

IHE Bachelor Performance Report NC State University 2008 - 2009

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 served as Dean of the College and Head of the Unit until May 15, 2008. On May 16, 2009, Dr. Jose Picart became Interim Dean of the College and Head of the Unit. There are 44 licensure programs (57 if initial and advanced programs are counted separately). All licensure programs are administered and housed in the College of Education with the exception of five programs administered 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.

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 and professional advisors mentor and advise 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, the place of technology is 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 (SCDE) 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	(1)Student achievement and Closing the Gap (4) Increasing the STEM Pipeline STEM Diversity	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 students and thereby have the opportunity to make a significant difference for many K-12 students.	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 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 16 teachers in grades 3-12 at six 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 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

<p>Dare Chapel Hill-Carrboro Durham Johnston New Hanover Orange Wake</p>	<p>(1) Student achievement and Closing the Gap (2) Teacher recruitment, retention, and development</p>	<p>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.</p>	<p>CAWP: Teacher recruitment, retention, and development are the primary foci of the Capital Area Writing Project and are exemplified in its commitment to the writing and learning connection. For 26 years, the Capital Area Writing Project, a site of the National Writing Project, has provided tuition-free summer institutes for teachers, and follow-up service to the public schools. Technology integration was the focus of the 2008 institute. CAWP offers a variety of professional development opportunities in addition to the summer institute: 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, CAWP has 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), teaching Memoir (2 institutes). CAWP teacher also provides a graduate level course on Advanced Writing in Education. CAWP supports k-12 teachers across disciplines and across grade levels to enhance their ability to use writing to learn as well as improve the composing abilities of students. Teachers in the 2008 CAWP summer institute serve approximately 1,522 students, with 40.7% non-White students, 13.5% Title I students, and 9.4% ELL students. The Inverness report submitted in October 2008 catalogs 64 separate inservice sessions led by 35 teacher consultants from CAWP, for approximately 15,503 contact hours. http://ced.ncsu.edu/cawp/index.php</p>
<p>Wake</p>	<p>(2) Teacher recruitment, retention, and development</p>	<p>School University Collaboration and Commitment to Excellence in Educator's Development (SUCCEED): SUCCEED is a collaborative program whose aim is transformative learning and development for teachers. SUCCEED partners with school systems and other universities in support of teacher learning and development. In recent years we have focused on developing instructional resources for teacher leaders, and supporting assessment of beginning teachers' perceptions of success. SUCCEED is committed to research and innovation in teacher personal and professional learning</p>	<p>SUCCEED collaborated with Glenn Carrozza, Senior Administrator in charge of new teacher support for Wake County Public Schools. Plans were being developed for a comprehensive plan for new teacher support to include a pilot plan for preparation of full-time mentors. Available school system funds to support this project were cut as a result of the budget shortfall in the State of North Carolina. SUCCEED plans to seek grant funding to support the project in the upcoming academic year (2009-2010). Building a Collaborative Learning Community for Teacher Development SUCCEED is working with the N.C. State University Elementary Education Program to create a quality professional development program for university faculty, cooperating teachers and school-based teacher educators (cooperating teachers) in the Elementary Education Network</p>

		and development across the career span. The projects and initiatives listed in the table below illustrate our efforts during the 2008-2009 academic year in pursuit of our program mission.	of Partner Schools. The outcome for this professional development program is to prepare a cadre of educators with the knowledge and skills needed to effectively support the professional development of the pre-service teachers with whom they will be working. The second Summer Institute for School-Based Teacher Educators was held in June 14-18 2008 at the Friday Institute for Educational Innovation. Approximately 25 teachers from the Elementary Education Partnership Network completed the training, which included three follow-up sessions in October , December and January. SUCCEED provided support to this program in the form of consultation, curriculum development and resources, and preparation of facilitators for the summer institute and follow-up sessions. A third iteration of the Summer Institute is planned for June 2009 pending available funding. Follow-up sessions will be held during the 2009-2010 academic year.
Ashville City Charlotte-Mecklenburg Cleveland Cumberland Currituck Durham Franklin Guilford Moore New Hanover Union Wake Wilson	(1)Student achievement and Closing the Gap (2) Teacher recruitment, retention, and development	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 the Office of Scholarships and Financial Aid.	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 LEAs across the state. 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://fl.chass.ncsu.edu/esl/
Alamance-Burlington Asheboro City Asheville City Brunswick Beaufort Bertie Burke Carteret Catawba Chapel Hill-Carrboro Charlotte-Mecklenburg Chatham Cherokee Craven Dare Davidson Davie Duplin Durham Edenton-Chowan Elizabeth-City/Pasquotank Elkin Franklin	(3) 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 in 1995 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 mission 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 an emphasis on middle grades, the network now welcomes and encourages elementary - high	MEGA: MEGA: MEGA includes over 900 educators and community partners from 76 LEAs. An active listserv provides curriculum resource information to member teachers on a weekly basis throughout the school year. During the 2008-09 year, 280 educators and community partners from 17 school systems (67 public schools and 2 charter schools) participated in MEGA events that focused on Communication in 21st Century Classrooms: • Creating Professional and Personal Learning Networks featuring Tracy Weeks, NCVPS, and Bethany Smith, College of Education; • Connecting North Carolina Schools to the World with Videoconferencing presented by Carole Stern and Peg Kirk, NCSSM, and Skype and Web 2.0 Tools by Jessie Mendez, The Center for International Understanding; • Second Life Survival Skills “Hands-on” Workshop lead by Cris Crissman and Bill Lovin, NCDPI and USDLC Star Island; and • 10th Annual MEGA

<p>Gaston Gates Granville Greene Halifax Harnett Haywood Henderson Hertford Hoke Iredell- Statesville Jackson Johnston Kannapolis City Lee Lincoln Martin McDowell Mitchell Montgomery Moore Mooresville Nash-Rocky Mount New Hanover Northampton Onslow Orange Perquimans Randolph Roanoke Rapids Robeson Rockingham Rowan- Salisbury Rutherford Sampson Scotland Stanly Surry Swain Thomasville City Transylvania Union Vance Wake Washington Watauga Wayne Weldon City Whiteville City Wilson Winston Salem- Forsyth Yancey County</p>		<p>school teachers, instructional technology and media specialists, central office staff, and community partners to participate with NC State faculty and students. MEGA has expanded its scope to align with the State Board of Education’s goals to develop 21st Century professionals who guide innovation in schools and produce globally competitive students.</p>	<p>Showcase with 40 exhibits and demos from K-12 schools, community partners, and NC State. http://ced.ncsu.edu/mega/</p>
<p>Durham Public Schools</p>	<p>(1) Student achievement and Closing the Gap (2) Teacher recruitment, retention, and development (3) Use of Technology for teaching and learning</p>	<p>Trajectory of Science Scholars (TOSS): The primary goal of the proposed Trajectory of Science Scholars (TOSS) Project is to engage teachers in professional development in the biological sciences from basic content knowledge to mastery of advanced</p>	<p>TOSS: 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>

	<p>in 21st Century Schools</p>	<p>concepts. This project will impact schools with a high percentage of impoverished students that have been identified as some of the lowest performing in the district and the state. Both Hillside and Southern are currently on Judge Manning’s list of the lowest performing high schools in 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 (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 Biological Sciences 5) increase embedded professional development through professional learning communities and 6) increase the number of master teachers in the sciences. 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</p>	
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		<p>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 courses.</p>	
Wake	(1) Student achievement and Closing the Gap (2) Teacher recruitment, retention, and development	<p>Voices of North Carolina in the Classroom: School/University Professional Development Initiative to Enhance Middle School Teachers' Language and Literacy Instruction: This project featured a partnership between the College of Education and the College of Humanities and Social Sciences at North Carolina State University and the Wake County Public School System. The project made use of a research-based language curriculum (Reaser & Wolfram, 2007) as a professional development tool, and it provided professional development focused on innovative strategies for integrating and supplementing this curriculum, as well as creating meaningful contexts for incorporating it into existing middle school curricula. This professional development initiative falls under the larger</p>	<p>Voices of NC: The following outline describes accomplishments and outcomes with regard to each of the following project goals: Goal 1: Improve participating teachers' abilities to teach literacy through focused professional development addressing language variation using an expansive range of authentic and local sociolinguistic resources. • All of the teachers have been able to incorporate the language curriculum presented during the summers to some extent in their classrooms in a meaningful way. Many of them reported using not only the curriculum materials and textbook, but also many of the related resources and pedagogical strategies presented. • Most teachers reported being able to focus on addressing the importance of language choices with students in terms of having them recognize the importance of context, purpose, and audience when making decisions about which code to speak in or how formal or informal we make our speech or writing. Goal 2: Impact participant teachers' attitudes and behavioral dispositions about literacy education toward expansive conceptualizations of literacy, including</p>

		<p>umbrella of effective literacy instruction in English language arts and social studies, and it specifically addresses issues of language variation, dialect awareness, contexts for effective language choices, and cultural diversity by providing sustained support in the form of workshops for middle grades English language arts and social studies teachers. The goal was for teachers and their students to develop a more sophisticated understanding of and respect for language variations and contexts, as well as an increased ability to manipulate Standard English in the ways necessary to succeed in school and life. In addition to helping teachers become more adept with language, we provided professional development aimed at having teachers and their students make use of local history, events, places, and artifacts as resources for further developing an integrated language program that recognizes, celebrates, and extends the diverse voices of North Carolina's citizens. Teachers engaged in multiple opportunities to not only experience the curriculum resources themselves, but also develop plans and projects to enhance their teaching and their students' language and literacy skills for the current school year and beyond. Two examples included 1) a language-related inquiry project that informed and enhanced teachers' classroom instruction with students, and 2) the use of emerging technologies and tools to facilitate the inquiry process and product, as well as classroom instruction with students. This dynamic professional development initiative included a valuable partnership with the Friday Institute for Educational Innovation and featured the following activities: two weeklong summer workshops at the Friday</p>	<p>language variation, dialect awareness, and contexts for effective language choices in language instruction. • Overall, participants entered the project with perhaps more tolerance than we anticipated, but they were definitely skewed towards standard English being the primary focus of language instruction, as well as the primary language used and accepted in school. Their tolerance, respect, and acceptance of language variation and differences increased through their project experience, as well as their ability to make connections between language and the content they taught—along with the languages, cultures, and many related texts of North Carolina that come up in the classroom as part of their work and conversations with kids. Goal 3: Support participant teachers as they implement research-based instructional plans focused on language variation, dialect awareness, contexts for effective language choices, and cultural diversity. • While NC State faculty were partnered with specific participants, we also conferred with one another about our participants' needs to get and provide specialized expertise when needed. In addition, NC State faculty completed reports for each visit and met multiple times throughout the project timeline to compare notes, assist each other as needed, and tailor our approaches in the field accordingly. Goal 4: Create a sustainable network of teachers composed of project participants and other teachers in similar teaching environments focused on innovative and meaningful language and literacy instruction. • While we made good progress on this goal throughout the project, I think the highlight was the fall, 2008 mini-conference. This allowed teacher participants to pass along their knowledge, experience, research, and resources to an authentic audience who could then turn around and use the experience to shape their own instruction and work with students and provide some professional development with their colleagues in their own schools. Total Number of Project Participants: 18 Overall Total Number of Contact Hours Provided in Project: 229.5 http://www.voicesofnc.org/ http://voicesofnc.ning.com/</p>
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		<p>Institute (2007, 2008), onsite follow-up visits with participating teachers by NC State faculty (2007-08 academic year), two day-long, whole group meetings (2007-08 academic year), and a mini-conference for middle grades teachers and administrators in the local area and surrounding counties (Fall, 2008).</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, The Science House, and the Shelton Leadership Challenge Institute. 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, and 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. The Shelton Leadership Challenge Institute is offered to 9th – 12th grade students with a grade point average of at least 3.0. The program is an intense 5 ½ day experience for students who are current leaders and aspire to be leaders in the future. Within the College of Education, departmental faculty members are actively engaged in a variety of service activities including teacher professional development. In 2008 – 2009, faculty members prepared professional development workshops for teachers throughout the state in all disciplines both in person and online. Examples of the content of the professional development opportunities included: Science, 21st Century Skills, Social Studies, Writing Across the Curriculum, 1:1 computing initiatives, reading interventions, and the use of data sets in mathematics and science. Among the examples of where technical assistance was provided include faculty serving as coordinators and/or judges for the TSA and NCSTA conferences and serving as judges for local science fairs and VICA competitions at various high schools.

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 collaborated with the Office of Professional Education in the College of Education to assess the perceptions of success of NC State Graduates in their first three years of teaching.

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.

In the 2008-2009 academic year, the Office of Alternative Licensure has responded to over 4500 walk-in, telephone, and email inquiries and has evaluated 675 applications for our two primary Alternative Licensure programs (NC TEACH/MAT). The continued growth in our Alternative Licensure program is due primarily to the addition of our new Masters of Arts in Teaching program. The licensure areas that we now serve under our MAT are Elementary Education, Technology Education, Middle Grades Language Arts/Social Studies, and High School Science/Math/English/Social Studies. In our first year we have accepted 80 new students into this program. Also in the 2008-2009 year NC State University formally partnered with Wake Tech Community College to develop yet another Alternative Licensure program which provides a mechanism where the students can take 90% of their classes through Wake Tech. This program helps NC State affect more students while keeping costs and administrative time to a minimum. Currently 20 students are enrolled in this program as well.

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

The College of Education offers programs and workshops that support career teachers including over 22 online extension & outreach programs (<http://ced.ncsu.edu/extension/>) among which are Education Junction, on-line technology tutorials, Sci-Link, Help-Yourself-Yourself, and midlink. Career teachers are also 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 2007-2008 North Carolina ABCs Report, there are two 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. Examples of these extension projects with the number of counties they serve listed below. The CAWP serves 7 counties, three with low performing schools and 5 with priority schools. The MEGA project serves 76 counties, 21 with schools designated as low performing and 53 with priority schools. The ESL project serves 13 total systems, 5 with designated low performing schools 12 having priority schools.

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. Within field experiences candidates are regularly placed in diverse settings to ensure our candidates' acquire the ability to demonstrate the knowledge and skills learned in their courses in the educational context. In addition to coursework and field experiences our candidates' have numerous opportunities to engage in co-curricular activities assisting in their further development of an understanding of the relationship between coursework and the lives of the children they will teach. 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. For examples of Public School Service please see Section B.

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

For the 2008 – 2009 academic year the College of Education was engaged in two initiatives garnering special emphasis, both focused on State Board of Education priorities and the needs of North Carolina Public Schools. Beginning in January 2009 the College of Education began implementation of a new 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 Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, and Social Studies, with plans being developed to add Special Education: General Curriculum to the program offerings. The College of Education anticipates an expected growth of over 200 students within four years. In August 2008, as part of the State Board of Education mandate, the College of Education continued the re-visioning of its undergraduate and Master of School Administration programs to align with 21st century teacher and school executive standards. This process began in January 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 are being 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. In the 2008-2009 academic year, program coordinators routinely met with representatives from the Dean's office and public school partners to further develop and refine program components and licensure evidences. Program blueprints and the associated evidences have been developed and are set for submission July 1, 2009.

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. As of June 2008, the College hired a Coordinator of Teacher Education Recruitment with funds awarded through General Administration. The Coordinator assisted the College in addressing the critical shortage of qualified classroom teachers throughout the State of North Carolina through strategic marketing and recruitment efforts. 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 110 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 focus 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. The College of Education Coordinator of Advising works closely with the Director of Professional Education to ensure a streamlined process for students interested in pursuing English, Social Studies and History Education. 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 multi-cultural 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 College of Education 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 College of Education.

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 Affairs and Student Engagement 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 University Coordinator of Teacher Education Recruitment and the Director for Student Involvement 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 College of Education 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 2008 LIFT participants included 19 rising high school seniors and one rising first year college student. Thirteen of the 19 LIFT high school participants applied for the Teaching Fellows Scholarship of which 7 received the scholarship for the 2009 – 2010 academic year. The College of Education's NC-MSEN Pre-College Program at NC State is part of a state-wide network of nine pre-college programs located on UNC System university campuses. The program provides math/science enrichment for students who live in Granville, Wake, and Johnston Counties with the mission 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. 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 number of minority applicants for the 2009 cohort of NC TEACH held steady at 33% of its applicants being of minority status; of this 29% of accepted applicants are of minority status. In the first year of our other alternative licensure program, the Master of Arts in Teaching we have seen 18% of our applicants be of minority status; of this 15% of accepted applicants are minorities. Future plans to raise awareness of this new program are to sit down with the various minority clubs/groups on our campus and other campuses to make sure they know about our new pathway to teaching.

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

For the 2009 – 2010 academic year the College of Education will begin to pilot various initiatives developed as a part of the re-visioning efforts throughout programs. Some of these initiatives include: evidences related to planning instruction and demonstration of impact on student learning, and new professional development opportunities for candidates in each of the undergraduate licensure programs. In addition to the pilot initiatives the college will also continue work on developing several new courses, to be implemented in Fall 2010 including a new course on formative and summative assessment and developing plans for the transition of student teaching from one semester to full-year internships.

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	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	11
	Hispanic	4	Hispanic	5
	White, Not Hispanic Origin	135	White, Not Hispanic Origin	312
	Other	0	Other	0
	Total	145	Total	333
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	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	20	Asian/Pacific Islander	33
	Black, Not Hispanic Origin	22	Black, Not Hispanic Origin	52
	Hispanic	4	Hispanic	24
	White, Not Hispanic Origin	209	White, Not Hispanic Origin	357
	Other	1	Other	1
	Total	256	Total	467

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)	25	78
Secondary (9-12)	56	371
Special Subject Areas (k-12)	9	66
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	75	160
Special Service Personnel (K-12)	0	0
Other	0	0
Total	312	712
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1214
MEAN SAT-Math	567
MEAN SAT-Verbal	568
MEAN ACT Composite	25
MEAN ACT-Math	25
MEAN ACT-English	26
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.25
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)	25	25	0	0
Middle Grades (6-9)	18	19	5	10
Secondary (9-12)	28	53	60	49
Special Subject Areas (K-12)	5	8	4	9
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	17	29	9	64
Special Service Personnel	0	0	0	0
Total	93	134	78	132
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
	.	N/A
ESL	.	N/A
Elementary Education	30	100
English	.	N/A
French	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Marketing Ed	.	N/A
Math (9-12)	.	N/A
Social Studies (9-12)	.	N/A
Spanish	.	N/A
Spec Ed: General Curriculum	3	*
Institution Summary	33	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	197	4	22	3	0	0
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	1	0	0	0	0	0
U Licensure Only	149	8	42	11	0	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	185	92	65
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Wake County Schools	1624
Johnston County Schools	340
Durham Public Schools	150
Charlotte-Mecklenburg Schools	124
Guilford County Schools	123
Franklin County Schools	94
Cumberland County Schools	92
Harnett County Schools	91
Forsyth County Schools	77
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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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
74	40	0