

IHE Bachelor Performance Report

NC State University

2007 - 2008

Overview of the Institution

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

Special Characteristics

The College of Education at NC State University is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State University focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Mathematics, Science, and Technology Education, graduating more science and math teachers than any other university in the UNC System, collaborates with the College of Physical and Mathematical Sciences; some students elect to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional

semester and finally to program completion. From the first year, faculty members advise and mentor candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to the public school classrooms in North Carolina.

Program Areas and Levels Offered

The College of Education at NC State offers initial licenses at the bachelor's level in the following areas: Elementary Education (K-6), Middle Grades Education – Language Arts, Social Studies, Math, Science (6-9), Mathematics (9-12), Science (9-12), Business and Marketing Education (7-12), Technology Education (7-12). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts & Social Studies (M), Middle Grades Mathematics (M, D), Middle Grades Science (M,D), Secondary English (M, D), Secondary Mathematics (M, S, D), Comprehensive Science (M,S,D), Comprehensive Social Studies (M), Reading (add-on, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M), Business & Marketing (M), Technology (M, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English (9-12), Comprehensive Social Studies (9-12), Second Language Studies – French, Spanish (k-12), English as a Second Language (add-on), and School Social Worker. In addition to the undergraduate programs the Colleges offer graduate degree programs in the following: Second Language Studies – French, Spanish (M) In conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor's level and graduate degrees in Agricultural Education (7-12) (M, S, D).

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
Wake County Public School System	Student achievement Closing the Gap Increasing the STEM Pipeline STEM Diversity	Recognizing Accelerated Mathematics Potential in Underrepresented People (RAMP-UP) Recognizing Accelerated Mathematics Potential in Underrepresented People (RAMP-UP) RAMP-UP is a partnership between the NCSU Colleges of Education and Engineering, Shaw University and the Wake County Public School System. Graduate Fellows supervise the undergraduates who work with teacher teams throughout the academic year to plan and implement inquiry based mathematics lessons that demonstrate the practical applications of mathematics. RAMP-UP fellows are role models and mentors to their	RAMP-UP: The program is a partnership between the North Carolina State University Colleges of Engineering and Education, Shaw University's Department of Natural Sciences and Mathematics and the Wake County (NC) Public School System. RAMP-UP: The program is a partnership between the North Carolina State University Colleges of Engineering and Education, Shaw University's Department of Natural Sciences and Mathematics and the Wake County (NC) Public School System. The program consists of 18 undergraduate and 2 graduate fellows in science, technology, engineering or math (STEM) or math education partnering with nearly 21 teachers in grades 3-12 at eight Wake County schools. RAMP-UP goals target three stakeholder groups: K-12 students, the university undergraduate and graduate students (Fellows) and mathematics teachers in grades 3-12. The overall goal of increasing the number and diversity of students who enroll and succeed in higher level math courses, specifically Algebra by 8 th/9th grade and calculus by 12th is supported by stakeholder specific goals which include: • increasing the number and diversity of students pursuing the advanced math track; • providing university students as role models

		students and thereby have the opportunity to make a significant difference for many K-12 students.	and mentors; • working with teachers to decrease the achievement gap between all groups of students; • assisting in improving the mathematics aptitude identification process; • forging a deep partnership with teachers of mathematics in Wake County and beyond http://www.engr.ncsu.edu/k12outreach/rampup/overview/overview.html
Durham Public Schools and Johnston County Schools	Student achievement and Closing the Gap AND Teacher recruitment, retention, and development	Capital Area Writing Project (CAWP): Capital Area Writing Project (CAWP): Designed for teachers across disciplines and grade levels, the Capital Area Writing Project provides an intensive summer forum for sharing practical classroom strategies for using writing as a learning tool and for enhancing composing ability. Strategies for successfully completing the NC state writing tests and meeting state standards are addressed within the larger context of writing curriculum.	CAWP: Teacher recruitment, retention, and development are the primary foci of the Capital Area Writing Project and are exemplified in its commitment to the reading and writing connection. The Capital Area Writing Project, a site of the National Writing Project, provides tuition free institutes for teachers and provides service to the public schools. CAWP has offers a variety of professional development opportunities: 1) a spring writing across the curriculum one-day conference; 2) conference sessions for the NCETA writing projects strand; and (3) inservice for schools and/or districts arranged via contracts. In addition, in various years, we have offered Level II workshops (2 weeks) for CAWP veterans and others. The topics have included writing and technology (3 institutes), reading/writing connection (2 institutes), delivering professional development (1 institute). The English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards. CAWP supports k-12 teachers across disciplines in their ability to use writing to learn as well as improve the composing abilities of students. The Inverness report submitted in October 2007 catalogs 55 separate in-service sessions, involving 35 TC Leaders for approximately 2,870 individual participants, for approximately 50,099 contact hours. http://ced.ncsu.edu/cawp/index.php

Wake County Public School System Johnston County Schools Franklin County Schools	Student achievement and Closing the Gap	<p>The Center for Research in Mathematics and Science Education (CRMSE): The Center for Research in Mathematics and Science Education (CRMSE) CRMSE is the only research center in the NC Mathematics and Science Education Network (MSEN). The mission of the center is to conduct research that relates to the teaching and learning of mathematics and science. Grounding our research in practice, CRMSE designs and delivers K-16 enrichment programs for students who are typically underrepresented in mathematics and science careers. Outreach and extension is provided to the NC Department of Public Instruction, public and private K-12 schools, parent groups, and other professional organizations. Programs that address priorities include NC-MSEN Pre-College Program, and Girls on Track.</p>	<p>CRMSE: The NC-MSEN Pre-College Program involved 450 middle grades and high school students from three LEAs in year-round enrichment activities. The mission of this program is to keep underrepresented students on a college-bound track leading to Science, Technology, Engineering, and Mathematics careers. Girls on Track is a summer program for middle grade girls, encouraging them to study mathematics through high school and into college. Girls investigate community problems using computer technologies, engage in Sports Algebra, and other enrichment activities to keep up their interests in math and science and expand their career horizons. It is a joint project between North Carolina State University (Center for Research in Mathematics and Science Education and Department of Computer Science), Meredith College, Wake County Public Schools, and North Carolina Department of Public Instruction. Despite increased retention of girls in advanced high school math programs, female college entrants continue to disproportionately avoid such math-related majors such as computer science, engineering, and physics. To counter this persistent problem, Girls on Track was developed as an informal STEM summer camp. Participants in the camp are part of a nine-year longitudinal study to determine what factors affect young women's STEM career decisions. The project is supported by the National Science Foundation grants (HRD-[#09813902. ITWF #0204222, and GRE #0624584) and the IBM Corporation. http://www.ncsu.edu/crmse/</p>
Camden County Franklin Elizabeth City-Pasquotank Iredell-Statesville Weldon City	New teacher induction Teacher retention	<p>The Perceptions of Success Inventory for Beginning Teachers (PSI-BT): This research initiative supports</p>	<p>The Perceptions of Success Inventory for Beginning Teachers (PSI-BT) was administered to 439 beginning teachers (years 1, 2, and 3) in 12 LEAs. Each LEA received an executive report containing aggregate data for their</p>

<p>Gates Edenton-Chowan Rowan-Salisbury Tyrell Warren Northampton Edgecombe</p>		<p>LEAs in their efforts to induct and retain beginning teachers. SUCCEED gathers and reports data on beginning teachers' perceptions of success using a state of the art inventory, entitled The Perceptions of Success Inventory for Beginning Teachers (PSI-BT). LEA leaders receive an extensive, individualized report on the findings and implications from the data. We believe This inventory could become a key benchmarking tool for LEAs as they strive to better support new teachers. The PSI-BT is a way for LEAs to use 21st century data to inform induction and retention efforts. In 2008-2009, SUCCEED will partner with The Friday Institute for Educational Innovation to expand this effort to support LEAs.</p>	<p>school system on the following 11 factors assessed by the PSI-BT: • Mentor Support • Colleague Support, Administrative Support • Classroom Management • Professional Judgment • Student Success • Instructional Resources • Assignment and Workload • Parent/Caregiver Contact • Satisfaction and Commitment As well, the Executive Director of SUCCEED met with representatives from each of the LEAs to discuss the implications of the findings. As well, SUCCEED has mailed information regarding how to access the PSI-BT to all 115 North Carolina LEAs. Efforts are currently underway to secure funds for the coming year to administer the PSI-BT to 30 LEAs in North Carolina.</p>
<p>Alamance-Burlington Alexander County Asheville City Beaufort County Brunswick County Buncombe County Burke County Caldwell County Camden County Carteret</p>	<p>New teacher induction Teacher retention</p>	<p>UNC-GA New Teacher Support Project Dr. Alan Reiman, executive director of SUCCEED was commissioned by UNC-GA to provide assistance in addressing the pressing need to formulate strategies that the University of North Carolina</p>	<p>Dr. Reiman facilitated the gathering of the following sources of evidence related to New Teacher Support. • Judgments of experts in the study's focus groups with 23 school leaders from 22 North Carolina school districts; • Consultations with experts in new teacher support at the North Carolina Department of Public Instruction; • Face-to-face interviews with 20 experts in new teacher support in North Carolina school systems; • Survey of 450 North Carolina beginning</p>

<p>County Catawba County Chapel Hill-Carrboro Chatham County Cherokee County Cleveland County Clinton City Schools Columbus County Cumberland County Currituck County Davidson County Duplin County Durham Public Schools Edenton/Chowan Edgecombe County Pasquotank County Forsyth County Franklin County Gates County Graham County Granville County Guilford County Harnett County Haywood County Hickory City Schools Hoke County Schools Hyde County Schools Iredell- Statesville Jackson County Johnston County Jones County Schools Lexington City Lincoln County McDowell County Mitchell County Montgomery County Moore County New</p>		<p>and its constituent campuses could employ to support new teacher induction. The scope of this project touched LEAs and universities statewide.</p>	<p>teachers using a promising new assessment instrument entitled the Perceptions of Success Inventory for Beginning Teachers; • Survey of all North Carolina public universities regarding new teacher support; • Survey of eight North Carolina private and independent colleges regarding new teacher support; • Survey of 50 North Carolina school districts regarding new teacher support; • Review of the North Carolina Teacher Working Conditions Survey Results for 2005-2006; • Review of North Carolina attrition data and Teacher Turnover Reports from 2000-2006; • Review of 14 acclaimed teacher education/school partnership policy documents during the past 100 years; • Review of refereed studies of higher education/school system partnerships whose aim is new teacher support; • Review of refereed studies and policy documents regarding support to new science and math teachers; • Review of refereed publications of on-line content mentoring for new teachers; and • Review of international, national and state research and policy documents including Teachers Matter by the Organization for Economic Cooperation and Development (OECD), Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS), collected by the Census Bureau for the National Center for Educational Statistics. Dr. Reiman presented this comprehensive report to the UNC Deans' Council on Teacher Education in August 2007.</p>
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<p>Hanover County Northampton County Onslow County Person County Pitt County Schools Richmond County Roanoke Rapids City Rockingham County Rowan- Salisbury Rutherford County Sampson County Surry County Schools Swain County Transylvania County Tyrrell County Union County Vance County Wake County Schools Warren County Washington County Wayne County Public Weldon City Schools Wilkes County</p>			
<p>Chapel-Hill-Carrboro Charlotte-Mecklenburg Cumberland Currituck Granville Guilford Johnston Moore New Hanover Union Wake Wilson</p>	<p>Teacher Recruitment, Retention, and Development Student Achievement Closing the Gap</p>	<p>English as a Second Language (ESL) The ESL Licensure Program is offered via distance education for students who reside outside the local area, and on-campus for those who wish to take advantage of a more traditional classroom format. Licensed teachers who are accepted into the NC State ESL Licensure Program are eligible for financial assistance through</p>	<p>ESL: ESL: The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. The ESL program delivers instruction on campus and via distance education to assist teachers in 12 LEAs. The candidates deliver staff development projects related to English language learners in their school districts. They build capacity by sharing aspects of their ESL training with mainstream teachers. http://sasw.chass.ncsu.edu/esl/</p>

		the Office of Scholarships and Financial Aid.	
Alamance-Burlington Asheboro City Asheville City Brunswick Burke Carteret Caswell Catawba Chapel Hill- Carrboro Charlotte- Mecklenburg Chatham Cherokee Craven Cumberland Davidson Davie Duplin Durham Edenton-Chowan Elizabeth- City/Pasquotank Elkin Franklin Gaston Gates Granville Greene Guilford Halifax Harnett Haywood Henderson Hertford Hoke Iredell- Statesville Jackson Johnston Kannapolis City Lee Lincoln Martin McDowell Mitchell Moore Mooresville Nash-Rocky Mount New Hanover Northampton Onslow Orange Perquimans Person Randolph Roanoke Rapids Robeson Rockingham Rowan- Salisbury Rutherford	Use of Technology for teaching and learning in 21st Century Schools	Middle Educators Global Activities (MEGA) With the infusion of technology into North Carolina's schools MEGA was developed as a partnership between middle grades teachers and NC State's College of Education for enabling educators to teach and use technology in the classroom. The focus of the organization is to provide teachers greater opportunities to improve their technology skills and focus on specific content areas in addition to interdisciplinary projects specific to the North Carolina Standard Course of Study. Though founded with a focus on middle grades, MEGA has expanded its scope and welcomes and encourages K-12 teachers to participate.	MEGA: MEGA includes 875 educators and community partners from 74 LEAs. An active listserv provides curriculum resource information to member teachers. During the 2007-08 year, over 300 educators and community partners from 19 LEAs participated in MEGA events that focused on Creativity in 21st Century Classrooms: Innovation in Podcasting Workshop; Our Students ~ Our Worlds featuring authors Linda Perlstein and Dave Warlick; Web 2.0 Workshop with Bill Ferriter, Winner of the Edublog Award 2007, and Salem Middle School students; and Annual Technology Showcase with over 30 exhibits from K-12 schools and community partners as well as a presentation by Centennial Campus Middle School principal and teachers on "One-to-One Learning with Laptops". http://ced.ncsu.edu/mega/

<p>Sampson Stanly Surry Swain Thomasville City Transylvania Union Vance Wake Washington Watauga Wayne Weldon City Whiteville City Wilson Winston Salem-Forsyth Yancey County</p>			
<p>Franklin County Granville County Halifax County Northampton County Roanoke Rapids Graded School District Weldon City</p>	<p>Teacher recruitment, retention, and development Use of Technology for teaching and learning in 21st Century Schools</p>	<p>Innovation for 21st Century Teaching and Learning Partnership (21CTL): The two-part Innovation for 21st Century Teaching and Learning Partnership (21CTL) was formed in 2006 with 6 school districts to define, stimulate, and support innovative classroom practices in rural, eastern North Carolina public schools. First, a Leadership Academy has been developed to assist a team from each school district to develop and deploy products that will support innovative practices. Second, the Middle School Mathematics and Science partnership assists middle school teachers in these same districts to strengthen their own mathematics, science, and technology knowledge so that they can better prepare students</p>	<p>21CTL: Impacts of the 21CTL include: • Summer professional development institutes with license renewal credit provided to middle school mathematics and science teachers on-site in schools attended by 30 middle school math and science teachers and 5 central office staff, impacting the education of approximately 3700 students. • School-year follow up workshops hosted by the Friday Institute • School-year follow up Online Professional Development hosted by the Friday Institute • Research on teachers' implementation and adoption of data-rich environments and need for ongoing pedagogical and technical support • Partnerships developed with leading technology companies (IBM, Nortel and Vernier Software & Technology) to integrate technology that businesses use for work and children use for entertainment with classroom educational content • Advice and assistance for school districts to design "future-ready" classrooms by integrating technology such as graphing calculators and science sensors for data collection • Expansion to Bertie County Schools and Edenton-Chowan Public Schools through NC QUEST grant beginning in spring 2008 • Professional development for school district administrative leaders and assisted working sessions with follow-up in the school districts attended by approximately 30 teachers and principals. •</p>

		for challenging classes in high school and beyond.	Research on implementation of these innovative practices developed by leaders • Dissemination of curriculum products through state conferences and NC DPI
Durham Public Schools	Student Achievement Closing the Gap STEM Teacher Professional Development	Trajectory of Science Scholars (TOSS): The primary goal of TOSS is to examine the trajectory of student learning and teacher professional development in the biological sciences from basic content knowledge to mastery of advanced concepts. This project impacts schools with a high percentage of impoverished students that have been identified as some of the lowest performing in the district and the state. In order to build a solid foundation and establish a continuum for developing conceptual understanding, the project will target students in grades five, eight and high school biology. The primary objectives of the project are to 1) increase teacher content expertise of the biological sciences 2) increase student achievement in the biological sciences 3) maintain and strengthen the partnership between Durham Public Schools	TOSS: Durham Public Schools, in partnership with North Carolina State University's (NCSU) Department of Zoology and the Department of Mathematics, Science and Technology Education, is creating a collaborative culture of learning for teachers through Professional Learning Communities. The collaborative groups of teachers are conducting a collective inquiry on the biological sciences in grades five, eight and in high school biology on a bi-monthly basis. The sessions use Curriculum Topic Study (CTS), an NSF-funded Teacher Professional Continuum project, as the vehicle for deepening the participants' understanding of the important biological science topics they teach. During these fifteen hours of professional development, teachers use state and national science standards documents and research on students' ideas in science to study a curricular topic, analyze the findings and apply their new learning to improve their teaching practice. In addition to embedded professional development that is facilitated by a science specialist, the participants are experiencing three-hour quarterly sessions that are facilitated by NCSU science faculty. In these sessions, participants explore the research behind the content that students should know and investigate their own misconceptions about the content. University faculty also provide eight hours of field studies in the most current areas of biological research. Teachers who choose to extend their learning are being offered scholarships to return to the university setting to update their knowledge of biology and science education by taking up to two graduate level science

	<p>(DPS) and NC State University's Department of Mathematics, Science and Technology Education 4) establish and sustain a partnership between DPS and NC State University's Department of Zoology 5) increase embedded professional development through professional learning communities and 6) increase the number of master teachers in the sciences.</p>	<p>courses. The primary outcome of the project is that there are 70 teachers who have increased knowledge of biology as well as strategies to teach biology. The data on student achievement is not yet available.</p>
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B. Brief Summary of faculty service to the public schools.

In addition to the programs referenced in the SEC Assessments Table, faculty throughout the College of Education and NC State University are engaged in public school support throughout the state of North Carolina. The university offers programs such as the Kenan Fellows for Curriculum and Leadership Development, the North Carolina Cooperative Extension, the NC Japan Center, and The Science House. The Kenan Fellows program promotes teacher leadership, addresses teacher retention and advance K-12 science, technology and mathematics education. Kenan Fellows are public school teachers selected through a competitive process to participate in a prestigious two-year fellowship - all while remaining active in the classroom. During these two years, Kenan Fellows work in partnership with distinguished scientists, university faculty and the NC Department of Public Instruction, developing curriculum and teaching resources that bring cutting-edge research into the hands of students. The NC Cooperative Extension serves more than 187,000 young people in North Carolina helping them to learn new skills and serve their communities each year. The NC Japan Center conducts K-12 teacher training workshops on teaching about Japan and East Asia, maintains and circulates a library of print, video, and artifact educational resource collections, conducts school visits, hosts visits by classes, develops educational materials. The Science House is NC State's statewide K-12 science and mathematics outreach program. The mission of The Science House is to increase student enthusiasm for science by partnering with K-12 teachers to emphasize hands-on inquiry-based learning. The Science House offers teacher professional development programs, student science activities, and science teaching materials. Within the College of Education, departmental faculty members are actively engaged in a variety of service activities including teacher professional development, classroom demonstrations, and technical assistance. In 2007 – 2008 faculty members prepared professional development workshops for the NC Department of Juvenile Justice and teachers throughout the state in all disciplines both in person and online. Examples of the content of the professional development opportunities included: Biology, 21st Century Skills, Social Studies, New Literacies and the use of data sets in mathematics and science. Examples of faculty demonstrations and workshops for students included electricity and magnetism, astronomy and robotics, and microbiology. Among the examples of where technical assistance was provided include 6 Northeastern School Districts through the Innovation Leaders Academy, the North Carolina Department of Public Instruction in drafting and revising new descriptors for the NC Standard Course of Study, and to the NC General Assembly through a feasibility study around enhancing broadband network access across all of k-12 in North Carolina.

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

NC State University supports beginning teachers through the School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED). SUCCEED continues to be recognized by the US Department of Education as one of the top six mentoring programs in the nation. The primary goal of SUCCEED is to support the growth of beginning teachers and to reduce the high rate at which they leave the profession. The member districts link directly to the program at NC State University and have access to University resources. In 2007 SUCCEED administered the Perceptions of Success Inventory for Beginning Teachers (PSIBT), a state of

the art inventory, which supports LEAs in their efforts to induct and retain beginning teachers. LEA leaders receive an extensive, individualized report on the findings and implications from the data. We believe the PSIBT could become a key benchmarking tool for LEAs as they strive to better support new teachers. The PSI-BT is a way for LEAs to use 21st century data to inform induction and retention efforts. In 2008-2009, SUCCEED will partner with The Friday Institute for Educational Innovation to expand this effort to support LEAs. In addition to the PSIBT Dr. Alan Reiman, executive director of SUCCEED was commissioned by UNC-GA to provide assistance in addressing the pressing need to formulate strategies that the University of North Carolina and its constituent campuses could employ to support new teacher induction. The scope of this project touched LEAs and universities statewide. Faculty from the College of Agriculture and Life Sciences support beginning teachers by conducting a beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school-assigned mentor, as well as guidance on curriculum materials, student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both Mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In Middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

From July 2007 to the present, the Office of Alternative Licensure has responded to over 4000 walk-in, telephone, and email inquiries and has forwarded 625 applications to faculty advisers for review. The continued growth in our Alternative Licensure program is due primarily to the addition of a Spring semester start in several of our cohorts. NC State currently has 7 cohorts of NC TEACHERS in 5 locations across the State. Each cohort offers licensure programs in Secondary Science, Math, English, Social Studies, Middle School Science, and k-12 programs in French and Spanish. For the upcoming year (2008-2009) NC State's NC TEACH program will serve 180 individuals. The addition of the Durham/Orange County cohort is part of NC State's commitment to serving the high-need areas of North Carolina. Also in the 2007-2008 academic year NC State was the recipient of over \$120,000 in grants to assist in the development of more lateral entry based classes/programs. This money is being used to develop additional on-line classes for the traditional LE/LO/RALC students throughout North Carolina and develop the infrastructure of the MAT program that will be beginning in January 2009 (pending UNC General Administration Approval). This MAT program will increase the Alternative Licensure efforts of the College of Education two-fold with programs in Special Education, Elementary Education, Middle Grades, Science, Math, Technology Education, English, and Social Studies. The College of Education anticipates an incoming class of 50 students with an expected growth of over 200 students within four years. As with our existing NC TEACH programs the new MAT will be offered in multiple under-served areas of North Carolina increasing NC State's capacity to prepare teachers throughout the state.

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

NC State University offers programs and workshops that support career teachers including over 28 online “Tools for Schools,” among which are Science Junction, TechnoSchool, Sci-Link, Help-Yourself-Yourself, Curriculum Integration, and Succeeding in School. Other initiatives include the following: One faculty member directs the Durham Science Innovations Program where teachers are involved in a Japanese lesson Study Model of Professional Development and the creation of model science lesson plans. Faculty in Agricultural Education conduct approximately 12 2-4 day workshops on topics such as technical agriculture, instructional technology, and grant writing with approximately 200 teachers participating. Foreign language faculty members mentor teachers seeking National Board Certification. Career teachers are eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (6 sessions) at the NC English Teachers Association Annual Conference. Middle Educators Global Activities (MEGA) is a partnership between K-12 teachers and the CED designed to enable educators to use technology in the classroom with a special emphasis on core content and interdisciplinary projects specific to the NC Standard Course of Study. MEGA includes over 875 teachers from 74 LEA’s. An active listserv provides curriculum resource information to member teachers. The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. NC State University also supports career teachers by providing access to instruction via distance education. Programs involved in distance programming include: Agricultural education, ESL, and Business and Marketing education.

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

In the 2006-07 North Carolina ABCs Report, there are no low-performing schools in NC State University’s immediate service area. NC State however enacts its land grant mission throughout the state of North Carolina by providing service state-wide. NC State extension projects serve nearly every county with schools designated as either low-performing or priority schools. Examples of these extension projects with the number of counties they serve and examples in parentheses are listed below. The CAWP serves three of the counties, one low performing (Durham) and two priority (Johnston, Wake), the MEGA project serves 31 counties, 10 with schools designated as low performing (Cumberland, Duplin, Charlotte-Mecklenburg, Durham, Gaston, Nash-Rocky Mount, and Robeson) and 21 with priority schools (Alamance-Burlington, Caswell, Chatham, Cherokee, Franklin, Gates, Granville, Roanoke Rapids, Hertford, Hoke, Iredell-Statesville, Johnston, Lee, McDowell, New Hanover, and Onslow). The ESL project serves 9 total systems with 3 designated as low performing (Charlotte-Mecklenburg, Cumberland, and Guilford) and 6 as having priority schools (Currituck, Granville, Johnston, and Union). Of the LEAs affiliated with SUCCEED, one has a low-performing (Northampton) and 9 have high priority schools (Franklin, Pasquotank/Elizabeth City, Rowan, Edgecombe, and Wake). 21CTL also serves teachers and administrators in 2 systems with low performing schools (Halifax and Northampton) and 4 systems with priority schools (Franklin, Granville, Roanoke, and Weldon City).

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

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

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

As part of the College of Education's commitment to a new culture of assessment, a Director of Knowledge Management was hired in the fall of 2005 to oversee the development, deployment, and management of a comprehensive assessment system. Subsequently, the Knowledge Management division has been tasked with creating a fully integrated web-based assessment system for use by administrators, faculty, and students to meet the data collection, analysis, and reporting needs of the College. The assessment system's features will evolve over time with its components becoming available for use as they are developed. The SAGE (System of Assessment Guiding Education) system will encompass the needs of the College of Education from the standpoint of the student, program, department, and college. The various functions will be grouped together into common areas for easy access and navigation, based on the area of

interest for the user. During the 06-07 academic year, work on SAGE progressed. Prototypes of the system as well as business flow and use case documents were created. Data sources from the university have been identified and access has been granted for the College to extract data. A pilot of SAGE is slated for mid fall 07 and full implementation for late spring 08.

Supplemental Information (Optional)

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

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

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

NC State University has numerous intentional efforts to recruit qualified candidates into Teacher Education programs. While individual departments have the primary responsibility for recruiting, specific College initiatives are designed to increase enrollment. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. On Recruitment Day the Teaching Fellows provided information on campus life, financial aid, housing, program offerings, and general admissions information to 119 recruited students. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day when approximately 600 high school students visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focuses on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. In the summer of 2007, the College of Education financially supported a TED undergraduate student's attendance at the National Technology Student Association Conference. The student will actively recruit prospective Technology Education students by distributing marketing pieces and by collecting contact information for follow-up purposes. Departmental representatives from Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. The English Education coordinator contacts prospective students through the North Carolina English Teachers' Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education. Students Advocating for Youth (SAY Living and Learning Community)

serves as a recruiting tool, also. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multicultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Students benefit from faculty advisors, resident mentors, field trips, and interaction with underrepresented student populations both in and out of educational settings. The SAY Village is open to all NC State students. In addition to these person-to-person efforts, the CED sponsors a Spend a Day at State program for all accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the CED. Additionally, College of Education representatives attended several meetings sponsored by the GA to discuss teacher recruitment within the state of North Carolina.

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

NC State University relies on the strategies listed in item J, along with efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the Assistant Dean for Student Services and the Assistant Director for Student Services support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special listserv for African American students and email them regarding application and scholarship deadlines and other opportunities that the CED and the University offer in general. African-American students who have been accepted are paired with current African-American students who communicate throughout the year. Past participants of the Leadership Institute for Future Teachers (LIFT) are tracked and encouraged to apply to NC State University. The 2006 LIFT participants included 21 rising high school seniors. Twelve of the 21 LIFT participants applied for the Teaching Fellows Scholarship; 9 received the scholarship for the 2007 – 2008 academic year. The College of Education pre-college program of the Mathematics and Science Education Network collaborates with 11 schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina middle and high schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school students, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track. Special Education continues its efforts to recruit minority students into its graduate programs. NC TEACH personnel continue to meet on HBCU campuses as well as in local churches to advertise the program to potential teachers of color. The NC TEACH program once again ran public service announcements in both English and Spanish on WSHA, Shaw University's public radio station. The number of minority applicants for the 2007 cohort of NC TEACH grew from 21% in the second year to 30% in the third and finally 34% in the current year; 31% of accepted applicants are of minority status.

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

For the 2008 – 2009 academic year the College of Education will be engaged in two new initiatives both focused on State Board of Education priorities and the needs of North Carolina Public Schools. Beginning in January 2009 NC State will introduce a Master of Arts in Teaching (M.A.T.) degree program. This program will help supply teachers throughout the state to aid in easing the state-wide, critical, teacher shortage. The program is both flexible and innovative in its design and focused on preparing teachers for 21st century schools in the areas of Special Education, Elementary Education, Middle Grades, Science, Math, Technology Education, English, and Social Studies. The College of Education anticipates an incoming class of 50 students with an expected growth of over 200 students within four years. Beginning in August 2008, as part of the State Board of Education mandate, the College of Education will begin re-visioning all of its undergraduate and graduate programs to align with 21st century teacher and school executive standards. This process began in the Spring 2008 with a series of focused meetings with various stakeholders including businesses, community organizations, parents, teachers, school administrators, and IHE faculty. Comments, suggestions, and themes generated by these groups will be incorporated into the coursework and field experiences of all NC State teacher education students to ensure they are prepared to meet the demands of teaching in the 21st Century.

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	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	24
	Hispanic	2	Hispanic	5
	White, Not Hispanic Origin	130	White, Not Hispanic Origin	324
	Other	0	Other	1
	Total	143	Total	362
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	3	Total	7
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	0
	Asian/Pacific Islander	3	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	30	Black, Not Hispanic Origin	58
	Hispanic	2	Hispanic	21
	White, Not Hispanic Origin	152	White, Not Hispanic Origin	295
	Other	0	Other	0
	Total	189	Total	379

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	11	25
Secondary (9-12)	55	364
Special Subject Areas (k-12)	4	58
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	70	133
Special Service Personnel (K-12)	0	0
Other	0	0
Total	140	580
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1185
MEAN SAT-Math	567
MEAN SAT-Verbal	*
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.27
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)	6	21	0	0
Middle Grades (6-9)	7	55	0	3
Secondary (9-12)	18	74	60	32
Special Subject Areas (K-12)	2	8	13	9
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	22	34	1	33
Special Service Personnel	0	0	0	0
Total	55	192	74	77
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	3	*
Spec Ed: Adapted Curriculum	2	*
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	6	100
Spec Ed: LD	4	*
Spec Ed: Mentally Disabled	4	*
Spec Ed: Visually Impaired	1	*
Institution Summary	21	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	216	5	25	2	0	0
U Licensure Only	2	0	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	105	6	30	7	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	218	89	57
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
Wake County Schools	1497
Johnston County Schools	308
Durham Public Schools	127
Charlotte-Mecklenburg Schools	118
Guilford County Schools	105
Franklin County Schools	94
Harnett County Schools	86
Cumberland County Schools	82
Forsyth County Schools	71
Granville County Schools	64

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.	3.38	3.48	3.34
preparation to effectively manage the classroom.	3.03	3.32	3.17
preparation to use technology to enhance learning.	3.53	3.39	3.57
preparation to address the needs of diverse learners.	3.26	3.23	3.15
preparation to deliver curriculum content through a variety of instructional approaches.	3.43	3.25	3.38
Number of Surveys Received	58	44	47
Number of Surveys Mailed	125	125	125

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
77	8	2