

# IHE Bachelor Performance Report

## NC Central University

2007 - 2008

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### Overview of the Institution

North Carolina Central University, a historically African American institution of approximately 8,600 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well-respected institution that it is today. During 1972, NCCU was incorporated as an institution of the University of North Carolina system. Maintaining its rich liberal arts tradition, the mission of the University, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished pioneer group of just ten universities across the nation that adopted and maintain such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been pro-active in crafting and achieving a new and expanded vision. African American students makeup 80% of the student population while White Americans comprise 15% and 5% are classified as others (i.e. Hispanic, Asian, foreign students). Consequently, today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation.

### Special Characteristics

North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of under- represented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students are from first generation college families, 98.8% qualify for some financial assistance, and 90% receive need-based financial aid. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career level to refine or redirect their career path. A more accurate reflection of the university's success in preparing students

academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worth noting is that the current Governor of the state of North Carolina holds a degree from NCCU. North Carolina University is a comprehensive liberal arts institution. On July 1, 2006 after a careful study by the Institution, the College of Arts and Sciences was divided into three colleges: College of Behavioral & Social Sciences, housing three teacher education programs; College of Liberal Arts, housing seven teacher education programs; and College of Science and Technology, housing two teacher education programs, offering undergraduate and graduate degrees; a School of Business, also offering baccalaureate and master's degrees; a School of Law, offering the first professional degree of Juris Doctor; a School of Library and Information Sciences, offering the master of Library Science Degree; a University College, comprised of Continuing Education, Distance Education, and Evening Degree Programs; and the School of Education. The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina State Department of Public Instruction accredit the professional education programs at the university. Within the School of Education the Counseling Program is accredited by Council for Accreditation of Counseling and Related Educational Programs and the Speech Pathology Program is accredited by Council on Academic Accreditation in Audiology and Speech Language Pathology.

## **Program Areas and Levels Offered**

The 2007-2008 Teacher Education Programs at North Carolina Central University included the following 14 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive History/Social Studies, Art, Family & Consumer Sciences, Modern Foreign Languages-French, Modern Foreign Languages-Spanish, Music, Physical Education, Theater Arts, and Birth-Kindergarten. Graduate Licensure Programs offered in the School of Education included the following: School Counseling, School Administration, Curriculum and Instruction (Elementary and Middle Grades), Educational Technology (077- Computer Specialist), Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A Master of Arts in Teaching (MAT) in Special Education and B-K are offered, as well. The university also offers the Library Media Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, and Educational Technology. Four advanced Master Degree Programs are offered through the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies in Mathematics Education, English Education, Physical Education, and Family and Consumer Sciences. Three add-on licensure programs are also offered in the areas of Academically and Intellectually Gifted, English as a Second Language, and Literacy.

## 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
Durham County Schools	<p>At the beginning of each academic year, Durham Public Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Durham Public Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <ol style="list-style-type: none"> <li>1. Assist with SACS re-accreditation</li> <li>2. Continue providing Academically Intelligent and Gifted licensure cohorts.</li> <li>3. Lateral entry teacher support</li> <li>4. Continue working with Hillside and</li> </ol>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>SACS re-accreditation</p> <ul style="list-style-type: none"> <li>• Faculty serve as steering committee member</li> <li>• Attend two district level meetings to discuss each standard and strategies for addressing each standard</li> </ul> <p>AIG add-on Licensure</p> <ul style="list-style-type: none"> <li>• 4 cohorts established</li> <li>• Meets every Monday afternoon/evening</li> </ul> <p>Professional Development School</p> <ul style="list-style-type: none"> <li>• iPod training for Foreign Language department</li> </ul>	<p>Durham Public Schools will go through SACS re-accreditation in 2009. The steering committee is composed of Durham Public Schools personnel, their public school partners, business community members, and community organizations members. The committee is designed to support the district with the re-accreditation efforts through consultation and provide input from a variety of sources.</p> <p>The AIG add-on licensure cohorts have approximately 80 participants. Each cohort will fulfill requirements during Summer Session I.</p> <p>The SOE is continuing to work with Hillside High School. The goal is for it to be a high school Professional Development School. Meetings have been conducted to plan the next steps</p>

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	<p>developing into a Professional Development School</p> <p>5. Continue Collaboration with the Community Learning Centers Initiative</p>	<ul style="list-style-type: none"> <li>• Leadership meeting with principal and assistant principal</li> <li>• Field experience site and student teacher internship site</li> </ul> <p>Community Learning Centers</p> <ul style="list-style-type: none"> <li>• 3 centers operational (1 established spring 2007; 2 spring 2008)</li> <li>• Provide tutoring services daily</li> <li>• Facilitated 2 parent workshops</li> </ul>	<p>for the 2008-2009 academic year.</p> <p>Community Learning Centers are now in Oxford Manor, McDougald Terrace, and Cornwallis public housing communities. The centers are a result of collaborative efforts of NCCU, Durham Public Schools, Durham Parks and Recreation, the YMCA, Durham Housing Authority, and various religious organizations. Approximately 50-60 students attend each center daily.</p>
Franklin County Schools	<p>At the beginning of each academic year, Franklin County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Franklin County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <p>1. Professional Development for</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Brain Friendly Teaching Strategies – 40 participants</li> <li>• Stress Management – 40 participants</li> </ul>	<p>These quality professional development activities have proven to be of benefit to Franklin County Schools. The collaboration has benefited the SOE through public school involvement with improving the teacher education program. The two entities have a strong partnership that is committed to retaining the teachers in the district.</p>

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	<p>veteran and beginning teachers</p> <p>2. Variety in delivery modes of professional development (i.e. online, classroom, etc.)</p>		
Halifax County Schools	<p>At the beginning of each academic year, Halifax County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Halifax County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <p>1. Beginning and Career Teacher Support</p> <p>2. Graduate Level Courses toward a Master's degree</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>NC Quest Grant – Project M.E.T.E.R (funded) – Provides support to middle grades mathematics teacher.</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• In-class support for teachers using the Algebra Project model</li> <li>• Designing effective lessons using the Algebra Project curriculum</li> <li>• Using technology for mathematics</li> </ul> <p>Master Cohort in Curriculum and Instruction</p>	<p>The SOE wrote a collaborative grant with the mathematics department and Halifax County Schools. The faculty and staff of the SOE and the mathematics department completed the last year of the Project METER grant. Professional development in content and pedagogy has been provided for approximately 1 year and ended September 2007.</p> <p>Evaluations for the project indicate teachers enhanced their mathematics content knowledge and increased their technology skills and have been developing more interactive math lessons.</p>

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Person County Schools	<p>At the beginning of each academic year, Person County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Person County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <ol style="list-style-type: none"> <li>1. Continue Masters cohort in curriculum and instruction, possibly add secondary content areas in the future</li> <li>2. Establish an AIG cohort</li> <li>3. ILT support with workshops during coaching meetings</li> </ol>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>Masters Cohort</p> <ul style="list-style-type: none"> <li>• Curriculum and Instruction Cohort</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Foldables – 35 participants</li> <li>• Cooperative Learning Strategies – 35 participants</li> <li>• Stress Management – 35 participants</li> </ul>	<p>The partnership with Person County Schools is very strong. There continues to be an active master’s degree cohort with about 5 graduates each year. Plans are being developed to add a secondary English masters cohort. There will be an AIG cohort for the 2008-2009. The partnership continues to grow and strengthen with both entities communicating on important issues for improving curriculum and instruction and retention of teachers.</p>
Vance County School	<p>At the beginning of each academic year, Vance County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p>	<p>The SOE has provided resources and faculty expertise to support recruiting and retention efforts of Vance County Schools. Providing course offerings in</p>

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	<p>to improve public education in the district. Vance County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <ol style="list-style-type: none"> <li>1. TPAI-R Refresher and 3-Minute Walk Through Training for mentors and new administrators</li> <li>2. Continue Lateral Entry Course Offerings at distance.</li> </ol>	<p>TPAI-R Refresher and 3-Minute Walk Through</p> <ul style="list-style-type: none"> <li>• 20 participants</li> </ul> <p>Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts</p>	<p>the district has allowed lateral entry and licensure-only candidates to meet licensure requirements without driving to the university and at a reduced cost. The Leave No Educator Behind program has benefited the district beyond measure with tuition support and focused coursework to ensure meeting the licensure needs of the candidates.</p>
<p>Warren County Schools</p>	<p>At the beginning of each academic year, Warren County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Warren County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online</p>	<p>Lateral entry teachers and participants in the Leave No Educator Behind Program were able to receive course offerings at no cost and within their home school district. A cohort for curriculum and instruction was established fall 2007.</p>

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	<p>teacher growth.</p> <ol style="list-style-type: none"> <li>1. Masters in Curriculum and Instruction</li> <li>2. Support for lateral entry candidates</li> </ol>	<p>and face-to-face in the districts</p> <p>Masters Cohort</p> <ul style="list-style-type: none"> <li>• Curriculum and Instruction Cohort</li> </ul>	
<p>Wake County Public Schools</p>	<p>At the beginning of each academic year, Wake County Public Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Wake County Public Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <ol style="list-style-type: none"> <li>1. Recruitment assistance with NCCU graduates</li> <li>2. Professional Development</li> <li>3. Support with closing the achievement gap</li> </ol>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>Recruitment</p> <ul style="list-style-type: none"> <li>• 12 Human Resource personnel and principals participated in mock interviews for student teachers</li> <li>• Diversity Roundtable on Attracting Minority Teacher Education Graduates</li> <li>• Luncheon to learn more about programs offered Professional Development</li> <li>• Classroom Management Workshop – 17 participants</li> <li>• Foldables in the Classroom Workshop – 21 participants</li> </ul>	<p>The SOE provides support and resources to Wake County Public Schools at their request. This year active engagement developed to help recruit minority candidates to the district. The roundtable provided strategies for the district to use to entice minority teacher education candidates. As a result of participating in the mock interviews for the fall and spring semesters, approximately 8 NCCU candidates were hired.</p> <p>The participants involved in the two professional development trainings evaluated both workshops high and felt that they could use what was demonstrated and taught right away to enhance achievement.</p>

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Weldon City Schools	<p>At the beginning of each academic year, Weldon City Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Weldon City Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <ol style="list-style-type: none"> <li>1. Professional development for beginning and veteran teachers</li> <li>2. Continue Lateral Entry Course Offerings at distance.</li> </ol>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• True Colors Workshop – 35 participants</li> <li>• Cooperative Learning Workshop – 6 participants</li> <li>• Effective Assessment Development and Implementation – 35 participants</li> </ul> <p>Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts</p>	<p>Weldon City Schools requested three different professional development workshop topics. The SOE facilitated these workshops on site in Weldon. Evaluations revealed that workshop participants were eager to begin using strategies presented and learned new things about themselves that can help positively impact their teaching. The SOE continues to provide the district with lateral entry teacher support through the Leave No Educator Behind (LNEB) grant. This partnership is becoming stronger and efforts are underway to facilitate more professional development opportunities and work with the district on retention efforts.</p>
Department of Juvenile Justice and Delinquency Prevention	<p>At the beginning of each academic year, the Department of Juvenile Justice and Delinquency Prevention and NCCU USTEP Advisory Board meet to identify priorities to focus</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district.</p>	<p>The 20 classroom teachers within the Department of Juvenile Justice and Delinquency Prevention along with senior level administrators participated in two professional development</p>

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	<p>efforts on to improve public education in the district. The Department of Juvenile Justice and Delinquency Prevention identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p> <p>1. Professional Development Workshops</p> <p>2. Recruitment Assistance</p>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>• Brain Friendly Instructional Strategies – 20 participants</li> <li>• Foldables – 20 participants</li> </ul> <p>Recruitment</p> <ul style="list-style-type: none"> <li>• DJJDP Administrators participated in Mock Interviews both semesters</li> <li>• SOE personnel assisted with the search for a principal of one detention center</li> </ul>	<p>workshops. Senior level administrators were impressed and so engaged by the workshops they want next year for all other classroom teachers. Teachers felt that they gained a better understanding of brain friendly instruction and creative ways to engage their students.</p> <p>Administrators participated in mock interviews and possibly recruited one graduate to teach within the LEA.</p>
Healthy Start Academy	<p>At the beginning of each academic year, Healthy Start Academy and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Healthy Start Academy identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth.</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of Healthy Start Academy.</p> <p>Summer Academic and Mentoring</p> <ul style="list-style-type: none"> <li>• SOE faculty coordinating summer mentoring program for students</li> <li>• SOE faculty mentors new</li> </ul>	<p>SOE faculty have been involved with Healthy Start Academy before it become a formal partner. The faculty is committed helping the school improve academically and develop highly qualified educators. The Project TEACH Grant is a 3-year grant that is now in its 3rd year. The purpose is to help history and civics teachers make the subject more interactive and concrete for students. So, they too will love history.</p>

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	<ol style="list-style-type: none"> <li>1. Faculty and mentor coach in residence</li> <li>2. Professional Development Workshops</li> <li>3. After-school academic program assistance</li> </ol>	<p>teachers</p> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• Make History and Civics Come Alive workshops and trainings – Project TEACH Grant</li> </ul>	<p>SOE faculty have co-written a grant proposal for professional development, licensure, and training in the new standards for school executives for charter school principals. The team is waiting to see if the proposal was selected.</p>

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

The SOE and College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies faculty members have continuous and substantive involvement in public schools activities. Specific examples include: 1) SOE faculty assisted Hillside High School with international activities and coordinated the logistics for a trip to Kenya, Africa; 2) The Theatre faculty provided continuous technical support for the theatre department at Hillside High School with all major performances; 3) Communication Disorders faculty co-sponsored the Parent Advocates for Children and Communication support group for parents with children with disabilities. The Communication Disorders faculty also provided on-going outreach services to Latino children and provided technical support to area schools with IEP meetings and diagnostic evaluations; 4) Literacy faculty members from the SOE assisted area elementary schools by providing in-class assistance to teachers with writing workshops, guided reading training, and literacy assessment strategies; 5) Educational Leadership faculty conducted workshops and seminars on teacher retention, improved working conditions, and teacher morale for various charter schools (Healthy Start Academy; Provisions Academy; Moore County Schools); 6) SOE faculty in work a collaborative grant with the Mathematics Department faculty and Halifax County Schools, (Project M.E.T.E.R.), to support professional development of middle grades mathematics teachers in Halifax County Schools. Twenty-three mathematics teachers have received training in utilizing the Algebra Project Model; 7) Teacher education candidates enrolled in EDU 3150, Instructional Planning and Classroom Management, completed a 30-hour service learning project at WG Pearson AIG Magnet Middle School as part of the Student Coalition for Action in Literacy Education grant sponsored by the UNC-Chapel Hill. Candidates tutored middle grades students who were identified as low-performing on EOG tests; 8) SOE faculty and faculty from the History department are involved in a long-term project titled Project TEACH that supports charter schools in the area with bring the history curriculum alive and meaningful for students. This initiative is to increase student achievement in history; 9) SOE faculty served as mentors to several new and first year teachers in area public schools; 10) SOE faculty facilitated various professional development workshops for partnership districts and area charter schools; 11) SOE faculty and staff provided assistance to the Community Learning Centers sponsored by Durham Public Schools, NCCU, and other community organizations.

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

The SOE has continued its support of new teacher induction by continuing to provide services to several partnership districts via an Induction Specialist. The Induction Specialist continued to mentor and advise new and lateral entry teachers. She traveled to Franklin County Schools, Person County Schools, Vance County Schools, and Weldon City Schools this year providing professional development as requested. She facilitated numerous professional development sessions. The SOE also offers courses as requested by districts for lateral entry beginning teachers throughout the academic year. A faculty member from the Educational Leadership Department serves as the faculty and mentor

coach in residence for Healthy Start Academy. This faculty member facilitates professional development trainings and supports beginning teachers.

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

For 2007-2008 the School of Education has approximately 410 candidates enrolled in an undergraduate teacher education program and approximately 372 candidates enrolled in a licensure-only program. NCCU attracts a significant number of lateral entry teachers, primarily within a 90 mile radius, because of the availability of courses (on-campus, at a distance, and online) that are offered in the afternoons, evenings, and summer. The number of licensure areas offered through the School of Education and in collaboration with the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include: 1) The School of Education continues to be a member of the NC Model Teacher Education Consortium. Approximately 65 courses were taught on-line, using a blended approach, or face-to face at Vance-Granville, Nash Community College, and Piedmont Community Colleges making coursework more accessible for lateral entry teachers. 2) The Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising on the average of 20 persons a week. 3) We admitted our eighth cohort of 13 NC Teach participants in special education, middle grades language arts, mathematics, science, and social studies. 4) The School of Education, in partnership with University College, College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies, hosted a “One Stop Teacher Education Shop” in the School of Education providing an opportunity for prospective teachers to have access to advisors and information. Approximately 46 mid-career professionals considering teaching attended. Participants were provided general information and individualized plans. Thirteen participants were admitted and registered for classes. 5) The School of Education in collaboration with University College received a grant entitled Leave No Educator Behind (LNEB) to recruit, train and support highly qualified teachers through an extensive distance education curriculum and an induction program for high-need schools in Vance County, Warren County, and Weldon City Schools. Leave No Educator Behind has successfully recruited an active participant cohort of 34 LNEB Scholars, providing scholarships for tuition, book vouchers, and laptops.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education’s mission. A number of substantive long-term initiatives demonstrate this. 1) The Visual Impairment Training Program (VITP) conducted professional development seminars designed for career teachers employed in the field of Visual Impairment. The VI program has an updated curriculum with a licensure only track. 2) The Master of Education degree in Curriculum and Instruction in Elementary Education and Middle Grades Education is currently being

offered at-a-distance to teachers in our partnership districts and surrounding school districts at their request. 3) SOE faculty in collaboration with the Mathematics Department faculty completed activities provided by a grant that was funded (Project M.E.T.E.R.) to support professional development of middle grades mathematics teachers in Halifax County Schools. 4) Educational Leadership faculty facilitated 3-Minute Walk Through training for mentor teachers and administrators in Vance County.

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

Based on our conceptual framework “Preparing Educators for Diverse Cultural Contexts” the School of Education is consistently involved in training its candidates for teaching in low performing school districts while working to close the achievement gap. This theme is evident in recruitment activities, program design and delivery (including field experiences), community services activities, induction, and ongoing professional development. NCCU programs and initiatives that support low performing schools and students included, but were not limited to the following activities: 1) In collaboration with Durham Public Schools, YMCA, Durham Housing Authority, and CONDUIT, a community learning center in the Oxford Manor (established spring 2007), McDougald Terrace, and Cornwallis public housing communities were developed. It is an after school, community-based, and comprehensive neighborhood-based academic program for students and parental engagement for residents in these communities. The goal is to raise achievement scores of low-performing students, which will help raise the overall performance at low-performing schools. 2) Saturday Academy, focusing on academic enrichment for low-achieving public school students, was held each week on campus, taught by public school teachers, and organized by University College staff. 3) Teacher candidates performed community service and field experiences in Eagle Village Schools (those surrounding the University), some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design tests aligned with the NCSCOS, administer the tests, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 4) SOE faculty in collaboration with the Mathematics Department faculty completed services developed through a grant, Project M.E.T.E.R. (Mathematics Empowerment of Teachers to Ensure Retention), to support professional development of middle grades mathematics teachers in Halifax County Schools. 5) The SOE continued work on developing Hillside High School as a professional development school. The SOE has provided professional development workshops for Hillside teachers and donated iPods to the Modern Foreign Language department to assist with student motivation and achievement. 6) Four of our partnership districts, which we provide substantive support to, are considered high risk.

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

NCCU School of Education have responded to the priorities of the State Board of Education in preparing teachers (in 20 licensure areas), administrators, counselors, speech language therapists, and technology specialists who are able to deliver and assess

high quality instruction ensuring high student performance by encouraging collaboration from partnership districts, remaining abreast of cutting edge technology, and recruiting highly qualified faculty. With the conceptual framework “Preparing Educators for Diverse Cultural Contexts,” each program component has candidates explore their dispositions and strategies for closing the achievement gap. Faculty continue to design instructional programs that allow our candidates to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. This creates an inviting and supportive learning environment that supports high student performance. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. In collaboration with the Department of Family and Consumer Sciences, the School of Education offers a program for B-K licensure. The number of candidates completing the B–K licensure program has grown significantly in the past year (Quality Teachers priority). B-K candidate preparation addresses preparing children to be ready for school; rigorous and relevant standards and assessment; family, community, and interagency collaboration. The School of Education has strong partnerships (Strong Community Support) through which we assist our nine public school district partners in providing preparation for lateral entry candidates; recruiting teachers to their districts through mock interviews, field experiences/student teaching and scholarships for prospective teachers who teach in high need schools in those districts; and providing professional development for continuous growth to administrators, faculty, and staff (Quality Teachers, Administrators & Staff). Finally, the School of Education has committed to recruiting & retaining diverse candidates into teaching by providing instructional support programs to ensure success of candidates, and providing scholarships. To prepare candidates to meet the needs of those with learning differences, three new add-on licensure programs were developed in 2006 (Academically and Intellectually Gifted, English as a Second Language, and Literacy). This academic year four accelerated cohorts for the AIG add-on license were established with approximately 80 teachers who will complete the program in Summer Session I.

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

Special emphases included recruitment, induction, and collaborating with Durham Public Schools and other community organization to improve student achievement. The SOE partnered with Durham Public Schools and community organizations on the Community Learning Centers initiative and Student U. The Community Learning Centers initiative is designed to established after-school academic and parental support centers in public housing communities in Durham for Durham Public Schools students. Student U. is an organization that provides summer academic enrichment to rising 6th, 7th, and 8th graders and maintains a mentorship program during the school year. College students serve as teachers and mentors with the support of a licensed teacher. The SOE provides tutors and parental support for the community learning centers and provides candidates to be teachers and mentors for Student U. The SOE also focused on recruiting a highly qualified, diverse candidate pool through Teaching Fellows, NC Teach, Burroughs Welcome Scholars Program, and LNEB Program. The Burroughs Welcome Scholars program is new to the SOE and is sponsored by Burroughs Welcome. It is designed to

recruit mathematics and science teachers by providing scholarships and an increase in salary upon teaching in area North Carolina high schools. Special emphasis focused on induction, which is evident in the programs, designed in collaboration with our nine partner school districts.

### **Supplemental Information (Optional)**

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

The SOE has a course, EDU 2600, that is designed to provide Praxis I support and tutorials. In this course, a high school mathematics teacher and language arts teacher serve as consultants to conduct enrichment sessions for undergraduate pre-education majors in math, reading and writing for Praxis I. A faculty member has developed self-checking quizzes on Blackboard to assist our elementary teacher candidates with study techniques for the Elementary Education for the K-6 Praxis II subject assessment examinations. The SOE continues to offer Praxis II preparation sessions during both semesters. During the sessions candidates were given strategies, tips, and target pass rates for successfully passing the Praxis II Exam in Elementary Education.

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

The SOE continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to the following: 1) The SOE recruits through the Model Teaching Consortium at Durham Technical, Nash-Rocky Mount Community College, Vance-Granville, Piedmont, and Alamance Community Colleges. The Alternative Licensure Coordinator serves as the distance education advisor, including North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU University College and has enrolled approximately 1000 candidates in education courses that will lead to teacher licensure. 2) Thirteen NC Teach participants were recruited and admitted in our eighth cohort. 4) The SOE recruited 4 new candidates into the MAT in Special Education concentrating in Early Education and Language Development (Birth- Kindergarten) to meet the critical need for teachers in B-K. 3) Eighteen new NC Teaching Fellows have been recruited for the 2008-2009 academic year. Other recruitment efforts include faculty and staff participating in LEA district college fairs, LEA district job fairs, LEA career day events, University recruitment tour across the state, and the SOE hired a recruiter.

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

As a historically black institution, NCCU's programs have traditionally been African American. Presently we enroll 80% African Americans, 15% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. However, some of our graduate and

professional programs enroll as many as 50% non African American students. We recognize the need for African American teachers and teachers from other under-represented groups. Three White males, 1 Hispanic female, 3 African American males, and 11 African American females were recruited through the Teaching Fellows Program. Thirteen students, 8 African American students and 5 White students were accepted and enrolled in the 8th cohort for the NC Teach program. Even though our traditional population is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our conceptual framework, curriculum, faculty, and course schedule both on-campus and at a distance.

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

Several exciting new initiatives are underway. 1) The School of Education in partnership with the Durham Public Schools graduated its first class from the Early College High School program. Sixty students graduated and approximately 45 will attend NCCU in the Fall. 2) A doctoral program in communication disorders is in the planning stages. 3) Online degree program has been submitted for approval in Educational Technology.

## 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	2
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	50
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	25
	Other	0	Other	0
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>77</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	22
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	15
	Other	1	Other	0
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>37</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>8</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	61
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	37
	Other	1	Other	4
	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>106</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	13	38
Elementary (K-6)	79	106
Middle Grades (6-9)	58	57
Secondary (9-12)	20	20
Special Subject Areas (K-12)	48	37
Exceptional Children (K-12)	41	12
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	15	0
Other	0	0
<b>Total</b>	<b>274</b>	<b>270</b>

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

	<b>Baccalaureate</b>
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.15
Comment or Explanation	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	3	0	7
Elementary (K-6)	21	23	3	19
Middle Grades (6-9)	1	6	7	22
Secondary (9-12)	6	4	0	2
Special Subject Areas (K-12)	9	8	60	25
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	5
<b>Total</b>	<b>37</b>	<b>44</b>	<b>70</b>	<b>80</b>
Comment or Explanation				

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

	<b>2006 - 2007 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	43	93
Spec Ed: BED	2	*
Spec Ed: Cross Categorical	2	*
Spec Ed: General Curriculum	6	100
Spec Ed: LD	2	*
Institution Summary	55	95

\* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	12	3	6	4	0
U Licensure Only	10	15	9	7	6	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	7	10	8	6	11	14
U Licensure Only	25	40	5	9	13	9
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	101	83	64
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
Durham Public Schools	617
Wake County Schools	526
Charlotte-Mecklenburg Schools	151
Cumberland County Schools	143
Vance County Schools	105
Granville County Schools	94
Guilford County Schools	94
Chapel Hill-Carrboro Schools	88
Person County Schools	78
Forsyth County Schools	68

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.52	2.92	3.32
preparation to effectively manage the classroom.	3.24	3.00	3.24
preparation to use technology to enhance learning.	3.43	3.08	3.40
preparation to address the needs of diverse learners.	3.48	3.17	3.28
preparation to deliver curriculum content through a variety of instructional approaches.	3.33	3.00	3.36
Number of Surveys Received	21	12	25
Number of Surveys Mailed	65	65	65

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
41	15	12