

IHE Bachelor Performance Report

Appalachian State University

2007 - 2008

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the university strives to serve a diverse student body. The University has a residential enrollment of 14,482 and another 1,453 off-campus students and is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music and the Cratis D. Williams Graduate School. All except Business are directly involved in teacher education. The University has approximately 2,622 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 22 degree programs at the undergraduate level, 22 at the master level, two at the specialist level, and one at the doctoral level.

Special Characteristics

The RCOE has one of the largest undergraduate teacher education programs in the UNC-system. Terminal degrees are held by 99 percent of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains one of the largest Teaching Fellows program in North Carolina, provides support to 110 schools (with an enrollment of 54,732) within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, Appalachian Family Innovations which is a center for working with juvenile offenders and adoptive parenting, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, the Adult Basic Skills Project which provides training for literacy teaching of adults across North Carolina, and the ASU Communication Disorders Clinic which provides diagnostic

and treatment services to over 3,546 school age clients annually, a substantial number of whom are referrals from school districts.

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Focus Groups comprised of content area university faculty, high and middle school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives participate in a series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the Praxis exam, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability	<ul style="list-style-type: none"> •Regular monthly meetings •Attendance and presentations at regional, state and national conferences •Meeting with NCDPI consultants in Math and Social Studies • "Talks with Mathematicians"--mathematics faculty field questions from teaches that relate specifically to mathematics content •Conducted workshops in Math, Science, and Social Studies •Promoted discussion of the integration of Social Studies and Media Literacy 	<ul style="list-style-type: none"> • Networking opportunities--created a better understanding across districts of shared problems as well as ways to address the problems •Workshops attended by 67 practitioners; materials carried into classrooms and used as a basis for new teaching strategies and enhanced student learning •Provided science teachers with resources to prepare their students for the SEOG and developed a list of Internet resources correlated to the NCSCS •Produced a CD for each middle school that includes units of study for Young Adult Social Studies Novels •24 practitioners involved in conference presentations; information from conferences shared with others in schools •Provided input on testing and curricular issues at the state level •Practitioners and university content professors learned from one another by participation in discussions of expectations for

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			entering freshmen and needs for training in-service teachers in content •Social studies teachers reported incorporating more media literacy in their teaching •Middle school social studies reading list produced. As part of the global perspectives priority, 300 presentations were made by international students last year in public schools.
Avery, Ashe, Watauga	The Professional Development Schools (PDS) at Avery and Ashe high schools provide opportunities for additional early field experiences for pre-service candidates in math, science, English, and social studies while also engaging ASU faculty and high school faculty in professional development activities designed to enhance teaching and curriculum at both levels.	The Ashe and Avery high school PDS sites have site coordinators who organize meetings and coordinate other PDS activities at the school site. The overall organizational framework for the PDS includes an advisory council at each school that meets monthly to develop goals and activities. Membership includes the principals, teachers, professors, supervisors, and chairs of academic departments. On-going discussions around PDS development occur in these meetings as well as through on-line discussion sites. An executive committee meets twice	The high school PDS initiative provided focused seminars for student teachers at the school site led by teachers at the school; led to guest teaching assignments for school faculty in methods classes; expanded and refined early internship programs (social studies, English, math); provided professional development opportunities for cooperating teachers in technology integration; participated in training for new cooperating teachers; made team presentations at national PDS conference; provided workshop on data driven decision making for PDS schools and Watauga; Ashe PDS and Avery PDS chose an assessment

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		<p>a year at the university level to provide guidance and assist in meeting the goals of the PDS. The Executive PDS Committee is composed of chairs from each major academic department, the Dean of the Reich College of Education, the Dean of Arts and Sciences, the Assistant Dean of Field Experiences, the Director of the Public School Partnership, and the site coordinator from each school.</p>	<p>instrument aligned with NCATE PDS standards. (Learning Community, Accountability, Collaboration, Diversity and Equity, Structures and Resources) to measure the PDS development at each school with the levels beginning, developing, at standard, and leading. “Developing” indicators include PDS partners pursue the mission of the Partnership with partial institutional support. “At standard” indicators include the PDS partners use their shared work to improve outcomes for p-12 students, faculty, and other professionals and the PDS provides an environment that simultaneously supports the learning of P-12 students, faculty, candidates and other professionals. “Leading” indicators include systemic changes in policy and practices at partner institutions, and partner institutions create mechanisms to disseminate curricula in the school and university program that reflects equity and access to knowledge by diverse learners.</p>

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Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Mountaineer Readers	Partnership between ASU Athletic Department and the Reich College of Education to support and encourage literacy among 1st through 8th grade students in the ASU-Public School Partnership	The summer reading program involved 11,974 students reading a total of 27,433 books, was capped off with recognition on Education Day in the fall at an ASU football game. Cash prizes were given to winning schools to enhance their media libraries.
Alleghany, Avery, and Burke County Schools, Hickory Public Schools	The Appalachian GEAR UP Partnership (begun 1999, current funding 2005-2011) provides services to cohorts of students and their teachers in low-wealth middle and high schools to increase their likelihood of those students earning a post-secondary degree or certification.	Project Services: Professional development for teachers and administrators; tutoring, after-school, weekend, and summer programming for students; CFNC.org training; parent education; partnership development and grant writing assistance	In the GEAR UP Partnership: <ul style="list-style-type: none"> •Nearly 200,000 hours of services were provided to 3,800 in 2007-2008 •Nearly one-half (49.4%) of teachers participated in partnership-sponsored professional development. Evidence of success reported this year for the GEAR UP Partnership with Ashe County Schools (1999-2005)included: College enrollment rates, fall following graduation for Class of 2005 - 52% and for Class of 2006 - 57%; student proficiency at grade level in grades 7-8 rose from 71% to >95%; Ashe County Middle School named Honor School of Excellence and National School to Watch.
Alleghany, Avery, and Burke County Schools, and Hickory City Schools	The GEAR-Up grant focuses on helping students and families understand the	The GEAR UP Project at Appalachian State University currently serves cohorts of sixth,	Some representative outcomes are listed below: •Services were provided to 3,522 students during the

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	importance of being prepared and informed about attending college. The partners involved are numerous, and include other post-secondary institutions and educational programs, local businesses and business organizations, and community groups.	seventh and eighth grade students in nine elementary and middle schools in Avery, Alleghany, and Burke County Schools and Hickory Public Schools. The Partnership also provides services in four high schools in these districts.	reporting year with a total of 134,371 hours of service to students(averaging 38 hours per students) <ul style="list-style-type: none"> •1,718 students participated in college visits sponsored by the project • more than 100 teachers and administrators participated in Partnership-sponsored professional development activities •20 teachers, counselors or administrators from these schools are pursuing graduate degrees with partial support from the GEAR-Up project •College Application Days were sponsored at two high schools, assisting every member of the senior classes to apply for postsecondary education •offered a Financial Advice night at one high school to assist families in applying for state and federal financial aid •80 ASU student volunteers have worked with GEAR-UP students on campus and at off-campus sites.
Alexander, Alleghany, Avery, Ashe, Watauga, Burke, Wilkes, Watauga	Workshops-The Coordinating Council of the Partnership works as a consortium of schools and combines resources to identify and meet	The Coordinating Council of the Partnership sponsored 3 major workshops in 2007-2008 with a strong focus on literacy: “Writing for the Future,”	The Council served 248 teachers in these workshops; Workshop evaluations and follow-up surveys were completed for each workshop. Teachers reported how they planned

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	the needs of partnership districts and schools.	“Worksheets Don’t Grow” and “Teaching in the Block.”	to use the information for each workshop and the outcomes that they hoped to achieve. A follow-up survey was also sent to participants and in which they reported the status on outcomes. In general, many new strategies were tried in the classroom as a result of the workshop including but not limited to the following: strategies for working in a block schedule, thinking maps, and strategies for creating an atmosphere for writing
Ashe, Watauga	The Blue Ridge Family Literacy Project (BRFLP), funded through an RCOE SALT Grant, engages members of a variety of High Country communities and university students in opportunities for shared learning in support of the development of cultural literacy for all participants, with the added goal of acquiring/ strengthening reading, writing and technology skills.	The BRFLP had sites at Watauga High School (WHS), Valle Crucis School, Westwood Elementary, and ASU. Participants included 50 students and families, 64 ASU pre-service candidates (UPartners), and 25 ASU faculty/staff and families. BRFLP focused on presenting 6 literacy/family storytelling projects: (1) WHS Hispanic Family Literacy Development Experience; (2) WHS Multi-Media Autobiography Project; (3) Westwood Elementary Early	Family units shared orally their personal history and then created text versions of their stories. Anthologies were published of the project groups’ stories. The Multi-Media Project produced a digital anthology and distributed CDs with their stories. The Hispanic Family project published a bilingual anthology. Assessment results included: using and developing reading and writing skills by using the language; language usage and mechanicals skills for written language were reinforced; growth in cultural awareness; practice in oral reading;

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		Childhood Family Storytelling; and, (5 & 6) ASU International Faculty/Staff Family Storytelling. Activities included story telling, reading and writing, technology applications, digital photography, and small group discussion designed around the theme of family histories.	greater awareness of incorporating and using technology skills in developing/enhancing literacy skills. UPartners reported learning about working with multi-generational families, a better understanding of family identities, and an increased understanding of the role of schooling in providing opportunities for community involvement.
Ashe County High School, Cranberry Middle and Avery High Schools; Hiwassee Dam High School-Cherokee County*; McDowell High School, Mountain Heritage High*; School-Yancey County*, Robbinsville High School- Graham County*, Swain Middle and High Schools; Wilkes County High Schools-Central, East, West, North* (*indicates current grantee)	Western NC Network for Access and Success (begun 2003, current funding 2006-2008), housed at ASU, with Appalachian Regional Commission counties designated as distressed, at-risk, or transitional. WNCN is a member of the Appalachian Higher Education Access Network (AHEAN), and is a collaborative for college access programming, public schools, and higher education in western North Carolina. The Western NC Network serves as a clearinghouse of information and activities related to improving access to	Technical support and mini-grants to develop sustainable college access programming	Success measures include:•72.2% of high school graduates enrolled in a 2 or 4 year institution within 6 months of graduation•Improved 9th grade cohort graduation from 15.2% to 46.8% from 2003-2006

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	higher education.		
Burke County Schools, Hickory City Schools	e-mentoring project with middle schools	Teacher Fellows collaborated with GEAR-UP to develop an e-mentoring program for middle school students. The program was designed to motivate middle school students to achieve their potential, give students a way to learn about college life and develop career awareness, and provide a means for Teaching Fellows to interact with a diverse student population	Teaching Fellows (35 plus 7 additional education majors) were matched with 151 students from the three school systems. They met with the students on campus for a day and e-mailed regularly throughout the semester by responding to structured prompts. Middle school students' time on campus gave them a taste of college life. The students e-mailed regularly with their university partners about a variety of topics, some school related, others career oriented or connected to issues in students' lives.
Alexander, Allegheny, Ashe, Avery, Caldwell, Burke, Watauga, Wilkes	Mathematics and Science Education Center (MSEC)	Provided workshops, graduate courses, seminars, student programs, academic presentations	Twenty-nine (29) courses, workshops and institutes to 1,132 teachers; generated 46.1 license renewal credit, enrolled 512 teachers in license renewal workshops; offered 6 graduate mathematics courses with a total of 12 graduate hours in cooperation with the Mathematics Education Leadership Training program with 17 students enrolled; held a series of 7 science seminars for teachers; had more than 500 teachers take advantage of the loan

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			program of science and mathematics materials from the MSEC resource rooms; sponsored 36 programs for 1,888 students.
Alexander, Ashe, Avery, Burke, Caldwell, Surry, Watauga, Wilkes	Agreements with eight school districts to sponsor Teacher Cadet programs	RCOE provides monetary support and opportunities for campus visits.	Four new programs in the past year were added bringing the total number of Teacher Cadet programs to 11 and the number of students to approximately 270; ASU hosted visits to campus for these programs, offered a support group for the instructors in the programs, and awarded ASU elective credit for students who completed the program satisfactorily and enrolled at ASU.

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

University faculty are deeply involved with the public schools. RCOE faculty annual reports alone document over 170 instances of public school involvement. Faculty serve on school task forces set up to address such issues as assessment, curriculum, and literacy. Other faculty serve as consultants and work directly with schools to assist in the design and implementation of appropriate evaluation instruments and systems; faculty and students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. ASU faculty provide instruction to over 56 students through the ASU Scholars Weekend for gifted and talented students in the region. The RCOE also assists partnership schools in involving students in cultural events with public school teachers and students attending university performances at reduced rates. Through The Community Art School, public school children are bused in free of charge every semester to view exhibitions of contemporary fine art. Physical education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children and offer a special summer camp program. The Art Department faculty offer a sixth grade after-school art program in collaboration with the schools for local students, and art education students assist. Art education programs for children developed by faculty and art education students are also offered through the Turchin Center for the Arts. In the Social Sciences, Geography faculty sponsor the North Carolina Geographic Alliance for classroom teachers and the Political Science Department faculty sponsor the Model UN that brings student delegates and their advisors to campus. The faculty in the departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools through methods courses and special programs, and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments. Faculty outside RCOE, academic consultants, are involved in supervision of student teachers and interns and spend regular time in the schools. University faculty often serve as judges for student events in schools (e.g., Battle of the Books, music, art, theatre, speech, science and writing). Other faculty work with technical support staff in the schools to assist in planning, implementing and evaluating technology plans and programs. A number of faculty have written grants, with the assistance of teachers, to address specific school needs.

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

The RCOE maintains several support systems for beginning teachers. Prompted by the need to remain more directly connected with its graduates, the RCOE has secured a two year grant from the Z. Smith Reynolds Foundation to conduct a pilot project called the ASU-Beginning Teacher Support Network (ASU-BTSN). A full-time director helps the project to focus on first, second, and third year ASU graduates teaching in the 8 districts of the ASU Partnership. Efforts are being made to test a variety of strategies for providing both electronic and face-to-face connections with the graduates and involve ASU faculty from content areas as well as the RCOE. In its first year, the project is working with approximately 80 beginning teachers. The project began its work with

graduates in fall 2007. A full-time educational consultant in exceptional children services works with 21 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through the ASU-Public School Partnership staff development activities, contact is maintained with beginning teachers employed within the 8 districts served by the Partnership; in addition, PDS efforts in 8 local schools have created a support network of faculty who, because they are in the schools on a regular basis supervising interns, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provide training sessions for in-service teachers and beginning teachers. Faculty members were also involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers; others served on ILT teams within the partnership area. A number of departments and program areas have designed ways to facilitate direct interaction (email/ direct telephone/web boards) with beginning teachers, including maintaining e-mail contact with graduates and holding annual meetings with their graduates to keep current with their professional activities and needs. Other departments have regular correspondence with graduates and offer opportunities for professional development. All beginning teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership.

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

The Appalachian Transition to Teaching Program, federally funded for five years, focuses upon lateral entry and licensure only candidates with the express purpose of providing easy access to coursework and experiences necessary for the candidates to obtain full licensure to become highly qualified teachers in high need districts; the project is currently working with candidates at several off-campus sites, arranging coursework and providing mentoring support. The new ATTP director is based at Caldwell Community College and is responsible for working solely with lateral entry and licensure-only candidates in Western North Carolina. RCOE also maintains a full-time field experience office that serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to insure that all requirements are met and to verify teaching quality and evaluation. A representative of the ATTP attends meetings of the NW PANC regularly to provide liaison. We work closely with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. Liaison also has been established with the Charlotte RALC and 41 RALC lateral entry teachers enrolled in courses through ASU this year; another 5 pursuing licensure through DPI enrolled. An additional 85 licensure only candidates are enrolled in our teacher education programs. A well established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry and other licensure only candidates; prior experience and equivalencies are used wherever possible; courses on and off campus are consistently offered in the late

afternoon, evenings, weekends and summer to accommodate the needs of our lateral entry and licensure only candidates. We work with content areas to insure that appropriate coursework is available. We have also targeted areas where lateral entry teachers may be place-bound and offer access to full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance (ALA), consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have increased in the past year, and are attracting candidates who are trying to complete their requirements and need coursework close to their places of employment.

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

In an effort to recognize the ongoing service and expertise of cooperating teachers (approximately 500 this year), the RCOE provides a \$100 stipend each semester to each cooperating teacher and each cooperating teacher qualifies for a discount at the university bookstore; close to \$50,000 was paid out in stipends this year. The Mathematics and Science Education Center (MSEC) provided programs for all 15 school systems in the MSEC area plus others outside the area; offered 29 courses, workshops and institutes to 1132 teachers; generated 46.1 license renewal credit, enrolled 512 teachers in license renewal workshops, with a total number of 481 contact hours; offered 6 graduate mathematics courses with a total of 12 graduate hours in cooperation with the Mathematics Education Leadership Training (MELT) program with 17 graduates and 1 lateral entry student enrolled; held a series of 7 science seminars for teachers; had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms. The RCOE offers the most off-campus graduate programs in teacher education of any college of education in the UNC system – some 39 cohorts with 15-25 students per cohort with over 275 individual courses offered for teachers and administrators. RCOE uses flexible scheduling, i.e., evening, weekends, and accelerated courses, and a combination of technology – NCIH and web-based delivery – and face-to-face instruction. Other professional development opportunities include focus groups for over 60 teachers to discuss topics such as writing small grant proposals to obtain classroom materials, alignment between high school instruction and college performance expectation, etc.; NCCSHTC/health education planned and provided 45 professional development opportunities for 984 career teachers and other educational personnel with professional development workshops ranging from 6 hours to two weeks. The Math Department offered Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving teaching. The Art Department maintains the Blue Ridge Artway, an ongoing program of video documentation of exhibits which can be used by area teachers in their classes in lieu of field trips to view exhibits at Appalachian. The School of Music offers a number of professional development workshops for career teachers; among these are the Orff-Schulwerk Workshop (18 teacher participants) and the Silver Burdett General Music Education Workshop with 83 teacher participants. Special colloquia and seminars are sponsored by departments and conferences such as the Campbell/Price Reading Symposium two day conference with sessions on reading and literacy offered at no

charge to experienced teachers seeking professional development opportunities. The Gear-up program has offered scholarships to teachers in four districts who are involved with the grant that pay part of the cost for one course per semester while pursuing a graduate degree.

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

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools. We have provided special assistance to local NC schools as follows. Appalachian is one of three institutions (with UNC-Charlotte and Western Michigan) that comprise the National Secondary Transition Technical Assistance Center (NSTTAC). As part of NSTTAC we are engaged in promoting service to assist State Education Agencies with collecting data on IDEA (2004) Part B State Performance Plan Indicator 13 and using these data to improve transition service with the focus on secondary students with disabilities (Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals [20 U.S.C. 1416(a)(3)(B)]). As part of the grant, we provide trainings throughout the country, including four in NC including local workshops for secondary teachers in the counties of Watauga (n of 15), Burke (n of 18) and Ashe (n of 20). We provide workshops on school completion (n of 50) and transition assessment (n of 45) for the NC Division of Career Development. We also provide on-site age appropriate transition assessments to 22 students from Burke County. Additional services to NC schools include a bi-monthly newsletter that includes over 2,000 subscribers with over 150 from NC and a website that averages over 100 visits per month from NC residents. In two of our PDS schools, intensive collaborative work among university faculty, university interns, and teachers has led to continued improvement in EOG scores, especially in math and reading. An early intervention model program in reading called First Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. At several middle schools, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. Projects focusing upon writing skills and the improvement of spelling skills have also been instituted in the schools in Watauga County to address weaknesses in phonetic and phonemic skills and awareness. Summer Ventures in Science and Mathematics sponsored 32 programs for 2,063 students; 88 students completed the summer program with representation from 38 NC counties and 64 high schools

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

The RCOE Reading Clinic oversees the tutoring of 104 children that results in over 1,560 treatment hours a year (many of these children are school referrals) and practicing teachers work in the clinic as part of their graduate study; the Clinic serves as a valuable resource for schools attempting to address specific reading problems in students. The

RCOE offers an after-school program that provides over 300 elementary children with experience in using technology to enhance their math, writing, and reading skills, all aligned with the NC Course of Study; about 100 preservice students assist as tutors in this program; another 100 provide other tutoring assistance in schools; and, another 400 tutor students in local schools in on-site after-school programs; all of these activities are carried out in collaboration with classroom teachers and staff. ASU is also one of the partners in a 16 school initiative to strengthen the math and science teaching skills of middle school teachers and assist them to become highly qualified. As a part of the program, teachers take up to 12 sh graduate hours in math or science; approximately 14 of the teachers have decided to enter a graduate program this coming year to complete their masters. This three year funded project will ultimately bring training and resources to 200 math and science middle school teachers. ASU is addressing the Ready for School priority of the SBE by delivering its undergraduate interdepartmental B-K degree program to an off-campus site. The Communication Disorders Clinic also provides therapy and training for 14 children, ages 3-5, who are at risk because of speech or language disabilities; a total of 2718 treatment hours was provided and through its Hanen-Parent-Child Early Intervention Program served 6 infants, toddlers, and their families, providing 70 hours of language facilitation and family education classes. In addition, the Clinic provided audiological screenings for 3,424 public school students. The Parent to Parent program provided services to 450 families with special needs in Allegheny, Ashe, Avery, and Wilkes Counties. Appalachian Family Innovations, a unit of the RCOE, provided a continuum of services to emotionally disturbed and delinquent youths and their families in effort to restore normalcy to their lives and assist them to be productive citizens. AFI continues to present its teacher-training program, The Missing Curriculum, in two-day formats at various public schools in the region as requested. These services are provided in Burke, Catawba, Asheville, Winston-Salem-Forysth, Caldwell, and Shelby.

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

The RCOE has emphasized developing teams of university faculty and public school teachers to collaboratively address student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's continuing NSF grant; ASU is one of nine participating centerstraining teams of area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance. A further manifestation of this collaborative approach is the involvement of ASU's College of Arts and Sciences along with the RCOE in a funded project to increase the number of highly qualified middle school math and science teachers; this collaboration involves not only ASU but also Western Carolina University, the Northwest Regional Educational Service Alliance, and 16 school districts. The RCOE continues to emphasize diversity in its elementary education curriculum to better prepare its candidates to work with diverse

learners and has added a field experience component to its Diversity course. In addition, the elementary education and middle school programs are placing their students in more diverse field settings as part of their early field experiences. The RCOE has recognized the increasing need for placing students in more diverse settings and other programs are now pursuing more diversity in all field placements. The B-K interdepartmental program for off-campus delivery uses a combination of technology and face-to-face instruction in an effort to increase the number of highly qualified teachers for this licensure in rural areas. A growing population seeking elementary education licensure has emerged at the Caldwell Community College site and the first full-time, daytime elementary education cohort began its studies in January 2007; followed by another full-time daytime cohort in the fall of 2007 and another in spring 2008 for a total of approximately 60 students. Substantial professional development has been undertaken with faculty through special grants to foster greater uses of technology to enhance instruction. Over \$100,000 in faculty development grants were provided and more than 37 faculty participated in the 11 funded projects this year. A noteworthy achievement in this area was a project with 37 university student teaching supervisors who were provided with tablet PC's and trained to perform their observations electronically

Supplemental Information (Optional)

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

The RCOE has worked closely with the ASU Learning Assistance Center (LAC) to devise and support services to enhance students' abilities to pass PRAXIS I; a PRAXIS Support Coordinator employed by the Center is funded by support from the RCOE. 77 students came for PRAXIS review support for 443 sessions totaling 414 hours--compared to 77 students for 443 hours in 2006-07. The decrease in number and hours can be attributed to the Praxis I change at the state level. The ASU LAC provided PRAXIS review workshops for the first time on and off campus on Saturdays. Workshops were offered for 118 student contacts with headcount estimated at 40 students. The workshops for off-campus students were offered in Hickory and Wilkesboro over the span of 2 Saturdays and were designed to acquaint off-campus students with the PRAXIS I tests, provide opportunities for getting tips on test anxiety, dealing with test format, and reviewing key principles of reading, writing, and math. Similar efforts will continue in 2009-08 along with the tutoring service set up to assist off-campus on a one to one basis. PRAXIS materials are available at each off-campus site. Results are becoming evident. Every student admitted to our first full-time, day-time cohort had taken and passed PRAXIS I prior to beginning any coursework in the program. The number of students passing and overall Praxis scores continue to be strong, with our overall unit rate now being above 96 percent passing on PRAXIS II and 100 percent passing on PRAXIS I. The latest aggregated pass rates for Praxis II being reported is 99% for Elementary Education and 100% for Special Education. Students are directed to the ETS website for study guides and other testing materials and information for the Praxis. We have set up a referral service with the university's Learning Assistance Center where tutoring services and other sources of support are available for those students who may have failed one or

more of the tests or who wished to brush up on their skills and knowledge prior to taking the test. Suggestions developed by the LAC for preparing for the Praxis I exam have also been added to the online Undergraduate Teacher Education Handbook. Students also were referred to the specific departments (i.e., Mathematics) for assistance and special workshops and sessions. Appalachian maintains an approved computer testing center licensed by ETS to offer the CBT Praxis I and other ETS tests that have thus far been computerized. Students have ready access to this service and the score reporting process has been expedited. Although the SBE has done away with the requirement for PRAXIS II for all majors except Elementary Education and Special Education, ASU has determined that it will continue to require all of its teacher education majors to take the PRAXIS II prior to graduation. This action was approved by the ASU Teacher Education Council in spring 2007 and went into effect with all students as of fall 2007. Students will not have to pass the test to graduate, but they are being strongly encouraged to try to pass the test in order to make themselves highly qualified upon graduation and to be able to use the score as a content assessment.

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

ASU teacher education programs participated in the UNC system-wide Noel-Levitz study of recruitment practices; based upon the findings of that study, and working directly with the Admissions, Extension, and the Deans, an ASU teacher education recruitment plan was devised. This plan, which was also the impetus for collecting data on the applicant pool for various majors, led to the establishment of a Director of Teacher Education Recruitment position for the university, and the campus has begun to review its targets for enrollment & completion in all teacher education majors. This position coordinates the teacher education recruitment efforts on and off campus with special attention being given to both recruitment and retention. The RCOE has added over \$1 million in endowments to its scholarship funds; the RCOE awards over \$250,000 each year to teacher education majors and maintains over 85 different scholarships. RCOE works closely with the admissions office to promote programs through open houses, visits to schools, special programs, and special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school with at-risk students to promote college as a viable option. Partnerships with 11 high school Teacher Cadet programs involves approximately 270 high school students, hosts visits to campus for these programs, offers a support group for the instructors in the programs, and offers ASU elective credit for students who complete the program satisfactorily. Information on teacher education students who have applied for and/or been accepted to ASU is sent to program areas who communicate with them, encouraging them to pursue their admission to ASU as a teacher education major. Program areas send letters to enrolled ASU students whose majors are identified as "undecided" in the spring and to "undecided" transfers in the summer. A similar letter is distributed to potential teacher education students via e-mail and web pages. Initiation of off-campus programs has continued to be a major source for recruitment; frequent on-site information/orientation sessions are offered. Access to the offerings of ASU in a highly rural environment has been, and increasingly continues to be, an effective recruitment

tool, as has been providing students with immediate access to on-campus resources through technology. These efforts have attracted new students. We work closely with the ASU Academic Alliance, a group of 10 community colleges, in delivering teacher education programs to community college graduates. Enrollments are strong with more being added as resources permit; 133 undergraduate courses were offered at off-campus sites, an increase of 45 courses in the past year. ASU has three fulltime daytime elementary education cohorts of 30 students who have finished/nearly finished their two year degrees and are presently pursuing fulltime study with ASU; the demand has been sufficiently strong to identify another cohort to begin in spring 2009.

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

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	14
	White, Not Hispanic Origin	278	White, Not Hispanic Origin	826
	Other	2	Other	8
	Total	285	Total	875
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	13	Total	16

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	165
	Other	0	Other	0
	Total	24	Total	174
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	38
	Other	0	Other	0
	Total	13	Total	43

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)	0	0
Elementary (K-6)	0	1
Middle Grades (6-9)	0	1
Secondary (9-12)	1	3
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	4
Vocational Education (7-12)	2	6
Special Service Personnel (K-12)	0	0
Other	0	0
Total	3	15
Comment or Explanation		
<p>Only lateral entry and provisionally licensed students who requested programs through ASU are included above. In addition to those students included in the above chart, we had others taking courses at Appalachian this report year who are following a program developed by a RALC (41 students) or by DPI Licensure Section (5 students). An additional 85 licensure only students are pursuing licensure this report year through Appalachian with signed programs of studies.</p>		

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

	Baccalaureate
MEAN SAT Total	1199
MEAN SAT-Math	570
MEAN SAT-Verbal	567
MEAN ACT Composite	24
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.26
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)	1	2	1	0
Elementary (K-6)	26	154	0	7
Middle Grades (6-9)	7	24	0	3
Secondary (9-12)	7	87	0	4
Special Subject Areas (K-12)	5	63	0	2
Exceptional Children (K-12)	4	23	0	1
Vocational Education (7-12)	2	8	0	5
Special Service Personnel	0	0	0	0
Total	52	361	1	22
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	175	99
Spec Ed: Adapted Curriculum	9	100
Spec Ed: General Curriculum	15	100
Spec Ed: Mentally Disabled	1	*
Institution Summary	200	99

* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	46	91	132	70	25	15
U Licensure Only	5	4	2	1	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	0	0	1	7	24
U Licensure Only	2	0	1	3	3	1
Comment or Explanation						
Undergraduate students may be accepted into the teacher education program after completing 45 semester hours: this can be as early as the second semester of the sophomore year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	464	95	70
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2007 - 2008**

LEA	Number of Teachers
Forsyth County Schools	690
Caldwell County Schools	557
Charlotte-Mecklenburg Schools	556
Burke County Schools	527
Catawba County Schools	495
Wilkes County Schools	482
Wake County Schools	462
Guilford County Schools	392
Gaston County Schools	362
Cleveland County Schools	317

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.	3.57	3.53	3.61
preparation to effectively manage the classroom.	3.29	3.29	3.36
preparation to use technology to enhance learning.	3.47	3.38	3.54
preparation to address the needs of diverse learners.	3.35	3.21	3.26
preparation to deliver curriculum content through a variety of instructional approaches.	3.54	3.34	3.45
Number of Surveys Received	139	112	140
Number of Surveys Mailed	333	333	333

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
97	61	75