

# IHE Bachelor Performance Report

## Appalachian State University

2011- 2012

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### Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the University strives to serve a diverse student body. The University has a residential enrollment of 15,957 and another 1,387-campus students and is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music, College of Health Sciences and the Cratis D. Williams Graduate School. All except the College of Business are directly involved in teacher education. The University has approximately 2,548 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited, and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 21 degree programs (leading to licensure in 28 areas) at the undergraduate level, 20 degrees (leading to licensure in 25 areas) at the master level, two at the specialist level (with two additional 60 sh master programs being eligible for specialist license), and one degree at the doctoral level.

### Special Characteristics

The RCOE has one of the largest undergraduate teacher education programs in the UNC-system. Terminal degrees are held by 99% of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college continues to maintain one of the largest Teaching Fellows programs in North Carolina in spite of its unknown future. The RCOE provides support to 116 schools (with an enrollment of over 52,102) within the ASU-Public School Partnership. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, and the Adult Basic Skills Project that provides training for literacy teaching of adults across North Carolina. The ASU Communication Disorders Clinic (CDC), now housed in the new College of Health Sciences, provides diagnostic (including screenings) and treatment services to over 2,955 school age clients annually, a substantial number of whom are referrals from school districts; the number of clients seen in all CDC programs in 2010 was 6024 with a total of 8900.1 service hours provided.

### Program Areas and Levels Offered

Program areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS with licensure in Biology and Comprehensive Science; Business Education, Secondary Education, BS, with concentrations

in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS with licensure in Chemistry and Comprehensive Science; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS with licensure in Earth Science and Comprehensive Science; Health Education, Secondary Education, BS; History, Secondary Education, BS, with licensure in History and Social Studies, and History, Secondary Education, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education Teacher Education (K-12), BS; Physics, Secondary Education, BS, with licensure in Physics and Comprehensive Science; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, SSP; Spanish (K-12), BS, MA; Special Education with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities(MR), and Learning Disabilities, MA; Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS; Theatre Arts (K-12), BS; Technology Education with concentrations in Trade and Industry, and Secondary Education, BS; and Technology Education with concentration in Secondary School Teaching, MA. License Add-on programs are offered at the "A" level Preschool, and Reading Education (K-12) and School Administration-Principal at the "P" level.

# 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
Avery, Ashe, Alleghany, Burke, Caldwell, Wilkes, Watauga	Collaborative work between ASU Faculty and public schools *Classroom Research *Addressing common core standards *Teacher Study Groups	<i>Mini grants</i> *Teaching Assessment with Authentic Materials * The Impact of Digital Reading Devices on Reluctant Readers in 5 <sup>th</sup> Grade *Digital Literacy in the 21 <sup>st</sup> Century *Capstone Experience for Peer Study Group on Teachers’ Dialogues in a PLC Project * “A Hoot and a Hollar:” An Interdisciplinary Owl Unit: A Collaborative Effort among University Professors, a 4 <sup>th</sup> Grade Classroom Teacher (science and language arts integration) * Meeting Common Core and North Carolina Essential Standards through Science Informational Text: Integration of Language Arts and Science	2010-2012; Ongoing	11 ASU Faculty/Staff 19 School Faculty 475 Students	-Added authentic assessment models for in-service teachers -Enriched the tools of inquiry (storytelling) for -Began collaborative research on digital devices and reluctant readers (ongoing Fall 12) -Allowed for teacher study groups (professional development) -Assessed student learning through integrated approaches
Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	“Expert” Websites: 1. Expertise Website, which includes ASU faculty and staff, and public school personnel. 2. Expertise	Set up ASU site and staff for managing website. -Distributed copies of list to schools -Posted “expert list” on Partnership site	20010-2012; Ongoing	176 School Faculty	No teacher use of website because in-service was planned by each district to cover training in the common core.

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	website that includes public school personnel for 2010-2012. Published information for school use.				
Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Need for access to on-demand professional development	Licensed 60 instructional personnel in the Partnership using on-line professional development platform (PD360)	2011-2012	3 ASU Faculty/Staff 60 School Instruction Personnel	Training in use of program. (2011-2012) 60-Users 1,992-Minutes 186-Programs 522-Learning Segments
Added Elkin City Schools and Catawba County Schools to Partnership	Lost Alexander County Schools so added an additional school district and as well as Elkin City Schools	Districts will be added to the activities of the Partnership	2012	Catawba-28 schools Elkin City-3 schools Total Districts -9 Total Students-53,105	Added Elkin City Schools and Catawba County Schools to Partnership
Ashe, Watauga	Pakistani Project: A partnership leading to cross-cultural exchange, educational collaboration, and relationships between students at HiTech School in	On-line network (Ning) and communications with Skype classroom to classroom. Sharing of cultural information on Partnership Ning site. Skype communications with Pakistani faculty at HITECH school. Curriculum planning between classroom teachers (science, language arts, and social studies). Visits from Pakistani doctoral student and wife to Ashe County Middle School.	2010-2011	1 ASU Faculty/Staff 1 ASU Candidate 3 School Faculty 60 Students	-Provided greater cross-cultural understanding among Partnership teachers, administrators and students. -Grant pending for student exchanges

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	Pakistan and Ashe County Middle School. Initial connections and agreements forged 2009-2010				
Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Professional Learning Communities (PLC): PLCs are comprised of content area university faculty, middle and high school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives who participate in a regular series of meetings designed to investigate the connections among academic courses taken	<p><b>The Middle School LA PLC</b> focused on the transition to CCS, developed a pacing guide, posted articles, suggested reading for students and teachers, and units on modern fiction</p> <p><b>English PLC</b> Each month representatives reported on what their systems were doing to "unwrap" and to implement the standards. Our literature focus was World Literature since the readings for 10th grade are expanding under Common Core.</p> <p><b>High School Math/Middle School Math</b> Teacher study group. Presentation at state convention.</p> <p><b>High School Science</b> •Third year of 3 year project to align science curriculum among Middle, High, Undergraduate instructors High School Social Studies •Presented at the state conference (February 2012- presentations at the North Carolina Council for the Social Studies)</p>	2010-2012; Ongoing	12 ASU Faculty/Staff of 45 School Faculty	Results/outcomes of some of the activities/projects are listed in the third column. Practitioners and university content professors learned from one another by participation in discussions and activities; Produced teaching resources available to both practitioners and pre-service teachers; Shared expertise with other professionals through conference presentations; Promoted

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	by pre-service teachers, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability.				stronger working relationships with DPI content liaisons. Developed Action Plans to guide next year's activities.
Alexander, Alleghany, Avery, Caldwell, McDowell, Surry, Watauga	Teacher Cadet Programs: Agreements with 10 schools to sponsor Teacher Cadet programs.	RCOE provides monetary support and opportunities for campus visits. ASU Teaching Fellows hosts visits to campus for these programs. ASU offers a support group for the instructors in the programs. Participating schools include: Alexander Central HS, Alleghany HS, Avery HS, East Surry HS, McDowell HS, South Stokes HS, Surry HS, Watauga HS, West Caldwell HS, and West Stokes HS.	2011-2012; Ongoing	3 ASU Faculty 10 ASU Students 10 School Faculty 200 Students	Visited ASU for Teacher Cadet Day. Students participated in presentations, campus tours, class visitations. ASU awards elective credit for students who complete the Teacher Cadet Program satisfactorily and enroll at ASU.
Ashe, Avery, Burke, Caldwell, Surry, Watauga	Mountaineer Summer Reading Program: This program is a partnership between the ASU athletic	Students and teachers in the Partnership provided with forms for reading and incentives. Winners recognized at an ASU football game. Monetary awards given to libraries of winning schools to enhance their media libraries. Other winners receive free tickets to basketball games	Summer 2011	-2 ASU Faculty/Staff -60 School Faculty -1,449 Students -31,837 Books	Increased focus on reading for students in Partnership

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	department and the Reich College of Education and supports and encourages literacy among first through eighth grade students in the ASU Public School Partnership.			- Recognition of student winners in groups (1-3, 4-6, 7-8)	
Western North Carolina Counties	Western Region North Carolina TSA Conference A technical competition and information activity for tech-education focused middle and High School level students	Approximately 420 middle and high school students competed in 40 TSA competitive events ranging from VEX robotics to Dragster Design and Promotional Graphics and Video Game Design. A wind energy competition and technology bowl competition were firsts at the event.	24 Feb '2012	420 middle and high school level students competed. 12 University faculty as well as nearly a dozen technology education students from Appalachia n served as judges as did several of the school-based faculty in attendance.	Informal feedback was very strong in support of the efforts to reach out to this oft-ignored school population. The students were joyful about their t-shirt gifts that went along with their participation at the conference
Ashe,	STEM and	<i>STEM-ICT 3D</i> incorporates a	2011-2012	22 School	Notable results

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Catawba, Davie	<p>ICT Instructional Worlds: The 3D Experience (STEM-ICT 3D): STEM-ICT 3D is funded by the National Science Foundation Innovative Technology Experiences for Students and Teachers (ITEST) program. The project is intended to inspire middle school students to pursue studies in science, technology, engineering, and mathematics – particularly information and communication technology (ICT) fields - as well as prepare students with the skills</p>	<p>series of activities that provide an engaging, safe environment for middle school students and teachers to explore STEM concepts within 3D immersive virtual worlds. Sixth grade teachers nominate rising 7th grade students to attend face-to-face workshops in the summer (Cohort 2). During the first week of the <i>STEM-ICT 3D</i> Summer Academy, the students learn 3D virtual world modeling and design using Google Sketch-up and Teleplace. Seventh grade teachers then join their students during the second week of the summer workshops at which time students serve as the technical experts while the teachers learn the pedagogy for using 3D virtual worlds. Teachers and students collaboratively develop a STEM-based learning project for use in a 3D immersive virtual environment. After the Summer Academy, students and teachers return to their respective schools and implement their projects during the academic school year. Utilizing the learning communities formed during the summer workshop, both students and teachers mentor each other during the implementation process. University faculty and other experts are active participants in the community and provide assistance as needed.</p>	fourth (extension funding granted) year of the original three year grant	Faculty and students 11 mentor teachers 20 mentor students	<p>include A virtual World Conference for Educators was developed and delivered in 2011; Twenty-two educators participated in both days of the 2011 Virtual World Conference; Eleven teachers and instructors were involved in the development and delivery of the conference; twenty students actively participated in the after-school, virtual Student Tech Team assisting with the development of 3D spaces for the conference; the virtual Student Tech Team created 15 on-line teleplace “help” videos; Fifteen students took part in the Virtual World Conference for</p>

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	<p>necessary to succeed in STEM education and careers. The initiative is implemented by the Virtual World Consortium composed of Appalachian State University and Clemson University in partnership with Davie, Catawba, and Ashe County Schools in North Carolina, Oconee and Pickens County Schools in South Carolina, the Appalachian State University Mathematics and Science Education Center (MSEC), and Teleplace.</p>				<p>Educators providing orientations and tours to the conference attendees; With the exception of one participant, Virtual World Technology Conference for Educators strongly agreed or agreed that the professional development was of high quality, timely, and relevant to their needs, and that the structure facilitated their learning, helped them gain new skills, provided important resources, enhanced their understanding of real-world applications of technology, and met their expectations; There was a statistically significant increase in student level of knowledge</p>

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					(p=.000 and interest (p=001) in pursuing STEM-ICT careers as reported in a retrospective pre-post on the Virtual World Conference Student Survey
Watauga Davie Yadkin	Direct assistance with school students with early reading deficiencies	School students are tutored by college students (taking coursework in reading methods/strategies) to address early deficiencies in reading abilities. The program focusses on student from predominantly low-income families with curricula that addresses academic performance, college readiness, and, ultimately. College performance	AY 2011-2012	159 school students with 2400 treatment hours	Data indicated an increase in reading skills, and surveys indicate that parents have a high level of confidence in the program.
Yadkin	ASU Reading faculty have partnered with Yadkin County Schools to deliver faculty development (reading, writing, language arts, ELL instruction) to K-3 teachers in this school system.	Selected teachers will complete five graduate courses through extension programs, which will allow them to then complete one more course for state licensure in reading. The first group of teachers (26) began Fall 2009 and has completed 5 of the 5 courses; these teachers will complete the activities of the program.	2011-2012;	18 School Faculty 4 ASU Faculty	Data are being collected in this school district, and preliminary findings show an improvement of student reading performance in classrooms of teachers who are in this program.
Yadkin,	ASU reading	This year (2011-2012) we	2011-2012	6 ASU	Assessment

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Watauga	faculty (and grad students) have agreed to keep the two school districts reading achievement data on over 300 children (grades K-3) in four elementary schools	individually assessed over 140 first graders in the fall, winter and spring; and assessed over 140 second graders in the winter and spring. The assessments were conducted at 2 schools in Watauga County and 2 schools in Yadkin County.		faculty and 4 reading graduate students	data have been scored and will be shared with the schools in the fall of 2012
Allegheny County	Middle grades students at 3 elementary-middle schools.	In the spring of 2012, 6 ASU reading faculty assessed individually the reading and language activities of over 100 middle-school students who scored below the 50th percentile on the 2011 EOG Reading Test.	March to April 2012	6 ASU faculty members and 4 ASU Reading Graduate Students	Reading assessments were completed. Scores are being tabulated and results will be shared with Allegheny County Educators in the fall of 2012 with the aim of considering additional approaches for effective instructional programs for low reading middle school students
Watauga	Video Camera Minigrant for Two Rivers	A minigrant through the School Partnership at ASU enabled the purchase of flip video cameras with training workshops on digital	April, 2012	14 staff members at the school benefitted	Informal responses of the teachers to the opportunities

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	Community School (a charter school in Boone)	video and in storytelling.		from the efforts of two university faculty members.	for professional development and other projects using the equipment supplied by the grant was strongly positive
Wilkes, Caldwell, Watauga, Surry, Catawba, Avery Yancey Mitchell And many others to a lesser degree accounting for approximately one-third of the counties in the state	Appalachian State Mathematics and Science Education Center (MSEC) Activities will be summarized since a detailed treatment would take approximately a full page-and-a-half.	The MSEC has been involved in delivering workshops/institutes/courses/seminars throughout the year. The MSEC also co-sponsors a number of activities such as Math Camp for rising sixth to twelfth graders; Family Science Nights (involving 112 teachers, 803 students and 585 parents) and Family Math Nights (involving 137 teachers, 460 students, and 401 parents); leading science activities for visiting groups (involving 695 students and 38 teachers); and co-sponsoring Summer Ventures in Science and Mathematics (a 4-week residential program that hosted 64 students).	AY 2011-2012	17 full-time ASU faculty members; 2 adjunct ASU faculty members; 1 retired ASU faculty member; 1 retired school-based teacher; 12 active master teachers from schools involved in the workshops.  Workshop participants included 578 teachers and more than 2082 K-12 students.	Each session is assessed and the overwhelming number of surveys find that everyone involved enjoy and benefit from the activities of the ASU MSEC.

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Caldwell	Caldwell Early College High School Grant	Grant monies supported a variety of activities including an iPad initiative, in-service about formative assessment, use of scientific calculators, theatre education and ASU play event, and bringing attention to at-risk learners. Perhaps most important is the opportunity that ASU students have to be part of all of this activity through our field experience program.	AY 2011-2012	The entire CECHS faculty and 10 ASU faculty members participated in the activities of the grant project during the academic year	Grant evaluations, submitted at the end of the previous fiscal years resulted in renewal of the grant for its third year. The current year's report is being composed as of this writing.
Alexander Avery Caldwell Davie Forsyth McDowell	NSF-funded project SMILE provides in-service as to how to best use technological tools to integrate teaching scientific inquiry with mathematical problem solving	Project SMILE is in its last year. Teams of two or more from eight middle schools participated in workshops and implementation of problem solving strategies during the academic year. Two ASU faculty serve as PI's on the project and an advisory board oversees the project. A newsletter is hosted on the MSEC website and serves to keep those prepared by the grant both informed and motivated with success stories from the participants	2010-2013	Seven ASU faculty serve as instructors with two being the PI's. 20 teachers are involved each year of the grant.	Participants report that the strategies and methods that are both appropriate and effective in stimulating scientific inquiry

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

University faculty are deeply involved with the public schools. RCOE faculty annual reports document numerous instances of public school involvement. Faculty serve on Boards of School Directors and on school task forces set up to address such issues as assessment, curriculum, and literacy. Other faculty serve as consultants and work directly with schools to assist in the design and implementation of appropriate evaluation instruments and systems; and faculty and students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. To address specific school needs, faculty serve as consultants, facilitators, advisory board members, work with charter schools, assist with testing, work with

technical support staff, provide professional development opportunities through workshops, research projects, and in other ways as needed, requested and/or when opportunities are presented. Reading faculty (6) are creating and testing a procedure for assessing the needs and progress of struggling readers in Watauga and Yadkin County Schools. This is a three year project that assesses students at the beginning, middle, and end of the school year and will follow the literacy development of 300 kindergartners, first graders, and second graders. Three others work with teachers in Allegheny County schools providing consultation services including assessing student achievement of middle school students who experienced difficulty on the 2011 EOG test. Part of that collaboration also involves presentation wherein the results of the assessment are presented, unpacked, and discussed with the teachers involved. Another effort was a min-grant in which two ASU faculty purchased and prepared school-based faculty to use flip video cameras in their teaching. The RCOE also assists partnership schools in involving students in cultural events with public school teachers and students attending university performances at reduced rates. A great many initiatives are put into practice by the ASU Math Science Education Center (MSEC). Through the MSEC, 18 faculty and 13 teachers were involved in delivery of workshops/institutes, etc., for 578 public school teachers. 2082 students were involved in a number of diverse student-oriented programs and workshops. The Communication Disorders Clinic (CDC) provided speech, language and hearing screening and therapy for 6024 students between the age of 3 and 5 years old. CDC service hours for the year 2012 (including five outreach facilities) was 8900.1 hours.

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

The RCOE maintains several support systems for beginning teachers with a focus on ASU graduates teaching in the 8 districts of the ASU-Public School Partnership. Through the ASU-Public School Partnership staff development activities, contact is maintained with beginning teachers employed within the 8 districts; in addition, PDS efforts in 8 local schools have created a support network of faculty who, because they are in the schools on a regular basis supervising interns, provide mentoring and assistance as needed for our beginning teachers. Efforts are being made to test a variety of strategies for providing both electronic and face-to-face connections with the graduates and involve ASU faculty from content areas as well as the RCOE. Follow-up surveys to recent graduates this past spring were outsourced and sent electronically for the first time. A full-time educational consultant in exceptional children services works with 21 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Some of our grants and centers provide training sessions for in-service teachers and beginning teachers. Faculty members were also involved with district staff in conducting orientation sessions for beginning teachers in several districts and serving as mentors. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers. A number of departments and program areas have designed ways to facilitate direct interaction (email/ direct telephone/web boards) with beginning teachers, including maintaining e-mail contact with graduates and holding annual meetings with their graduates to keep current with their professional activities and needs. Other departments have regular correspondence with graduates and offer opportunities for professional development. All teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership.

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

The Appalachian Transition to Teaching Program focuses upon lateral entry and licensure only candidates with the express purpose of providing easy access to coursework and experiences necessary for the candidates to obtain full licensure to become highly qualified teachers in high need districts; the project is currently working with candidates at several off-campus sites, arranging coursework and providing mentoring support. The ATTP director is based at Caldwell Community College and is responsible for working solely with lateral entry and licensure only candidates in Western North Carolina and for working with all higher education institutions in this region. RCOE also maintains a full-time field experience office that serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to ensure that all requirements are met and to verify teaching quality and evaluation. We work with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 14-district region and refers candidates to us, as appropriate. Liaison also has been established with the Charlotte RALC and 7 RALC lateral entry teachers enrolled in courses through ASU this year; another 8 pursuing licensure through DPI enrolled. An additional 36 licensure only candidates are enrolled in our teacher education programs. A well established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry and other licensure only candidates; prior experience and equivalencies are used wherever possible; courses on and off campus are consistently offered in the late afternoon, evenings, weekends and summer to accommodate the needs of our lateral entry and licensure only candidates. We work with content areas to ensure that appropriate coursework is available. We have also targeted areas where lateral entry teachers may be place-bound and offer access to full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance (ALA), consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs remain healthy the programs continue attract candidates who are trying to complete their requirements and need coursework close to their homes or places of employment. All teachers, including lateral entry teachers, within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership and other professional development activities provided by the university.

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

In an effort to recognize the ongoing service and expertise of cooperating teachers (approximately 600 this year), the RCOE provides a stipend each semester to each cooperating teacher and each cooperating teacher qualifies for a discount at the university Bookstore. The Mathematics and Science Education Center (MSEC): provided programs for all 15 school systems in the MSEC area plus others outside the area; offered workshops to 578 teachers and generated license renewal programs for 220 teachers; and, had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms. ASU is also one of the partners in a 16 school initiative to strengthen the math and science teaching skills of middle school teachers and assist them to become highly qualified. As an example of the workshops MELT conducts, the “MELT” program objectives for 2011-12 include the following: Since implementation of the Common Core State Standards is imminent, we are targeting ALL institutes toward preparing to teach toward that set of standards. The goal of the weeklong summer institutes is to help mathematics faculty improve their teaching effectiveness through investigation of mathematics content and pedagogy while examining the appropriate use of technology. All Summer Institutes may be taken for 3 CEU credits and some may be taken for 2 graduate credits in mathematics. To further support career teachers, the RCOE uses flexible scheduling, i.e., evening, weekends, and accelerated courses, and a combination of technology (web-based delivery) and face-to-face instruction, with some courses now being offered totally on-line. NCCSHTC/health education planned and provided professional development opportunities for career teachers and other educational personnel with professional development workshops ranging from 6 hours to a two-week graduate level institute (75 content hours). The Math Department offered Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving teaching. Physical Education Teacher Education (PETE) professors provide SPARK Training for N.C. Alliance for Athletics Physical Education and Dance to Physical Educators across the Northwest Region multiple times throughout the year. PETE faculty publish and distribute the ASU PETE News Letter every 3 weeks during the academic year to physical educators across NC. The School of Music offers a number of professional development workshops for career teachers; among these are the Orff- Schulwerk Workshop and the Silver Burdett General Music Education Workshop. ASU Reading faculty have partnered with Yadkin County Schools to deliver faculty development (reading, writing, language arts, ELL instruction) to K-3 teachers in this school system. Data are being collected in this school district and preliminary findings show an improvement of student reading performance in classrooms of teachers who are in this program.

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

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools; however, we have provided special assistance to local NC schools as follows. LEAD orientation is a Multicultural Student Pre-Orientation is designed to create fellowship among students and families of different backgrounds and to help ease their transition to Appalachian State University. Students and their families will meet with current students, faculty, and staff to learn about the many programs and opportunities available for multicultural students. This time will be used to foster skills and strategies for being

successful at Appalachian and prepare students for a more rewarding experience. On day two they will have the opportunity to challenge themselves further and build stronger bonds with their fellow participants on ASU's Group Interaction Course. In addition, the University has a number of offices that support students with difficulties in adjust or by arranging accommodations to individual needs. Previous to arriving here at ASU, efforts are made at reaching at-risk students. An early intervention model program in reading called Early Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. ASU has trained about half the Title One reading teachers in our surrounding counties; this too has had an impact on the reading assessment and intervention procedures that are being used in our area. At several schools, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. The Reading Clinic provided direct service to 159 children with reading disabilities for a total of 2400 treatment hours. The Clinic based on the Appalachian Campus also operates two off campus branches in Davie County and Yadkin County. Practicing teachers work in the clinic as part of their graduate study; the Clinic serves as a valuable resource for schools attempting to address specific reading problems in students. The Parent to Parent program provided services, including 7 free workshops to 186 families, 38 support groups attended by over 300 people, and 940 contacts, for/with families with special needs in Allegheny, Ashe, Avery, and Wilkes Counties. In addition, PTP provided 3 issues of Connections (1300 copies each issue) and 4 issues of Enriching the Parent (600 copies each issue this past year).

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

Appalachian's teacher education programs are committed to preparing candidates to work with students in 21st Century Schools by effectively integrating technology into the curricula and instruction and using it in collecting, managing, and analyzing data to improve teaching and learning. ASU is committed to enhancing candidates' experiences with technology in undergraduate education, and as a result, requires candidates to take a number of courses that are designated as technology enriched. All required courses in the Teacher Education Professional Core involve the use of the Tk20 system. Tk20 is a comprehensive, secure online assessment and data management system that facilitates the integration and use of candidate, program, and unit level data for the purposes of improving student learning, increasing retention and persistence, enhancing educational quality and operational efficiency, and meeting accreditation and program approval requirements. Tk20 is also the platform on which candidates build collections of electronic evidences which enable them to demonstrate proficiency according to the North Carolina Professional Teaching Standards. In each of the required Teacher Education Professional Core Courses and in all programs, certain key assignments have been identified. Candidates are required to make their work from these assignments available in the Tk20 system, and faculty members assess the work in Tk20 using common rubrics that are aligned to relevant standards. This enables programs, departments, and the unit to access assessment data for individual candidates as well as in the aggregate for the program, department, and unit. All programs, departments, and the unit also use the TracDat system to develop assessment plans. During this process, they develop a mission and vision, establish broad goals, relate discrete outcomes to these goals, identify multiple assessment methods with measurable performance criteria for each outcome, and enter data from these assessments to show the extent to which the performance criteria have been met. Data are extracted from the Tk20 system and entered into TracDat so faculty can collaboratively analyze the data and identify areas for improvement in relation to their TracDat assessment plans. Improvement strategies are entered into TracDat as Action Plans. As improvement plans are implemented and new data are collected, follow-ups are entered into TracDat to state the extent to which Action Plans were successful or need to be

modified. All teacher education programs require courses or components of courses, including methods courses and student teaching, that address preparing candidates to effectively integrate technology into the curricula and instruction for the purpose of collecting, managing, and analyzing data to improve teaching and learning. All candidates must take Policies and Practices in Educational Assessment and Teaching and Learning in the Digital Age that teaches them how to integrate technology effectively in curricula and instruction. Candidates learn the conceptual knowledge necessary to understand 21st Century learners and digital environments. The ASU teacher education program prepares candidates how to assess, manage, and collect data through the use of various technologies.

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

Through the 2011-2012 academic year, all teacher education candidates, including special education majors, continued to take a course required for admission to teacher education that included teaching diverse student populations, including students with disabilities. Topics of working with and meeting the needs of all students were included. All general education pre-service teachers are now required to take a new course, which was offered beginning in Spring 2011 semester, entitled Creating Inclusive Learning Communities. This course was developed by special education faculty and has a major emphasis upon understanding and addressing the needs of student disabilities. Accompanying this course is a 40 hour clinical field experience that provides all candidates with opportunities to work with special populations in the schools. Field experiences are tied directly back to course content for further exploration and integration. Included in these experiences, as appropriate, are observations of IEP teams (some legal implications restrict direct participation at this point in pre-service preparation), observations of co-teaching, interviewing teachers and interviewing students when appropriate. A new element being emphasized with each pre-service teacher's student experience is involvement in IEP team activities. The experience also requires pre-service teachers to observe school policies and procedures, observe how the teacher demonstrates care and respect for students, observe groupings of students (heterogeneous and homogeneous groupings by gender, proximity, language, disability, etc.), observe how student progress is monitored through questioning, quizzes, tests, guided practice, IEP's, etc., observe the communication methods used with students in the classroom, and observe procedures used to deliver instruction. Assessment of student teaching performance includes ability of pre-service teachers to teach students with disabilities effectively. Some programs require specific work in classes on working with diverse populations, including those who are LEP. With the implementation of the new professional core course, Creating Inclusive Learning Communities, all candidates in all programs will receive more comprehensive training in working with diverse populations, including students with special needs and those who are limited English proficient. At present, the University has no teacher licensure program in teaching students who are LEP; however, Creating Inclusive Learning Communities includes the teaching of diverse learners including LEP learners. In addition, the unit is looking carefully at the qualifications of new faculty hires to determine their backgrounds in LEP and related pedagogy. The unit expects to increase emphasis upon teaching LEP students within its curriculum and also will be considering the addition of a concentration in LEP that would be available to all elementary and other pre-service teachers.

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

The RCOE works closely with the ASU Learning Assistance Program (LAP) to devise & support services to enhance students' abilities to pass PRAXIS I. In the second year of a pilot initiative to

offer Praxis review classes, the RCOE funded a quarter-time instructor within the LAP. Students could enroll in one hour, elective credit courses to review for the Praxis Writing and Praxis Math tests, including online sections made available to distance education students. Across the two semesters, eight sections garnered 56 enrollments from 47 discrete students. As an additional service for students who could not attend the class, individual appointments were available with a learning specialist: 27 students came in for a total of 112 individual appointments. Course enrollment decreased 23% since last year. While the course has been well-received by the students able to enroll, the LAP has recommended shifting to individualized tutoring appointments for the next year to accommodate students' schedules, including a new initiative to offer phone/online tutoring for distance education students. The level of support needed varies, thus other avenues are also available. Self-guided Praxis I reading, math and writing online reviews on AsU Learn remain popular with students. This past year, 69 students were granted access to the reading review site, 75 students were granted access to the math review site, and 71 students were granted access to the writing review site. In addition to these online resources, all students are encouraged to take advantage of the Writing Center, on-campus students are encouraged to utilize the drop-in Math Lab, and distance education students are referred to their online tutoring resources. Suggestions developed by the LAP for preparing for the Praxis I exam can be found in the online Undergraduate Teacher Education Handbook. ASU maintains an approved computer testing center licensed by ETS. Students have ready access to this service & the score reporting process has been expedited. Although the SBE has done away with the requirement for PRAXIS II for all majors except Elementary Education & Special Education, ASU continues to require teacher education majors to take the PRAXIS II prior to graduation. Students will not have to pass the test to graduate, but they are being strongly encouraged to try to pass the test in order to make them highly qualified upon graduation & to be able to use the score as a content assessment.

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

A member of the restructured student recruitment staff (who was formerly the Director of Teacher Education Recruitment for the Reich College of Education (RCOE) coordinates the teacher education recruitment efforts both on and off-campus with special attention being given to recruitment and retention. Under her leadership, the RCOE continues to work closely with the admissions office to promote programs through open houses, visits to schools, special programs, and special recruitment days; works with Advising Center, Career Development Center, and Peer Career Center to help market teacher education programs to the ASU student body. Partnerships with 10 high school Teacher Cadet programs involve approximately 200 high school students, hosts visits to campus for these programs, offers a support group for the instructors in the programs, and offers ASU elective credit for students who complete the program satisfactorily. The RCOE maintains its involvement with Teacher Cadets from North Carolina by Visiting Teacher Cadet Classrooms in NC as an education cheerleader and admissions counselor. Effort has been made to increase prospect/applicant communication with targeted effort from faculty, staff, and current students to encourage prospective students to complete applications, apply for scholarships, acknowledge acceptance, pay deposits, etc., and through more personalized recruiting with phone calls and handwritten notes to students who were high ability, racially diverse, under-represented populations, male students, and those who showed interest in high needs subject areas. Information on teacher education students who have applied for and/or been accepted to ASU is sent to program areas who communicate with them, encouraging them to pursue their admission to ASU as a teacher education major. The RCOE communicates with enrolled ASU students whose majors are identified as

"undecided" in the spring and to "undecided" transfers in the summer; participates in Education Majors Fair for students for possibly deciding on major in teacher education; and, is available in Student Union one day/ month to answer questions from prospective students especially from the undecided pool at ASU. Communication in the form of areas includes face-to-face meetings, telephone calls, email, and WebPages, flows to and from the student and the recruitment division, the RCOE as well as departments/program coordinators as part of the recruitment effort. Initiation of off-campus programs has continued to be a major source for recruitment; frequent on-site information/orientation sessions are offered. Access to the offerings of ASU in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool, as has been providing students with immediate access to on-campus resources through technology. These efforts have attracted new students. The RCOE continues to add endowments and current gifts to support scholarships; the RCOE awards over \$200,000 each year to teacher education majors and maintains over 100 different scholarships.

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

Activities listed above are also applicable to our minority recruitment. As a part of its recruitment plan for all teacher education programs and candidates, the recruitment division for the campus provides some leadership in an effort to increase minority representation throughout all teacher education programs. We work closely with the ASU Admissions Office with the minority recruitment initiatives, including special programs designed to bring minority students on campus and introduce them to fields such as education, and to ensure that minorities are contacted in the schools and that they have ample opportunities to talk with minority admissions counselors about teacher education. Meetings are held with faculty and admissions personnel to explore ways to increase minorities in teacher education. The RCOE has also partnered with the Multicultural Student Development Center to increase awareness in racially diverse segments of student body about our teacher education programs and has participated in seminars, overnight visits from high school students, and worked with helping to prepare Diversity Scholars to recruit in home towns over breaks. Special efforts are made to develop an environment and a support system for a diverse student population. The college participates in the ASU Open Door program that is designed to create a supportive and welcoming environment for all students and has a statement of policy on the importance of diversity in all college programs and activities. The College has secured several sources of funding to support scholarships for education students from underrepresented populations, such as the continuing \$100,000 from the Anne Cannon Trust; scholarships are awarded to incoming freshmen and continuing undergraduates. RCOE also awards a number of other scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, especially those available specifically for minority candidates. Since the county in which ASU is located has a very small minority population, as does ASU, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue teaching degrees in teacher education. This particular effort has seen some success. Special efforts are carried out to encourage minorities to enter school services areas leading to licensure. A systematic contact program has been set up to recruit minorities who have already enrolled at ASU but who may not be aware of opportunities in education. Some programs initiate contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting; a systematic follow-up then occurs through written and face-to-face communication and additional information is given regarding academic requirements, financial aid opportunities, etc.

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

## 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	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic	5	Hispanic	9
	White, Not Hispanic Origin	140	White, Not Hispanic Origin	450
	Other	35	Other	154
	<b>Total</b>	<b>186</b>	<b>Total</b>	<b>626</b>
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	4	White, Not Hispanic Origin	9
	Other	2	Other	3
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>12</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	77	White, Not Hispanic Origin	300
	Other	31	Other	95
	<b>Total</b>	<b>110</b>	<b>Total</b>	<b>404</b>
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	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other	2	Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>3</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	5	0
Elementary (K-6)	10	2
Middle Grades (6-9)	17	1
Secondary (9-12)	32	8
Special Subject Areas (k-12)	27	8
Exceptional Children (K-12)	13	1
Vocational Education (7-12)	20	6
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>124</b>	<b>26</b>
<b>Comment or Explanation:</b>		
Only lateral entry and provisionally licensed students who requested programs through ASU are included above. In addition to those students included in the above chart, we had others taking courses at Appalachian this report year who are following a program developed by RALC (7 students) or by DPI Licensure Section (10 students). An additional 36 licensure only students are pursuing licensure this report year through Appalachian with signed programs of studies.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	945
MEAN SAT-Math	591
MEAN SAT-Verbal	595
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.40
<b>Comment or Explanation:</b>	
*-Less than five test takers. For student privacy, scores not reported.	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	1	2	1	
Elementary (K-6)	16	124		1
Middle Grades (6-9)	4	25		
Secondary (9-12)	3	50		
Special Subject Areas (K-12)	16	87		
Exceptional Children (K-12)	8	32		
Vocational Education (7-12)				
Special Service Personnel	9	33		
<b>Total</b>	<b>57</b>	<b>353</b>	<b>1</b>	<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	217	99
Spec Ed: Adapted Curriculum	15	100
Spec Ed: General Curriculum	14	100
Institution Summary	246	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	103	203	258	41	16	2
U Licensure Only	7	0	1	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	9	6	7	12	6	4
U Licensure Only	4			.	.	
<b>Comment or Explanation:</b>						
Undergraduate students may be accepted into the teacher education program after completing 45 semester hours: this can be as early as the second semester of the sophomore year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance.						

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

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	497	96	51
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

<b>LEA</b>	<b>Number of Teachers</b>
Forsyth County Schools	684
Caldwell County Schools	591
Catawba County Schools	560
Charlotte-Mecklenburg Schools	521
Wake County Schools	512
Burke County Schools	474
Wilkes County Schools	459
Guilford County Schools	382
Gaston County Schools	366
Iredell-Statesville Schools	332

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
112	14	72