

IHE Bachelor Performance Report

Barton College

2007 - 2008

Overview of the Institution

Barton College, located in Wilson, North Carolina, is a fully accredited, four-year, private, coeducational, liberal arts college housed on a campus of 26 buildings on 65 acres of land. Barton has about 900 full-time students and another 250 part-time students from 25 states and 8 foreign countries. The College is affiliated with the Christian Church (Disciples of Christ). Founded in 1902 as Atlantic Christian College, the name of the College was changed in 1990 to Barton College. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Over 40 majors and programs are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 13:1, Barton recognizes the importance of personalized attention. Liberal arts education at Barton focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during January Term. Non-traditional Barton College teacher education candidates are served by the Weekend College Program and, in cases where they are employed by participating school districts, by the North Carolina Model Teacher Education Consortium. Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), North Carolina Department of Public Instruction, and Council on Education of the Deaf (CED).

Special Characteristics

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

Model Teacher Education Consortium, public school employees in participating counties take teacher licensure classes at Barton and other sites throughout the region for fees much lower than those paid by traditional students. The Teacher Education Program at Barton now offers several hybrid on-line courses, particularly for lateral entry special education teachers. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Selma Middle School	To create an orderly and welcoming school environment.	Barton faculty members created a presentation for the principal to share with her faculty on creating an orderly and welcoming school environment. The Barton faculty shared the presentation with the principal who then shared it with the faculty prior to the first student day of school.	The principal reported that as school opened this year, students seemed to be more interested in school and appeared to be excited to be at school. The teachers also reported that they had more positive energy to begin school this year than they had in past years. The principal reported that an average of 20 parents per classroom attended the first open house, compared to an average of about 8 per classroom the previous year.
Selma Middle School	To create and implement effective lesson plans.	All teachers were provided staff development on developing effective content based lessons. Specific teachers who were identified by the principal as needing special assistance were provided with additional guidance. Barton faculty members observed these teachers as they conducted class, and they offered suggestions for improvement.	Three teachers received the most attention. Of those three, one made significant improvement in his/her teaching. One has since left her teaching position. The other has made some progress.

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Selma Middle School	To help faculty to plan more appropriate lessons that provide needed scaffolding and support for the diversity of learners.	Barton faculty members provided instruction on Universal Support and on effective lesson planning. Model lesson plans were also provided.	The principal reported that, as a whole, the lesson plans of the teachers improved. Student learning and motivation improved in some classrooms.
Selma Middle School	To provide staff development on grade level topics, including the use of manipulatives to teach mathematics.	Barton faculty members provided staff development in content areas that were identified by the principal as needing attention. A workshop on using manipulatives to teach math was provided to teachers by grade level.	Math teachers reported the increased use of manipulatives in teaching mathematics. Teachers also reported the use of ideas provided for content areas as they planned their lessons.
Selma Middle School	To provide teachers with information in a non-threatening form that reinforces ideas that have been shared in staff development settings and to address topics that the Barton faculty had noticed as general problem areas in the school.	Three newsletters were created by Barton faculty members. All Selma Middle teachers received copies.	Teachers responded favorably to the newsletters and reported to the principal that they were using many of the suggestions incorporated in the newsletters.
Selma Middle School	To provide additional professional development resources.	Resources from the Barton College library were shared with Selma Middle School teachers. Three boxes of books were placed in the Selma Middle library for teachers to review and use as needed.	Teachers used ideas from various resources to help them plan lessons and to reach a diversity of students.
Selma Middle School	To provide instruction on using technology to enhance	All Selma Middle School faculty members were provided with a staff	The principal reported increased use of technology as an

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	teaching.	development session on using technology to enhance teaching and learning. There was also an emphasis on using Inspiration © as a tool for teaching higher level thinking skills and developing writing skills across the curriculum. Additional training was provided to teachers on an “as requested” basis. Three teachers were involved in additional learning sessions.	educational tool.
Selma Middle School	To promote the development of veteran faculty and pre-service teachers.	Three students worked with veteran teachers at Selma Middle to plan and present some sample lessons together. Lessons were taught in the 6th grade social studies class and in a 7th grade science class.	Two Social studies lessons and one science lesson were presented to Selma Middle School students. Feedback was presented to foster the growth of the veteran and the pre-service teachers.
Eastern North Carolina School for the Deaf	To increase student performance of children at ENCSD.	Barton students assisted deaf students in their writing. Through weekly writing back and forth during the fall semester, nine senior deaf education majors in EDU 430 Teaching Language to the Deaf modeled correct English in their letters to nine deaf students. Deaf students responded, giving them weekly writing practice.	Nine senior deaf education majors wrote ENCSD penpals each week from September through December. The effect was more writing practice for ENCSD students each week. Teachers involved continue to indicate that the added practice provides motivation for students and helps students to write sentences in a more grammatically acceptable way. Barton students learned the teaching technique of journal

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			writing with deaf students.
Eastern North Carolina School for the Deaf	To promote high student performance of students at ENCSD.	Nine students in EDU 364 Teaching Reading to the Deaf K-12 and nine students in EDU 430 Teaching Language to the Deaf K-12 wrote reading and language assessments, respectively, for selected children at ENCSD.	Verbal feedback from teachers in the classes of the children assessed continues to indicate that the assessments are helpful in pinpointing strengths and weaknesses in reading and language for these students. Barton students benefitted by learning how to give assessments to deaf learners and how to write meaningful reports.
Eastern North Carolina School for the Deaf	To promote high student performance of students at ENCSD.	Barton students served as role models for those deaf students who aspire to attend college. In December, nine deaf students participating in the dialogue journal project met at Barton for a party and tour of the college, at which time opportunities for education after high school were discussed.	A group of nine deaf students from ENCSD came to Barton at the end of the fall semester for a tour of the campus, dinner, and the lighting of the campus Christmas tree and luminaries. At that event, questions were asked about college life. This event gives these students the opportunity to learn more about college life. Many will be attending post-secondary institutions in 2008-9. Barton students were able to practice sign skills and learn to better communicate with deaf children

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			with varying degrees of language abilities.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Barton students worked to establish friendly one-on-one relationships with deaf students. Through weekly writing back and forth during the fall semester, nine deaf education senior majors developed personal relationships with their dialogue journal partners.	Each weekly writing exchange gave ENCSD and Barton students an opportunity to establish and deepen personal relationships. In some cases, ENCSD students share information with pen pals that they are reticent to share with individuals face-to-face. This communication is especially important for deaf adolescents, who have fewer opportunities for communication than hearing students. Teachers continue to note the positive relationships established between students and their Barton pen pals.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Members of the Educators of the Deaf club provided one game night, broken into two sessions, for children at ENCSD during the fall semester.	Game nights help to provide ENCSD students with opportunities for improving social skills. They also promote the SBE priority of providing students with a caring school.
Eastern North Carolina School for the Deaf	To encourage healthy students in safe, orderly, and caring schools.	Classes of children from ENCSD attended a December Christmas sign language performance and a May end-of-year performance of the Barton College	Attendance at these performances helps to solidify the relationship between Barton students and children at ENCSD and reinforce

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		Sign Language Choir on Barton's campus.	the positive relationships that have already been established. They also provide motivation for Barton students to improve sign skills.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD lent expertise in helping Barton students improve their sign language skills. Every two weeks, one or more deaf staff member at ENCSD attended bi-weekly silent sign language lunches in the Barton cafeteria with teacher candidates. These students may be employed at ENCSD in the future, and the ability to sign effectively is one indication of teacher quality.	After each silent lunch, Barton students were required to list the new words that they had learned and to critique the experience. Feedback sheets continue to document that learning of new signs has occurred. Knowledge of sign language is essential for quality teaching at ENCSD.
Eastern North Carolina School for the Deaf	To promote the development of quality teachers, administrators, and staff at ENCSD.	ENCSD provided a clinical environment for Barton students needing exposure to the educational needs of deaf and hard of hearing students. Deaf education sophomores took a two hour tour of ENCSD and fulfilled a 7.5 hour practicum at the school in a classroom with deaf children. Juniors spent 15 hours in a reading classroom with deaf children and taught at least one lesson.	Seventeen Barton students toured the campus of ENCSD in the fall and fulfilled practicums of 7.5 hours within the classroom. Eight juniors spent 15 hours in reading classrooms with deaf children and participated in reading activities, including teaching a lesson. All of these opportunities promoted the goal of developing quality teachers at ENCSD, where Barton students are likely to be offered jobs. Through these encounters,

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			students became more comfortable with working with deaf students and with the classroom environments they are likely to encounter as teachers. Students wrote reflections indicating that the observations were valuable for them. All students were assessed by practicum teachers, who indicated satisfactory performances for all candidates.
Eastern North Carolina School for the Deaf	To ensure effective and efficient operations at ENCSD.	Barton faculty members are active on ENCSD committees, as requested. This year, one faculty member was on the Human Right Committee, which met bi-monthly.	The participation of a Barton faculty member on the Human Rights Committee aided the efficient functioning of ENCSD. This faculty member was one of several individuals outside of ENCSD (including a lawyer, a psychologist, a social worker, and several parents) who work to ensure that students' human rights are upheld at the school. The effectiveness of their work is documented in official minutes taken at each meeting.
Eastern North Carolina School for	To ensure effective and efficient operations at	The school director at ENCSD was a member of the Teacher Education	Membership on the Teacher Education Committee gives

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

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			concerning these lessons.
Toisnot Middle School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	Barton physical education students taught 6th and 7th graders lacrosse and golf using Barton college equipment.	Because this equipment is not normally available to students at Toisnot Middle School, physical education teachers noted that these lessons in golf and lacrosse were beneficial to the 6th and 7th graders taught.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	In the fall semester, 12 Barton College students enrolled in EDU 316 Management Techniques for the Exceptional Learner participated in a state Positive Behavioral Support grant. Students prepared a checklist of potential problems which teachers at Margaret Hearne Elementary School used as a guide in recommending students for the program. Barton students were paired with selected fifth grade students and provided support in the areas of discipline, social skills, and academics. Students designed case studies based on strategies and interventions regarded as best practices. The activity was designed for a six-week period.	Written evaluations indicated a positive impact from having the Barton students in the classroom, with the view that the Positive Behavioral Support system is effective in reducing inappropriate behaviors.
Margaret Hearne Elementary School, Wilson	To encourage healthy students in safe, orderly, and caring schools.	The Physical Education Majors Club at Barton donated equipment for general use at recess and donated two soccer balls for	Physical education teachers at Margaret Hearne Schools and classroom teachers expressed

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		each classroom in the school.	appreciation for their support of equipment for the school.
Rock Ridge Elementary School, Wilson	To increase student performance of children at Rock Ridge Elementary School.	Students in EDU 418 Teaching Learning Strategies to Students with Mild to Moderate Disabilities designed a model classroom involving content differentiation for 18 students at Rock Ridge Elementary School. The classroom activity focused on a thematic unit involving forest and campfire safety. Various learning centers were set up at Barton, with lesson plans based on the Standard Course of Study. Students were placed in groups and proceeded through centers at alternating times. The students gave feedback in a culminating activity. Teachers evaluated the process and offered suggestions. Barton students wrote reflections and gave ideas for future activities.	The teacher and teacher assistant who evaluated this strategy reported a positive outcome. Each station was rated above standard on the assessment rubric provided.

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

Throughout the year, Barton College faculty members have participated in public school activities. Activities in conjunction with Barton's physical education program this year have included Jump Rope for Heart at Vinson-Bynum Elementary School, teaching lacrosse and golf, using Barton's equipment, to 6th and 7th graders at Toisnot Middle School, donating a recess box (including 2 soccer balls for every K-5th grade classroom) to Margaret Hearne Elementary, evaluating local school playgrounds and submitting reports to principals, and teaching "energizers" at various schools. A professor presented to a fifth grade class at Lee Woodard Elementary concerning issues related to nutrition and sports. A professor of physical education and sports studies, with Barton students' assistance, taught 6 PE class per week at a local elementary school. The Barton Art Galleries hosted the Scholastic art awards for Eastern/Central North Carolina, and professors hosted gallery tours for regional middle and high school students. In February, three Pitt County teachers attended and participated in the professional development activity "Art Day in Wilson". A professor in the art department is an International Baccalaureate Visual Art Reviewer for Hunt High School, Rocky Mount High School, and Broughton High School. In November, an English professor judged the Wilson County Middle School Soil and Water Conservation speech contest sponsored by the Department of Agriculture. In February, this professor pronounced words for the Wilson County Middle School Scripps Howard Spelling Bee. A faculty member in the mathematics department coached Algebra I and Geometry teams at Forest Hills Middle School. In March, this professor judged NCCTM East Regional Math Projects for K-12 students at ECU. Also, professors in the math department served as judges at the Eastern Region Math Fair. Another faculty member tutored at Hunt High School, in the AVID program. The Department of Social Work had a class that worked with the Red Cross to present an activity called Scrubby Bear (how to keep your hands clean and clear of germs) to third grade students at Stantonsburg Elementary and second and third graders at Vinson-Bynum Elementary School. One School of Education faculty member serves on the Human Rights Committee at the Eastern North Carolina School for the Deaf (4-5 meetings per year). The Educators of the Deaf Club collected and delivered prom dresses to Eastern North Carolina School for the Deaf. The Barton library faculty hosted all three Wilson County High School International Baccalaureate (IB) groups in the fall to use the resources of the library. Throughout the year several school groups visited Barton. They went on a tour, met with the student activities director, and ate lunch in the cafeteria. These schools included North Granville Middle School, Greene County Middle School, Trexler Middle School, the Gear Up Program in Johnston County, and the AMP College Prep program from Southern Vance High School.

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

Beginning teachers in Johnston and Beaufort counties received help through special programs during the 2007-2008 school year. One faculty member worked with the entire group of first year teachers in Beaufort County through a series of workshops and computer support. Two faculty members worked with beginning teachers at Selma Middle School in order to help them become more proficient with planning and delivering instruction. Classroom management was also addressed. Throughout the year, teacher education professors communicated with recent Barton

graduates by e-mail or phone to inquire about plans or offer assistance and additional support. When visiting schools, professors visited the beginning teachers' classrooms, personally extended their support, and reminded students of available resources at Barton. All beginning teachers who graduate from Barton are offered free library privileges and encouraged to use Barton's Curriculum Lab to check out books for their classrooms. Each fall, a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested.

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

The School of Education at Barton College supports lateral entry teachers with a program for non-licensed teachers. The process for obtaining licensure is overseen by the coordinator for the lateral entry program at Barton College, who serves as the liaison for the local school system, for applicants to the Teacher Education Program, and for the North Carolina Model Teacher Education Consortium (NCMTEC). Coordinator responsibilities consist of ensuring course offerings and sequencing for programs of study, dissemination of Praxis information, and processing of licensure recommendations. This year the College hired a full-time adviser dedicated exclusively to Weekend College students. She mainly works with students in the elementary education and special education licensure areas, the two largest programs for lateral entry teachers. In addition, various Barton College teacher education faculty evaluate transcripts, design programs of study, and serve as advisors for lateral entry teachers in other areas of licensure. Barton College collaborates with the Nash Regional Alternative Licensing Center by providing courses needed by teachers seeking licensure in this region. NCMTEC candidates are now able to register for classes on-line, a change from previous years. Through the NCMTE Consortium, Barton College sponsored a total of 37 courses during the 2007 – 2008 year. In an effort to accommodate more teachers, Barton College offers various options that include offering classes on alternating weekends, offering classes through the Consortium at off-campus sites, and offering classes after school hours during the week. Lateral entry teachers also take advantage of tuition reduction offered to students who attend either Weekend College or NCMTEC – sponsored classes. Lateral entry teachers may elect to attend classes through the Weekend College Program which will lead to licensure in elementary education and special education. Additional licensure areas are available outside of the Weekend College Program. Advising meetings are held on designated Saturdays during the Weekend College Trimester.

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

This year, the faculty met with and assisted career teachers in Johnston, Wilson, and Beaufort counties as well as the Eastern North Carolina School for the Deaf, on an as-needed basis. One faculty member assisted a Toisnot Middle School teacher with her National Board certification. Five middle grades education majors worked in dyads with three teachers to design and deliver model lessons at Toisnot Middle School. The School of Education offers two training sessions each year for cooperating teachers. In the meeting for career teachers in the fall, teacher education faculty addressed Barton candidates' knowledge, skills, and dispositions and how to better meet the needs of student teachers. One professor arranged for all career teachers in Nash/Rocky Mount Schools to attend a Delta Kappa Gamma seminar by Bill McBride related to

Gender Issues in Education. Special education program faculty continued to work with career teachers at Margaret Hearne Elementary in the Positive Behavior Support Program. The special education program also worked with a teacher at New Hope Elementary to assist in assessment and instruction. The School of Education offers the use of the Barton College Merck Science and Mathematics Teaching Laboratory for K-8 career teachers. The physical education program continues to assist career teachers at the Wilson County Olympics, the Vinson-Bynum Elementary School field day and Jump Rope for Heart, the Toisnot Middle School Hoops for Heart and the teaching of lacrosse at Toisnot Middle School. Barton's art education coordinator worked extensively with career teachers through the Eastern/Central NC Regional Exhibition of the Scholastic Art Awards. He facilitated a meeting at which career teachers shared ideas related to the effective teaching of art and also hosted a meeting of the NC Art Education Association's Region 3 teachers on campus. Special Education faculty continue to work with Rock Ridge Elementary School teachers on the development of diverse methods of teaching special education students in the general curriculum. The Barton College Library gave 44 Friends of the Library memberships to cooperating teachers in 2007-2008. These memberships allow career teachers to utilize all aspects of the college library, including the curriculum lab and professional resources.

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

No schools in our area were designated as low performing. Therefore, we chose to work with some area schools that had not met AYP. Selma Middle School in Johnston County is labeled as a "School of Progress", but it did not meet its Adequate Yearly Progress (AYP) expectation for 2006-2007. Two faculty members provided staff development activities for all faculty at Selma Middle School. The first topic, presented prior to the first student day, was the importance of an orderly and welcoming school environment. As a result of the sessions, the principal reported that as school opened this year, students seemed to be more interested in school and appeared to be excited to be at school. The teachers also reported that they had more positive energy this year than they had in past years. An average of 20 parents per classroom attended the first open house, compared to an average of about 8 per classroom the previous year. The second main emphasis centered on creating and implementing effective lesson plans. All teachers were given ideas on developing effective lessons. Specific teachers who were identified by the principal as needing special assistance were provided with additional guidance. The two Barton faculty members observed these teachers as they conducted class, and they offered suggestions for improvement. The two Barton faculty members also provided staff development in content areas that were identified by the principal as needing attention. A workshop on using manipulatives to teach math was offered to teachers by grade level. Specific topics for the grade level were discussed, and methods were modeled for the teachers. All teachers received staff development on using instructional technology, with an emphasis on using Inspiration to teach writing in all curriculum areas and using digital microscopes and other tools. In addition to the involvement at Selma Middle School, a faculty member also worked with teachers in Beaufort County Schools, which is another system that did not meet AYP goals. Another faculty member worked with the faculty at Wilson County Schools' Margaret Hearne Elementary School on Positive Behavior Support. This school was identified as a Priority School. Students enrolled in EDU 316 Management Techniques for the Exceptional Learner participated in this program. They worked

with fifth grade students within inclusion classrooms, as well as with students in the regular education program, to provide strategies and interventions for success in academics, socialization skills, and behavior management in a positive manner. Another way that the Barton College Teacher Education program was involved at Hearne Elementary was through the donation of a “Recess Box” by the Physical Education Majors Club. They donated equipment for general use at recess and provided two soccer balls for every classroom. The Barton College School of Education program also worked closely with the Eastern North Carolina School for the Deaf. While this school was not listed in the North Carolina School Report Card, it is recognized as having students who have many academic challenges and who customarily perform below grade level. Barton College students served as tutors for students and maintained pen pal relationships with many of the children in an additional effort to help them develop reading and writing skills.

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

A top priority of the State Board of Education is the restructuring of teacher education programs throughout the state. Toward that end, the Barton College School of Education held three meetings during the year—one in the fall semester and two in the spring semester—to begin the process of restructuring. All teacher education faculty, including those in liberal arts areas, participated in these meetings, as did a representative from the Wilson County Schools. The process will continue during the 2008-9 school year.

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

Barton’s special emphasis this year has been to continue to refine and improve a proposal for a Master’s in Education degree in Elementary Education. A program proposal originally developed during the 2006-7 academic year is being modified to address two specific needs: material and technology resources available and qualifications of faculty, particularly qualifications relating to the program coordinator position. After this process is complete, the proposal will be sent to the Southern Association of Colleges and Schools (SACS) for approval.

Supplemental Information (Optional)

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

Students seeking admission to the School of Education at Barton College take advantage of the opportunities created to support them in their efforts to pass Praxis I. The School of Education provides the Plato Learning Program for students to practice test-taking skills and specific skill development in reading, writing, and mathematics. Plato is administered by the director of the Student Success Program. The director records usage and alerts advisors concerning the numbers of students who use the Plato program. Also, the director conducts several Praxis 1 workshops during the school year for both traditional and Weekend College students. The College offers other skill-building opportunities that include free tutoring services in the math lab, the writing center, and other computer-assisted programs in reading, writing, and mathematics. Praxis information is posted on the School of Education web page and in prominent areas around

campus. Students are encouraged to participate in the various Praxis workshops offered by the North Carolina Model Teacher Education Consortium (NCMTEC). Links to the NCMTEC are posted on the School of Education website as well as other self-help test practice sites. Copies of study guides of the Praxis I and Praxis II series are on reserve in the college library. Various methods' faculty include class assignments on their syllabi that are standards- driven and that reflect strategies germane to passing Praxis II.

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

During the 2007 – 2008 year, the teacher education web pages served as an effective way to recruit students and share information about the Barton College Teacher Education Program. Oftentimes, interested individuals, after visiting the web site, will contact specialty area coordinators to obtain further information about specific programs. This year Barton College sponsored seven freshmen open houses in which prospective teacher education majors were introduced to the profession in a general meeting and in individual meetings with faculty in different licensure areas. This is a substantial increase from the four open houses offered last year. In addition, four open houses for transfer students were offered, and three Weekend College open houses were offered. Prospective students, who also visit the campus throughout the year, are telephoned, e-mailed, and sent letters to encourage their interest in teacher education at Barton. The Office of Admissions partners with the Teacher Education Program by sending prospective students information about the program through course-of-study curriculum sheets and information about scholarships. New this year is the addition of a School of Education minority professor to the First Year Student program. Her visibility may generate interest among minority students to consider education as their major. In 2007 – 2008, 17 named scholarships were awarded through the School of Education/Teacher Education Program. Of these, two were designated for students in elementary education, three for students in deaf and hard of hearing, and the rest for students preparing to teach in any field. Once scholarship, the Ruth Patton Grady Scholarship awards over \$22,000 per year to elementary education majors, with preference given to minority candidates. Group teacher education meetings occur at least twice a year in which program requirements and strategies for meeting them are discussed. During School of Education student meetings and professional education meetings, Praxis exams are discussed as well as various tutorial options. Each year, Barton offers Praxis I workshops and, in selected specialty areas, Praxis II workshops as well. The Teacher Education Program also uses Plato, a Web learning network software which provides an unlimited opportunity for students to practice taking the Praxis I exam. This software is loaded on four library computers for access any time the library is open. Additionally, students may access Praxis I practice tests through a data base called Learning Express, which is a part of NCLive, subscribed to by the Barton library. All Barton students have regular, on-going meetings with individual advisors and many informal opportunities for gaining the support needed to succeed in the Barton College Teacher Education Program. Each of these efforts undergirds Barton's conceptual framework – the Evolving Professional Teacher – by assisting students with varying skill levels and providing learning experiences that enable them to graduate as competent and confident beginning teachers.

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

The Admissions Office is very active in the recruitment of all students and actively seeks to recruit minority students. The role of one of the counselors is to focus on the recruitment of students globally. At the beginning of the school year, admission counselors met with members of the School of Education in an effort to support the recruitment needs of the program. Faculty in the School of Education serve as recruiters for the Teacher Education Program, and they utilize available resources in their minority recruitment efforts. These efforts include participation in college Open Houses, talking with potential students and parents who visit the campus during the year, e-mailing potential students, and talking with students who are currently enrolled in an effort to maintain their enrollment at the College. A faculty member of the School of Education will participate in the First Year Student experience and will actively recruit students and place emphasis on minority recruitment. Barton College seeks the recruitment and retention of minority students for the regular education program as well as the Weekend College Program. The Weekend College Program has employed an additional counselor who works with the recruitment of students. She works to attract students from across eastern North Carolina and assists minority teacher assistants and others who seek licensure while maintaining their employment. The program serves non-traditional students and others who are interested in obtaining a degree and licensure in elementary education, birth-kindergarten education, and special education, as well as add-on licensure in English as a second language. A large number of students in Weekend College are minority students, and many are majoring in teacher education. In addition, the College works in partnership with the North Carolina Model Teacher Education Consortium (NCMTEC) to offer relevant courses in various areas of licensure. Many of the Consortium participants are from minority backgrounds. Barton College offers numerous scholarships, with two of the scholarships specifically geared to minority students. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$22,000 per year and is designated for students majoring in elementary education.

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

During the 2007-8 academic year, a couple of different initiatives were examined by the Barton College Teacher Education Program. The first dealt with national accreditation and, more specifically, the merits of remaining with the National Council for the Accreditation of Teacher Education (NCATE) versus changing to the Teacher Education Accreditation Council (TEAC). Toward that end, several discussions were held at monthly Barton College Teacher Education Committee meetings, and two representatives of the School of Education attended a meeting in Philadelphia in March to learn the TEAC process. Information from this meeting and from discussions of the Teacher Education Committee has been presented to Barton's senior administration, which will make the final decision concerning whether the program will remain with NCATE or change to TEAC. A second initiative has been to look at the feasibility of beginning a licensure program for preparing teachers of American Sign Language. The Teacher Education Program is in the process of developing entrance criteria and writing course proposals and syllabi. As it now stands, the proposal will require incoming students to already possess a high level of skill in American Sign Language, as measured by a nationally recognized

evaluation process. At this time, the proposal has not been sent to the Department of Public Instruction for approval.

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	4
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	44
	Other	1	Other	1
	Total	14	Total	51
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	3
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	0	Total	6
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	4	Total	22

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)	22	6
Elementary (K-6)	5	7
Middle Grades (6-9)	2	15
Secondary (9-12)	1	10
Special Subject Areas (k-12)	1	11
Exceptional Children (K-12)	7	51
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1257
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	177
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.14
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)	0	0	0	0
Elementary (K-6)	7	5	0	1
Middle Grades (6-9)	0	4	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	0	4	0	0
Exceptional Children (K-12)	3	4	0	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	11	18	0	2
Comment or Explanation				
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	21	100
Spec Ed: General Curriculum	3	*
Institution Summary	24	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	17	5	3	1	0	0
U Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	1	0	2	0
U Licensure Only	1	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	41	100	71
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
Wilson County Schools	250
Johnston County Schools	189
Nash-Rocky Mount Schools	147
Wake County Schools	146
Wayne County Public Schools	133
Pitt County Schools	40
Franklin County Schools	38
Edgecombe County Schools	37
Craven County Schools	32
Granville County Schools	28
Lenoir County Public Schools	28

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.	3.63	3.30	3.53
preparation to effectively manage the classroom.	3.56	3.20	3.41
preparation to use technology to enhance learning.	3.56	3.20	3.18
preparation to address the needs of diverse learners.	3.38	3.20	3.41
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.30	3.41
Number of Surveys Received	16	10	17
Number of Surveys Mailed	29	29	29

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	6	9