

IHE Bachelor Performance Report

NC State University

2010 - 2011

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. On July 1, 2010 the college welcomed a new Dean, Dr. M. Jayne Fleener. Dean Fleener has since assumed leadership of the unit's 44 licensure programs (59 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 four departments: Leadership Policy and Adult and Higher Education, Curriculum, Instruction & Counselor Education, Science, Technology, Engineering, & Mathematics Education, and Elementary Education.

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 Science, Technology, Engineering, & Mathematics graduates more STEM teachers than any other university in the state of North Carolina while collaborating with the College of Physical and Mathematical Sciences allowing some students to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with year-long 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 (6-9) – Language Arts, Social Studies, Math, Science, Secondary Education (9-12) Mathematics, Science, Business and Marketing Education, Technology Education, Special Education: General Curriculum (k-12). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts & Social Studies (M), Middle Grades Mathematics (M, D), Middle Grades Science (M,D), Secondary English (M, D), Secondary Mathematics (M, S, D), Comprehensive Science (M,S,D), Comprehensive Social Studies (M), Reading (add-on, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M), Business & Marketing (M), Technology (M, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English (9-12), 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
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	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	The Science Scholars Academy will enhance teachers' technological, pedagogical, and science content knowledge, and awareness of cutting edge scientific research and STEM

		<p>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.</p> <p>http://www.fi.ncsu.edu/project/nc-quest-the-science-scholars-academy/</p>		for STEM majors and careers.	careers (34 sessions totaling 114 hours; equivalent to 19 days --6 hours per day).
Wake County Public Schools	Student achievement and Closing the Gap Teacher retention and development	<p>The Targeted Reading Intervention, or TRI (Amendum, Ginsberg, & Vernon-Feagans, in press; Ginsberg & Amendum, 2007) was developed based on research evidence about early reading instruction for all children. The TRI is a dual-level intervention designed with two complementary interrelated strands—early reading intervention, and teacher professional development. Early reading intervention. Within the context of a 15-minute one-to-one TRI session, the classroom teacher leads a student through three main TRI components: Re-Reading for Fluency (about 2 minutes), Word Work (about 6 minutes), and Guided Oral Reading (about 7 minutes). The TRI strategies used during each of the three components are geared to facilitate rapid reading skill growth for students who demonstrate difficulties with beginning reading (e.g., Morris, et al.,</p>	August, 2009 – ongoing	Teachers – 23 Students – 125	<p>Data from the following student and teacher data sources will be analyzed as soon as possible.</p> <p>Student level</p> <ul style="list-style-type: none"> • Peabody Picture Vocabulary Test-III (Dunn & Dunn, 1997) <p>Teacher level</p> <ul style="list-style-type: none"> • Teacher questionnaires (beginning, end) • Teacher interviews (beginning, middle, end) • Teacher observations (beginning, middle, end) <p>Preliminary Results from Student Data For each outcome a univariate</p>

		<p>2000; Shanahan & Barr, 1995). TRI professional development. The TRI professional development and instructional strategies were delivered through a one-day training followed by ongoing, collaborative consultation delivered via face-to-face coaching. The intervention provided classroom teachers with a trained TRI literacy consultant to facilitate TRI implementation, using a community of practice approach (Wenger, 1998) designed to promote teacher ownership of the TRI process. All teachers met individually with the TRI literacy coach each week to facilitate understanding and learning about early reading development and intervention. During the 2009-2010 school year 10 teachers (six first-grade classroom teachers, three reading specialists, one curriculum resource teacher) learned about and implemented the TRI. Approximately 30 struggling first-grade students received TRI intervention, and data were collected from an additional 18 comparison students to investigate the achievement gap at the beginning and end of the school year. During the 2010-2011 school year the project expanded to include 23 teachers (all K, first-, and second-grade) and approximately 125 students including 74 struggling</p>		<p>ANOVA was conducted with the Woodcock-Johnson reading subtest as the outcome, Status (struggling TRI student vs. comparison student) and Grade (K, 1st, or 2nd) as between-subjects factors. For Letter-Word Identification, struggling students who received TRI instruction made significantly greater gains than comparison students across the school year, allowing those struggling student to, on average, begin to close the achievement gap in Letter-Word Identification. For the three remaining outcomes, Word Attack, Spelling of</p>
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		readers who received TRI intervention as well as an additional 51 comparison students.			Sounds, and Passage Comprehension, the results were more complex. Overall, struggling students who received TRI made greater gains across the school year, but the magnitude of those gains depended on their grade level. That is, for each outcome there was a significant Grade*Status interaction. However, on average, across all three grade levels, struggling students made significantly greater gains across the year than comparison students, which again, allowed those struggling students to begin to close the achievement gaps in Word Attack, Spelling of Sounds, and
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					Passage Comprehension.
Madison, McDowell, Mitchell, Surry, Watauga, Granville, Rowan-Salisbury, Scotland, Vance, Weldon City, Beaufort, Craven, Jones, Onslow	<p>Providing planning assistance to fourteen North Carolina districts in the areas of:</p> <ul style="list-style-type: none"> • Infrastructure • Leadership • Vision; <p>Provide 1:1-specific professional development to help teachers to teach successfully in ubiquitous learning environments; Provide 1:1-specific professional development for principals, technology directors, instructional technology facilitators, and other administrators (or individuals serving in that role), and Codify a model to inform</p>	<p>North Carolina Learning Technology Readiness Initiative: Schools and districts throughout North Carolina are planning, implementing, or are in the initial stages of considering new learning technology initiatives, in which every student and teacher receives a wireless device, Internet access is provided throughout the learning environment, and teaching and learning is enhanced through the use of technology. The Friday Institute for Educational Innovation has been instrumental in playing multiple roles in the support services provided to these schools. Since March 2009, the Friday Institute has been working with funding from the Golden LEAF Foundation to provide support services to fourteen districts across the state to prepare for launching 1:1 learning technology initiatives.</p>	Ongoing	<p>There are five school districts participating in this initiative. Coaches meet with leadership teams (approximately 6 members per team = 30 people) on a regular basis. In addition, approximately 150-200 teachers, technology facilitators, principals, technology directors, and other school level personnel have participated in face-to-face and/or online professional development.</p>	<p>1. The preparation of leadership teams from the five LEAs to implement sustainable 1:1 programs, through a combination of coaching, a summer institute, online workshops, and webinars. 2. Creation of a coaching network, and a training and support program for the coaches, that will provide the basis for a state-wide network for support, extending 1:1 initiatives to additional schools. 3. Refining of a train-the-trainers and learning community approach to professional development for school and district instructional technology</p>

	<p>larger NCLTI planning.</p>			<p>facilitators, along with resources to support them in providing local professional development for both technology novices and more advanced teachers. 4. The creation of new online courses specifically designed for educators in 1:1 environments. 5. Professional development for teachers, technology directors, instructional technology facilitators, principals, curriculum directors, and other educational leaders to help them implement successful 1:1 learning technology programs in their schools. 6. The ongoing development of resources, identification</p>
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					of lessons learned, and evaluations of professional development activities, all of which will help develop professional development and support programs for additional schools.
Bertie, Northampton, Warren, Wake, Weldon City, Granville, Johnston, Franklin	Prepare underserved students in middle and high school for entrance into 4-year colleges and universities and for careers in education, science, technology, engineering, and mathematics	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 (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 390 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	Ongoing	385 students	Data is collected on each year's high school senior class. Students are interviewed over the phone and 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

		<p>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), 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).</p>		<p>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 (178 total) who were enrolled in the program have been admitted to a four-year college or university. 100% of all of the high school graduates were from an under-served population. Students from under-served populations are either from an underrepresented minority group (African-American or Hispanic), low SES group, or first-generation college. 83% of the students will pursue</p>
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					careers in STEM or education. 2011 high school graduation data will be available on next year's report.
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,	(1) Use of technology and tools for teaching and learning in 21st Century Schools. (2) Preparing 21st Century professionals who guide innovation in schools and produce globally competitive students.	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 scope to align with the State Board of Education's goals to develop 21st Century professionals who guide	MEGA List: October 2010 - June 2011 MEGA Workshops: November 4, 2010 and March 16, 2011 MEGA Showcase: May 4, 2011	MEGA List: 1060 educators and community partners from 80 NC school systems MEGA Events: 305 educators, K-12 students and parents, and community partners from 18 school systems (69 public schools plus NCSSM, NCVPS, and 2 private schools)	MEGA includes 1060 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 2010-2011 year, 305 educators, K-12 students and parents, and community partners from 18 school systems (69 public schools plus NCSSM, NCVPS, and 2 private schools) participated in MEGA professional development

<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</p>		<p>innovation in schools and produce globally competitive students.</p>		<p>that focused on Critical Thinking in 21st Century Classrooms: 1) “Technology + Web 2.0 Tools” featuring Lodge McCammon, FIZZ, The Friday Institute, and “Classroom Global Connections” presented by Eric Cole, East McDowell Junior High School; 2) In collaboration with NCTIES continued the conversations from the annual state conference in an online Illuminate session, "Sharing our Learning," facilitated by Nancy Mangum, The Friday Institute; and 3) 12th Annual MEGA Showcase with more than 40 exhibits and demonstratio</p>
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City, Wilson, Winston Salem-Forsyth, and Yancey County Schools.					ns from K-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/	September 1, 2010 – August 31, 2011	14 teachers received fellowships for 2010. In addition, 1,290 individuals participated in professional development activities throughout the report year.	CAWP supports k-12 teachers across disciplines and across grade levels to enhance their ability to use writing to learn as well as improve the composing abilities of students. Teachers in the 2010 CAWP summer institute serve approximately 1,802 students, with 44.8 % non-White students, 27.2% Title I students, and 12.1% ELL students. In 2010, three classroom teachers and one doctoral student were supported to participate in the 2010 National Writing

					Project annual meeting in Orlando. In addition, 2 classroom teachers were supported to participate in a state-wide retreat of the NC Writing Project Partnership. The Inverness (NWP) report submitted in October 2010 catalogs 61 separate inservice sessions, involving 17 Teacher Consultant Leaders and 1,290 individual participants, totaling approximately 11,732 contact hours.
Bertie County, Duplin County, Wayne County, Weldon City, and Winston-Salem-Forsyth.	1. Establish a cadre of NC teachers who are using Integrated Mathematics (IM). 2. Educate teachers about the content and pedagogy of an Integrated	North Carolina Integrated Mathematics Project (NCIM): Supported the mathematics teachers of five STEM Schools as they implemented an Integrated Mathematics curriculum, and to support other secondary mathematics teachers in North Carolina as they a) fully implement, b) implement components of, have c) investigate an Integrated Mathematics curriculum. The STEM	Summer 2010 – May 2011	13 teachers from NCIM project partner schools. A total of 74 teachers took part in the professional development. These teachers (including the 13	1. A two-week Summer Institute from June 28 to July 9, 2010 for thirty teachers, a one-week Summer Institute from June 28 to July 2 for thirty-four teachers, and

	<p>Mathematics curriculum to be able to apply these ideas in the setting of a traditional curriculum and thereby improve class instruction.</p> <p>3. Provide the cadre of NC teachers with the skills and knowledge to successfully use IM in their classes.</p> <p>4. Develop a professional development model for the implementation and support of reform curricula that can be replicated across the state and the nation.</p>	<p>schools of this project were all identified in 2006 as priority schools in need of significant academic improvement by Judge Howard Manning via the Leandro Decision. Each of these schools has adopted an Integrated Mathematics curriculum to replace traditional Algebra 1, Geometry, and Algebra 2 sequence. The IM curriculum differs from the traditional curriculum by providing students extensive opportunities to engage in problem solving and investigative approaches to problems in real world settings through data collection, modern technology application, and rich integration of topics.</p>		<p>teachers from project partner schools) taught approximately 7,000 students.</p>	<p>a one-week Summer Institute from July 6 to July 9, 2010 for two teachers.</p> <p>2. Maintained a website that provided support to STEM teachers and teachers who attended the summer institutes.</p> <p>3. Evaluation of the summer institutes.</p> <p>4. Collection of data from content specialists' visits during school year 2009-2010.</p> <p>5. Analysis of teacher findings was completed as part of a doctoral dissertation in late 2010.</p> <p>6. Analysis of student findings is currently in progress and will be completed as part of a doctoral dissertation, June 2011.</p>
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B. Brief Summary of faculty service to the public schools.

In addition to the programs referenced in the SEC Assessments Table, faculty throughout the College of Education and NC State University are engaged in public school support throughout the state of North Carolina. The university offers programs such as the Kenan Fellows for Curriculum and Leadership Development, the North Carolina Cooperative Extension, the NC Japan Center, The Science House, and the Shelton Leadership Challenge Institute. The Kenan Fellows program promotes teacher leadership, addresses teacher retention and advance K-12 science, technology and mathematics education. Kenan Fellows are public school teachers selected through a competitive process to participate in a prestigious two-year fellowship - all while remaining active in the classroom. During these two years, Kenan Fellows work in partnership with distinguished scientists, university faculty and the NC Department of Public Instruction, developing curriculum and teaching resources that bring cutting-edge research into the hands of students. The NC Cooperative Extension serves more than 187,000 young people in North Carolina helping them to learn new skills and serve their communities each year. The NC Japan Center conducts K-12 teacher training workshops on teaching about Japan and East Asia, maintains and circulates a library of print, video, and artifact educational resource collections, conducts school visits, hosts visits by classes, and develops educational materials. The Science House is NC State's statewide K-12 science and mathematics outreach program. The mission of The Science House is to increase student enthusiasm for science by partnering with K-12 teachers to emphasize hands-on inquiry-based learning. The Science House offers teacher professional development programs, student science activities, and science teaching materials. The Shelton Leadership Challenge Institute is offered to 9th – 12th grade students with a grade point average of at least 3.0. The program is an intense 5 ½ day experience for students who are current leaders and aspire to be leaders in the future. Within the College of Education, departmental faculty members are actively engaged in a variety of service activities including teacher professional development. In 2010-2011, 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 2008-2011, 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 2010-2011 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, Special Programs, 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. In its third year the MAT accepted 182 students and graduated 79 students. Also in the 2010-2011 year NC State University continued its partnership with Wake Tech Community College to offer 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 26 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, MEGA, and NC-MSEN which serve many of these LEA's including Warren, Bertie, Hertford, Halifax, Northampton, and Weldon City 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 2010 - 2011 academic year the College of Education placed special emphasis on the implementation of new global opportunities for our students. In August of 2010 the college formally began an initiative that will create global opportunities so that by 2014 100% of all CED students may have an international experience before they graduate. In this respect the college changed its Distance Education office to spear-head its global efforts as well and the International + Distance Education Alliance (I+DEA) was born. The distance education office was the natural choice to place this new program as it had already been developing partnerships with Universities in Curitiba, Brazil and Beijing, China. Our current plan for the Globalization of

the college includes several categories of international experiences and we have developed more international partnerships in order to facilitate these categories. Our new international partnerships include London, England and Pskov, Russia. All of our international partnerships are between the college and another IHE. By partnering with another IHE we are able to provide our students with a more genuine experience and less of a “vacation”. In January of 2011 we approached Wake County Public Schools (WCPSS) to see if they would like to be an additional partner with our IHE in Beijing, China. As a result both WCPSS and the college will be sending students to Beijing , China this Fall in a joint exchange program. Also, we have just begun talks with UNC-Wilmington in order to share this same Chinese partner (and possibly others) while UNC-W will share their partners in Kuwait, South Africa, and Belize. We have already sent 12 students to Curitiba, Brazil this past March and they have been the subject of many local media pieces as well as media local to NC State. When they return in May it is our hope that we can market their experience to the public as well as other students in the college.

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 efforts to recruit qualified candidates into Teacher Education programs. The College of Education University Coordinator of Teacher Education Recruitment assisted in addressing the critical shortage of qualified classroom teachers throughout the State of North Carolina through strategic marketing and recruitment efforts. The recruiter also worked collaboratively with various stakeholders such as Admissions, Teacher Cadet liaisons and the NC Teaching Fellows Program to support the university’s commitment to address the shortage of teachers in high need subject areas and the disproportionately low number of teachers of color entering the profession. A strategic and comprehensive recruitment plan was followed to successfully attract prospective students to teacher education programs for the 2011 – 2012 academic year. The College of Education saw a 23% increase in the number of STEM area applicants and a 19% increase in male applicants for the 2010 – 2011 academic year as well as a 54% increase in the number of incoming students of color. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day and the department recruits at the State FFA Convention. 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. 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 Dean's Breakfast for 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. Under the guidance of the recruiter and Assistant Director of Learning Technologies, the use of technology and multimedia in the recruitment efforts for the College of Education has been enhanced and updated. A brief undergraduate recruitment video was filmed and produced, then posted to the Future Students page of our college website; additionally, the entire Future Students page was revamped. Lastly, in collaboration with the Director of Communications, 3 new recruitment brochures were produced using a newly fashioned marketing campaign that focuses on highlighting the unique components of the teacher education and graduate programs at the College.

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 specific efforts to recruit minority students. The Assistant Dean for Student Affairs 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 recruiter 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. In efforts to impact the number of students of color in our education graduate programs, the College partnered with The Graduate School at NC State University and the United Negro College Fund to host the CHAMPS Program. Undergraduate students visited the campus to participate in an interactive session that allowed them to connect with College of Education faculty and staff in order to better learn about the graduate school process and opportunities in education-related graduate studies. A GRE & Graduate School Prep series was developed for current College of Education juniors and seniors to encourage students to consider graduate-level degrees in education. Lastly, our faculty members participated in various conferences in Pennsylvania and Washington, D.C. and also traveled to over 12 HBCUs throughout North Carolina, South Carolina, Virginia and Washington D.C. promoting College of Education graduate programs, including the MAT. The College of Education launched a multi-media MAT recruitment campaign that included the use of radio and internet advertisements as well as traditional paper-based materials. Additionally, we hosted focused information sessions for prospective STEM area MAT students. From these efforts (as well as those previously mentioned) our MAT total enrollment increased by 54%, from 123 students to 189 enrolled by spring semester of 2010-

2011 year. A Teacher Assistant for the MAT program, facilitated the MATRI pilot program. 92% of the program participants were students of color and 38% were males. This preparatory program consisted of GRE prep, development of teaching philosophy/personal statement, various guest speakers, and provided advising for prospective MAT students. NCTEACH has continued its outreach in Fayetteville, Sanford, Durham, Rocky-Mount, Wake and Halifax. These continuous efforts, combined with the 3 information sessions we hosted, have yielded a 17% increase in the overall number of program participants for the incoming 2011-2012 cohort. This increase is especially notable in the STEM areas.

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

The College of Education has implemented a new academic enrichment and student engagement program, called the Passport to Success, designed to more fully integrate the curricular and co-curricular aspects of NC State's teacher education programs. The program was designed in alignment with the NC Professional Teaching Standards and is focused on five key themes derived from the College of Education's conceptual framework and new program parameters: Global Knowledge, Teacher Leadership, Community Engagement, Intercultural Skills and Professional Development. Students who participate will engage in targeted high-impact co-curricular activities (such as student teaching abroad, undergraduate research, diversity study circles, living/learning villages, etc.) that enhance their learning in the classroom and provide opportunities for personal and professional growth. Faculty and staff passport mentors will guide the students and students will track their progress using technological resources (such as web page development, Moodle, blogs). Ultimately, the objective is for NCSU teacher education majors to graduate with a more holistic and comprehensive learning experience that better prepares them for 21st century classrooms.

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	3
	Asian/Pacific Islander	3	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	20
	Hispanic	5	Hispanic	7
	White, Not Hispanic Origin	156	White, Not Hispanic Origin	394
	Other	2	Other	6
	Total	176	Total	438
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	
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	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	23
	Hispanic	1	Hispanic	11
	White, Not Hispanic Origin	78	White, Not Hispanic Origin	125
	Other	1	Other	
	Total	88	Total	168

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)	24	55
Secondary (9-12)	27	110
Special Subject Areas (k-12)	6	25
Exceptional Children (K-12)		
Vocational Education (7-12)	27	86
Special Service Personnel (K-12)		
Other		
Total	84	276
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,206
MEAN SAT-Math	576
MEAN SAT-Verbal	569
MEAN ACT Composite	26
MEAN ACT-Math	27
MEAN ACT-English	26
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.30
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)				
Elementary (K-6)	33	35		
Middle Grades (6-9)	29	20	2	6
Secondary (9-12)	58	52	5	31
Special Subject Areas (K-12)	5	3	3	8
Exceptional Children (K-12)				
Vocational Education (7-12)	29	23	3	
Special Service Personnel				
Total	154	133	13	45
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	95	99
Institution Summary	95	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	244	8	30	6		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	38	11	2	3		
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	538	89	64
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
Wake County Schools	1,760
Johnston County Schools	381
Durham Public Schools	147
Guilford County Schools	146
Charlotte-Mecklenburg Schools	125
Franklin County Schools	104
Cumberland County Schools	94
Harnett County Schools	93
Forsyth County Schools	88
Granville County Schools	67

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
80	0	28