

IHE Bachelor Performance Report

Shaw University

2007 - 2008

Overview of the Institution

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

Special Characteristics

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

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

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
<p>Bugg Elementary School Hunter Elementary School Mary E. Phillips Alternative High School Washington Elementary School Enloe High School Head Start and Early Head Start centers - Teacher Education Project (TEP) Choanoke Area Development Association (CADA) Gaston Head Start Child Development Center Martin County Community Action, Inc. Head Start Henley-Roberts Child Development Center</p>	<p>Provide service to schools, as identified by teachers and administrators of partner schools</p>	<p>The Coordinator of Academic Advisement and Volunteer Service administered a survey to teachers in partner schools to determine the needs of teachers and how faculty could best provide service to the public schools. The Department Chair and faculty discussed with principals of partner schools during Teacher Education Council (TEC) meetings ways to strengthen the partnership between the University and the public schools. Departmental faculty members chose five of the IHE report topics (e.g., B. Brief summary of faculty service to the public schools and D. Brief description of</p>	<p>Based on the analysis of the data, a Plan of Collaboration was developed and implemented. Evaluation of the plan indicated that, overall, the unit was very successful in providing service to the public schools. Ratings received ranged from “Acceptable” to “Target.” The goals and objectives of the plan, incorporated into this report, ensure that the needs of the public schools are reflected in the Department’s programs and activities.</p>

Head Start Telamon Corporation		unit/institutional efforts to serve lateral entry teachers), based on expertise and interest, for their public school service.	
Wake County Schools	Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	A partnership between Shaw University and Wake County Schools was formed to develop a program for pre-school children who will be enrolled in the Shaw University Center for Early Childhood Education, Development, and Research.	After two years of collaboration with Wake County Schools and the construction of a new facility, Shaw University will open its new Shaw University Center for Early Childhood Education, Development, and Research in fall 2008 that will include infant-toddler and pre-school programs. It is expected that the Center will be a five-star teaching and research facility for Shaw students, faculty, and staff, as well as a source of professional development for childcare providers, pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center will offer: (1) an infant-toddler program for children from birth to two years old and a pre-school program for children from three to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, a Saturday Academy, and parent education programs for residents of southeast Raleigh and Wake County. The Center

			<p>will be committed to excellence for young children and their families. It will provide a safe and caring environment that promotes learning and child development. Learning will be facilitated through play and supported by qualified, positive role models. The activities will be stimulating and age-appropriate and help foster creativity, build self-esteem and self confidence, promote independence, encourage exploration, and develop school readiness skills. The planned program for the new Center, based on collaboration between Shaw University and Wake County Schools will enroll 44 pre-school children, 22 students selected by Wake County Schools and 22 students selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University-selected children will be those with typical and atypical developmental needs. Additionally, the Center will offer an infant-toddler program for 11 infant-toddlers.</p>
Mary E. Phillips High School	Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	Mentoring and tutoring were provided to high school seniors who will be entering college and the business arena this fall.	<p>A pre-survey was taken by 12 high school seniors to assess their career and college goals and their knowledge of the opportunities available to them. Findings indicated that most of the students (78%) did not know how to find out about opportunities available to them, especially those related to financial aid. Some students (34%) indicated that they needed assistance with completing applications for college. Two students applied to Shaw University and two students applied to the community college system (33%).</p>

			Others reported that they were going to submit applications for admissions. Faculty members are continuing to respond to e-mails from students from Mary E. Phillips to encourage them to apply to college early and to offer assistance in completing applications.
Mary E. Phillips High School	Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	High school seniors attended business seminars at Shaw University.	The Shaw University Career Center and departmental faculty coordinated a visit to the campus for 12 high school seniors to attend three Business Savvy Seminars that were sponsored by Raleigh's House of Etiquette and Shaw Man/Shaw Woman Society. Seminars covered such topics as preparing for interviews, maintaining eye contact during conversations, making savvy introductions, etiquette and personal appearance, and ultimate greeting/interviewing skills. Departmental faculty shared information on teacher education programs and presented materials to students. One student remarked, "Thank you, Shaw University, for inviting us to your college campus business etiquette program. This was a great learning experience. I am researching different colleges and careers, at this point, but with the field trips to Shaw, I learned about professional skills I will need in life after high school." Another student indicated, "Thank you for inviting Mary E. Phillips High School to hear your presentation on how to be professional. I know it will benefit us in the near future when we go to college." Yet another student asked for assistance with completing the application for admission to Shaw University.

Mary E. Phillips High School	Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	High school students were given a tour of the Shaw University campus as an introduction to college life.	Spearheaded by the Office of Admissions, 12 high school seniors toured the campus to get a feel for college life. They received information on admissions, financial aid, programs of study, and answers to college-related concerns. They were given applications for admission (with waived application fee). Four students reported that they applied for college, two to Shaw University. In the upcoming year, plans are in place to meet with other students to review the college admission process and assist them with the online enrollment application process. They also will be assisted with exploring grants and scholarships through the NC College Fund Foundation.
Bugg Elementary School	Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	Weekly one-on-one tutoring/mentoring sessions were provided to assist low-performing students in selected classes with reading assignments.	Eight third graders who earned a 1 or 2 on the State pre-test in reading and writing that was given at the beginning of the year were tutored. Based on an analysis of data obtained from the classroom teacher, students needed help on identifying parts of the writing prompt and writing about each part. Students also were tutored on reading in context. At the end of the tutoring/mentoring sessions, the teacher reported that students' performance in reading had improved. State reading test scores for the eight students were not available at this report time.
Wake County Schools (Recognizing Accelerated Math Potential in Under-Represented People – RAMP-UP) – (five	Support for low-performing/at risk school(s) and students with special needs/students who	The College of Arts and Sciences and the Mathematics Education Program participated in RAMP-UP in which college students worked 15-20 hours a week to assist	The program partners with Shaw's Department of Natural Sciences and Mathematics and NC State's colleges of Engineering and Education with the Wake County Public Schools to increase the number and diversity of students who enroll and succeed in higher level math courses.

<p>elementary schools - Combs Elementary School, Dillard Drive Elementary School, Fuller Elementary School, Smith Elementary School, and Washington Elementary School; and two local middle schools - Carnage Middle School and Centennial Campus Middle School) Grants for \$2.5 million from the National Science Foundation and the General Electric Foundation to establish a collaboration between Shaw University, North Carolina State University, and Wake County Schools to boost the number of minorities who take Algebra I by the eighth grade and calculus by their senior year.</p>	<p>are under-represented</p>	<p>public school teachers with classroom activities, including working with small groups, helping to create lesson plans, and teaching engineering concepts to elementary and middle school students.</p>	<p>Approximately 25 Shaw mathematics, mathematics education, physics, and computer science majors were placed in eight Wake County schools to act as resources and to collaborate with teachers to create “hands-on” activities that foster enthusiasm for mathematics among K-12 students. RAMP-UP has been a positive influence in the schools. One Shaw student collaborated with a math teacher to teach Algebra I to students who were not supposed to be ready for that level of math, yet the entire class passed the end-of-course exam. Two days a week, a mathematics major at Shaw stood in front of a group of third- and fourth-graders at Washington Elementary School and taught mathematics, trying to keep the students engaged, trying to think of innovative ways to teach multiplication. The mother of a fifth grader at Bugg Elementary School said of her daughter, “She is a bright girl and an excellent student, but before RAMP-UP she talked about becoming a dancer, a lawyer, or a doctor. Now she talks about engineering. It has opened up a new world for her.” A fourth grader at Bugg Elementary School reported being excited about the RAMP-UP program. “Kids get excited about working with college students” which gets translated as getting excited about mathematics. One professor said, “When public school students see someone a little older succeeding and doing well in the subject, we hope that will inspire them to keep working harder and proceed in science and math.”</p>
<p>Head Start Teacher</p>	<p>Support for</p>	<p>During the academic year and</p>	<p>Fifteen Head Start teachers were enrolled in the</p>

Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years) Telamon Corporation	beginning teachers to improve student learning and increase student achievement	summer session, Head Start teachers were enrolled in the Birth through Kindergarten Education Program through the TEP project.	TEP program during the academic year. One student in the program was formally admitted to teacher education in fall 2007. During the summer session, nine Head Start teachers were enrolled in summer school, taking two courses (six credit hours).
Wakefield Middle School	Support for beginning teachers to improve student learning and increase student achievement	Mentoring and support were provided for a recent graduate and first-year teacher who needed help with teaching to the NCSCOS and implementing an effective behavioral management plan.	A support network was provided to support the beginning teacher. Two Shaw University content-area professors visited the teacher's classroom to observe and help the teacher to develop a plan for improvement. Before the intervention, there was question of whether or not the teacher's contract would be renewed. After the intervention, the school reported that the teacher was doing well. The teacher was issued a contract for next year.
Knightdale Head Start (Telemon Corporation Agency)	Support for beginning teachers to improve student learning and increase student achievement	A motivational speech was presented to Head Start teachers, some who are students in the Teacher Education Project (TEP).	Seventeen Head Start teachers were present for a speech on the importance of their contributions to the classroom and the children and their families. One teacher reported that the speech helped her to realize that she held an important position because "Head Start teachers create the right foundation for developing creative, critical thinking, and problem-solving young learners." Another teacher reported, "I was having a down day. After listening to the speech, I felt better and upbeat. I know I make a difference in children's lives, but it helps to hear it from someone else sometimes. Thank you for coming."
Head Start Teacher Educational Project	Increase/Support Parental	A workshop was conducted on "Using Technology to Create	Fifteen students participated in the technology workshop that was held in the Department's

<p>(TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years) Choanoke Area Development Association (CADA) Gaston Head Start Child Development Center Martin County Community Action, Inc., Head Start Henley-Roberts Child Development Center Head Start Telamon Corporation</p>	<p>Involvement in Schools</p>	<p>Play and Learning Opportunities in the Head Start Classroom.”</p>	<p>computer lab. Each participant was assigned a computer. All had access to a printer. Two students reported that they “used hands-on activities to see how assessments can help me prepare better lessons plans and other activities for children in my class.” One student remarked, “I was glad to get the handouts. I am going to use them in my classroom with my children.”</p>
<p>Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)</p>	<p>Increase/Support Parental Involvement in Schools</p>	<p>A workshop was conducted on “Reading Readiness.”</p>	<p>Six parents and Head Start teachers participated in the workshop and completed the Evaluation of Authorized In-Service Training. One hundred percent (100%) expressed satisfaction (100% strongly agreed) with the training they received, based on their evaluation of clarity of purpose, practical use of information, expertise of presenters, opportunity to be active participants, and selection of appropriate and high quality materials. One parent reported, “I will use different activities to enhance reading at home. I will teach my children how to sound out words. I didn’t know how to do this before.” Another parent indicated, “I’ve learned a lot of things about learning to read. I feel that I can do a better job to help my child to read.” Yet another parent</p>

			remarked, "I will listen to my child more. The new materials I got are good. I like the tips on easy-to-make materials."
Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)	Increase/Support Parental Involvement in Schools	A workshop was conducted on "Health, Safety, and Nutrition."	Twenty parents and Head Start teachers participated in the workshop and completed the Evaluation of Authorized In-Service Training. One hundred percent (100%) expressed satisfaction (97.5% strongly agreed; 2.5% agreed) with the training they received, based on their evaluation of clarity of purpose, practical use of information, expertise of presenters, opportunity to be active participants, and selection of appropriate and high quality materials. One parent reported, "Allergies are a great concern today. Children and parents are going to benefit from attending this workshop. I know I did." A teacher indicated, "I will share this information with parents during conferences. I will also teach the children during class activities and make sure children have hands-on experiences." Another teacher reported, "I obtained new ways to incorporate nutrition into my lessons with games and hands-on learning We will start having tasting parties."
Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)	Increase/Support Parental Involvement in Schools	A workshop was conducted on "Promoting Parent-Teacher Partnerships."	Twelve parents and Head Start teachers participated in the workshop and completed the Evaluation of Authorized In-Service Training. One hundred percent (100%) expressed satisfaction (1000% strongly agreed) with the training they received, based on their evaluation of clarity of purpose, practical use of information, expertise of presenters, opportunity to be active

			<p>participants, and selection of appropriate and high quality materials. One parent indicated, “I got the self-esteem to communicate with teachers at school and to be involved in the everyday activities in school.” A teacher indicated, “It helped me to understand parents’ views and to address them in a more positive and effective way.” Another teacher reported that she learned “how to assess and respond to conversations and concerns of parents and how to include parents in the education of their children.”</p>
<p>Head Start Teacher Educational Project (TEP) (grant funded by the United States Department of Health and Human Services for \$750,000 for five years)</p>	<p>Increase/Support Parental Involvement in Schools</p>	<p>A workshop was conducted on “Challenging Behavior in Pre-School Children.”</p>	<p>Nine parents and Head Start teachers participated in the workshop and completed the Evaluation of Authorized In-Service Training. One hundred percent (100%) expressed satisfaction (91% strongly agreed and 9% agreed) with the training they received, based on their evaluation of clarity of purpose, practical use of information, expertise of presenters, opportunity to be active participants, and selection of appropriate and high quality materials. One teacher reported, “It helped me to be able to communicate with parents about their children’s behavior. Being able to identify the behaviors and their causes is needed in order to modify inappropriate behavior.” Another teacher indicated, “I learned that teachers need to develop a plan of action with parents and guardians and work together on strategies and implement replacement skills together. This is what I am going to do.”</p>

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

Two faculty members provided weekly tutoring sessions to eight third-graders who had earned a 1 or 2 on the State pre-test in reading and writing. They analyzed the data to determine the areas in which students needed assistance. At the end of the semester, the teacher reported marked improvement in students' performance in reading and mathematics. In other service activities, a faculty member served as a member of the Wake County Public Schools' Health Advisory Committee. Parents who received professional development training, at the request of the principal of a partner school, reported that they appreciated the hand-outs and indicated that they would use them at home with their children (new initiative). Parents requested that more workshops be offered next year. Two faculty members served on the Historically Minority Colleges and Universities Consortium (HMCUC) whose primary goal is to close the achievement gap for North Carolina students. A faculty member directed the Recognizing Accelerated Math Potential in Under-Represented People (RAMP-UP) program where North Carolina State University's (NCSU) engineering and education schools teamed with Shaw University and Wake County Public Schools to increase the number and diversity of students who enroll and succeed in higher level mathematics courses. Approximately 25 Shaw mathematics, physics, and computer science majors were placed in Wake County Schools to act as resources and to collaborate with teachers to create hands-on activities that foster enthusiasm for mathematics among K-12 students. Students worked 15-20 hours a week to assist teachers with classroom activities, including working with small groups, helping to create lesson plans, and teaching engineering concepts to middle school students. One faculty member presented a motivational speech to Head Start teachers, some who are students in the Teacher Education Project (TEP). One faculty member conducted a workshop on multiple intelligences and creativity to teachers and parents. At the request of the principal of one partner school, four faculty members conducted two workshops for parents on "Language Development" and Home Study Skills," based on the "Changing the Way We Do Business in the Village through Parent/Family Empowerment" Regional Training sponsored by NCDPI. The Department was contacted by Wake County Schools and asked to develop a "fast track" program for select Wake County Schools' employees to complete an approved teacher education program, based on a grant (\$2,000,000 for five years) they received from the United States Department of Education Transition to Teach Program (new initiative). The TEACH-UP program is designed for paraprofessionals and other Wake County Schools employees who have a four-year degree and are interested in becoming certified as a teacher. Selected participants will receive financial assistance up to \$5,000 and be eligible to receive intensive mentoring. Starting in fall 2008, Shaw University will provide eight-week courses for the TEACH-UP program. Instructors for these courses will include departmental faculty members and principals from Wake County Schools.

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

Two content area faculty members provided a support network for a first year teacher who needed help with teaching to the NCSCOS and implementing effective behavioral management practices. The faculty members visited the teacher's classroom to observe and develop a plan for improvement. Before the intervention, there was a question of whether or not the teacher's contract would be renewed. After the intervention, the school reported that the teacher was doing well and would be asked to remain for next year. The Head Start Teacher Educational Project (TEP) enrolled fifteen Head Start and Early Head Start teachers at the University in 2007-2008 where they earned six credit hours each semester; they also earned six credit hours during the summer. Courses were offered at no cost to Head Start and Early Head Start teachers. Faculty members developed and facilitated TEP workshops for Head Start teachers and parents and teachers from partner schools. These workshops were targeted for preschool and kindergarten teachers, especially beginning teachers and young parents (third year). Some of the workshops that faculty members developed and conducted included "Using Technology to Create Play and Learning Opportunities in the Head Start Classroom;" "Health, Safety, and Nutrition;" "Promoting Parent-Teacher Partnerships;" Building Effective Communication Links Between Parents and Head Start Agencies;" "Early Intervention Resources;" and "Help Me Help the Families I Serve." The Department continued to offer a Praxis II preparation seminar for beginning teachers. The seminar was offered to Shaw University alumni who were beginning teachers, free of charge. The Department's Web page, that includes preparation materials, is available to beginning teachers who are graduates of Shaw University. Further, the Curriculum and Materials Center continued to acquire the newest Praxis I and II preparation materials. The Department scheduled classes for its students, including beginning teachers, in the evenings and on Saturdays to make it easier for them to attend. Beginning teachers who received professional development training from Shaw University faculty reported that they learned useful strategies on how to better work with parents and families. Parents who received professional development training from Shaw University reported that they would like to have more workshops and indicated that "more parents should hear this valuable information so they can help their kids at home."

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

To expand the licensure-only (certification-only and lateral entry) program, the Department developed and offered online courses to students, including beginning, career, and certification-only/lateral entry teachers. In summer 2007, nine courses were developed for online delivery in fall 2007; ten online courses were developed and offered online in spring 2008. The program continued to serve students, especially those who live in remote areas from the main campus, by offering a variety of delivery options, including online (Blackboard), broadcast, face-to-face, and hybrid courses. Broadcast courses were delivered to College of Adult and Professional Education (CAPE) centers in Ahsokie, Rocky/Mount Extension, and Kannapolis (third year). While students will be able to take most of their University courses via online (Blackboard) and broadcast, they came to the main campus for all services, such as academic advisement, conferences with faculty, use of library resources, and speech and hearing screenings. Twenty licensure-only students were served during the year. Several videoconference meetings were

broadcast from the main campus to CAPE centers to share information on such issues as academic advisement, recruitment, transcript evaluations, course offerings, programs of study, and program coordination. The Coordinator of Academic Advisement and Volunteer Service administered a survey to teachers in partner schools, including lateral entry teachers, to determine their service/professional development needs for the year. Based on an analysis of the data, he developed a Plan of Collaboration with the Public Schools that was implemented during the year. One faculty member participated in a job fair sponsored by Wake County Schools to recruit lateral entry teachers into teacher education programs at Shaw. As a result of recruitment efforts, six new lateral entry/certification-only students enrolled. To attract lateral entry teachers into teacher education programs, the Department continued to offer many courses in the evenings and on Saturdays. Faculty members extended their office hours for academic advising into the evenings for the same purpose. For both semesters, the Coordinator of Academic Advising and Volunteer Service presented a session to students, including lateral entry teachers, on academic advising. All students, including lateral entry students, were advised at least twice each semester during extended office hours, in person or by e-mail, phone, and/or videoconferencing. Advisors evaluated students' transcripts and planned a program of study for them. Several faculty members provided professional development training for lateral entry teachers in partner schools. Online instructional modules continued to be available for use by lateral entry teachers. A faculty member provided weekly one-on-one tutoring/mentoring to assist low-performing students in select classes with reading and mathematics at Bugg Elementary School. At their request, another faculty member assisted teachers, including lateral entry teachers, at Mary E. Phillips Alternative High School by helping twelve high school seniors prepare for college in the fall. Students participated in seminars and toured the campus where they received information on admissions, financial aid, programs of study, and answers to college-related questions for these students.

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

To facilitate students' ability to attend school and work full-time, online courses were developed, beginning in fall 2007 (new initiative). One faculty member, along with several graduate students who were career teachers, presented a workshop for Head Start teachers and parents. In other service activities, faculty members provided support to career teachers through professional development activities/workshops, classroom assistance in tutoring/mentoring at Mary E. Phillips Alternative High School and Bugg Elementary School. Teachers, including career teachers from partner schools, were invited to participate in TEP workshops and activities. A mathematics education faculty member, through a grant, assigned Mathematics, Science, and Mathematics Education undergraduate students to work with career teachers in five local elementary schools and two middle schools. The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K) is designed to support career teachers by providing candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children. Students collaborated with faculty members on conducting literature searches, developing and making presentations to other teachers and parents. Computers in the Praxis Lab are equipped with the research software, Statistica II, to assist students in research work,

including data analysis. The Curriculum and Materials Center has extended hours of operation to allow students, including career teachers, to access books, videos, Web searches, and other materials at times that are convenient for them. Support meetings were held during the year so that students could talk about how the program was preparing them to manage day-to-day classroom situations. The Coordinator of Education Field Experiences collaborated with cooperating teachers, who were career teachers, to assist students who were placed in partner schools for field experiences and clinical practice. The University partnered with Wake County Schools to place career teachers in the new Center for Early Childhood Education, Development, and Research that will open in August, 2008. These career teachers will serve three to five year-old children in the pre-school program. A workshop for parents and teachers, including career teachers, on “Help Me Help the Families I Serve” was conducted by a faculty member.

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

Two faculty members mentored/tutored 12 high school seniors who attended an alternative high school to encourage them to go to college in the fall. These students attended business seminars at Shaw University (sponsored by Raleigh’s House of Etiquette and the Shaw Man/Shaw Woman Society) and toured the campus (sponsored by the Career Center) to get a feel for college life. As a result of the mentorship, four students applied for college—two to Shaw University and two to community colleges. Another student called and asked for assistance in completing the application for college admission. Additionally, the Dean of the College of Graduate and Professional Studies served on the Board of SPARC Academy, and a faculty member from another department chaired the Board. The Board continued to assist the charter school in carrying out its mission and gave quarterly financial donations to the school. It also focused on Future-Ready Students for the 21st Century Skills, such as enhancing student performance through the increased use of technology; addressing needed resources to improve end-of-grade test scores and the quality of teachers, including fundraising and professional development; ensuring that the school environment was safe, orderly, and caring through the approval of relevant; facility upgrades; ensuring effective and efficient operations, including budget, salaries, contracts, and so forth; and promoting family and community support for the school. Additionally, the Board addressed recruitment and public relations (last year of service to SPARC Academy). The University continues to host the Upward Bound Program, providing academic classes, tutoring, and counseling to at-risk students from a number of schools that serve diverse populations.

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

The Department focused on re-visioning its programs in order to promote “Future-Ready Students for the 21st Century” skills and institutional goals. To promote 21st Century” skills, all courses are being updated to include an activity on “Attributes of a Future-Ready Graduate,” with more emphasis concentrated on methods courses and student teaching. Some courses, such as EDU 111: Foundations of Education and EDU 280: Educational Psychology, are being revisited to determine how to include relevant course content in other courses in the curriculum. Consideration is being given to offering two sets of short courses (8 weeks each) during the semester to accommodate the needs of the public schools, as requested by Wake County Schools

and Bertie County Schools. Student teaching is also being reviewed to determine whether or not to shorten the experience to less than ten weeks. If student teaching is shortened to less than ten weeks, it has been suggested that mini practicums be developed to be included in methods courses that would allow students to have substantial in-the-classroom-experiences before they student teach. Curricula for all programs are being updated to include the new North Carolina Professional Teaching Standards. Syllabi will include the new standards and they will be posted on the Department's Web page. Additionally, the new standards are being incorporated in assignments and rubrics used to assess students' work. We will continue to use LiveText to collect, assess, run reports, and store data. Program curricula also are being updated to include strategies to improve retention by providing learning experiences for students that ensure their success in college. Such strategies include providing students with a "road map" to graduation during their first semester of college, improving courses that prepare students to pass Praxis I and Praxis II, ensuring more consistency in advisement/ advisors, orientation for education majors, using the profile of the education major for the selection of students, and establishing a referral system for students who need additional help with course work outside of class. As mentioned in Section F., the Dean and another faculty member served on the Board of SPARC Academy. They focused on SBE priorities such as enhancing student performance, addressing needed resources to improve end-of-grade test scores and the quality of teachers through professional development. A departmental faculty member continued to serve on the Wake County Public School System's Health Advisory Council which promoted a safe school environment, health education, staff wellness, health services, mental and social health, nutrition services, and involvement of parents/ family. Further, practically all of the departmental and institutional involvement with the public schools (described earlier), whether it was tutoring or mentoring, serving on committees, or providing community service through the Freshman Seminar, addressed closing the achievement gap. Workshops, seminars, and courses for public school teachers (described earlier) were also provided for the purpose of improving the quality of teachers so that they can have a greater impact on student learning.

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

Shaw University formed a partnership with Wake County Schools to develop a program for pre-school children who will be enrolled in the Shaw University Center for Early Childhood Education, Development, and Research (new initiative). Scheduled for opening this fall, the Center is expected to be a five-star teaching and research facility for Shaw students, faculty, and staff, as well as a source of professional development training for childcare providers, pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center will offer an infant-toddler program for children from birth to two years old and a pre-school program for children from three to five years old; diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically and typically developing children; professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; an after-school and summer programs, a Saturday Academy, and parent education programs for residents of southeast Raleigh and Wake County. The planned program for the new Center is based on ongoing collaboration during the past two years between Shaw University and

Wake County Schools to enroll 44 pre-school children, 22 children selected by Wake County Schools and 22 children selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University-selected children will be those with typical and atypical developmental needs. Additionally, the Center will offer an infant-toddler program for 11 infant-toddlers. Partnerships with Allied Health and other departments at the University ensure the provision of speech therapy and audiology services and visual and performing arts activities.

Supplemental Information (Optional)

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

Two faculty members attended a workshop on how to prepare students to pass Praxis I. Materials from ETS that were distributed in the Praxis I workshop were used to update/revise our Praxis I preparation course (EDU 217: Praxis Seminar: Reading) that is offered each semester. The two faculty members also attended a workshop on how to prepare students to pass Praxis II. Materials from ETS that were distributed were used to update/revise our Praxis II preparation course (EDU 319: Praxis II Preparation) that is available each summer. Several faculty members incorporated reading/comprehension and writing elements into her courses to enhance students' reading and writing skills. Assignments provided opportunities for students to engage in exercises that enhanced their knowledge of the content areas of the Praxis tests. Essay test items were structured to elicit responses that required the use of critical-thinking and problem-solving skills. The Department continued to offer a Praxis II preparation seminar free to program completers. Faculty members focused on preparing students to take Praxis II by including more opportunities for students to demonstrate their attainment of factual knowledge, their ability to use critical thinking and problem solving skills (comprehension, synthesis, analysis, and application), and their use of examination questions constructed in a format similar to the one used on the Praxis II test. Test-taking strategies were included in syllabi and courses (i.e., the development of vocabulary and reading comprehension). Through our partnership with the North Carolina Model Teacher Education Consortium, students are able to attend Praxis I and Praxis II seminars. Seminar participants were able to request reimbursement of seminar and test fees upon submission of test scores to the NCMTEC.

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

Starting in fall 2006, Shaw University began a partnership with the North Carolina Model Teacher Education Consortium (NCMTEC) to assist individuals who were seeking an undergraduate or graduate degree and/or license in a teacher education program. The aim of the program is to increase the number of highly qualified educators in NCMTEC-sponsored school systems in order to help bridge the teacher shortage gap in North Carolina. Students who are employees of a Consortium-sponsored school system are eligible for tuition reduction. For Consortium-sponsored courses, students pay \$80 for each three-hour undergraduate course. For the first time, faculty members in the Department developed ten courses in summer 2007 for online delivery in the fall of 2007. In order to better meet the needs of students who are served

by the NCMTEC, the University has embarked upon a rigorous recruitment plan and the development of more online courses for future delivery. At the beginning of the program in spring 2007, nine NCMTEC students were enrolled. In fall 2007, there were 47 students enrolled and 53 students were enrolled in spring 2008. The Child Development Associate (CDA) Training Program is an outreach program that provides opportunities for daycare and Head Start teachers to further their education. The Coordinator conducted seminars and training for teachers in sites in eastern North Carolina. Teachers learned to compile a portfolio that has resources to help parents of preschool children to locate services, obtain help in working at home with their children, further their education, and learn more about the community in which they live. Upon completion of additional work through the Council for Professional Recognition (CPR), teachers receive national credentialing. The Head Start Teacher Education Project (TEP), a five-year grant program, provided full tuition for fifteen students to attend Shaw University in the birth through kindergarten program. Most of the teachers enrolled in TEP are from agencies that are served by the CDA program. The program sponsored workshops, seminars, and activities for parents and teachers (third year). In an effort to promote the retention of students, the Coordinator for Advisement and Volunteer Service trained new faculty on student advisement procedures and held one meeting each semester with students to ensure that they were aware of all expectations and to disseminate programmatic information. All faculty members were required to hold at least two advisement sessions each semester with advisees and to counsel them by midterm, if midterm reports showed that they were performing unsatisfactorily in courses. A faculty member participated in Wake County Schools' job fairs to encourage nontraditional students to come to Shaw University to major in Education.

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

The Shaw University-Bertie County Schools partnership, "Grow Our Own Program," was formed in spring 2008 to sponsor twenty graduating seniors from Bertie County High School each year for four years to enroll in teacher education programs at Shaw University (new initiative). While attending college with all expenses paid, the select students will also be paid a full salary (\$25,000) as employees of Bertie County Schools, and upon graduation from Shaw University, they would be required to stay in Bertie County and teach for no less than five years. Another departmental special effort to encourage minority students to pursue teacher licensure is the offering of full scholarships to freshmen with a minimum high school GPA of 3.0 and a 1,200 SAT score who major in Education. The University's Office of Admissions sponsors visits to several high schools throughout the state of North Carolina and across the United States in an effort to recruit students from diverse backgrounds. During recruitment visits, brochures and information concerning teacher education programs are disseminated. Because of Shaw University's affiliation with the Baptist Church, many churches sponsor a "Shaw Day" as an annual event to provide information about University programs to potential students. The Office of Alumni Relations recruits minority students through University alumni. Telecommunication outlets (videoconferencing) also were used for minority recruitment. A Recruitment Night was held at the Ahoskie and High Point CAPE Centers to invite community leaders, area public school superintendents, and prospective students to an information session on admission and recruitment, financial aid, the licensure-only program, and the North Carolina Model Teacher

Education Consortium (second year). Faculty members attended orientation sessions during the fall and spring semesters to talk about Education programs with prospective students.

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

New initiatives are discussed in previous narrative sections.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	3	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Total	0	Total	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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)	75	41
Elementary (K-6)	163	91
Middle Grades (6-9)	0	0
Secondary (9-12)	25	2
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	263	134
Comment or Explanation		

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

	Baccalaureate
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	177
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.5
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)	1	3	0	0
Middle Grades (6-9)	2	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	3	3	0	0
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	6	83
Institution Summary	6	83
* 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	0	0	0	0	0	6
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	1	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	6	33	50
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	73
Cumberland County Schools	32
Halifax County Schools	32
Nash-Rocky Mount Schools	31
Durham Public Schools	24
Charlotte-Mecklenburg Schools	18
Guilford County Schools	15
Vance County Schools	14
Bertie County Schools	13
Wilson County Schools	13

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.	3.40	*	3.60
preparation to effectively manage the classroom.	3.40	*	3.20
preparation to use technology to enhance learning.	3.00	*	3.40
preparation to address the needs of diverse learners.	3.20	*	3.00
preparation to deliver curriculum content through a variety of instructional approaches.	3.20	*	3.20
Number of Surveys Received	~5	*	~5
Number of Surveys Mailed	7	7	7

* Less than five survey responses received. They will be combined with next year's responses.

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
8		3