IHE Bachelor Performance Report

NC Central University

2009 - 2010

Overview of the Institution

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

Special Characteristics

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

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

Program Areas and Levels Offered

The 2009-2010 Teacher Education Programs at North Carolina Central University included the following 14 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive Social Studies, Art, Family & Consumer Sciences, French, Spanish, Music, Physical Education, Theater Arts, and Birth-Kindergarten. Graduate Licensure Programs offered in the School of Education included the following: School Counseling, School Administration, Curriculum and Instruction (Elementary and Middle Grades), Educational Technology (077- Computer Specialist), Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment, and Communication Disorders. A Master of Arts in Teaching (MAT) in Special Education and B-K are offered, as well. The university also offers the Library Media Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, and Educational Technology. Four advanced Master Degree Programs are offered through the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies in Mathematics Education, English Education, Physical Education, and Family and Consumer Sciences Education. Three add-on licensure programs are also offered in the areas of Academically and Intellectually Gifted, English as a Second Language, and Literacy.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (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
Durham Public Schools	At the beginning of each academic year, Durham Public Schools (DPS) and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on improving public education in the district. DPS identified the following priorities in alignment with school improvement plans and district long range strategic planning that NCCU could focus efforts on to assist DPS on improving student achievement and teacher growth. 1. Providing AIG licensure cohorts Rationale: DPS believes that all children can benefit from teachers who have	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. 1. AIG add-on Licensure • 1 cohort 2009-2010 academic year 2. Middle School Partnerships • 2a. James E. Shepard Middle – 3 faculty and 25 pre-service candidates support 2 after-school programs. Candidates provide academic assistance and teach mini lessons to groups of middle school students for 3	1. July 2009 – May 15, 2010 2a. Aug. 2009 – Present 2b. July 2009 – May 2010 2c. July 2006 – May 2010 3a. Sept. 23, 2009 3b. March 18, 2010 4. Sept. 2008 – June 30, 2010 5. Sept. 2007 – Present 6. May 2007 – Present	1. 25 teachers; 3 SOE faculty 2. 100 middle school students; 4 SOE faculty/staff; 25 pre-service candidates 2b. 1 SOE Literacy faculty 2c. Approximately 65 middle school students; 2 SOE faculty; 12 pre-service candidates 3a. 17 teachers; 1 SOE faculty 3b. 11 teachers; 1 SOE faculty 4. 100 public school students; 3 SOE faculty/staff; 5 pre-service candidates 5. Approximately 200 public school students; 2 SOE faculty/staff; 5 pre-service candidates 6. 180 public school students; 48 college	1. NCCU provides four courses at the DPS Staff Development Center per year for AIG add-on licensure. All participants successfully completed the program and earned the AIG add-on licensure. 2. A new initiative with James E. Shepard Middle School was implemented during the 2009-2010 year to create a more effective and sustainable partnership with the School of Education. The SOE hosted Shepard's back-to-school retreat to begin the year of partnership. Four faculty/staff

	been trained to deliver differentiated instruction. The strategies used for AIG children also impact instruction and achievement for those students not identified as AIG. DPS has a long range goal of training and obtaining AIG licensure for all classrooms. 2. Develop substantive partnerships with middle schools in close proximity to NCCU Rationale: Middle school is a critical time for students and children decide if they will continue in school or dropout in middle school. Several middle schools in DPS are not performing well. Developing substantive partnerships with the middle schools in close proximity to NCCU enhances the intellectual climate, allow for more positive engagement of our candidates with middle schools students, and increase teacher growth and student achievement. 3. Provide professional	hours per week. Faculty supervise pre-service candidate engagement and provide professional development for middle school faculty. Academic Service Learning secured a $100,000 service learning grant to support community engagement among middle school students and enhance academic achievement. The project is titled Summer of Service Durham! It will kick-off summer 2010. This is a three year renewable grant. • 2b. Lowes Grove Middle – Literacy faculty provided literacy training to the whole school once a month during early release days for PLC training. • 2c. WG Pearson Middle – Middle grades		students(various universities); 2 SOE faculty/staff; 4-6 NCCU pre-service candidates	members and pre-service candidates supported Shepard's afterschool programs to enhance student achievement. Pre-service candidates provided tutorials, taught mini lessons, and provided one-on-one assistance for students. Pre-service candidates were present in the school at least 3 hours per week. SO E faculty provided expertise to the school on differentiating lesson plans, securing funds to travel abroad, and developing different projects throughout the year. The preliminary End-of-Grade results show an increase in academic growth by 5 composite points overall. 3. At the request of the district, two workshops were provided. 4. During 2009-2010 academic year, the USTEP office managed the Academic Enrichment for Low-Performing and At-Risk

	development opportunities for in-service educators 4. Collaborative grant opportunities Rationale: The economic crisis has had enormous impact on public education. Programs and positions are being cut every day. In order to maintain some stability of programs, grants are needed to support student achievement and student opportunity with extracurricular activities. 5. Continue support of the Community Learning Centers in a public housing community Rationale: This is a long standing initiative or partnership between DPS, NCCU, Durham Parks and Recreation, Durham Housing Authority, and other community groups. This program provides extra academic assistance and family support to DPS students living in public housing communities. 6. Continue support of Student U. a program	methods faculty member and pre-service candidates provide real-time in-school tutoring and homework assistance at least 3 hours per week. 3. Professional Development School • 3a. Praxis II workshop for special education teachers • 3b. Foldables® Workshop 4. Academic Enrichment for Low-Performing and At-Risk Students – Saturday Academy • Provide academic remediation and enrichment for DPS students performing below grade level in grades 3-8 • Parent involvement training 5. Community Learning Centers • 5 centers operational • Provide tutoring services daily 6. Student U. • 2 faculty/staff members			Students grant program for a second year. The program enrolled ninety-eight (98) students in grades 3-8 from Durham Public Schools. Students attended twenty-one (21) academic and/cultural Saturday sessions. Parents attended two parent academies as well. The average attendance rate was approximately 72% for students and about 75% for parents. Through program assessments approximately 80% of the students made academic gains since beginning the program. In collaboration with the office of Academic Service Learning, the SOE will help support a summer experience for Shepard students entitled, Summer of Service Durham! The program was funded by a Learn and Serve grant. It is designed to provide academic enrichment

	designed to provide at-risk middle school students with a summer academic camp experience and year round programming and mentorship Rationale: This is a long standing initiative/partnership between Student U., Durham Academy, DPS, NCCU, UNC-Chapel Hill, DUKE, and other community groups to provide a middle school transition program for DPS students. This year a high school transition program was added. The ultimate goals are to increase student achievement, reduce the dropout rate of at-risk students, increase the postsecondary matriculation rate, and encourage college students to consider a career in education.	serve on the Advisory Board • NCCU candidates serve as teachers and mentors • Provide resources to support the summer academic component • Provide professional development for teaching staff			while incorporating service learning and community outreach. Approximately 100 Shepard students will participate in a summer camp experience where they will engage the community and plant five (5) community gardens. NCCU candidates will participate as teachers and mentors to the middle school students. 5. Five Community Learning Centers were fully operational during the 2009-2010 year. The centers are a result of collaborative efforts of NCCU, Durham Public Schools, Durham Parks and Recreation, the YMCA, Durham Housing Authority, and funding from the 21st Century Community Learning Centers grant. Each center serves approximately 65 public school students daily. Program assessments

					show that students are more engaged academically and attendance rates have increased. 6. Student U. is in its fourth year with approximately 170 students enrolled. The SOE provides individual financial support, recruitment of college students to serve as teachers, supplies, and professional development for all teachers for the program. Currently, the professional development efforts will extend to 48 student teachers and 20 mentor teachers. Program evaluation results indicate that 100% of students increased reading scores on End-of-Grade test after 2 years in the program; 93% of students increased math scores after 2 years; 0% has been suspended; 95% believe they will

					graduate from college.
Franklin County Schools	At the beginning of each academic year, Franklin County Schools and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Franklin County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on improving student achievement and teacher growth. 1. Beginning teacher support through professional development Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district. 2. Trainings and workshops for mentors Rationale: The economic	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. 1. and 3. Professional Development • A. Brain Friendly Teaching Strategies • B. Cooperative Learning • C. Mind Maps • D. Stress Management	A. Jan 13, 2010 B. Jan 6, 2010 C. Feb 10, 2010 D. Dec 8, 2009	A. 45 teachers and paraprofessionals B. 15 teachers and paraprofessionals C. 45 teachers and paraprofessionals D. 15 teachers and paraprofessionals	1. These quality professional development activities have proven to be of benefit to Franklin County Schools. The number of lateral entry teachers has been drastically reduced each year. This past academic year, the district did not report any. The professional development provided was for all ILTs 1, 2, and paraprofessionals. The collaboration has benefited the SOE through public school involvement with improving the teacher education program and providing feedback on the revision process for academic programs. The two entities have a strong partnership that is committed to retaining the teachers in the district. 2. Trainings for mentors was identified as a priority; however,

	crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district. 3. Paraprofessional trainings for those who desire to become teachers Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district.				the district did not confirm a date.
Person County Schools	At the beginning of each academic year, Person County Schools and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Person County Schools identified the following priorities in alignment with		A. Sept 9, 2009 B. Oct 9, 2009 C. Jan 12, 2010	A. 22 teachers B. 27 teachers C. 25 teachers	The partnership with Person County Schools is very strong. During this past academic year, the major focus was on professional development for the first and second year teachers beyond the district wide initiatives. The workshops requested

	school improvement plans and district long range strategic planning for NCCU to focus efforts on improving student achievement and teacher growth. 1. Professional development on differentiated instruction Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district.				were geared to providing these teachers with strategies that they could implement immediately and to develop ways to manage stress. The district is committed to retaining all 1st and 2nd year teachers for many years. Learning to manage stress is a key component to teacher retention. The participants involved in the three professional development trainings evaluated each workshop as highly effective and felt that they could use what was demonstrated and taught right away to enhance achievement. The partnership continues to grow and strengthen with both entities communicating on important issues for improving curriculum, instruction, and retention of teachers.
Vance County Schools	At the beginning of each academic year, Vance	NCCU provided the following assistance	A. Oct 26, 2009 B. Dec	1. 30 distant education courses with an average	1. The SOE has provided resources and faculty

	County Schools and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Vance County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on improving student achievement and teacher growth. 1. Beginning teacher and lateral entry teacher support through professional development workshops and course offerings. Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district. 2. Professional development for paraprofessionals Rationale: The economic	at the request of the district. 1. Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts 2. Professional Development • A. Foldables® • B. Stress Management	9, 2009	of 25 candidates per course 2A. 15 teachers and paraprofessionals 2 B. 55 teachers and paraprofessionals	expertise to support the recruiting and retention efforts of Vance County Schools. Based on the district's request, NCCU provided course offerings in the district to allow lateral entry and licensure-only candidates to meet licensure requirements without driving to the university and at a reduced cost. The Leave No Educator Behind program has benefited the district beyond measure with tuition support and focused coursework to ensure meeting the licensure needs of the candidates. 2. The district requested two professional development workshops to help beginning teachers with stress management strategies that work and more hands-on strategies that could be implemented immediately when they returned to their

	crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district.				classrooms. The participants involved in the three professional development trainings evaluated each workshop high and felt that they could use what was demonstrated and taught right away to enhance achievement. The relationship is collaborative where there is commitment to produce a great teaching workforce. Vance is very receptive to placement of our teacher education candidates for student teaching interns and for field experience.
Warren County Schools	At the beginning of each academic year, Warren County Schools and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on improving public education in the district. Warren County Schools identified the following priorities in alignment with school improvement plans and district long range	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon	2009-2010 academic year	30 distant education courses with an average of 25 candidates per course	Lateral entry teachers and participants in the Leave No Educator Behind Program were able to receive course offerings at no cost and within their home school district. The district did not request any additional assistance during the academic year.

	strategic planning for NCCU to focus efforts on improving student achievement and teacher growth. 1. Support for lateral entry candidates	City Schools, courses are offered via online and face-to-face in the districts			
Wake County Public Schools	At the beginning of each academic year, Wake County Public Schools and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on improving public education in the district. Wake County Public Schools identified the following priorities in alignment with district long range strategic planning for NCCU to focus efforts on training paraprofessionals to become teachers within the district. 1. Assistance with paraprofessionals in moving into teaching through professional development and course offerings Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Professional Development • A. Brain Friendly Teaching Strategies • B. Foldables® • C. Stress Management	A. Jan 19, 2010 B. Jan 26, 2010 C. Jan 26, 2010	A. 22 paraprofessionals B. 17 paraprofessionals C. 17 paraprofessional	The SOE provides support and resources to Wake County Public Schools at their request. The request for assistance was in the area of professional development to support their TEACH UP Program for paraprofessionals. Three workshops were provided and participants evaluated each workshop high and felt that they could use what was demonstrated and taught right away to enhance achievement. Wake County Schools supports SOE programs by participating in semesterly exit interviews of teacher candidates and principal interns. Human resource administrators and

	maintain a high level of teacher training, no cost professional development is needed for the district. Teacher assistants provide a strong pool of prospective teachers.				principals provide valuable feedback to our candidates as they craft their skills and marketability. Principals and human resource personnel were impressed with candidates that were interviewed and were optimistic that once the economic situation improves NCCU's teacher candidates will be hired for teaching positions.
Department of Juvenile Justice and Delinquency Prevention	At the beginning of each academic year, the Department of Juvenile Justice and Delinquency Prevention and the NCCU USTEP Advisory Board meet to identify priorities to focus efforts on improving public education in the district. The Department of Juvenile Justice and Delinquency Prevention identified the following priorities in alignment with school improvement plans and district long range strategic	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. 1. Recruitment and Support • DJJDP Administrators participated in Exit Interviews both semesters for teacher candidates 2. Professional Development • Two-day mathematics instructional	1. Dec 4, 2009; April 23, 2010 2. April 28-29, 2010	1. 4 administrators 2. 6 teachers	1. Administrators participated in exit interviews for teacher candidates. There is a strong possibility that the agency recruited at least one graduate to teach within the LEA. 2. The LEA requested mathematics professional development for teachers at one of the detention center. A two-day training was conducted. Teachers left the training with

	planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Recruiting and retaining teachers Rationale: It is very difficult to recruit and retain highly qualified educators to work in the juvenile justice schools. The department needs the support of NCCU to help recruit a work force that understands the needs of the population they serve and the potential there is to truly impact the lives of children who need real guidance and support. 2. Professional development for mathematics teachers Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district. 3. Assistance with developing effective Professional Learning	strategies			strategies that could be modified for various ability levels and can be implemented immediately with students. All teachers rated the training as excellent and relevant to their instructional needs. 3. Assistance with effective Professional Learning Communities was identified as a priority; however, the district did not confirm a date.

	Communities Rationale: The economic crisis has had enormous impact on public education. Professional development budgets have been cut. In order to maintain a high level of teacher training, no cost professional development is needed for the district. PLCs have proven to be a strategy that can improve student achievement.				
Weldon City Schools	The district did not identify any priorities for the 2009-2010 that NCCU could assist with accomplishing.	N/A	N/A	N/A	The SOE will continue to reach out to the district and provide any assistance that is requested.

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

1) SOE Special Education faculty worked with the East Chapel Hill High science department to increase student achievement in Biology by developing podcasts to enhance the Biology text for students in general Biology ; 2) SOE Special Education faculty provided training for 2nd year teachers on differentiating instruction for all students especially inclusion students; 3)The Theatre faculty provided continuous technical support (i.e. costume production, construction of set, program production, stage lighting, etc.) for the theatre department at Hillside High School with all major performances; 4) Communication Disorders faculty co-sponsored the Parent Advocates for Children and Communication support group for parents with children with disabilities; 5) The Communication Disorders faculty also provided on-going outreach services to Latino children and provided technical support to area schools with IEP meetings and diagnostic evaluations; 6) Literacy faculty members assisted area elementary (Creekside and Fayetteville) and middle schools (Lowes Grove) by providing in-class assistance to teachers with writing workshops, guided reading training, book making projects, and literacy assessment strategies; 7) Curriculum and Instruction faculty performed service learning activities in area public schools (James E. Shepard Middle School, WG Pearson Magnet Middle, George Watts Elementary, and Merrick Moore Elementary), where teacher education candidates are able to hone teaching skills and learn from veteran teachers prior to beginning the student teacher internship; 8) BRITE faculty worked with CC Spaulding Elementary School 3rd – 5th graders on the scientific process during a two-day camp. The program will extend to a one-week summer camp experience; 9) Educational Technology faculty and staff worked with CC Spaulding Elementary School with technology integration for 5th grade; 10) Educational Leadership faculty worked with YE Smith teachers to use the Museum School Model to increase mastery of content in grades K-5; 11) SOE faculty worked and the University Police Department to establish the Safety Patrol Initiative at Spring Valley Elementary School; 12) SOE faculty and graduate students served as mentors for 4th – 8th grade students at Healthy Start Academy and Carter Community Schools; 13) SOE faculty served as mentors to several public school students throughout the academic year. Helping to motivate students to attend college, prepare for college, and offer the support and stability in relationships with adults; 14) SOE faculty served as mentors and provided expertise to several new and first year teachers in area public schools; 15) SOE faculty served on PTSA boards, site based management teams, and volunteered in classrooms throughout the academic year.

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

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

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

For 2009-2010 the School of Education has approximately 450 candidates enrolled in an undergraduate teacher education program and approximately 385 candidates enrolled in a licensure-only program. NCCU attracts a significant number of lateral entry teachers, primarily within a 90 mile radius, because of the availability of courses (on-campus, at a distance, and online) that are offered in the afternoons, evenings, and summer. The number of licensure areas offered through the School of Education and in collaboration with the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include: 1) The School of Education continues to be a member of the NC Model Teacher Education Consortium. Approximately 30 courses were taught on-line, using a blended approach, or face-to face at local community colleges making coursework more accessible for lateral entry teachers. 2) The Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising on the average of 15 persons a week. 3) The School of Education continues to support partnership districts with professional development for lateral entry teachers. 4) The School of Education in collaboration with Divison of Extended Studies is in a no-cost extension year of the grant entitled Leave No Educator Behind (LNEB) to recruit, train and support highly qualified teachers through an extensive distance education curriculum and an induction program for high-need schools in Vance County, Warren County, and Weldon City Schools. Leave No Educator Behind has successfully recruited an active participant cohort of 25 LNEB Scholars, providing scholarships for tuition, book vouchers, and laptops.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long-term initiatives demonstrate this. 1) The Visual Impairment Training Program (VITP) conducted professional development seminars designed for career teachers employed in the field of Visual Impairment. The VI program has an updated curriculum with a licensure only track. 2) Providing AIG licensure cohorts to Durham Public Schools and Vance County Schools. Additionally, due to economic conditions, faculty are providing more professional development workshops as a part of schools overall professional development plan.

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

Based on our conceptual framework "Preparing Educators for Diverse Cultural Contexts" the School of Education is consistently involved in training its candidates for teaching in low performing school districts while working to close the achievement gap. This theme is evident in recruitment activities, program design and delivery (including field experiences), community services activities, induction, and ongoing professional development. NCCU programs and initiatives that support low performing schools and students included, but were not limited to the following activities: 1) Saturday Academy, focusing on academic enrichment for low-achieving public school students, was held

each week on campus, taught by public school teachers. 2) Teacher candidates performed community service and field experiences in Eagle Village Schools (those surrounding the University), some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design tests aligned with the NCSCOS, administer the tests, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 3) The collaboration with Student U serves at-risk youths in Durham Public Schools by providing academic support and year-long mentoring for middle school students and high school transitioning. 4) Three of our partnership districts, which we provide substantive support to, are considered high risk. 5) The collaboration with Student U serves at-risk youths in Durham Public Schools by providing academic support and year-long mentoring.

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

NCCU School of Education have responded to the priorities of the State Board of Education in preparing teachers (in 20 licensure areas), administrators, counselors, speech language therapists, and technology specialists who are able to deliver and assess high quality instruction ensuring high student performance by encouraging collaboration from partnership districts, remaining abreast of cutting edge technology, and recruiting highly qualified faculty. With the conceptual framework "Preparing Educators for Diverse Cultural Contexts," each program component has candidates explore their dispositions and strategies for closing the achievement gap. Faculty continue to design instructional programs that allow our candidates to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. This creates an inviting and supportive learning environment that supports high student performance. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. In collaboration with the Department of Family and Consumer Sciences, the School of Education offers a program for B-K licensure. The number of candidates completing the B–K licensure program has grown significantly in the past year (Quality Teachers priority). B-K candidate preparation addresses preparing children to be ready for school; rigorous and relevant standards and assessment; family, community, and interagency collaboration. The School of Education has strong partnerships (strong community support) through which we assist our eight public school district partners in providing preparation for lateral entry candidates; recruiting teachers to their districts through mock interviews, field experiences/student teaching and scholarships for prospective teachers who teach in high need schools in those districts; and providing professional development for continuous growth to administrators, faculty, and staff (Quality Teachers, Administrators & Staff). Finally, the School of Education has committed to recruiting & retaining diverse candidates into teaching by providing instructional support programs to ensure success of candidates, and providing scholarships. To prepare candidates to meet the needs of those with learning differences, three new add-on licensure programs were developed in 2006 (Academically and Intellectually Gifted, English as a Second Language, and Literacy).

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

Special emphasis was focused on providing professional development to districts during these strain economic times. The SOE hosted the 2nd Annual Education Symposium held on March 20, 2010 for in-service and pre-service educators. The theme was "Saving Our Children Through Focused School Interventions". The nationally renowned Dr. Steve Perry was the keynote speaker for the event. Over three hundred participants registered and attended workshops focused on how teachers and the school community can support student achievement in the most effective manner. A panel discussion was held to provide information and dialogue on how local school districts, universities, and the federal government are working to enhance the educational system to improve student learning. The overall evaluation of the symposium was excellent. Participants' feedback indicated that this was one the most informative and engaging educational events that they have attended. Another major focus was on the middle school partnerships. SOE faculty and pre-service candidates worked collaboratively to impact student achievement and teacher growth at three area middle schools. Different initiatives were implemented or continued at James E. Shepard Middle School, Lowes Grove Middle School, and WG Pearson AIG Middle School.

Supplemental Information (Optional)

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

The Supplemental Instruction Program at NCCU was put in place to meet the testing needs of teacher education majors. This is the second full year of operation. Some of the initiatives of this program include providing diagnostic testing for those students needing to take Praxis but unsure of how to prepare, performing individual and group tutoring for Praxis I and Praxis II (elementary), and conducting Praxis I and test-taking skills workshops. In addition to testing advisement and registration, we are able to provide candidates with test preparation material. The SOE undergraduate curriculum also provides a course, EDU 2600, which address Praxis I preparation. It is offered in the Fall and Spring semester and provides an intensive study of all three parts of the Praxis I test. Faculty also collaborate within the department to provide mini-sessions to assist candidates with Praxis II in the specialty areas.

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

The SOE continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to recruitment through the Model Teaching Consortium at Durham Technical, Nash-Rocky Mount Community College, Vance-Granville, Piedmont, and Alamance Community Colleges. The Alternative Licensure Coordinator serves as the distance education advisor, including North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU Extended Studies Division and has enrolled approximately 300 candidates in education courses that will

lead to teacher licensure. Other recruitment efforts include faculty and staff participating in LEA district college fairs, LEA district job fairs, and LEA career day events.

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

As a historically black institution, NCCU's programs have traditionally been African American. Presently we enroll 80% African Americans, 15% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. However, some of our graduate and professional programs enroll as many as 50% non African American students. We recognize the need for African American teachers and teachers from other under-represented groups. Even though our traditional population is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our conceptual framework, curriculum, faculty, and course schedule both on-campus and at a distance.

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

Several exciting new initiatives are underway. 1) Online degree program Educational Technology Design was launched during the 2008-2009 academic year. 2) 2008-2009 Saturday Academy Program implemented by the School of Educaiton. A request for funding proposal for another has been submitted and we are waiting for approval.

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	5	Black, Not Hispanic Origin	28
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	9
	Other	1	Other	2
	Total	**12**	**Total**	**39**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	25
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	13
	Other		Other	
	Total	**6**	**Total**	**39**
Part Time				
	Male		**Female**	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	16
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other		Other	1
	Total	**3**	**Total**	**18**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	45
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	26
	Other	1	Other	5
	Total	**18**	**Total**	**79**

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)	14	99
Elementary (K-6)	35	124
Middle Grades (6-9)	10	25
Secondary (9-12)	4	88
Special Subject Areas (k-12)	36	85
Exceptional Children (K-12)	8	
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	107	421
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.22
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC **Completed program but has not applied for or is not eligible to apply for a license** **LC** **Completed program and applied for license**	**PC**	**LC**	**PC**	**LC**
Prekindergarten (B-K)		4	1	6
Elementary (K-6)	6	5	2	11
Middle Grades (6-9)	3		1	7
Secondary (9-12)		2		2
Special Subject Areas (K-12)		4		1
Exceptional Children (K-12)			23	8
Vocational Education (7-12)				
Special Service Personnel		1		2
Total	9	16	27	37
Comment or Explanation				

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

	2008 - 2009 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	**Number Taking Test**	**Percent Passing**
Elementary Education	44	86
Spec Ed: Adapted Curriculum	2	*
Spec Ed: BED	1	*
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	9	78
Spec Ed: LD	1	*
Spec Ed: Visually Impaired	2	*
Institution Summary	60	87
* 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	8	9	5	1		5
U Licensure Only	16	5	4	2		
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree		3	2	1	1	
U Licensure Only	37	6	2	5	3	7
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	105	79	38
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
Durham Public Schools	610
Wake County Schools	537
Cumberland County Schools	151
Charlotte-Mecklenburg Schools	139
Vance County Schools	106
Guilford County Schools	99
Chapel Hill-Carrboro Schools	80
Granville County Schools	77
Person County Schools	77
Forsyth County Schools	63

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
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