

IHE Bachelor Performance Report

NC State University

2009 - 2010

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. Dr. Jose Picart served as the Interim Dean of the College and Head of the unit for the 2008 – 2009 Academic year. On July 1, 2010 the college will welcome a new Dean, Dr. Jane Fleener. Dean Fleener will assume leadership of the unit's 44 licensure programs (57 if initial and advanced programs are counted separately). All licensure programs are administered and housed in the College of Education with the exception of four programs administered in two other colleges. The College of Education consists of five departments: Adult and Higher Education, Educational Leadership and Policy Studies, Curriculum and Instruction (which includes Counselor Education), Mathematics, Science, and Technology Education, and Elementary Education with two (Adult and Higher Education and Educational Leadership) offering master's and doctoral programs only and the other three departments, offering undergraduate programs in addition to the graduate programs.

Special Characteristics

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

continue in the junior year, and conclude with student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to the public school classrooms in North Carolina.

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities | Start and End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
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| Warren, Bertie, Hertford, Halifax, Northampton County, Weldon City | Teacher Professional Development in Biology Assist in developing students' readiness for 21st Century Skills and STEM Careers | The Science Scholars Academy is a partnership between the North Carolina State University's College of Education, College of Agriculture and Life Sciences, and Warren, Bertie, Hertford, Halifax, and Northampton County Schools and Weldon City Schools. The Science Scholars Academy project engages teachers in inquiry-based, technology-infused science lessons linked to state course objectives through sustained teacher professional development. Through sustained practice with new skills and strategies for teaching science, teachers build content knowledge and improve their ability to effectively prepare diverse students for a changing world. http://www.fi.ncsu.edu/project/nc-quest-the-science-scholars-academy/ | 3.22.10 – 9.30.11 | 20 middle and high school science teachers in six school districts in northeastern North Carolina in better preparing the 2000 students in their classrooms for STEM majors and careers. | The Science Scholars Academy will enhance teachers' technological, pedagogical, and science content knowledge, and awareness of cutting edge scientific research and STEM careers (34 sessions totaling 114 hours; equivalent to 19 days --6 hours per day). |

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| <p>Bertie Middle School, Chowan Middle School</p> | <p>Teacher Professional Development to improve: Technological Pedagogical Content Knowledge (TPACK) Strengthen Internal Support Community Expand use of technology Show gains in student scores on EOG Math and Science tests</p> | <p>The SMART for Teachers: Science and Mathematics Achievement through enriched Technology for Teachers program was awarded funding during Cycle VI of NC Quest in the amount of \$296,965.00. This program assists K-12 teachers in becoming highly qualified, appropriately licensed, highly knowledgeable about and pedagogically skilled in effectively instructing students in mathematics and science. http://21ctl.fi.ncsu.edu/msms/</p> | <p>4.2009 – 9.2010</p> | <p>30 middle school teachers in two northeastern schools impacting 1310 middle school students.</p> | <p>Teachers have adapted their lesson plans to include the new technology. At both sites 57% of the teachers recorded their lessons using the technology from the project. The recorded lessons demonstrated the use of the following technologies: Interwrite tablets, TinkerPlots software, document cameras, Mimios, flip cameras, projectors, and temperature & other probes. For 2008-2009, Bertie Middle School Met 21 (or 100.0%) out of 21 Adequate Yearly Progress</p> |
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| | | | | | <p>(AYP) Target Goals. The percentage of Students' Scores At or Above Grade Level in mathematics was 72.5 %* [This was an improvement from 2007-08. At that time, Bertie Middle was designated a Turnaround School, meaning the proficiency level was below 60% for at least two years. The state's compilation of student achievement through state testing shows that 13 of 21 Adequate Yearly Progress (AYP) targets were met at Bertie Middle School. The percentage of</p> |
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| | | | | | <p>Bertie middle school students scoring at or above grade level in mathematics end-of-grade tests was 55%.] For 2008-2009, Chowan Middle School Met 21 (or 100.0%) out of 21 Adequate Yearly Progress (AYP) Target Goals. The percentage of Students' Scores At or Above Grade Level in mathematics was 82.9% Math* [This was an improvement from 2007-2008. The Edenton-Chowan Public Schools met 14 out of 21 performance targets for Adequate Yearly Progress in the</p> |
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| | | | | | 2007-08 school year. Middle school students scoring proficient on the mathematics end-of-grade tests were 65.8%.] |
| Durham Public Schools (Hillside and Southern High Schools) | Teacher Professional Development in Biological Sciences The primary objectives of the project are to 1) increase teacher content expertise of the biological sciences 2) increase student achievement in the biological sciences 3) maintain and strengthen the partnership between Durham Public Schools (DPS) and NC State University's | | 7.1.09 – 9.30.10 | 70 High School Teachers | The primary outcome of the project is that there are 70 teachers who have increased knowledge of biology as well as strategies to teach biology. The data on student achievement is not yet available. |

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| | <p>Department of Mathematics, Science and Technology Education 4) establish and sustain a partnership between DPS and NC State University's Department of Biological Sciences 5) increase embedded professional development through professional learning communities and 6) increase the number of master teachers in the sciences.</p> | | | | |
| Wake, Granville, Johnston, Franklin | Prepare underserved students in middle and high school for entrance into 4-year colleges and | The mission of the NC State University North Carolina Mathematics and Science Education Network Pre-College Program (NCSU NC-MSEN PCP) is to prepare underserved students at the middle and high school levels | Ongoing | 385 students | Data is collected on each year's high school senior class. Students are interviewed over the phone and |

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| | <p>universities and for careers in education, science, technology, engineering, and mathematics</p> | <p>(grades 6-12) for entrance to a four-year college/university and for careers in education and science, technology, engineering and mathematics (STEM). The NCSU NC-MSEN Pre-College Program currently serves 385 students in Franklin, Granville, Johnston, and Wake Counties through year-round enrichment activities. The program partners with school districts to recruit students from underserved populations who have not been prepared to pursue college preparatory level mathematics and science-based courses. Students must have a minimum of a “C” average or grade point average of 2.0 or higher to be eligible for admissions and to maintain membership in the program. The NCSU NC-MSEN PCP offers the following unique experiences, events and activities for middle and high school students: Saturday Academy, Academic Enrichment Class (middle school only), Academic Chapter of Excellence (ACE) after-school club (high school only), MSEN Day (math and science competition event is held annually on the 4th Saturday in late April), Awards Program (mid-May formal awards ceremony),</p> | | | <p>information is collected on each student’s intended college major and career choice, the colleges and universities that the student applied for admissions and were accepted, scholarships that were earned, grade point average, SAT & ACT scores, and class rankings. Some anecdotal data is collected on the student’s experience with the program and the types of people who had impact on the student’s career choice in STEM. Since 2005, 100% of the students (179 total) who were enrolled in the</p> |
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| | | Summer Scholars (2 week summer enrichment in STEM), PIE club (Parents Involved in Excellence Club that encourages parent involvement), other activities (such as field trips and campus tours are provided throughout the school year for students). | | | program have been admitted to a four-year college or university. |
| Alamance-Burlington, Asheboro City, Asheville City, Beaufort, Bertie, Brunswick, Burke, Caldwell, Catawba, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Chatham, Cherokee, Clinton City, Craven, Cumberland, Currituck, Dare, Davidson, Davie, Duplin, Durham, Edenton-Chowan, Edgecombe, Elizabeth-City/Pasquotank, Elkin, Franklin, Gaston, Gates, Granville, Greene, | Use of technology for teaching and learning in 21st Century Schools | Middle Educators Global Activities (MEGA) With the infusion of technology into North Carolina's schools MEGA was developed in 1995 as a partnership between middle grades teachers and NC State's College of Education for enabling educators to teach and use technology in the classroom. The mission of the organization is to provide teachers greater opportunities to improve their technology skills and focus on specific content areas in addition to interdisciplinary projects specific to the North Carolina Standard Course of Study. Though founded with an emphasis on middle grades, the network now welcomes and encourages elementary - high school teachers, instructional technology and media specialists, central office staff, and community partners to participate with NC State faculty and students. MEGA has expanded its | Listserv: Ongoing Workshops: 11.19.09, 3.23.10 Showcase: 4.27.10 | Listserv: 975 teachers (80 LEA's) Workshops/Showcase: 260 Teachers | MEGA includes 975 educators and community partners from 80 LEAs. An active listserv provides curriculum resource information to member teachers on a weekly basis throughout the school year. During the 2009-2010 year, 260 educators and community partners from 18 school systems (65 public schools plus NCSSM and NCVPS) participated in MEGA |

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| <p>Guilford, Halifax, Harnett, Haywood, Henderson, Hertford, Hoke, Iredell-Statesville, Jackson, Johnston, Kannapolis City, Lee, Lincoln, Martin, McDowell, Mitchell, Montgomery, Moore, Mooresville, Nash-Rocky Mount, New Hanover, Northampton, Onslow, Orange, Pender, Perquimans, Randolph, Roanoke Rapids, Robeson, Rockingham, Rowan-Salisbury, Sampson, Scotland, Stanly, Swain, Thomasville City, Transylvania, Union, Vance, Wake, Warren, Washington, Watauga, Wayne, Weldon City, Whiteville City,</p> | | <p>scope to align with the State Board of Education’s goals to develop 21st Century professionals who guide innovation in schools and produce globally competitive students.</p> | | | <p>professional development that focused on Collaboration in 21st Century Classrooms: 1) Enhancing the Curriculum ~ Engaging Students featuring John Lee, College of Education, and Brent Bryant and Jonathan List, Edgecombe Early College High School; 2) Digital Footprints in the Web 2.0 World presented by Bethany Smith, College of Education, in an online Elluminate session; and 3) 11th Annual MEGA Showcase with 50 exhibits and demos from K-</p> |
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| Wilson, Winston Salem-Forsyth, and Yancey County Schools. | | | | | 12 schools, community partners, and NC State. |
| Chatham, Durham, Wake | Teacher Professional Development – Writing across the curriculum | Capital Area Writing Project (CAWP): Designed for teachers across disciplines and grade levels, the Capital Area Writing Project is a National Writing Project site that provides an intensive summer forum for sharing practical classroom strategies for using writing as a learning tool and for enhancing composing ability. Strategies for successfully completing the NC state writing tests and meeting state standards are addressed within the larger context of writing curriculum. http://ced.ncsu.edu/cawp/ | 9.2008 – 8.2009 | 16 Teachers received fellowships and 2,256 teachers participated in professional development activities | Teachers in the 2009 CAWP summer institute serve approximately 1,802 students, with 44.8 % non-White students, 27.2% Title I students, and 12.1% ELL students. The report submitted in October 2009 catalogs 53 separate inservice sessions led by 15 teacher consultants from CAWP, for approximately 2,256 individual participants for approximately 25,501 contact hours. |

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

In addition to the programs referenced in the SEC Assessments Table, faculty throughout the College of Education and NC State University are engaged in public school support throughout the state of North Carolina. The university offers programs such as the Kenan Fellows for Curriculum and Leadership Development, the North Carolina Cooperative Extension, the NC Japan Center, The Science House, and the Shelton Leadership Challenge Institute. The Kenan Fellows program promotes teacher leadership, addresses teacher retention and advance K-12 science, technology and mathematics education. Kenan Fellows are public school teachers selected through a competitive process to participate in a prestigious two-year fellowship - all while remaining active in the classroom. During these two years, Kenan Fellows work in partnership with distinguished scientists, university faculty and the NC Department of Public Instruction, developing curriculum and teaching resources that bring cutting-edge research into the hands of students. The NC Cooperative Extension serves more than 187,000 young people in North Carolina helping them to learn new skills and serve their communities each year. The NC Japan Center conducts K-12 teacher training workshops on teaching about Japan and East Asia, maintains and circulates a library of print, video, and artifact educational resource collections, conducts school visits, hosts visits by classes, and develops educational materials. The Science House is NC State's statewide K-12 science and mathematics outreach program. The mission of The Science House is to increase student enthusiasm for science by partnering with K-12 teachers to emphasize hands-on inquiry-based learning. The Science House offers teacher professional development programs, student science activities, and science teaching materials. The Shelton Leadership Challenge Institute is offered to 9th – 12th grade students with a grade point average of at least 3.0. The program is an intense 5 ½ day experience for students who are current leaders and aspire to be leaders in the future. Within the College of Education, departmental faculty members are actively engaged in a variety of service activities including teacher professional development. In 2009– 2010, faculty members prepared professional development workshops for teachers throughout the state in all disciplines both in person and online. Examples of the content of the professional development opportunities included: Science, 21st Century Skills, Social Studies, Writing Across the Curriculum, 1:1 computing initiatives, reading interventions, and the use of data sets in mathematics and science. Among the examples of where technical assistance was provided include faculty serving as coordinators and/or judges for the TSA and NCSTA conferences and serving as judges for local science fairs and VICA competitions at various high schools.

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

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

receive an extensive, individualized report on the findings and implications from the data. We believe the PSIBT could become a key benchmarking tool for LEAs as they strive to better support new teachers. The PSI-BT is a way for LEAs to use 21st century data to inform induction and retention efforts. In 2008-2010, SUCCEED collaborated with the Office of Professional Education in the College of Education to assess the perceptions of success of NC State Graduates in their first three years of teaching. Faculty from the College of Agriculture and Life Sciences support beginning teachers by conducting a beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school-assigned mentor, as well as guidance on curriculum materials, student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both Mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In Middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

In the 2009-2010 academic year, the Office of Alternative Licensure has responded to over 5,000 walk-in, telephone, and email inquiries and has evaluated 675 applications for our two primary Alternative Licensure programs (NC TEACH/MAT). The continued growth in our Alternative Licensure program is due primarily to the addition of our new Masters of Arts in Teaching program. The licensure areas that we now serve under our MAT are Elementary Education, Technology Education, Middle Grades Language Arts/Social Studies, and High School Science/Math/English/Social Studies. In our first year we have accepted 80 new students into this program. In the second year, the MAT accepted 174 students and graduated 8 students. Also in the 2009-2010 year NC State University continued its partnership with Wake Tech Community College to offer yet another Alternative Licensure program which provides a mechanism where the students can take 90% of their classes through Wake Tech. This program helps NC State affect more students while keeping costs and administrative time to a minimum. Currently 31 students have a plan of study on file through NCSU for the Wake Tech partnership program. Also in the 2009-2010 year NC State University continued its partnership with Wake Tech Community College to offer yet another Alternative Licensure program which provides a mechanism where the students can take 90% of their classes through Wake Tech. This program helps NC State affect more students while keeping costs and administrative time to a minimum. Currently 31 students have a plan of study on file through NCSU for the Wake Tech partnership program.

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

The College of Education offers programs and workshops that support career teachers including over 22 online extension & outreach programs (<http://ced.ncsu.edu/extension/>) among which are Education Junction, on-line technology tutorials, Sci-Link, Help-

Yourself-Yourself, and midlink. Career teachers are also eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (6 sessions) at the NC English Teachers Association Annual Conference. Middle Educators Global Activities (MEGA) is a partnership between K-12 teachers and the CED designed to enable educators to use technology in the classroom with a special emphasis on core content and interdisciplinary projects specific to the NC Standard Course of Study. MEGA includes over 875 teachers from 74 LEA's. An active listserv provides curriculum resource information to member teachers. The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. NC State University also supports career teachers by providing access to instruction via distance education. Programs involved in distance programming include: Agricultural education, ESL, and Business and Marketing education.

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

NC State however, enacts its land grant mission throughout the state of North Carolina by providing service state-wide. NC State extension projects serve nearly every county with schools designated as either low-performing or priority. Examples of these projects include The Science Scholars Academy and the SMART for Teachers: Science and Mathematics Achievement through enriched Technology for Teachers which serve Warren, Bertie, Hertford, Halifax, Northampton, and Weldon City schools and the Trajectory of Science Scholars Project which serves Durham Hillside and Southern High Schools.

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

The College of Education is committed to promoting SBE priorities, NC Public schools will produce globally competitive students and NC Public Schools will be led by 21st Century Professionals, through its preparation of teacher education candidates and service to public school students and teachers. Teacher education coursework is designed to prepare our students to be effective teachers of students with special needs. For example, ECI 451, Improving Reading in the Secondary School, is currently required of all agricultural, business and marketing, and technology education students. ECI 306, Middle Years Reading, is a program requirement in language arts, social studies, mathematics, and science. ECI 305, Teaching Diverse Populations, prepares middle grades language arts and social studies candidates to meet the needs of culturally diverse students. All middle grades candidates, as well as secondary mathematics and science candidates, are required to take ECI 416, Teaching Exceptional Students in the Mainstream. Within field experiences candidates are regularly placed in diverse settings to ensure our candidates' acquire the ability to demonstrate the knowledge and skills learned in their courses in the educational context. In addition to coursework and field experiences our candidates' have numerous opportunities to engage in co-curricular activities assisting in their further development of an understanding of the relationship between coursework and the lives of the children they will teach. Such focus on current achievement issues and candidate preparation will enhance our graduates' ability to help close the achievement gap, meet the needs of all learners, and increase the achievement of all students. For examples of Public School Service please see Section B.

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

For the 2009 - 2010 academic year the College of Education placed special emphasis on the implementation of the new Master of Arts in Teaching program. Beginning in January 2009 the College of Education began implementation of a new Master of Arts in Teaching (M.A.T.) degree program. This program will help supply teachers throughout the state to aid in easing the state-wide, critical, teacher shortage. The program is both flexible and innovative in its design and focused on preparing teachers for 21st century schools in the areas of Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, Social Studies, and Special Education: General Curriculum. The College of Education anticipated an expected growth of over 200 students within four years, however the program has realized that goal in only one year of operation with 199 candidates currently enrolled.

Supplemental Information (Optional)

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

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

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

NC State has numerous intentional efforts to recruit qualified candidates into Teacher Education programs. While individual departments have the primary responsibility for recruiting, specific College initiatives are designed to increase enrollment. The College of Education University Coordinator of Teacher Education Recruitment assisted the College in addressing the critical shortage of qualified classroom teachers throughout the State of North Carolina through strategic marketing and recruitment efforts. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day when approximately 600 high school students visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focus on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign

Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. The College of Education Coordinator of Advising works closely with the Director of Professional Education to ensure a streamlined process for students interested in pursuing English, Social Studies and History Education. Departmental representatives from Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. Students Advocating for Youth (SAY Living and Learning Community) serves as a recruiting tool, also. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multi-cultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Students benefit from faculty advisors, resident mentors, field trips, and interaction with underrepresented student populations both in and out of educational settings. The SAY Village is open to all NC State students. During the month of June, SAY rising fifth graders participated in a transitional camp to assist in their preparation for middle school. Students attended daily math sessions, participated in health and fitness activities and actively engaged with middle school personnel. Such K-12 pipeline initiatives are strategically critical to our long term recruitment initiatives. In addition to these person-to-person efforts, the College of Education sponsors a Spend a Day at State program for all accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the College of Education.

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

NC State University relies on the strategies listed in item J, along with efforts designed specifically to recruit minority students. The Assistant Dean for Student Affairs and Student Engagement contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the University Coordinator of Teacher Education Recruitment and the Director for Student Involvement support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special listserv for African American students and email them regarding application and scholarship deadlines and other opportunities that the College of Education and the University offer in general. African-American students who have been accepted are paired with current African-American students who communicate throughout the year. Past participants of the Leadership Institute for Future Teachers (LIFT) are tracked and encouraged to apply to NC State University. This June, the College is sponsoring a Gear Up Summer Experience for rising 11th and 12th grade students interested in teaching. Over 80% of the participants are students of color who will be tracked throughout their high school experience. The College of Education's NC-MSEN Pre-College Program at NC State is part of a state-wide network of nine pre-college programs located on UNC System university campuses. The program provides math/science enrichment for students who live in Granville, Wake, and Johnston Counties with the mission to increase the pool of graduates from North Carolina middle and high schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. NC TEACH personnel continue to meet on HBCU campuses as well as in local churches to advertise

the program to potential teachers of color. The number of minority applicants for the 2010 cohort of NC TEACH held steady at 33% of its applicants being of minority status; of this 29% of accepted applicants are of minority status. In the first year of our other alternative licensure program, the Master of Arts in Teaching we have seen 18% of our applicants be of minority status; of this 15% of accepted applicants are minorities. Future plans to raise awareness of this new program are to hire a full-time faculty member to teach the required diversity course to MAT students. This faculty member will also be involved with efforts to actively recruit more minority students.

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

For the 2010 – 2011 academic year the College of Education will begin to pilot various initiatives developed as a part of the re-visioning efforts throughout programs. Some of these initiatives include: evidences related to planning instruction and demonstration of impact on student learning, and new professional development opportunities for candidates in each of the undergraduate licensure programs. In addition to the pilot initiatives the college will also continue work on developing several new courses, to be implemented in Fall 2010 including a new course on formative and summative assessment and developing plans for the transition of student teaching from one semester to full-year internships.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|------------|--------------------------------|------------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | 5 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 3 |
| | Black, Not Hispanic Origin | 6 | Black, Not Hispanic Origin | 16 |
| | Hispanic | 6 | Hispanic | 5 |
| | White, Not Hispanic Origin | 180 | White, Not Hispanic Origin | 457 |
| | Other | 3 | Other | 5 |
| | Total | 195 | Total | 491 |
| 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 | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 1 |
| | Other | | Other | |
| | Total | 0 | Total | 1 |
| Licensure-Only | American Indian/Alaskan Native | 1 | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | 1 | Asian/Pacific Islander | 9 |
| | Black, Not Hispanic Origin | 37 | Black, Not Hispanic Origin | 59 |
| | Hispanic | 3 | Hispanic | 18 |
| | White, Not Hispanic Origin | 192 | White, Not Hispanic Origin | 286 |
| | Other | 3 | Other | 1 |
| | Total | 237 | Total | 374 |

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) | | |
| Elementary (K-6) | | |
| Middle Grades (6-9) | 31 | 128 |
| Secondary (9-12) | 271 | 503 |
| Special Subject Areas (k-12) | 31 | 59 |
| Exceptional Children (K-12) | | |
| Vocational Education (7-12) | 54 | 107 |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 387 | 797 |
| Comment or Explanation | | |
| | | |

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

| | Baccalaureate |
|-------------------------------------|----------------------|
| MEAN SAT Total | 1,211 |
| MEAN SAT-Math | 571 |
| MEAN SAT-Verbal | 566 |
| MEAN ACT Composite | 26 |
| MEAN ACT-Math | * |
| MEAN ACT-English | 26 |
| MEAN PPST-R | 179 |
| MEAN PPST-W | 176 |
| MEAN PPST-M | 181 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.24 |
| 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) | | | | |
| Elementary (K-6) | 18 | 82 | | |
| Middle Grades (6-9) | 6 | 46 | 12 | 1 |
| Secondary (9-12) | 28 | 117 | 43 | 18 |
| Special Subject Areas (K-12) | 7 | 17 | 6 | 7 |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | 8 | 67 | 16 | 41 |
| Special Service Personnel | | | | |
| Total | 67 | 329 | 77 | 67 |
| 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 | 52 | 100 |
| Spec Ed: Adapted Curriculum | 5 | 100 |
| Spec Ed: BED | 1 | * |
| Spec Ed: Cross Categorical | 3 | * |
| Spec Ed: General Curriculum | 15 | 100 |
| Spec Ed: LD | 2 | * |
| Institution Summary | 78 | 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 | 174 | 5 | 22 | 3 | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 82 | 24 | 3 | 6 | | |
| 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 | 241 | 94 | 56 |
| 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 |
|-------------------------------|--------------------|
| Wake County Schools | 1,650 |
| Johnston County Schools | 356 |
| Durham Public Schools | 148 |
| Charlotte-Mecklenburg Schools | 128 |
| Guilford County Schools | 126 |
| Franklin County Schools | 100 |
| Cumberland County Schools | 96 |
| Harnett County Schools | 93 |
| Forsyth County Schools | 76 |
| Granville County Schools | 66 |

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 |
|--|--|---|
| 74 | 40 | 0 |