

IHE Bachelor Performance Report

Barton College

2009 - 2010

Overview of the Institution

Barton College, located in Wilson, North Carolina, is a fully accredited, four-year, private, coeducational, liberal arts college housed on a campus of 26 buildings on 65 acres of land. Barton has 875 full-time students and another 275 part-time students, who come from 24 states and 10 foreign countries. The College is affiliated with the Christian Church (Disciples of Christ). Founded in 1902 as Atlantic Christian College, the name of the College was changed in 1990 to Barton College. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Over 40 majors and programs are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 11:1, Barton recognizes the importance of personalized attention. Liberal arts education at Barton focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during January Term. Non-traditional Barton College teacher education candidates are served by the Weekend College Program and, in cases where they are employed by participating school districts, by the North Carolina Model Teacher Education Consortium. Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), North Carolina Department of Public Instruction, and Council on Education of the Deaf (CED). In 2009-2010, Barton College requested a change from the Southern Association of Colleges and Schools to move from a Level II to Level III classification in order to allow the college to offer a Master's in Education program, with a focus in Elementary Education, beginning in the summer of 2010. The request was granted, and temporary authorization for the new program was received from the North Carolina Department of Public Instruction.

Special Characteristics

At Barton College, approximately one out of every five students declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the regular day program. The college also strives to serve older students through the Weekend College Program, which has now become part of a larger program called “Accelerated Professional Programs”, and through participation in the North Carolina Model Teacher Education Consortium. The Weekend College Program allows working adults, who would not otherwise be able to obtain a bachelor’s degree, access at non-traditional times to the entire elementary education, birth-kindergarten, and special education: general curriculum programs, with the exception of student teaching and practicum experiences, which require access to public school classrooms. Students in other programs, such as Middle School Education, are also able to get many of their courses in the Weekend College format. Weekend College classes are held every other Friday evening, Saturday morning and afternoon, and Sunday afternoon. Many teacher assistants in the region have taken advantage of this opportunity and are now licensed classroom teachers because of Barton’s Weekend College Program. Through the North Carolina Model Teacher Education Consortium, public school employees in participating counties take teacher licensure classes at Barton and other sites throughout the region for fees much lower than those paid by traditional students. The Teacher Education Program at Barton now offers several hybrid on-line courses, especially for candidates seeking licensure through the Weekend College program. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

Until June 2010, all Barton College School of Education programs were offered at the bachelor's degree level only. Undergraduate licensure areas are Art Education (K-12); Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (K-12); Elementary Education (K-6); English Education (9-12); English as a Second Language Education add-on (K-12); Middle School Education (6-9) in Language Arts, Social Studies, Science, and Mathematics; Physical Education (K-12); Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (K-12). In addition, blueprint plans were approved for licensure in Secondary Mathematics (9-12) and Secondary Science (9-12). At this point, no students have enrolled in the two new programs, but the new programs will be available if there is interest in them. In June 2010, Barton College will begin a program leading to the Master’s of Education in Elementary Education with licensure on the master’s level in Elementary Education.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Jones Elementary School in Wilson County Schools	Assessment and instruction of select students in the area of reading. Teachers indicated that the assessment and teaching of reading skills were high priorities. Classroom teachers and reading specialists at Jones Elementary identified students at each grade level who they thought would benefit from additional assessment and instruction in reading.	Students evaluated select students' reading strengths and weaknesses through Running Records, Phonemic Awareness Testing, Individual Reading Inventory (IRI), Sight Word assessment, Fluency assessment, and Phonics testing were conducted. Instruction was delivered in the area of Phonemic Awareness based on assessment results.	The professor worked with the classroom teacher during the fall and spring semesters of 2009-2010. Each Barton student completed 30 hours of student contact during the time period from February through May 2010.	Nineteen Barton College students met with approximately 57 elementary grade students. Also, one Barton College professor worked with the reading specialist at Jones Elementary School.	All Barton College students were able to complete all assessment activities, and provided results to the various classroom teachers. Teachers reported that assessments were both complete and helpful to them in their ongoing work with their students in the area of reading. The teachers also reported that the selected students who received the phonemic awareness lessons were able to demonstrate skills they learned to the classroom teachers.
Vick Elementary	The principal and teachers at this school	The Special Education Program at Barton	The professor worked with the	One Barton College professor and 12	Classroom teachers submitted evaluations

<p>School in Wilson County Schools</p>	<p>indicated a need for assistance in working with some students on classroom behaviors. The Barton College professor who teaches EDU 316 Management Techniques for the Exceptional Learner met with the principal of this elementary school to discuss needs for positive behavior support for students selected by the principal and classroom teachers. The professor described program objectives and procedures. They decided to use program components based on the NC Positive Behavior Support Program. The principal selected teachers to participate in the program. Each teacher identified students who needed assistance and would benefit from one to one interaction with the Barton students</p>	<p>College offers numerous training opportunities for the teacher candidates. Candidates are taught to work within the inclusion classrooms with unidentified students as well as with students with mild to moderate disabilities. The Barton College professor and her students created a questionnaire for the elementary school teachers to use to identify specific areas for teacher candidates to focus on while working with their students. Classroom teachers were asked to write specific suggestions that ranged from behavior needs to skill building. Barton teacher candidates were paired with selected students in various grades and provided support in the areas of discipline, social skills and academics. Candidates designed case studies based on strategies and interventions used as well</p>	<p>principal during the fall semester of 2009. The program began the first week of October 2009 and ended the second week of November 2009.</p>	<p>Barton College students worked with the selected students. Each student worked with 1 or 2 students, and a total of 19 elementary students participated. One student moved and a new student was assigned in his place.</p>	<p>on candidates that included whether students benefited from the Barton Program. For all but a couple of students, the teachers indicated that they saw benefits for the students. The principal stated that office referrals decreased during that time for these students and that the teachers would like for the program to continue for the entire school year. The professor worked with the teachers on ways to sustain the program. The reflections from the Barton College teacher candidates indicated the experience was positive and that they gained insight on working with students who have behavior problems and learning problems.</p>
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		as from feedback from the elementary students.			
Lucama Elementary School in Wilson County Schools	<p>The identified need was the development of communication skills.</p> <p>The program coordinator for the Special Education: General Curriculum program work offered her services and those of her students in a class to work with a classroom teacher at this school on this need. At the principal's recommendation, they worked with the special education teacher who had a K-1 self-contained classroom.</p>		The professor and the students planned with the teacher in March 2010. Students taught four hours in April 2010 on two separate days.	One Barton College professor and 10 Barton College candidates participated and worked with the principal, classroom teacher, and 10 elementary students.	The teacher and teacher assistant supplied verbal as well as written feedback that were very positive. One to one teaching, according to the teacher, improved self-esteem for some students and made the students more focused on the lessons. Some students mastered skills that they struggled with before the candidates worked with them. Students mastered skills associated with the calendar, alphabet, sight words, addition concepts, & other skills. Barton students learned to deliver lessons to students who had different learning needs in the group. Their reflections indicated they also had a positive experience.
Beddingfield High School in	Development of spelling and public speaking	Each student read and performed original poetry	May 20, 2010	One Barton College faculty member who	The students' work revealed growth in

Wilson County Schools	skills in middle grades students - Improvement of communication skills was a priority.	and a selected poem by an established poet, revealing growth in public speaking skills and understanding of poetry.		works with the English Education program and 17 high school students participated in this event.	public speaking skills and understanding of poetry.
The middle schools in Wilson County Schools	Development of spelling and public speaking skills in middle grades students - Improvement of communication skills was a priority.	A professor collaborated with the school system on the Scripps Howard Spelling Bee for middle grades students. She pronounced the words for the spelling bee.	February 11, 2010	One Barton College teacher education professor and 41 middle grades students participated.	Students developed spelling and public speaking skills.
Middle schools in Wilson County Schools	Development of science content related to soil and water conservation and the improvement of the public speaking skills of the students - - Improvement of communication skills was a priority, as was the need for students to develop content mastery in an area of science.	The students wrote and gave speeches related to soil and water conservation. The Barton College teacher education professor judged the speeches.	November 2009	One Barton College professor and 15 middle grades students participated.	The students gained knowledge of science and developed public speaking skills.
Toisnot Middle School in Wilson County Schools	Improvement in motivation to read, in reading skills, and in learning content related to World War II - Improvement of communication skills	A Barton College teacher education professor arranged for noted adolescent historical fiction author, Laura M. Elliott, to make a presentation to all eighth	September through October 2009	The Barton College professor, 18 Barton College students, six Toisnot teachers, and all eighth grade students (approximately 160	The eighth-grade students showed much enthusiasm for reading the books and for learning about history related to World War II. They also learned about

	<p>was a priority. It was also important to embed those skills in an area of content. Teachers at this school were especially interested in helping to get students interested in reading and motivated to read and to discuss what they were reading.</p>	<p>grade students at Toisnot Middle School. Ms. Elliott is the author of <i>Under a War-torn Sky</i>, published by Hyperion Books in 2001, and its sequel, <i>A Troubled Peace</i>, published by HarperCollins in 2009. The professor worked with the eighth grade language arts teachers and the social studies teacher to prepare the students for the author's visit. In addition, Ms. Elliott sent instructional materials for the teachers to use. The professor and the principal worked with a local book store to make available copies of the books for the students to purchase if they wished. The culminating event was the two-hour visit from the author. Barton College teacher candidates and the eighth grade students attended the author's presentation, were provided a time to ask questions and discuss</p>		<p>students) participated in this activity.</p>	<p>historical fiction as a genre, and they asked excellent questions of the author related to which events were real, which were historical, and how the fictional events were based in a historical context. When asked how many wanted to read another historical fiction novel, over three-fourths of the students raised their hands. Many shared enthusiastic comments about wanting to read another book, which is an indication of increased motivation for reading.</p>
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		<p>the books with her, were given the opportunity to meet her individually, and were able to have her sign a copy of her book if they had chosen to buy one. This opportunity was the first time that most students had heard a published author speak and had been able to attend a book-signing event. The teacher candidates also met with small groups of students to discuss the books with them and to encourage them to read.</p>			
Eastern North Carolina School for the Deaf	To improve the writing skills of deaf and hard of hearing children at ENCSD. This is an important goal since deaf children typically have many problems with written language.	Barton students assisted ENCSD students by writing back and forth on a weekly basis during the fall semester through a dialogue journal project.	September through December 2009	One Barton College professor, five students from Barton College and seven students from ENCSD.	This is a long-standing project that is beneficial to both ENCSD students and Barton deaf education majors. Each participating deaf student benefits from an on-going relationship with a Barton student, who serves as a role model for grammatically correct English, while each participating Barton student experiences

					first-hand the writing challenges of the deaf dialogue journal partner.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education and to expose deaf students to the possibility of attending college. Deaf students often have fewer individuals with whom they can communicate comfortably, and they attend college in smaller percentages than hearing students.	Deaf students who had written in dialogue journals with Barton students came for a social time on campus as well as a campus tour. The deaf students had an opportunity to interact with college students who were able to communicate comfortably with them about advantages of pursuing post-high school education.	ENCSD students visited on December 1, 2009.	One Barton College professor, five students from Barton College, and seven students from ENCSD.	Teachers at ENCSD noted the value of this event for their students as they were provided information regarding the importance of seeking post high school educational opportunities. The event also benefits Barton students in that it provides an additional opportunity to use sign language with deaf students.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English. Naturally, the development of communications skills is a top priority for students who are attending the Eastern North Carolina School for the Deaf.	Seniors in the teaching language to the deaf class and juniors in the teaching reading to the deaf class assessed selected students at ENCSD. They then wrote the results of the language and reading assessments, respectively, prepared suggestions for the use of the results, and shared the	December, 2009 for the language assessments and May, 2010 for the reading assessments	One Barton College professor, five Barton College students, five ENCSD students and their teacher participated in the language assessments. Also, the Barton College professor, four Barton College students, four ENCSD students and their	The assessments were helpful to the teachers in pinpointing strengths and weaknesses in reading and language for these students. Barton students benefitted by gaining insight into the language and reading issues facing deaf children, learning how

		information with the students' teachers.		teacher participated in the reading assessments.	to give and interpret assessments, and communicating this information in a coherent manner.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English - Development of communications skills is a top priority at this school.	Students in the American Sign Language III class went to a 6th-7th grade class to participate in a reader's theater activity and a lesson focusing on reading/grammar.	October 5, 2009 and November 16, 2009 were the actual days of class visits. Preparations were completed prior to each visit.	One Barton College professor, twelve Barton students and eight ENCSD students.	ENCSD students benefitted from this activity by practicing reading in a fun, motivating way and by having help in grammar and reading.
Eastern North Carolina School for the Deaf	To provide video recordings of stories in American Sign Language for parents of ENCSD children to use as models of storytelling at home. There are few models available for the school to share with the parents. Reinforcement of language skills in the home is a very important priority. The school is aware that parents of a deaf child must learn to communicate with the child. They also realize the importance of helping parents learn to reinforce	Students at Barton video-recorded 60 children's stories in sign language. These recordings were made available on DVDs for parents to check out from ENCSD to use as sign models as they read the stories to their children.	October 2009	Three teachers and staff from ENCSD, three faculty members from Barton, nine Barton students.	Parents now have the opportunity to check out these 60 video recordings as a way of determining how to correctly sign stories that they may read to their children.

	the language skills the child is developing.				
Eastern North Carolina School for the Deaf	To provide assistance to teachers at ENCSD in general instruction for students. Teachers indicated that additional general assistance helps them to meet the individual needs of students.	Barton students from the Delta Zeta sorority chose ENCSD for a service project and spent a school day working as assistants for teachers within selected classrooms.	October 21, 2009 was the actual date of helping in the classrooms. The activities were planned prior to this date.	The Barton College faculty sponsor and 24 members of the Delta Zeta sorority participated in planning and conducting this event.	Barton students helped in concrete ways throughout the day and gave ENCSD teachers help, as requested. Students benefitted from the additional attention in the classroom.
Eastern North Carolina School for the Deaf	To provide ENCSD students the opportunity to enjoy a stage production done entirely in sign language and to enhance the students' social and cultural awareness. The teachers and administrators at ENCSD note that the top priority is for students to develop communication skills. Along with that need, the staff emphasize the need for the students to develop appropriate skills. A stage production in sign language helps to foster these two goals.	Barton College students presented two performances on the Barton College campus for the ENCSD students. One production was a sign language performance in December, "Joy of the Holidays," and the other was a spring performance, "Signs of Broadway."	The productions were on December 4, 2009 and April 29, 2010. Of course, the students spent time over the course of a few weeks prior to each production involved in the preparation of each event.	Two Barton College faculty members and about 15 Barton College students participated in the productions. About 35 ENCSD students, along with some staff members of ENCSD, came for the performances.	Students and staff members commented on how much they enjoyed these performances. Staff members noted what a great opportunity it was for the students to attend these events that promoted their cultural and social awareness.
Eastern North Carolina School	To share stories with students at ENCSD. This	Barton students in the teaching reading to the	Four dates in April, 2010.	One Barton College professor oversaw this	The stories read by Barton students were

for the Deaf	sharing helps the students to build language skills, which is a top priority at this school.	deaf class read children's books to students in selected classrooms at ENCSD.		activity. Four Barton College students participated, one in each of the four selected classrooms.	evaluated both by the students themselves and by the classroom teacher at ENCSD. Feedback from teachers indicated that that the children in the classroom enjoyed the stories and benefitted from the experience. The Barton students also reported that the students were provided language acquisition opportunities.
Eastern North Carolina School for the Deaf and Wilson County Schools	To foster the partnership Barton College has with ENCSD and the Wilson County Schools. All parties view this partnership as an important means of supporting the educational goals of the Wilson County Schools and ENCSD. They also view this partnership as a way to help Barton College effectively develop and prepare teachers who may work in their schools.	The school director at ENCSD and the Initially Licensed Teacher Coordinator of Wilson County Schools are members of the Teacher Education Committee at Barton College.	Monthly meetings are held during the school year.	There are 18 people who are members of this committee, including the representative from ENCSD, the Wilson County Schools, and Barton College faculty, staff, and student representatives.	Membership on this committee gives participants greater understanding of the governance of the Teacher Education Program at Barton as well as input into its policies and practices.

<p>Eastern North Carolina School for the Deaf</p>	<p>To foster the partnership between ENCSD and Barton. Both parties view this partnership as an important means of supporting the educational goals of the ENCSD. They also view this partnership as a way to help Barton College effectively develop and prepare teachers who may work in this school upon completion of the teacher education program.</p>	<p>The coordinator of the Education of the Deaf and Hard of Hearing Program is a member of ENCSD's Human Rights Committee.</p>	<p>Meetings are held each year in September, November, January, March, and May.</p>	<p>About 10 members, including the Barton College faculty member, are on this committee.</p>	<p>Membership on this committee gives Barton's program coordinator an opportunity to provide input concerning issues dealing with students' rights on campus.</p>
<p>Eastern North Carolina School for the Deaf</p>	<p>To provide input for SACS concerning the partnership between ENCSD and Barton College. Both parties view this partnership as an important means of supporting the educational goals of the ENCSD. They also view this partnership as a way to help Barton College effectively develop and prepare teachers who may work in this school upon completion of the teacher education</p>	<p>The coordinator of the Education of the Deaf and Hard of Hearing Program spoke to a SACS accrediting team regarding the partnership between ENCSD and Barton.</p>	<p>April 13, 2010.</p>	<p>About five SACS committee members, five ENCSD staff members, and one Barton College faculty member were present for this meeting.</p>	<p>The Barton College coordinator provided information which provided information about the ongoing partnership between ENCSD and Barton College and provided support for the ongoing accreditation of ENCSD by SACS.</p>

	program.				
Eastern North Carolina School for the Deaf	To help deaf students develop vocabulary and safe practices associated with school bus safety. Development of communication skills is a top priority for these students. School bus safety is more challenging for students who may not hear signs of danger in the environment.	An art professor and her graphic design students are working to develop a DVD with bus vocabulary by videotaping a deaf specialist sign the part (sentences and words) about "tips of working with deaf/blind students". They will also develop the DVD cover, and accompanying data sheets.	January through May 2010	One art professor and her graphic design students (about 5 students)	This project has not yet been completed. It is expected that students will benefit from the vocabulary development and the safety instruction.
Vinson Bynum Elementary School in Wilson County Schools	To raise students' awareness of the need for activities related to heart health. The teachers in this school have identified the need for students to develop heart healthy practices.	A Barton College Physical Education professor and her students worked with the physical education teacher and her elementary students to conduct a "Jump Rope for Heart" activity at the elementary school.	One day in February 2010	One Barton College professor, 19 Barton College students, a teacher at Vinson Bynum Elementary School, and over 250 elementary students participated in this event.	The elementary physical education teacher reported that the students' awareness of the need for activities to promote a healthy heart was increased. Also, the students learned about how they could participate in an event that would help to raise awareness in others and help to support the cause for healthy hearts. The elementary school raised \$5200 for the American Heart

					Association through this event.
Vinson Bynum Elementary School in Wilson County Schools	To provide interest and participation in healthy activities. Teachers at this school have identified the development of healthy habits for the students as a priority.	Barton College students assist with the annual field day	May 2010	One Barton College professor and 19 Barton College students helped to plan and then assisted the teachers and students at this elementary school during their annual field day event.	
Margaret Hearne Elementary School in Wilson County Schools	To promote instruction of healthy activities for elementary students. Teachers at this school have identified the development of healthy students as a priority.	Six Barton College students worked with the physical education teacher to provide instruction for students in physical education during two of his morning classes two days a week. They were able to instruct the students in small groups and to provide additional positive role models for the students.	November through December 2009	One Barton College professor, six Barton College students, one elementary physical education teacher, and the students in his morning classes participated in this activity.	The elementary physical education teacher reported that his students benefitted from the additional instruction that was available from having seven people interacting with the students and providing instruction during the class, rather than just one teacher. The students responded positively to the interaction with the Barton College students.
Winstead Elementary School in	To promote high student performance in the areas of reading and writing.	As a result of a fieldwork assignment for one of the B-K classes, a student	February through May 2010	One Barton College student volunteered in one elementary	The kindergarten teacher reports that she has seen improvements

Wilson County Schools	Communication skills were identified by the teachers as a top priority.	<p>became very interested in making a contribution to this elementary school. She volunteered in a kindergarten classroom at Winstead Elementary School two days a week. The student provided one-on-one support to students during reading, writing, and other class activities. The success of this experience is being used as a model for the 2010-2011 school year. (This student was not affiliated with any students at this school. Thus, the service was provided because she wanted to serve a need a need that her professor had identified for the class.)</p>		classroom.	<p>in the reading and writing skills of several students. Having an additional person in the classroom has allowed students to receive extra time and attention as they read aloud. The teacher reports that while she has a relatively small class of 19 students this year, there are several students that struggle with behavioral issues, learning disabilities, and learning English. These students are now able to receive extra attention which has helped to increase their recognition of sight words, reading fluency, and reading comprehension. Students are improving their writing skills as well. The volunteer is able to provide prompting questions and positive feedback to the students as they write. As a result</p>
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					<p>students are learning skills to help them become successful, independent writers and are gaining confidence as they do so. In addition, there are fewer disruptions during large group activities and lessons because the volunteer is able to sit with these students and address the disruptions. This is a huge benefit for the other students in the class, as the teacher is able to focus the majority of her attention on them rather than interrupting the lesson to handle disturbances.</p>
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B. Brief Summary of faculty service to the public schools.

2009-2010 has been a busy year for the Barton College faculty members. Our commitment to the public schools continues to be strong as is reflected in the following examples. Members of the English Department faculty members participated in judging the Poetry Slam at Beddingfield High School, coordinated a middle school and high school poetry competition for Eastern NC, pronounced words for the Scripps Spelling Bee for middle schools in Eastern NC. One faculty member volunteered as a visiting writer at Spring Creek High School in Wayne County and presented sessions to students at Greene Central High School on writing college applications and scholarship essays. An art faculty member organized an exhibit of local high school students' art work. Another art faculty member was the International Baccalaureate examiner for six high schools throughout Eastern and Central NC. She also interviewed students for the Governor School summer program and is creating a training DVD for staff at the Eastern NC School for the Deaf to use with students. The PE Department has been involved in public schools as well. They have developed dance routines at Green Central Elementary School, talked to athletes about academics at Wells Elementary, coordinated a basketball camp for 8th and 9th grade girls in Cary, and hosted Renaissance Programs for Elm City Middle, East Wayne Middle, and Hunt HS. A faculty member in the Math Department judged the Eastern Regional Math Fair held at ECU, and a faculty member in the Science Department conducted science experiments/demonstrations at two events at Elm City Middle School. A Birth-Kindergarten faculty member has coordinated the volunteer work of a Barton student who is working two days a week in a kindergarten classroom at Winstead Elementary. One of the School of Education faculty members coordinated several visits to Eastern North Carolina School for the Deaf (ENCSD) where American Sign Language students worked with deaf students on reading skills. Also in conjunction with ENCSD, a faculty member oversaw two performances (Fall and Spring) by the Barton College Sign Choir where over 45 staff and students from the school were in attendance. In special education a faculty member coordinated the opportunity for Barton students to teach kindergarten and first grade classes at Lucama Elementary and work with students on behavior management techniques at Vick Elementary School. An elementary education faculty member coordinated the administering of reading assessments by Barton College students to students at Jones Elementary School. The reports were shared with the teachers at Jones. Another faculty member coordinated a visit by author L.M. Elliot to Toisnot Middle School and assisted teachers in preparing lessons for her visit. Also for two schools, a faculty member assisted in acquiring proctors for the EOG tests.

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

Throughout the year, teacher education professors communicated with recent Barton graduates by e-mail and by phone to inquire about plans and to offer assistance and additional support. The faculty provided support as it was requested. When visiting schools, professors visited the beginning teachers' classrooms, personally extended their support, and reminded students of available resources at Barton. All beginning teachers who graduate from Barton are offered free library privileges and are encouraged to use Barton's Curriculum Lab to check out books and other materials for their classrooms. They also utilize the science, mathematics, and instructional technology materials from the Barton College Merck Lab. In addition, students are reminded of the resources that

are available to them via their LiveText accounts, which they established as Barton students. Each fall, a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. The Director of Field Experience stays in close contact with the Initially Licensed Teachers (ILT) coordinator in Wilson County Schools. The two work together to ensure that beginning teachers in Wilson County receive the advice and support needed in order to have a successful first year of teaching. The Director of Field Experience also works closely with Johnston County Schools to make sure that beginning teachers' needs in that system are met. Barton College is a small institution, a characteristic which helps us maintain contact with our beginning teachers, building on relationships formed while the candidates were students in the program. Faculty members communicate with them via Facebook, email, Ning, and other social networking sites. This year, four of our recent graduates returned to campus frequently, working with the Dean of the School of Education on technology projects for their classrooms and on presentations for open houses at Barton College. The faculty at Barton continues to be sensitive to the needs of beginning teachers and to work with them whenever assistance is requested.

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

Lateral entry is supported by The School of Education at Barton College with a program for non-licensed teachers. This year, the Dean of Lifelong Education and Extended Programs at Barton College oversaw the program for lateral entry teachers. She evaluated transcripts, created their plans of study, served as the academic advisor for lateral entry teachers, and met each trimester with the candidates to help guide and promote their success in the Teacher Education Program. When an applicant completes a program, she works with the Dean of the School of Education and the local public school system to facilitate the licensure application process. She also served as the liaison for these students with the Teacher Education Program, including working with the Dean of the School of Education to ensure that the appropriate coursework was offered and that the students' needs were met. These two faculty members worked together to coordinate efforts with the North Carolina Model Teacher Education Consortium (NCMTEC) and with the local school systems. Area schools are sent information about program offerings annually. Through the NCMTE Consortium, Barton College sponsored a total of 8 courses during the 2009 – 2010 year. Barton College collaborates with the Nash Regional Alternative Licensing Center by providing courses needed by teachers seeking licensure in this region. This year, the Dean of the School of Education met with the area representative from this center to update the list of course offerings for each Teacher Education Program area. In an effort to accommodate lateral-entry teachers, Barton College offers options that include offering classes on alternating weekends through the Weekend College Program and offering classes through the NCMTEC. Lateral entry teachers also take advantage of tuition reduction offered to students who attend either Weekend College or NCMTEC – sponsored classes. Classes offered through the Weekend College Program may lead to licensure in Elementary Education, Special Education: General Curriculum, and Birth-Kindergarten Education. Additional licensure areas are available outside of the Weekend College Program, and candidates in these areas may take some of their required coursework through the Weekend College Program. Finally, “Brown Bag Lunch Sessions” are also held each year to provide additional information to students in the Weekend College Program. These sessions include times for the Dean of the School of Education to interact with the students,

answer questions, and present pertinent information. Mini-workshops related to Praxis I and II preparation were also presented for Weekend College students, including lateral-entry teachers and licensure-only applicants.

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

The faculty met with and assisted career teachers on an as-needed basis. One faculty member worked with a group of Middle and High School English/Language Arts teachers in Johnston County to help with curriculum planning and delivery of instruction. Another faculty member worked with the language arts and social studies teachers at Toisnot Middle School to develop plans for incorporating two historical fiction books by Laura S. Elliott. The culminating activity included a presentation for the students and faculty by the author. The School of Education offered a training session for cooperating teachers in the spring. This year, the career teachers discussed the new evaluation system and the newly revised Education Program at Barton. Feedback sheets were collected. The feedback indicated that the career teachers were glad to have the evaluation system discussed, and many participants indicated a heightened awareness of the expectation of this new system. The career teachers at this meeting were also given the opportunity to request support from the Barton faculty. No specific requests were submitted from this group. Special education program faculty worked with career teachers at Vick Elementary School in the Positive Behavior Support Program. Barton's art education coordinator worked with career teachers through the Eastern/Central NC Regional Exhibition of the Scholastic Art Awards. This year he also made a special effort to contact all of the art specialist teachers in Wilson County to invite them to attend the Scholastic Art Awards regional teachers' advisory committee meeting at Barton. In addition, the fees were waived for the middle school and high school Wilson County entries for the regional Scholastic Art Awards. The art education coordinator also offered his assistance to any art teacher in this system who was seeking national board certification. The School of Education offered the use of the Barton College Merck Science and Mathematics Teaching Laboratory for K-8 career teachers. We provided owl pellets for a family science night in the Nash/Rocky Mount Schools and many manipulatives for specific lessons. The physical education program continued to assist career teachers at the Wilson County Special Olympics, the Vinson-Bynum Elementary School field day and Jump Rope for Heart, the Toisnot Middle School Hoops for Heart and the teaching of lacrosse at Toisnot Middle School.

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

At Vick Elementary, a priority school in Wilson County Schools, the coordinator of the Barton College Special Education program and her students worked with children on behavioral management techniques through the Positive Behavioral Support program. The professor and her students created a questionnaire for the elementary school teachers to use to identify specific areas for teacher candidates to focus on while working with their students. Classroom teachers were asked to write specific suggestions that ranged from behavior needs to skill building. Barton teacher candidates were paired with selected students in various grades and provided support in the areas of discipline, social skills and academics. The professor also worked with the teachers on ways to sustain the program with their students. A Barton College professor and six students worked with the

physical education teacher to provide instruction for students in physical education at Hearne Elementary School, another priority school in Wilson County Schools. They were able to instruct the students in small groups and to provide additional positive role models for the students. In addition, the teacher education program has an on-going relationship with the Eastern North Carolina School for the Deaf (ENCSD), located about two miles from the College, where many students are performing below grade level. Activities included weekly dialogue journal exchanges during the fall semester, invitations to sign language performances on campus, a tour of the college, including encouragement for students to pursue educational opportunities after completing high school, a party given for a classroom of students at ENCSD, and the video recording of 60 stories in sign language to be used by parents of children at ENCSD.

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

As noted in the 2009 report, in the 2008-2009 school year, the Barton College Teacher Education Program focused on the restructuring of all the Teacher Education Programs in accordance with the State Board of Education goals. Our blueprint was submitted in June 2009, and we received feedback stating that we needed to make a couple of changes in our proposal. In the fall of 2009, we carefully examined the blueprint and the feedback, created revised versions for all the Teacher Education Programs, and submitted the revised versions. In the spring semester, we created and submitted rubrics that we plan to use to evaluate the students' evidences they will provide in the portfolio submissions. Our revised blueprints were approved, so we then focused on implementing the plans, which are intended to help us prepare teacher candidates who are ready to implement the mission of the State Board of Education. We updated courses, made policy revisions, combined courses, prepared syllabi for new and revised courses, created new curriculum checksheets, and prepared documentation for the myriad changes and sought approval for the changes from the Barton College Curriculum Committee. Once this approval was received, the changes were approved by the Barton College Assembly and will become effective next school year. Plans were made to facilitate the implementation of the new blueprints, and changes were made to the Barton College Catalog for 2010-2011. We also met with the Teacher Education majors as a large group, in small groups, and individually with the advisors to help students make the needed transitions from the old programs to the new programs and to help them understand the importance of the State Board of Education mission and goals.

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

During the 2009-2010 year, Barton's special emphasis has focused on expanding how we will offer support to career teachers by preparing the first graduate program to be offered at Barton College. This program will offer the Master's of Education degree in Elementary Education, leading to licensure on the Master's level in Elementary Education. At the request of the School of Education, the Barton College administration decided to offer this program at a greatly discounted price, compared to the price they had planned to charge and would likely charge for programs not designed for teachers. They made this offer as a way to help make this program affordable for career teachers who want to improve their teaching skills and enhance their effectiveness in the classroom. The program will be a practitioner-based program, offered only to teachers who are currently teaching and who have a license in Elementary Education. Thus, the

focus of this program is to help career teachers improve their skills in the classroom and to develop skills that allow them to become more effective teacher leaders. Of course, the program will focus on priorities outlined by the State Board of Education, including helping the teachers to develop the skills required to be effective 21st Century professionals who produce globally competitive students.

Supplemental Information (Optional)

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

The School of Education at Barton College continues to provide information to students on various self-help Praxis opportunities as well as class structured course work aligned with teaching standards. The Dean of the School of Education maintains the department web site and updates links to various sites that students may use for practice. She also purchases the Plato Learning Program for student practice. This year, students who fail after the first attempt must log on for ten hours of practice on the Plato Learning System for Praxis I. This ensures that the site is used, as well as provides the department with important assessment data as to students' strengths and areas of need. This data will be used to encourage students to seek the help of Barton College's free services such as the math lab and writing center. Plato is administered by the director of the Student Success Program. The director records usage and alerts advisors concerning the number of students who use the Plato program. Also, the director conducts several Praxis 1 workshops during the school year. In addition to these strategies, copies of study guides for the Praxis I and Praxis II series are on reserve in the college library. Various methods' faculty include class assignments on their syllabi that are standards driven and that reflect strategies germane to passing Praxis II.

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

The School of Education website, which is updated on an ongoing basis, is an effective means of recruiting students. In addition, Open Houses have been used to great effect. This year Barton College sponsored six freshmen open houses in which prospective teacher education majors were introduced to the profession in a general meeting and in individual meetings with faculty in different licensure areas. In addition, four open houses for transfer students were offered, and three Weekend College open houses were provided. As prospective students visit the campus throughout the year, the School of Education faculty members gladly meet with the guests. The Office of Admissions partners with the Teacher Education Program by sending prospective students packets of information about the programs, including course-of-study curriculum sheets and information about scholarships. A faculty member from the School of Education served as a member of the First Year Seminar team of advisors, providing her with opportunities to interact with first-year students and to promote Teacher Education as a career option. Seventeen named scholarships were awarded through the Teacher Education Program. Of these, two were designated for students in elementary education, three for students in deaf and hard of hearing, and nine for students preparing to teach in any field. Once scholarship, the Ruth Patton Grady Scholarship awards over \$22,000 per year to

elementary education majors, with preference given to minority candidates. Meetings occur at least twice a year in which program requirements and strategies for meeting them are discussed with the students interested in Teacher Education. In the spring of the freshman year, all students have the opportunity to visit the School of Education booth at the career fair, where members of the School of Education are available to promote the choice of a career in Education and to discuss the advantages of selecting this career path. This year, in addition to the career fair, the college sponsored a “meet your major” night in which all first-year students attended a special event in two departments that interested them. This event offered the opportunity for the School of Education to recruit students who expressed a strong interest in the field of education, as well as students who had a secondary interest in this field or who might choose to add teacher licensure to a major in a content area. In April, another new event was held for students interested in the field of education. All students, not just first-year students, who were interested in pursuing a degree in Teacher Education were invited to a special event highlighting this field. Three program graduates, including one who is serving as school system superintendent and one recent graduate, made presentations encouraging students to choose education as a career. Approximately sixty students attended this event.

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

The School of Education faculty members of Barton College work closely with the Office of Enrollment Management in their efforts to recruit and retain minority students. The office assigns counselors to various sections of the United States, as well as globally. Their recruitment efforts are broad and inclusive of all racial and ethnic groups. In addition, faculty members in the school of education serve as recruiters for the Teacher Education Program. Faculty participate in College Open Houses and talk with potential students and their parents about the various programs in the School of Education. A special part of the open house format offers the opportunity for potential students and parents to meet with School of Education faculty and provides the opportunity for individualized interaction with faculty. In an effort to maintain student enrollment on campus, the Office of Enrollment Management sponsored a panel discussion of graduates from the program who talked about the value of staying in college and the various opportunities for graduates. Another important benefit for the School of Education in the recruitment effort is having an education faculty member teach freshmen students in the First Year Student experience. This is a great opportunity for her to talk with undecided students about career goals and to recruit them to the School of Education. Barton College seeks the recruitment and retention of minority students for the regular education program as well as the Weekend College Program. Weekend College counselors work to attract students from across eastern North Carolina and assist minority teacher assistants and others who seek licensure while maintaining their employment. The program serves non-traditional students and others who are interested in obtaining a degree and licensure in elementary education, birth-kindergarten education, and special education. The Weekend College program has a large number of minority students, and many are majoring in teacher education. In addition, the College works in partnership with the North Carolina Model Teacher Education Consortium to offer relevant courses in the various areas of licensure. Many of the Consortium participants are from minority backgrounds. Barton College offers numerous scholarships, of which two are designated for minority students who excel academically. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$20,000 per year and is designated for

students majoring in elementary education, with preference given to minority students seeking this major.

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

The primary new initiative undertaken during the 2009-10 academic year has been the development of the Masters in Education program. This is Barton's first graduate program, with a beginning date set for June, 2010. This program, designed for cohort collegiality and support, consists of a summer session on campus, followed by two semesters during the academic year of on-line instruction, with the degree awarded at the end of the second summer. Each participant is required to have a valid teaching license in Elementary Education and to be a practicing teacher with at least one year of classroom experience. During this academic year, courses were developed, approval was granted by the Southern Association of Colleges and Schools, temporary authorization was received from the Department of Public Instruction, a coordinator and instructors were hired, library materials and other supporting materials were ordered, and a cohort of 25 students was formed.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	43
	Other		Other	1
	Total	16	Total	46
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other		Other	
	Total	1	Total	14
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	13
	Other		Other	1
	Total	1	Total	27

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)	3	5
Elementary (K-6)	3	6
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)	2	3
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	8	14
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,202
MEAN SAT-Math	617
MEAN SAT-Verbal	*
MEAN ACT Composite	*
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	3.12
Comment or Explanation	
* Less than five records with data.	

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)				1
Elementary (K-6)	4	11	1	2
Middle Grades (6-9)		1		1
Secondary (9-12)	1	3		
Special Subject Areas (K-12)		8		
Exceptional Children (K-12)	1	4		
Vocational Education (7-12)				
Special Service Personnel				
Total	6	27	1	4
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	28	100
Spec Ed: General Curriculum	5	100
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	17	11	2			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1				
U Licensure Only	1	2	1	2		
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	42	95	57
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year**

LEA	Number of Teachers
Wilson County Schools	216
Johnston County Schools	169
Nash-Rocky Mount Schools	133
Wake County Schools	131
Wayne County Public Schools	116
Franklin County Schools	36
Edgecombe County Schools	32
Pitt County Schools	29
Craven County Schools	26
Granville County Schools	26

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 several factors affecting responses, survey results will not be reported at the institutional level 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
5	7	9