep the group of diverse

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			learners on task, increase their interest in using technology, and improve their performance on the Technology Competency Test.
SPARC Academy	Support for low-performing/at-risk school	Professional development on play-based assessment was provided to a pre-kindergarten teacher.	Professional development was provided to the pre-kindergarten teacher near the end of the school year. The teacher reported on the “Assessment of Faculty Contribution/Impact on Student Learning” instrument that she gained knowledge on how to “capitalize on what children like most and do best—play.” The teacher indicated that she would use this information “to initiate and engage in play activities that are natural and enjoyable. That way, children demonstrate the full range of behaviors in a natural setting and the teacher learns how to provide intervention, if needed.”
SPARC Academy	Support for low-performing/at-risk school	The University provided leadership to the Board of Directors. (The Dean of the College of Graduate and Professional Studies, in whose	The Board focused on Future-Ready Students for the 21st Century Skills, such as enhancing student performance through the increased

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		college the Department of Education is located, served on the Board. Another faculty member served as Chair of the Board.)	use of technology; addressing needed resources to improve end-of-grade test scores and the quality of teachers, including fundraising and professional development; ensuring that the school environment was safe, orderly, and caring through the policies that were approved and facility upgrades; ensuring effective and efficient operations, including budget, salaries, contracts, and so forth; and promoting family and community support for the school. Additionally, the Board addressed recruitment and public relations. As a result of the Board's action and other improvement efforts, EOG scores in reading for students in grades three through eight improved by an overall average of 16 points. EOG scores in writing improved slightly. Efforts to improve EOG scores in writing will continue.
2. Support for beginning teachers to improve student learning and increase student achievement			

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<p>Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)</p> <p>Telamon Corporation</p>	<p>Support for beginning teachers to improve student learning and increase student achievement</p>	<p>Fifteen Head Start teachers were enrolled in the birth through kindergarten program through the TEP project.</p>	<p>Telemon Corporation was awarded the status of a five-star Head Start Center by the Division of Child Development of the North Carolina Department of Health and Human Services because five of its teachers are enrolled in the TEP program. The Education/Disability Specialist reported that “this program has allowed the teachers and the teacher assistants to work to reach the goals and dreams in their personal lives while gaining more knowledge about their profession. It’s good to know that this program [TEP] is making a difference in the community, as well as in children’s lives.”</p>
<p>Mary E. Phillips Alternative High School (Infant/Toddler Program)</p>	<p>Support for beginning teachers to improve student learning and increase student achievement</p>	<p>Professional development on play-based assessment was provided to a pre-kindergarten teacher.</p>	<p>Professional development was provided to the pre-kindergarten teacher near the end of the school year. The teacher reported on the “Assessment of Faculty Contribution/Impact on Student Learning” instrument that she gained knowledge on “the importance of evaluating children in</p>

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			<p>their natural environment—while they are at play. She plans to use this information with her students “to encourage the development of thinking skills, communication and language abilities, movement, and social-emotional development.”</p>
<p>Mary E. Phillips Alternative High School (Infant/Toddler Program)</p>	<p>Support for beginning teachers to improve student learning and increase student achievement</p>	<p>The early childhood education curriculum was reviewed by faculty members and feedback was given to the pre-kindergarten teacher.</p>	<p>The curriculum review was done near the end of the school year. The teacher reported that she would adapt their current curriculum to include the <i>Creative Curriculum</i> where children learn from their daily interactions within their environment. The teacher indicated that she would “use knowledge gained to organize a rich environment of various materials to enhance learning and teaching.” Further, she noted that she would “foster creativity in her children by allowing them to think of new ideas, obtain information by asking questions, learn through trial and error, and benefit from mistakes.” The teacher wants faculty members to follow up in the fall.</p>

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Mary E. Phillips Alternative High School (Infant/Toddler Program)	Support for beginning teachers to improve student learning and increase student achievement	A parent workshop was developed and presented to parents that focused on parents being involved in their children’s education, at home and in the classroom.	Seven parents attended the workshop. Based on the “Assessment of Faculty Contribution/Impact on Student Learning” instrument, parents were offered ways that they could work with their children at home and how to become more active at school. Parents expressed appreciation for the workshop and asked for regular updates on their children’s progress so that they could follow up at home. Because of open lines of communication between home and school, the children’s work and behavior improved and parental involvement increased.
Mary E. Phillips Alternative High School (Infant/Toddler Program) and SPARC Academy	Support for beginning teachers to improve student learning and increase student achievement	An Assessment Tool Kit that was used to assess children while they were at play was developed by education majors and donated to the school.	One pre-school teacher reported on the Assessment of Faculty Contribution/ Impact on Student Learning” instrument that students “developed instructional materials that could be used by children with typical and atypical learning needs, thereby making learning experiences meaningful for children. “Because activities were geared to varying

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			ability levels, students were successful, regardless of ability level,” reported another teacher.
Bugg Elementary School	Support for beginning teachers to improve student learning and increase student achievement	Mentoring was provided for a second-year teacher who graduated from Shaw on how to meet the school’s annual goals in reading.	The teacher reported on the “Assessment of Faculty Contribution/Impact on Student Learning” instrument that she received techniques on the monitoring process for improving students’ reading performance. As a result of the mentoring, the teacher was able to better determine the progress of each child during the lesson, instead of waiting until students turned in an assignment after the lesson was over. As a result, students were actively engaged in their work, maintained a high quality of time on task, and received better grades on assignments. Students were given more individual attention. Their mastery of objectives improved and disruptive behavior was minimized.

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Kinston Academy Charter School	Support for beginning teachers to improve student learning and increase student achievement	Mentoring was provided for a beginning teacher at Kinston Academy Charter School on developing strategies for classroom management, assessing the classroom environment, and defining learning centers to guide developmentally appropriate use of space and materials.	The teacher reported on the Assessment of Faculty Contribution/Impact on Student Learning” instrument that when she used the behavior management strategies learned in the mentoring sessions, her students spent more time on task with fewer disruptions. “The use of developmentally appropriate materials ensured that students were working on their own levels. Because students were successful, their self-esteem and confidence improved.”
Wake County Schools	Support for beginning teachers to improve student learning and increase student achievement	Mentoring/tutoring was provided for 16 middle school girls on conducting research, writing papers, and making presentations.	Students developed and presented a report on their research findings to the community organization that sponsored the program. Based on a written report from the mentor/tutor, students presented scholarly work and learned to follow the proper procedures/format for writing and presenting research reports.

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3. Increase/Support Parental Involvement in Schools			
<p>Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)</p> <p>Choanoke Area Development Association (CADA) Gaston Head Start Child Development Center Martin County Community Action, Inc., Head Start Henley-Roberts Child Development Center Head Start Telamon Corporation</p>	Increase/Support Parental Involvement in Schools	A workshop was conducted on “Pre-School Readiness: Activities on How Parents Can Be Involved in their Children’s Education”	There were 13 participants in this workshop, including five Head Start teachers and seven parents. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants agreed or strongly agreed that they gained valuable knowledge on how to make learning fun for B-K students through the use of no-cost and inexpensive supplies and materials that were readily available. Additionally, teachers indicated that they would use the activities in their classrooms to help their students succeed academically and share the strategies they learned with parents so that parents could help their children at home. One parent reported that she learned to “use every experience as a learning experience for my child.”
Head Start Teacher Educational Project (TEP)	Increase/Support Parental Involvement in	A workshop was conducted on “Good Nutrition for Head Start Children: Activities to Enhance	Ten participants attended the workshop, including six Head Start teachers and four parents. Based on

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	Schools	Awareness of Factors Affecting Student Performance.”	the “Evaluation of Authorized In-Service Training” instrument, all participants strongly agreed that the training provided them with new knowledge/skills. One parent reported that she learned “to promote healthy eating habits and exercise.” One teacher reported that she would monitor “food selections and serving portions of foods provided at school and talk to parents about incorporating more healthy choices in their children’s diets.” Another teacher reported that she would “model good eating habits in front of students and plan activities to help students understand the concept of healthy eating and exercising.”
Head Start Teacher Educational Project (TEP)	Increase/Support Parental Involvement in Schools	A workshop was conducted on “Improving the Communication Between Head Start Teachers and Parents: Activities that Help Parents and Caregivers with Two-Way Communication.”	There were nine participants in this workshop, including six Head Start teachers and three parents. Based on the “Evaluation of Authorized In-Service Training” instrument, all participants strongly agreed that it helps to keep an open mind and open lines of communication when

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			<p>promoting parent-teacher interactions.</p> <p>Comments by parents: “I learned how to be a better advocate for my child.” “I can better communicate with the teachers at school and be involved in the everyday activities at school.”</p> <p>Comments of teachers: “The workshop helped me to understand parents’ views and how to address them in a positive and effective way. I also learned how to assess and respond to conversation and concerns of parents and how to include parents in the education of their children.” “I plan to incorporate what I learned from the training in my classroom. When children see their parents involved in their schooling, they will do better in school.”</p>

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4. Work with faculty across campus to provide service to the public schools			
<p>Wake County Schools (Recognizing Accelerated Math Potential in Under-Represented People – RAMP-UP) – (five elementary schools - Combs Elementary School, Dillard Drive Elementary School, Fuller Elementary School, Smith Elementary School, and Washington Elementary School; and two local middle schools - Carnage Middle School and Centennial Campus Middle School)</p> <p>Grants for \$2.5 million from the National Science Foundation and the General Electric Foundation to establish a collaboration between Shaw University, North Carolina State University, and Wake County Schools to boost the number of minorities who take Algebra I by the eighth grade and calculus by their senior year.</p>	Work with faculty across campus to provide service to the public schools	The Mathematics Education Program participated in RAMP-UP in which college students worked 15-20 hours a week to assist teachers with classroom activities, including working with small groups, helping to create lesson plans, and teaching engineering concepts to middle school students.	The collaborative effort between North Carolina State University and Shaw University allowed its students to provide instruction in Algebra I and calculus to public school students. The public school students learned new techniques in math. College professors were able to observe, first hand, the performance level of students in those math classes and offered insight to high school teachers on what students needed to know by the time they reach college. This exchange of information was invaluable to the universities as well as the public school system in the preparation of students for college.

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Millbrook Elementary School	Work with faculty across campus to provide service to the public schools	Second grade students were assisted in selecting developmentally appropriate books during the school's Book Fair. Students were also read to while they waited for their class to attend the Book Fair.	While some students were selecting books at the Book Fair, others were being read to at tables in the library. Students were able to draw pictures and write stories based on stories that had been read to them. Based on a written report from a faculty member, the teacher reported that students were eager to check out the books that had been read to them, an indication of an increased interest in reading. Students were allowed to share their stories and pictures with classmates when they returned to class.
Millbrook Elementary School	Work with faculty across campus to provide service to the public schools	Elementary school students were assisted in the selection and purchase of gifts for their families and friends in the school's Christmas Store.	Based on a written report from a faculty member, this activity provided reinforcement for students on the mathematical skills related to counting money that they were studying in class. Students learned to add the costs of their purchases, using paper and pencil, and to pay for them. Student cashiers learned to give students correct change.

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Millbrook Elementary School	Work with faculty across campus to provide service to the public schools	During a reception for teachers during Teachers' Appreciation Week, students were given school supplies (paper and pencils).	Based on a written report from a faculty member, the gifts to students offered encouragement to students to do well in school.
Millbrook Elementary School	Work with faculty across campus to provide service to the public schools	A picnic was given to 3rd graders for doing a good job on end-of-grade tests.	Students were told at the beginning of the school year that they could have a picnic if they did well on the end-of-grade tests. Because students scores improved, they were given a picnic.
Creekside Elementary School	Work with faculty across campus to provide service to the public schools	A presentation was provided for sixth grade students on "Microbes in our Environment," that included identifying vocabulary words, food-borne illnesses and the microbes that cause them, and food safety.	Based on a written report from a faculty member, students participated in an interactive and hands-on presentation on food safety. At one point in the presentation, students were given a newspaper article about an outbreak of a food-borne illness. They were asked to play the role of food scientists to discover why the people got sick. Students posed questions to each other about the microbes that caused the illness and how they could have gotten into the food. As a follow-up activity, students wrote a report of their findings and

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			submitted them to the teacher. Students not only gained science content knowledge, but exercised their ability to think critically and use problem-solving skills, work together to draw conclusions, and write their findings in a report.
Creekside Elementary School	Work with faculty across campus to provide service to the public schools	The University (faculty member) provided leadership to the school by serving as a PTA officer and organizing the school's Science Festival.	The teacher reported to the faculty member that she wanted the school to have a Science Festival to display students' science projects. The faculty member organized the Science Festival and provided guidelines for students to enter their projects. Students developed scientific experiments, using the scientific method for entry into the Science Festival. It was reported that the "students did a wonderful job in putting together their science projects. It was much better than we expected, especially since it was our first time [having the Science Festival]."

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Creekside Elementary School	Work with faculty across campus to provide service to the public schools	A sixth-grade student was provided one-on-one instruction in science.	The teacher reported that the success that the student achieved gave the student more confidence in his everyday school environment. The student also acquired enhanced science content knowledge that was evident in his school work.
5. Recruit students into professional education programs leading to licensure			
North Carolina Model Teacher Education Consortium (NCMTEC) (has established partnerships with 50 school systems, 16 colleges/universities, and 34 community colleges in North Carolina; the North Carolina Department of Public Instruction; and the Regional Alternative Licensing Centers)	Recruit students into professional education programs leading to licensure	A partnership with the NCMTEC was established in Spring 2007.	To increase the number of highly qualified educators in NCMTEC-sponsored school systems, the partnership provided affordable, accessible, and high quality education/training to aspiring and practicing educators who work in participating school systems throughout North Carolina. In the spring semester, nine students were enrolled and 10 students are enrolled in the summer session. An aggressive recruitment plan is being implemented during summer 2007 to increase enrollment. The ten-month program coordinator was

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			<p>hired to work during June and July to head the recruitment effort. Additionally, resources were allocated for the development of 10 online courses during the summer to be offered in the fall semester. The partnership with the NCMTEC will produce teachers to help bridge the teacher shortage gap in North Carolina so that every child will be taught by a highly qualified teacher.</p>

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

The Department of Education adopted SPARC Academy as its primary service location for 2006-2007. New initiatives for working at SPARC Academy are listed here. Two faculty members wrote a grant that was funded and which supported them to serve as trainers at SPARC Academy to provide professional development to teachers in grades four through six so that the teachers could improve student achievement on end-of-grade tests in reading and writing. The training emphasized the use of guided reading and writing as instructional strategies and writing instruction that was aligned with subjects across the curriculum. Through the grant, teachers were given free textbooks and instructional materials and a consultant assisted with the writing portion of the professional development. Another faculty member mentored/tutored eighth grade students at SPARC Academy on technology knowledge enhancement and strategies for taking the Technology Competency Test. Additionally, the teacher of the eighth graders was mentored on how to enhance students' knowledge in instructional/learning technologies and how to infuse technology into classroom instruction. Two faculty members collaborated with the pre-kindergarten teacher at SPARC Academy to determine the needs of the pre-kindergarten program, including early intervention needs. They worked with the teacher on a classroom design that met Developmentally Appropriate Practices (DAP) standards and focused on parent involvement and classroom management. Two faculty members assisted the pre-kindergarten and kindergarten teachers at SPARC Academy with observing and assessing young children in their natural environment (play-based assessment). Undergraduate and graduate birth through kindergarten students participated in creating assessment tools and contributed an Assessment Tool Kit and instructional materials to SPARC Academy. Two faculty members worked with teachers at SPARC Academy to develop a parent workshop, with an emphasis on involving parents in the classroom. In other service activities, a faculty member served as a member of the Wake County Public Schools' Health Advisory Committee. Two faculty members served on the Historically Minority Colleges and Universities Consortium (HMCUC) whose primary goal is to close the achievement gap for North Carolina students. A faculty member directed the Recognizing Accelerated Math Potential in Under-Represented People (RAMP-UP) program where North Carolina State University's (NCSU) engineering and education schools teamed with Shaw University and Wake County Public Schools to boost the number of minorities who take Algebra I by the eighth grade and calculus by their senior year. Thirty-five NCSU and Shaw students worked with the program to assist teachers with classroom activities in five local elementary schools (Combs Elementary School, Dillard Drive Elementary School, Fuller Elementary School, Smith Elementary School, and Washington Elementary School) and two local middle schools (Carnage Middle School and Centennial Campus Middle School). Three faculty members served as judges of the Science Fair at Bugg Elementary School. Two faculty members collaborated with teachers at the childcare center at Mary E. Phillips Alternative High School to review the current curriculum and provide feedback on its alignment with developmentally appropriate practices.

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

The Head Start Teacher Educational Project (TEP) enrolled fifteen Head Start and Early Head Start teachers at the University in 2006-2007 where they earned six credit hours each semester; they also earned six credit hours during the summer. Courses were offered at no cost to Head Start and Early Head Start teachers. Faculty members developed and facilitated TEP workshops for Head Start teachers and parents and teachers from partner schools. These workshops were targeted for preschool and kindergarten teachers, especially beginning teachers and young parents (second year). One faculty member presented a TEP workshop on "Pre-School Readiness: Activities on How Parents Can Be Involved in their Children's Education." Another faculty member presented a workshop on "Good Nutrition for Head Start Children: Activities to Enhance the Awareness of Factors Affecting Student Performance." One faculty member presented a workshop on "Improving the Communication between Head Start Teachers and Parents: Activities that Help Parents and Caregivers with Two-Way Communication." Telemon (Telemon) Corporation was awarded the status of a five-star Head Start Center by the Division of Child Development of the North Carolina Department of Health and Human Services because five of its teachers are enrolled in the TEP program. The Department continues to offer a Praxis II preparation seminar for beginning teachers. The seminar is offered to Shaw University alumni who are beginning teachers, free of charge. The Department's Web page, that includes preparation materials, is available to beginning teachers who are graduates of Shaw University. Further, the Curriculum and Materials Center continues to acquire the newest Praxis I and II preparation materials. The Department schedules classes for its beginning teachers in the evenings and on Saturdays to make it easier for them to attend. Beginning teachers and parents who received professional development training from Shaw University faculty reported that they learned useful strategies on how to better work with parents and families. One faculty member worked with three teachers at SPARC Academy, two who were beginning teachers, on classroom management and instructional strategies. A faculty member worked with a second-year teacher at Bugg Elementary School, who is one of our program completers, on improving the monitoring process for the reading progress of her students and conducting Web searches for creative instructional activities. Two faculty members provided professional development on play-based assessment to the pre-kindergarten teacher at Mary E. Phillips Alternative High School (Infant/Toddler Program). Mentoring was provided for a beginning teacher at Kinston Academy Charter School on developing strategies for classroom management, assessing the classroom environment, and defining learning centers to guide developmentally appropriate use of space and materials.

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

In 2006-2007, the Department expanded its licensure-only (certification-only and lateral entry) program by hiring a full-time coordinator. The program serves students, especially those who live in remote areas from the main campus, by offering broadcast courses to College of Adult and Professional Education (CAPE) centers in Ahoskie, Rocky/Mount Extension, and Kannapolis (second year). The use of Web software with compress/decompress telecommunications machines enhances the effectiveness of teaching

and learning for all students, especially those at remote sites. While students will be able to take most of their University courses via broadcast, they come to the main campus for all services, such as academic advisement, conferences with faculty, use of library resources, and speech and hearing screenings. Ten licensure-only students were served during the year. Several video-conference meetings were broadcast from the main campus to CAPE centers to share information on such issues as recruitment, transcript evaluations, course offerings, programs of study, and program coordination. The Coordinator of Academic Advisement and Volunteer Service administered a survey to partner schools to determine the needs of teachers, including lateral entry teachers for the year. Based on an analysis of the data, he developed a Plan of Collaboration with the Public Schools that was implemented in 2006-2007. One faculty member participated in a job fair sponsored by Wake County Public Schools to recruit lateral entry teachers. As a result of recruitment efforts, ten new lateral entry/certification-only students enrolled. To attract lateral entry teachers into teacher education programs, the Department continued to offer many courses in the evenings and on Saturdays. Faculty members have extended their office hours for academic advising into the evenings for the same purpose. Each semester, the Coordinator of Academic Advising and Volunteer Service presented a session to students, including lateral entry teachers, on academic advising. All students, including lateral entry students, were advised at least twice each semester during extended office hours, in person or by e-mail, phone, and videoconferencing. Advisors evaluated students' transcripts and planned a program of study for each student. Several faculty members provided professional development for lateral entry teachers in partner schools. Online instructional modules continue to be available for use by lateral entry teachers. A workshop, "The Reading and Writing Connection," that focused on integrating reading and writing when teaching across the curriculum, was presented to K-5 teachers, including lateral entry teachers. A faculty member provided one-on-one instruction to a student at Creekside Elementary School. A faculty member assisted teachers, including lateral entry teachers, at Millbrook Elementary School by helping students select developmentally appropriate books during the school's Book Fair. Another faculty member read to the students while their class waited to go to the Book Fair. A faculty member assisted teachers, including lateral entry teachers, with helping students select and purchase gifts for their families and friends in the school's Christmas Store as a reinforcement of mathematical skills related to counting money that they were studying in class.

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

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K) is designed to support career teachers by providing candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children. To facilitate students' ability to attend school and work full-time, online courses are being developed; the first ones are scheduled to be offered in the fall semester. One faculty member, along with graduate students who are career teachers, presented a workshop for Head Start teachers and parents. Students collaborated with the faculty member on conducting literature searches, developing

the presentation, and making the presentation to other teachers and parents. Computers in the Praxis Lab are equipped with the research software, Statistica II, to assist students in research work, including data analysis. The Curriculum and Materials Center has extended hours of operation to allow students, including career teachers, to access books, videos, Web searches, and other materials at times that are convenient for them. Graduate support meetings were held during the year so that graduate students could talk about how the program is preparing them to manage day-to-day classroom situations. In other service activities, faculty members provided support to career teachers through professional development activities/workshops, classroom assistance in tutoring and reading, mentoring, and tutoring at SPARC Academy and Mary E. Phillips Alternative High School. Teachers, including career teachers from partner schools, were invited to participate in TEP workshops and activities. A mathematics education faculty member, through a grant, assigned Mathematics undergraduate students to work with career teachers in five local elementary schools and two middle schools. One faculty member presented a workshop on “How Head Start Teachers Can Improve their Professionalism: Activities that Provide Professional Development Opportunities to Departmental Faculty” for teachers and parents, including career teachers. One faculty member participated in a conference that focused on advocacy for the professional development of early childhood education teachers. This information was used in a workshop presented to teachers, including career teachers, at Mary E. Phillips Alternative High School. Two faculty members presented a workshop to elementary education teachers, including career teachers, on the “Reading and Writing Connection” where teachers demonstrated their ability to integrate reading and writing when teaching across the curriculum. The Coordinator of Education Field Experiences collaborates with cooperating teachers, who are career teachers, to assist with students who are placed in partner schools for field labs and clinical practice.

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

The Department of Education adopted SPARC Academy, a low-performing school, as its primary service location for 2006-2007. Bi-monthly professional development through “Project Guided Reading and Writing,” a proposal funded by the University, was presented to teachers in grades four through six to improve student achievement on end-of-grade tests in reading and writing. Detailed service activities related to this initiative that were rendered to SPARC Academy are identified in Section B of this report. Additionally, the Dean of the College of Graduate and Professional Studies served on the Board of SPARC Academy, and a faculty member from another department chaired the Board. The Board continues to assist the charter school in carrying out its mission and give quarterly financial donations to the school. It also focused on Future-Ready Students for the 21st Century Skills, such as enhancing student performance through the increased use of technology; addressing needed resources to improve end-of-grade test scores and the quality of teachers, including fundraising and professional development; ensuring that the school environment is safe, orderly, and caring through the policies that are approved and facility upgrades; ensuring effective and efficient operations, including budget, salaries, contracts, and so forth; and promoting family and community support for the school. Additionally, the Board addressed recruitment and public relations. As a result of the Board’s action, EOG scores in reading

improved. The University continues to host the Upward Bound Program, providing academic classes, tutoring, and counseling to at-risk students from a variety of schools.

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

In order to promote “Future-Ready Students for the 21st Century” skills, the graduate program is in the process of updating its curriculum to include new courses on topics, such as an advanced technology (electronic portfolio), critical languages and cultures, global competency for the 21st century, and educational policy analysis. All courses will include an activity on “Attributes of a Future-Ready Graduate,” with more emphasis in methods courses and student teaching. Starting in Fall 2007, curricula for undergraduate programs will be updated to include the new North Carolina Professional Teaching Standards. Syllabi for the Fall 2007 semester will include the new standards and syllabi will be posted on the Department’s Web page. Additionally, the new standards will be incorporated in assignments and rubrics used to assess students’ work. We will work with LiveText to add the new standards to the software. As mentioned in Section F., the Dean and another faculty member served on the Board of SPARC Academy. They focused on SBE priorities such as enhancing student performance, addressing needed resources to improve end-of-grade test scores and the quality of teachers through professional development; ensuring that the school environment is safe, orderly, and caring through the policies that we approve and facilities upgrades; effective and efficient operations whether budget, salaries, contracts, and so forth; and efforts to promote family and community support for the school, including fundraising. The Dean invited faculty of SPARC Academy to participate in Head Start Teacher Educational Project (TEP) workshops and seminars. The Board addressed recruitment and public relations. A departmental faculty member continues to serve on the Wake County Public School System’s Health Advisory Council which promotes a safe school environment, health education, staff wellness, health services, mental and social health, nutrition services, and involvement of parents/ family. Further, practically all of the departmental and institutional involvement with the public schools (described earlier), whether it was tutoring or mentoring, serving on committees, or providing community service through the Freshman Seminar addressed closing the achievement gap. Workshops, seminars, and courses for public school teachers (described earlier) have also been for the purpose of improving the quality of teachers so that they can have a greater impact on student learning.

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

Special emphasis for the Year of Record continued to be preparing for the NCDPI visit, expected to be held in Fall 2007. At that time, the Master of Science in Curriculum and Instruction with a Concentration in Early Childhood Education will be reviewed. Department faculty spent considerable time collecting evidence and making sure that evidence was available for all standards, including those for core, diversity, and technology. Construction of the Early Childhood Education, Research, and Development Center, that will serve as a model early childhood intervention program for children from birth to age five, has begun. The innovative educational facility, a part of Raleigh’s revitalization plan, is designed to be a five-star facility. Additionally, partnerships with Allied Health and other departments at the

University ensure the provision of speech therapy and audiology services. As the project progresses, additional community involvement will be sought. The Center is expected to open in fall 2008. The first year of TEP was successful in reaching its goals of (a) assisting Head Start and Early Head Start personnel in acquiring the course work and experiences that will enable them to prepare children more effectively so that they enter school ready to learn, and (b) working with parents and caregivers of these children to support them in their efforts to fulfill parental roles as their child's primary educator (second year).

Supplemental Information (Optional)

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

One faculty member incorporates reading/comprehension and writing elements into her instructional technology courses to enhance students' reading and writing skills. Another faculty member provided opportunities for students to engage in exercises that enhanced their knowledge of the content areas of the Praxis tests. One faculty member structured essay test items to elicit responses that required the use of critical-thinking and problem-solving skills. The Department continues to offer a Praxis II preparation seminar free to program completers and to SPARC Academy teachers. Faculty members focus on preparing students to take Praxis II by including more opportunities for students to demonstrate their attainment of factual knowledge, their ability to use critical thinking and problem solving skills (comprehension, synthesis, analysis, and application), and their use of examination questions constructed in a format similar to the one used on the Praxis II test. All faculty members included test-taking strategies in their syllabi and courses (i.e., the development of vocabulary and reading comprehension). One faculty member provides feedback on examinations by providing test-taking strategies for essay and multiple-choice test items. Through our partnership with the North Carolina Model Teacher Education Consortium, students are able to attend Praxis I and Praxis II seminars. Seminar participants may request reimbursement of seminar and test fees upon submission of test scores to the NCMTEC.

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

The Child Development Associate (CDA) Training Program is an outreach program that provides opportunities for daycare and Head Start teachers to further their education. The Coordinator conducted seminars and training to teachers in sites in eastern North Carolina. Teachers learned to compile a portfolio that has resources to help parents of preschool children to locate services, obtain help in working at home with their children, further their education, and learn more about the community in which they live. Upon completion of additional work through the Council for Professional Recognition (CPR), teachers receive national credentialing. The Head Start Teacher Education Project (TEP), a five-year grant program, provided full tuition for fifteen students to attend Shaw University in the birth through kindergarten program. Most of the teachers enrolled in TEP are from agencies that were served by the CDA program. The program sponsored workshops, seminars, and activities for parents and teachers (second year). A Recruitment Night was held at the

Ahoskie CAPE Center to invite community leaders, area public school superintendents, and prospective students to an information session on admission and recruitment, financial aid, the licensure-only program, and the North Carolina Model Teacher Education Consortium (new initiative). Faculty members attended orientation sessions during the fall and spring semesters to talk about Education programs with prospective students. One faculty member developed a PowerPoint presentation that was used during Shaw University Open House. In an effort to promote the retention of students, the Coordinator for Advisement and Volunteer Service trained new faculty on student advisement procedures and held one meeting each semester with students to ensure that they were aware of all expectations and to disseminate programmatic information. All faculty members were required to hold at least two advisement sessions each semester with advisees and to counsel them by midterm, if midterm reports showed that they were performing unsatisfactorily in courses. A faculty member participated in a Wake County Schools' job fair to encourage nontraditional students to come to Shaw University to major in Education. Starting in fall 2006, Shaw University began a partnership with the North Carolina Model Teacher Education Consortium (NCMTEC) to assist individuals who are seeking an undergraduate or graduate degree and/or license in a teacher education program. Students who are employees of a Consortium-sponsored school system are eligible for tuition reduction. For Consortium-sponsored courses, students pay \$80 for each three-hour undergraduate course and \$120 for each three-hour graduate course and receive a textbook voucher that allows them to order required books from the participating college/university bookstore. In 2006-2007, some Consortium-sponsored courses were offered as hybrid courses—including face-to-face, broadcast, and Blackboard instruction. In order to better meet the needs of students who are served by the NCMTEC, the University has embarked upon a rigorous recruitment plan and the development of online courses during summer 2007 to be offered in fall 2007 and the development of courses during fall 2007 to be offered in spring 2008.

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

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

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

New initiatives are discussed in previous narrative sections.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	1
	Total	1	Total	7
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	1
	Total	0	Total	5

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	Total	0	Total	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3

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)	70	34
Elementary (K-6)	150	96
Middle Grades (6-9)		
Secondary (9-12)	20	24
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	240	154
Comment or Explanation		
The responses used in Table B are based on the number of students who were registered for the year, according to information provided by the Office of the Information Technology Systems Administrator.		

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	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.57
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)				
Elementary (K-6)				
Middle Grades (6-9)	1	1		
Secondary (9-12)	1			
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	1	0	0
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	1	*
Spec Ed: Cross Categorical	1	*
Institution Summary	2	*
* 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					1	3
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1			1		2
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	3	67	.
Bachelor	State	3909	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
Wake County Schools	78
Halifax County Schools	30
Nash-Rocky Mount Schools	30
Cumberland County Schools	29
Durham Public Schools	22
Charlotte-Mecklenburg Schools	18
Guilford County Schools	16
Vance County Schools	16
Bertie County Schools	14
Harnett County Schools	14

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	3	1	3
Number of Surveys Mailed	4	4	4

* Less than five survey responses received. Results will be added to next year's responses.

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
7	0	3