

IHE Bachelor Performance Report

NC A&T University

2010 - 2011

Overview of the Institution

North Carolina Agricultural and Technical State University's (NC A&T SU) 2010 - 2011 total enrollment was 10,614. This included 8,908 undergraduate students of which 88% are people of color. NC A&T SU is a public, high research activity, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement/public service. Our unique legacy and educational philosophy provide students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. NC A&T SU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its eight academic units: College of Arts and Sciences, College of Engineering, School of Agriculture and Environmental Sciences, School of Business and Economics, School of Education, School of Nursing, School of Technology, and School of Graduate Studies. The synthesis of teaching and research is fundamental to NC A&T SU. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. NC A&T SU is ranked third in the UNC system with respect to funded research. School of Education's enrollment is 1,176.

Special Characteristics

With the demand for a teaching force that reflects the diversity of our society, NC A&T SU seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the SOE has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The teacher education program at NCA&T is supported by special initiatives that focus on recruitment and college preparation, including the NASA Summer High School Apprenticeship Research Program, ISET-NOAA Educational Partnership Program Cooperative Science Center, NSF Engineering Research Center Educational Outreach Program, Greensboro Area Mathematics and Science Education Consortium (GAMSEC), Upward Bound, and McNair Summer Scholars Program.

Program Areas and Levels Offered

NC A&T SU offers 20 initial and 20 advanced licensure programs in 27 different areas: Birth through Kindergarten (A), Elementary Education (A,M), Secondary English (A,M), Secondary Mathematics (A,M), Secondary Biology (A), Secondary Chemistry (A), Secondary Physics (A), Secondary Social Studies (A,M), Reading (M), Art (A), Music (A), Physical Education (M), French (A), Spanish (A), Exceptional Children General Curriculum (A,M), CTE Agricultural (A,M), CTE Family and Consumer Sciences (A, M), CTE Industrial Cooperative Training (A,M), CTE Technology Education (A,M), CTE Trade Preparatory Programs (A,M), CTE Business Education (A,M), CTE Workforce Development Director (add-on), School Administrator (M), School Counselor (M,S), School Social Worker (A,M,S), Media Coordinator (M), and CTE Instructional Technology Specialist (M).

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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| NC A&T Middle College | Completion of 20 tutorial hours in Math, Science, and English. | NC Teaching Fellows and Early/Middle College at NC A&T Collaboration | Fall 2010 to Spring 2011 | 12 students | Through the collaboration Fellows were given the opportunity to prepare and teach a lesson. Students were trained to be effective mentors. |
| Washington Montessori Elementary School | Completion of 30 tutorial hours in literacy and math. | SMART PATH Enrichment Program | Fall 2010 to Spring 2011 | 10 students | Students were able to complete 30 tutorial hrs. Students assisted with service projects: letter campaign to soldiers, collecting books for Malawi |

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| | | | | | children and honoring local heroes identified by students. |
| Wake County Schools Durham County Schools Guilford County Schools | Professional Growth/Leadership of Teachers through Graduate Study | Distance MAED Cohort | Summer 2010-Present | 12 teachers | Participants matriculate through a distance oriented graduate program |
| Weldon City Schools | Science | NC Quest Grant Submission targeted toward raising student achievement in science in early grades | Fall 2010 | 25 teachers 4 administrators 300 students | Served as Lead PI on the submission of the nearly 300,000 grant-submission was unfunded |
| Guilford County Schools Hampton Elementary | Teacher Leadership | Leadership Team Professional Development Session | September 2010 | 15 teachers 1 administrator | Facilitated a Leadership Team Professional Development session to help lead teachers reflect and assess on what their strengths and needs were as a faculty/school. |
| Guilford County Schools- Central Region | Objective 2.1 - Educator Professional Development Short Duration (Year 1 Target: 20 high school math and science teachers.) | 3 Week Summary Research Experience for 20 Secondary Math and Science High Quarterly | May 1, 2010 to April 30, 2011 | 20 teachers 4 administrators 1 counselor 2 other school personnel 10 students | Results from the professional development survey show that across the 14 respondents (7 science |

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| | <p>Expected Outcomes: • Increase teacher knowledge of NASA-related Earth System Science. • Increase teacher knowledge of inquiry-based learning. • Increase teacher capacity to provide effective NASA-related STEM instruction. • Increase teacher capacity to integrate technology into math & science instruction.</p> | <p>Seminars Graduate Student Classroom Support</p> | | | <p>teachers, 6 math teachers, and 1 science graduate student) the summer research experience was rated quite high overall (mean = 4.50 on a scale of 1 to 5) and that participants would recommend this camp to their friends to a high degree (mean = 4.79 on a scale of 1 to 5). Most activities were rated above 4.0 on a scale of 1 to 5 in terms of their quality and usefulness. • Most participants believed that much support was provided for the development of curricula, including addressing components such as utilizing inquiry, research, formative assessment, and</p> |
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| | | | | | <p>instructional technology, with participants providing mean ratings above 4.0 on a scale of 1 to 5 in terms of the degree to which they believed these supports were provided. • Qualitative findings from the same survey as well as focus group findings support these quantitative findings as teachers noted multiple activities that had positive impacts on them, including viewing the Destiny Bus, learning the 5E model, and being introduced to various instructional technologies. • Pre-post survey responses indicate that teachers made statistically significant gains in terms of their agreement to</p> |
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| | | | | | <p>certain positively-worded statements about the use of inquiry than would be expected based on chance alone. The items where such gains were made include:</p> <ul style="list-style-type: none">o It is critical that I use inquiry methods when teaching my students;o I can effectively lead students in inquiry;o I can effectively assess my students' progress during inquiry;o I can effectively teach students how to participate in inquiry; ando Inquiry teaching methods motivate students who would otherwise be disengaged. <p>Qualitative findings suggest that some teachers</p> |
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| | | | | | <p>are now more willing to utilize inquiry with their classes.</p> <p>Review of the modules they developed suggests that they already doing so.</p> |
| <p>Guilford County Schools- Central Region</p> | <p>Objective 2.2 - Educator Professional Development Long Duration (Year 1 Target: 20 high school math and science teachers)</p> <p>Expected Outcomes: • Increase teacher capacity to facilitate training to math & science educators on NASA-related STEM instruction. • Increase teacher capacity to utilize online learning community to collaborate and share ideas related to NASA content and module development.</p> | <p>• 3 Week Summary Research Experience for 20 Secondary Math and Science High</p> <p>• Quarterly Seminars Graduate Student Classroom Support</p> | | <p>20 teachers 4 administrator s 1 counselor 2 other school personnel 10 students</p> | <p>• Five teams, each consisting of high school science and mathematics teachers, their science graduate student and their education graduate student, presented modules developed during the 3-week intensive summer experience on the last day. Modules were presented via use of a PowerPoint presentation, posters, and accompanying materials set up around the room. Each team followed a similar format as they provided an</p> |

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| | | | | | <p>overview of their module: 1) all began with a description of the research of their graduate research student. (This was presented by the student him/herself when present.); 2) All described their modules with a strong focus on the 5E components as a framework for their descriptions; and 3) All concluded with a summary of challenges and reflections on the summer research experience. • 15 Teacher participants presented project results of Summer Research Experience 2010 at two state education conferences: • -North Carolina Science</p> |
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| | | | | | <p>Teachers Association Conference, October 2010 • -North Carolina Mathematics Teachers Association State Conference, November, 2010 • All teachers, graduate students, and project faculty/staff utilized Moodle as a means of sharing teaching modules developed, collaborating, posting reflections, and sharing project related resources. Module received mixed ratings from teachers and staff because of reliability issues. The project team is considering using Microsoft SharePoint for Year 2 as a more streamline and user-friendly platform for</p> |
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| | | | | | sharing and collaboration. |
| Guilford County Schools- Central Region | Objective 2.3 - Curricular Support Resources (Year 1 Target: Provide resources to 20 high school math and science teachers). Expected Outcomes: 1. Provide instructional materials (i.e. supplies and plans) to math & science teachers for use in K-12 classrooms. 2. Provide technology materials (i.e. laptops, active boards) to math & science teachers for use in K-12 classrooms. | <ul style="list-style-type: none"> • 3 Week Summary Research Experience for 20 Secondary Math and Science High • Quarterly Seminars Graduate Student Classroom Support | | 20 teachers 4 administrators 1 counselor 2 other school personnel 10 students | All 20 teachers in Cohort A were provided \$500 in instructional materials of their choosing that were directly aligned with the science modules created. All teachers had these supplies before the first day of school. Teachers reported that it was significant that they received their classroom materials and supplies early so that module implementation was not delayed or hindered. All 20 teachers in Cohort A were provided with a Mobi and E-Beam technology for their classroom. They also received several sessions of |

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| | | | | | <p>training and support for how this technology might be best used in the classroom to engage students in math and science. Several of the teachers used project funds to order CPS Pulse units that would allow their students to use handhelds for formative assessment.</p> |
| <p>Guilford County Schools- Central Region</p> | <p>Objective 2.4 - Student involvement K-12 (Year 1 Target: 250 high school math students and 250 high school science students). Expected Outcomes: • Increase K-12 student engagement through implementation of inquiry-based NASA-related Earth Science teaching modules. • Increase K-12 student learning of NASA-related STEM knowledge</p> | <ul style="list-style-type: none"> • 3 Week Summary Research Experience for 20 Secondary Math and Science High • Quarterly Seminars Graduate Student Classroom Support | <p>5/1/10 to 4/30/11</p> | <p>20 teachers 4 administrators 1 counselor 2 other school personnel 10 students</p> | <p>An estimated 15 of the 20 Cohort A teachers have implemented their NASA-related STEM modules as of 4/30/11. Of those 15, 5 of them have implemented not only their own, but 1-2 modules developed by other teacher teams. Through anecdotal evidence, teachers have reported that their students are more engaged in</p> |

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| | <p>through engagement in NASA-related Earth Science teaching modules.</p> | | | | <p>science and math because of the integrated nature of the NASA-related teaching modules that were created. The use of current instructional technology was also considered a factor in increase engagement of students in NASA teacher classrooms. Cohort A teachers are currently preparing for End of Course exams. Scores from these exams will be used to provide data as to the possible impact of project teaching modules on student's achievement. Currently, the project evaluator is conducting focus groups with students to see if their awareness of Engineering and Earth</p> |
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| | | | | | science has increased as a result of implementing the NASA-related modules in the classroom. Results are expected by April 30, 2011. |
| Guilford County Schools- Central Region | Objective 1.2 and 1.3 - Student Support and Student Involvement (Year 1 Target: 10 STEM graduate students supported) Expected Outcomes: • Enhance graduate student skills in communicating technical knowledge to different audiences. • Improve graduate student teaching skills that can be utilized throughout their careers. | | May 1, 2010 to April 30, 2011 | | • Cohort A teachers report that the use teaching skills. |
| Guilford County Schools | Judged senior projects and presentations. | Judged senior projects and presentations. | 2-7-11 | 3 teachers 5 students Grade or Content Area- 820 | Judged senior projects and presentations. |
| State of North Carolina | Coordinated two competitions Technology Student Association. Served at the Association | Coordinated two competitions for Technology Student Association. | 4-3-11 to 4-3-11 | 50 teachers 100 students Grade level or Content Area 820 | Coordinated two competitions for Technology Student Association. |

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| | Board meeting. | Served at the Association Board meeting. | | | Served at the Association Board meeting. |
| Guilford County Rockingham County Burlington/Alamance County Randolph County Winston Salem/Forsyth County | The main purpose of this grant is to increase the content knowledge in math and science among middle grade teachers through one-on-one mentoring by university faculty. These priorities are aligned with the UNC Tomorrow goals of 20th Century Skills and Improving Public Education, and the School of Education goal of Expanding and strengthening | Mentoring Workshops Two Drive-in Conferences Attendance at NC discipline-specific conferences Demonstration lessons by university faculty - Visit to A&T campus by middle grade students and teachers. On-going mentoring by university faculty | 8/1/2010 to 6/30/2011 | 100 teachers 31 administrators 4908 students Grade level 6-8 | Preliminary data show that most teachers found the experience helpful. 200 teachers and faculty attended the mentoring workshops and drive-in conferences. 45 teachers. |
| Hampton Elementary | Resource Needs Assessment | Presentation of Inventory to Staff | 8/25/10 to 11/30/10 | 20 Teachers 1 Administrator 2 Other School Personnel | Teachers were provided information about current resources available at the school in an effort to use what was there before new purchases were made. |
| South Asheboro Middle | Professional Development | Direction of PD to staff | 2/11/ 11 - 6/11/11 | 2 teachers | Teachers in need of Reading CEUS participated in a book study and presented their findings to the staff at |

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| | | | | | their school |
| Lee County Schools Durham County Schools Sampson County Schools Buncombe County Schools New Hanover County Schools Vance County Schools Charlotte/Mecklenbu rg County Schools | The NC FFA Middle Grades Rally is the competitive scholastic event for North Carolina Middle Grade Programs. Career Developments include: Biotechnology Quiz bowl, Exploring Biotechnology Skills Test, and Prepared Public Speaking. | Biotechnolog y Quiz bowl Career Development Event Exploring Biotechnolog y Skills Test Prepared Public Speaking | 3-11-11 | 15 teachers 120 students Grade level or Content level 6-8 | The event resulted in 120 North Carolina Middle Grade Agricultural Education students demonstrating their knowledge of biotechnology issues and developing their agricultural oratorical skills |
| Sumner Elementary Greensboro. Invited by Ms. Anita Dawson to speak. | | Spoke about protecting society and self with global information etc. | 11-15- 2010 | 32 students | Students learned the value of information and its global nature. They also learned that they are responsible for what they say. |
| Reeds Elementary- Lexington, NC | Informal- literacy Development (curriculum focus); exposing classroom students to diverse forms of poetry | Sharing my poetry books with a fourth grade classroom and teacher. They will share poems they've written with me; additional dialogue will continue between me and the classroom, teacher and | February 24, 2011 March 9, 2011 | 1 teacher | This is the second year for the sharing in the particular classroom teacher's room and on- going invitation. The students' poems are more creative, follow the different conventions of writing various forms |

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| | | student | | | of poetry and are enjoyed by all participants. |
| Jones Elementary Cone Elementary Dudley High School | Latino students need tutoring in various subjects and my Intermediate Spanish students help them. | A&T students work one-on-one or in small groups tutoring Latino public school students | Fall 2010 to Spring 2011 | 1 teacher 30 students | A&T students gain real-world experience using the foreign language they are studying. Guilford County School students receive help in their studies and learn that African Americans are interested in helping Latinos adjust to life in the U.S. |
| Rankin Elementary | Rankin needs books to augment its classroom and library collections. | The African American Latino Unity Symposium committee with the financial assistance of SUAB will contribute \$500 worth of books to Rankin | Spring 2011 | 650 students | This project has not been carried out yet. We are awaiting the final word from Nichole Florence of SUAB but she believes it is very likely to be funded soon. |
| Guilford County Schools Dudley High School Smith High School High Point Central HS Reidsville HS Northeast Middle School Eastern High | NASA-GCS-NCAT grant. For all individual schools, priorities are: STEM educ. content support for sci. tchr. curriculum | GCS-NASA-NCAT 3wk intensive teacher workshop, NOAA-ISET early system sci. tchr. | 7-1-10 to 6-30-11 | 50 teachers 1-2 counselors 600 students | Outcomes included teachers training in earth systems science, future solid partnerships |

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| School | related presentations, recruitment of high quality STEM majors for ISET-related departments. | workshop, HS summer camp content mentoring of teachers, host field trips for HS, MS groups presentations | | | with teachers in these schools, students attending ISET Day in groups as result of partnerships, students trained in earth science concepts, tools for recruiting students to degree programs through successful partnerships. |
| Minimal Involvement School: General Greene Carter Woodson Page HS Andrews HS Middle College NCAT Grimsley HS Highland Elementary | Priorities for all: STEM education awareness of STEM programs, recruitment of HS quality STEM majors, content support for earth and environmental science at all levels (Elementary, MS, HS) | Activity aligned to each presentation. Career Fair, Recruitment-Lunch Recruitment-Lunch Senior project mentoring Recruitment-Lunch | Once a year events, spread throughout the year | 600 students | Total number of student participant is difficult, since some events like career fairs and presentations to large groups are difficult to quantify. However, outcomes include the desire by teachers for further partnership and support. Information & earth sci. dissemination are outcome. |
| Dudley High School | | Judged science projects | 1/19/11 | 2 counselors | Selected outstanding science |

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| | | | | | projects for grades 1-5. |
| Dudley High School | | Proctor | 1/25/11 | 2 teachers | Assisted classroom teacher with grade level test. |
| Charles W. McCrary Elementary School | Summer Reading Program | Assist teachers in a summer reading program to help prevent the loss of reading levels of low performing students. | 4/11-9/11 | 10 Teachers 2 Administrators 2 Personnel 25-50 Grade level and/or content area _k-4 | TBD |

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

SOE faculty and staff supported approximately 100 outreach and access activities serving nearly 1,000 school and community partners. During 2010 - 2011 NC A&T SU faculty and staff provided a wide range of professional development activities for teachers, learning activities for students, and home-school-community activities for parents in elementary, middle, and high schools. The activities involved over 6,000 students and 385 teachers. These activities were designed to improve student achievement, especially in the areas of literacy, science, mathematics, and special education. NC A&T SU faculty engaged in service activities across the following school systems, as well as various others within the Piedmont Triad region and the state: Alamance-Burlington Schools, Bertie County Schools, Brunswick County Schools, Buncombe County Schools, Caldwell County Schools, Caswell County, Catawba County Schools, Davidson County Schools, Durham Public Schools, Greene County Schools, Guilford County Schools, Haywood County Schools, Johnston County Schools, Lenoir County Schools, Lexington City Schools, Mayland County Schools, Mecklenburg County Schools, Moore County Schools, New Hanover County Schools, Orange County Schools, Pitt County Schools, Randolph County Schools, Rockingham County Schools, Sampson County Schools, Surry County Schools, Swain County Schools, Thomasville City Schools, Wake County Schools, Weldon City Schools and Winston-Salem/Forsyth County Schools. Specific activities included the but were not limited to the following: Energy Engineer Starters Program (EESP), Service Mentoring Academics Responsibility Teamwork (SMART) tutorial program for elementary students, Discover Agriculture, Math Blaster, Robotics, Reading and Writing, Amazing Science, It's a Bug's Life, Ággie CSI, African Dance and Culture, A Design State of Mind Art Camp, Chemistry for Kids, Science and Technology Enrichment Program (STEP), 4-H Programming, National Board Certification preparation coaching and faculty serving as judges for science fairs. Additional activities included the Third Annual Urban Education Institute, Fifth Annual Family Counseling Conference and Project Bounce (dropout prevention program). Several teacher education faculty members were keynote speakers at conferences for state professional organizations. Hampton Elementary – University Partnership Initiative– The Chancellor appointed the SOE to serve as

the lead on a university partnership with a local elementary school within the Guilford County School system. The organization of this partnership is guided by a collaborative advisory board which meets monthly to surrounding academic support, community engagement and professional growth. The partnership has just concluded it's inaugural year. This section provides some brief information as well as important highlights of service to Hampton elementary school. The purpose of the Hampton University Partnership is to develop a strong collaboration between the North Carolina A&T State University, Guilford County Schools, Hampton Elementary School and the Hampton community in order to fully leverage the human and intellectual resources of the university to enhance teaching and learning, leadership, and community engagement at Hampton Elementary University Partnership School. The SOE serves as the lead academic unit for this important initiative.

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

Support for beginning teachers is evident in NC A&T SU professional development activities as well as individual faculty mentoring of beginning teachers. Faculty in all teacher education programs are engaged in mentoring beginning teachers and providing support for student learning. SOE faculty often call upon alumni to assist in this mentoring process.

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

NC A&T SU remains committed to providing opportunities for lateral entry teachers to become fully licensed. Classes are offered in the late evening during the academic year. The summer school schedule targets lateral entry teachers. Distance teacher education is a priority in serving lateral entry teachers, especially in supporting licensure for mathematics, science, and special education teachers. Full on-line programs have been developed in elementary and special education; courses have been developed in mathematics and science. SOE faculty are encouraged to offer courses on-site to support lateral entry teachers. NC A&T SU has aggressively pursued working with lateral entry candidates by collaborating with the NC Model Teacher Education Consortium and participating in NCTEACH. Through our collaboration with NCMTEC and NCTEACH, we advised and supported programs of study for three (3) lateral teachers and had 29 enrolled in one or more courses leading to licensure. Through the NSF Content Mentoring Project, middle grades lateral-entry teachers (a) have access to university faculty expertise relative to mathematics and science course content, (b) have the opportunity to attend two conferences which feature presentations by both university faculty and master teachers, and (c) can attend at least one state professional conference) with substitute pay provided.

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

The SOE maintains strong inter-institutional and intra-institutional professional development partnership initiatives as a part of its goal of developing a seamless education continuum for Pre-K through higher education through support for career teachers. Our current partnerships include collaboration with the College of Engineering's ERC Education and Outreach Program and the NSF Content Mentoring Project led by faculty in the Department of Curriculum and Instruction and the Department of Human Development and Services. The ERC has partnerships with pre-

college institutions in North Carolina to involve teachers and students in engineering for the overall purpose of training future engineers for industry, and research. In addition to conducting assessment activities for the program, the SOE facilitates professional development with secondary teachers and community college instructors to create inquiry-based metallic biomaterials lesson plans for K-12 classrooms. The NSF Content Mentoring for Middle Grade Math and Science Teachers Project is housed in the SOE and involves over 80 faculty from all of the other NC A&T SU academic units and 38 teachers from seven school systems.

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

The School of Education has an on-going relationship with the Early/Middle College at North Carolina A & T State University. The mission of the EMC is “to provide a single-gender education that will establish a school culture that will raise educational achievement in an innovative, nurturing environment where young men are offered a new chance at success; a boost to their self-esteem and an outlook toward a promising future.” NC A&T SU and the School of Education continue to provide mentoring and instructional support for the Early/Middle College. Several faculty who have research and scholarship expertise related to P-12 African American male achievement serve on the Early/Middle College Advisory Board; faculty and students from across the university continue to serve as mentors. During the 2010 – 2011 academic year NC A&T SU faculty and students served as mentors in local low performing schools through the following activities; for example, serving as lunch buddies in partnership school – Hampton Elementary. Teaching Fellows continued to collaborate with Curriculum and Instruction and Leadership Studies to offer the SMART tutorial and service learning project with Washington Montessori Elementary School.

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

The SOE emphasizes the SBE priorities through the following goals: increase the number of licensed teachers in mathematics, science, and special education; support teacher quality through continuing professional development; support school success for all P-12 students through elimination of the learning (achievement) gap and revisioning of teacher education and school administrator preparation programs. The SOE continues its focus on producing highly qualified teachers to meet the state’s high needs in math, science, and special education. The SOE recruitment coordinator works with the retention advisor and 2+2 program coordinator to complete a team charged with aggressive implementation of the teacher education recruitment and retention plan. During 2010 - 2011, several collaborative activities with school partners targeted improvement of teaching and learning in STEM subject areas. Other collaborative activities addressed closing the learning (achievement) gap through a focus on basic academic and 21st century skills

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 placed on support of new teachers through the launching of the Professional Development Academy and also career teachers through the collaborative activities with our school partners and university colleagues

Supplemental Information (Optional)

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

Faculty members with special understanding of learning styles, content knowledge, and test taking strategies provide support to students as needed. Students also have access to the Plato Praxis I Simulated Test. Multiple strategies are utilized to ensure that candidates develop breadth and depth in content knowledge in order to pass Praxis II. On-going analyses of performance on the tests are completed and shared with faculty in the content areas. For example, the special education program offered two lab sessions for undergraduate candidates during the SPED 564 Methods & Materials and Problems in Teaching the Special Needs Child course. The elementary education program has designed a course ELED 404: Teacher License Review Seminar specifically aimed to ensure success on Praxis II.

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

The SOE recruitment coordinator worked with representatives of schools, churches, community-based agencies, etc resulting in 5000 student contacts made in the following school systems: Alamance-Burlington, Durham Public Schools, Guilford County Schools, Wake County, Winston-Salem/Forsyth County, Nash County, Wayne County, Mecklenburg County, Halifax County, Lenoir County, Wilson County, Pitt County, Cumberland County, Franklin County, and Davidson County. The SOE 2+2 Coordinator worked with representatives community colleges resulting in 28 student contacts made at the locations: Alamance Community College, Davidson County Community College, Guilford Technical Community College and Rockingham Community College. Special education faculty members worked to implement the undergraduate licensure option to one which will appeal to the elementary education, birth-to-kindergarten, and secondary programs. Candidates in these teacher education programs have the option of taking an additional 24 hours in coursework leading to licensure in special education.

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

As an HBCU, the majority of students at NC A&T SU are African American and this is reflected in the demographics of teacher education students. For NC A&T SU, racial/ethnic minority includes Asian/Pacific Islander, Hispanic/Latino, Native American, and White. In terms of the teacher education population, African American males would be a gender minority. Not only does NC A&T SU need to continue addressing a national shortage of African Americans going into teaching, as the demographics of our state and nation continue to change we also need to encourage other racial/ethnic minority students to pursue teacher licensure. The College of Arts

and Sciences through GAMSEC provides several programs aimed at mentoring and directing minority students into teaching.

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

NC A&T SU - Guilford County Schools NASA K-12 Partnership: “Enhancing Earth System Science Education in Guilford County School Secondary Schools” is a collaboration with the Guilford County Schools Central Region, NOAA- ISETCSC, and the College of Arts and Sciences designed to provide targeted professional development and a research experience for two cohorts of secondary math and science teachers. NC A&T SU faculty, graduate students, and classroom teachers will engage in earth system science research and design innovative inquiry-based earth science teaching modules that are aligned with the North Carolina K-12 curriculum.

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 | 10 | Black, Not Hispanic Origin | 56 |
| | Hispanic | 1 | Hispanic | |
| | White, Not Hispanic Origin | 5 | White, Not Hispanic Origin | 12 |
| | Other | | Other | 1 |
| | Total | 16 | Total | 69 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 10 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 2 |
| | Other | | Other | |
| | Total | 2 | Total | 12 |
| 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 | |
| | Other | | Other | |
| | Total | | Total | |
| 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 | | Total | |

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 |
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| Prekindergarten (B-K) | | |
| Elementary (K-6) | | |
| Middle Grades (6-9) | | |
| Secondary (9-12) | | |
| Special Subject Areas (k-12) | 7 | 2 |
| Exceptional Children (K-12) | 5 | 21 |
| Vocational Education (7-12) | 22 | 22 |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 34 | 45 |
| Comment or Explanation: | | |
| | | |

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

| | Baccalaureate |
|-------------------------|----------------------|
| MEAN SAT Total | 1,090 |
| MEAN SAT-Math | 558 |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | * |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-R | 177 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 177 |
| MEAN CBT-R | * |
| MEAN CBT-W | * |
| MEAN CBT-M | * |
| MEAN GPA | 3.64 |
| Comment or Explanation: | |
| | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|----------------------|-----------|------------------------------|----|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | 7 | | |
| Elementary (K-6) | | 18 | | |
| Middle Grades (6-9) | | 1 | | |
| Secondary (9-12) | | 16 | | |
| Special Subject Areas (K-12) | | 6 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | 14 | | |
| Special Service Personnel | | | | |
| Total | | 62 | | |
| Comment or Explanation: | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2009 - 2010 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 90 | 99 |
| Spec Ed: Adapted Curriculum | 1 | * |
| Spec Ed: General Curriculum | 11 | 100 |
| Institution Summary | 102 | 99 |
| * 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 | 39 | 11 | 1 | | | 2 |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 10 | | | | | |
| U Licensure Only | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |

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

| 2009-2010 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 231 | 88 | 51 |
| Bachelor | State | 5,569 | 80 | 48 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Guilford County Schools | 871 |
| Forsyth County Schools | 246 |
| Charlotte-Mecklenburg Schools | 193 |
| Randolph County Schools | 142 |
| Wake County Schools | 132 |
| Rockingham County Schools | 124 |
| Alamance-Burlington Schools | 123 |
| Durham Public Schools | 94 |
| Cumberland County Schools | 77 |
| Davidson 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 |
|--|--|---|
| 25 | 14 | 6 |