

# IHE Bachelor Performance Report

## NC State University

2011 - 2012

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### 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
<p>Alamance-Burlington, Asheboro City, Asheville City, Beaufort, Bertie, Brunswick, Burke, Caldwell, Catawba, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Chatham, Cherokee, Clinton City, Cumberland, Currituck, Dare, Davidson, Davie, Durham, Edenton-Chowan, Edgecombe, Elizabeth-City/Pasquotank, Elkin, Franklin, Gaston, Gates, Granville, Greene, Guilford, Halifax, Harnett, Haywood, Henderson, Hertford, Hickory, Iredell-Statesville, Jackson,</p>	<p>(1) Use of technology and tools for teaching and learning in 21<sup>st</sup> Century Schools. (2) Preparing 21<sup>st</sup> Century professionals who guide innovation in schools and produce globally competitive students.</p>	<p>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. The MEGA list focuses on these State Board of Education goals: <i>(1) Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees</i></p>	<p>October 2011 - June 2012</p>	<p>1090 educators and community partners from 81 NC school systems plus charter schools, NCSSM, and NCVPS.</p>	<p>MEGA includes 1090 educators and community partners from 81 LEAs. An active listserv provides curriculum resources, research, and event information to member teachers on a weekly basis throughout the school year.</p> <p>We gratefully acknowledge the support of this work by The National Science Foundation, ITEST Strategies Project # 1031118, STEM Teams: Promoting Science, Technology, Engineering, and Mathematics Skills, Knowledge, Interest and</p>

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Johnston, Kannapolis City, Lee, Lincoln, Martin, McDowell, Mitchell, Montgomery, Moore, Mooresville, Nash-Rocky Mount, New Hanover, Northampton, Onslow, Orange, Pender, Perquimans, Pitt, Randolph, Roanoke Rapids, Robeson, Rockingham, Rowan-Salisbury, Sampson, Scotland, Stanly, Stokes, Swain, Thomasville City, Transylvania, Tyrrell, Union, Vance, Wake, Warren, Washington, Watauga, Wayne, Weldon City, Whiteville City, Wilson, Winston Salem-Forsyth, and Yancey County Schools.		<p><i>student learning.</i></p> <p><i>(2) Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills.</i></p> <p><a href="http://www.ncsu.edu/mega/">http://www.ncsu.edu/mega/</a></p>			Career Awareness Through Strategic Teaming.
A. B. Combs Elementary,	Student achievement	<b>Project ENRICH (Early diagNostic Reading</b>	August, 2009 –	Teachers – 43 to date	<b>2010-2011</b> First, struggling

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Wake County Public Schools, Walnut Creek Elementary School, Wake County Public Schools	and Closing the Gap Teacher retention and development	<p><b>Intervention through CoacHing</b>, is based on earlier work completed with rural schools (e.g., Amendum, Vernon-Feagans &amp; Ginsberg, 2011), and was developed based on research evidence about early reading instruction for all children. ENRICH is a dual-level intervention designed with two complementary interrelated strands—early reading intervention, and teacher professional development.</p> <p><i>Early reading intervention.</i> Within the context of a 15-minute one-to-one ENRICH session, the classroom teacher leads a student through three main intervention components: Re-Reading for Fluency (about 2 minutes), Word Work (about 6 minutes), and Guided Oral Reading (about 7 minutes). The instructional 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., 2000; Shanahan &amp; Barr, 1995).</p> <p><i>Professional development.</i> The ENRICH 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</p>	ongoing	Students – 212 to date	kindergarten, first, and second-grade students who were eligible for ENRICH, on average, again made sizable gains in all reading outcomes. The same struggling students, on average, made significantly greater growth across the year compared to the comparison students, however, the effect of the intervention was dependent on students' grade level in three of the outcomes. Findings from the teacher-level analysis again demonstrated that teachers had changed perceptions of literacy teaching and learning across the intervention period. Specifically, teachers increasingly

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		<p>a trained ENRICH literacy consultant to facilitate ENRICH implementation, using a community of practice approach (Wenger, 1998) designed to promote teacher ownership of the intervention process. All teachers met individually with the ENRICH coach each week to facilitate understanding and learning about early reading development and intervention.</p> <p>During the 2011-2012 school year ENRICH was implemented by 15 K-2 teachers at Walnut Creek Elementary School (WCES) and school-wide in grades K-2 at A.B. Combs Elementary (CES). Across both schools, approximately 90 struggling kindergarten, first-, and second-grade students received intervention, and data were collected from additional comparison students at WCES to investigate the achievement gap at the beginning and end of the school year.</p>			discussed the individualized nature of literacy learning and instruction while continuing to discuss a balanced literacy outlook.
Bertie, Warren, Northampton, Hertford, and Nash-Rocky Mount County Schools and Weldon and Roanoke Rapids City Schools	Student Achievement Closing the Gap STEM Teacher Professional Development in Science	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, Nash-Rocky Mount, and Northampton County Schools and Weldon and Roanoke Rapids City Schools. The Science Scholars Academy II project engages teachers in inquiry-based, technology-infused science	<b>3/1/11-9/30/12</b>	12	The primary outcome of the project is that there are 12 teachers who have increased knowledge of science as well as strategies to teach science. The data on student achievement is

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		<p>lessons linked to state course objectives through sustained teacher professional development via synchronous online technologies. Through practice with new skills and strategies for teaching science, teachers will build content knowledge and improve their ability to effectively prepare diverse students for a changing world.</p> <p>The Science Scholars Academy II continues the work of the Science Scholars Academy to assist 20 middle and high school science teachers in seven school districts in northeastern North Carolina better prepare the 2000 students in their classrooms for STEM majors and careers. The Science Scholars Academy II will enhance teachers' technological, pedagogical, research, and science content knowledge, and awareness of cutting edge scientific research and STEM careers (34 sessions totaling 114 hours; equivalent to 19 days --6 hours per day).</p> <p><a href="http://www.fi.ncsu.edu/project/nc-quest-the-science-scholars-academy/">http://www.fi.ncsu.edu/project/nc-quest-the-science-scholars-academy/</a></p>			not yet available.
Madison, McDowell, Mitchell, Surry, Watauga, Granville, Rowan-Salisbury, Scotland, Vance,	Providing planning assistance to fourteen North Carolina districts in the areas of: • Infrastructure	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	Ongoing	There are five school districts participating in this initiative. Coaches meet with leadership teams	1. The preparation of leadership teams from the five LEAs to implement sustainable 1:1 programs,

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Weldon City, Beaufort, Craven, Jones, Onslow	<ul style="list-style-type: none"> <li>• Leadership • Vision;</li> <li>Provide 1:1-specific professional development to help teachers to teach successfully in ubiquitous learning environments;</li> <li>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 larger NCLTI planning.</li> </ul>	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.		(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.	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 facilitators, along with resources to support them in providing local professional development for both technology novices and more advanced

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					<p>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 of lessons learned, and evaluations of professional development activities, all of which will help develop professional development and support programs for additional</p>

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					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 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	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 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

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		<p>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>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 careers in STEM or education. 2011 high school graduation data will be available on next year's report.</p>

**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 college and university offer programs such as bilingual education, the Upward Bound pre-college program, 4-H Youth Development, Kenan Fellows for Curriculum and Leadership Development, The Science House, and the Shelton Leadership Challenge Institute. These programs serve more than 200,000 young people throughout North Carolina. In addition to these programs, 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, 21<sup>st</sup> Century Skills, Social Studies, Writing Across the Curriculum, 1:1 Computing Initiatives, and reading interventions. For more details please visit: [http://www.ncsu.edu/extension/education\\_and\\_youth.html](http://www.ncsu.edu/extension/education_and_youth.html)

### **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 has partnered with the Evaluation Team for North Carolina's Race to the Top Initiative (RttT) to administer the Perceptions of Success Inventory for Beginning Teachers (PSI-BT), a state of the art inventory, to teachers in the New Teacher Support Curriculum. This curriculum aims to support LEAs in their efforts to induct and retain beginning teachers in high need schools. 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. Since 2008, SUCCEED has 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 2011-2012 academic year, the Office of Alternative Licensure has responded to over 5,000 walk-in, telephone, and email inquiries and has evaluated 680 applications for our two primary Alternative Licensure programs (NC TEACH/MAT). The continued growth in our Alternative Licensure program is due to the growth of our Masters of Arts in Teaching program and the addition of areas such as ESL and Reading, to complement the licensure areas of 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 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. In only our first three

years, the MAT alone has provided nearly 100 new teachers to classrooms in and around NC. Also in the 2011-2012 year NC State University continued to offer the NC TEACH program to candidates seeking licensure with a Provisional License. The College of Education at NC State continued its partnership with Wake Tech Community College to offer another option 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 16 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 27 online extension & outreach programs ([http://www.ncsu.edu/extension/education\\_and\\_youth.html](http://www.ncsu.edu/extension/education_and_youth.html)) among which are the Capital Area Writing Project, Continuing and Professional Education through the McKimmon Center, Online Tools for Schools, The Science House, and Non-Degree Studies programs. Additionally, the college offers distance and add-on licensure programs in English as a Second Language, Agricultural Education, 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, specifically that 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 programs at NC State have been specifically designed to address the knowledge bases and competencies required for effective teaching in the 21<sup>st</sup> Century. As a 1:1 college each of our candidates comes to NC State with their own laptop and is instructed throughout the course of their program in the effective use of technology in the classroom for collaborative, knowledge construction. Our courses have been intentionally designed to address diversity, assessment, and collaboration, critical elements for 21<sup>st</sup> Century teaching and our year-long internships provide students with enough time to practice incorporating those elements in their teaching. This past year approximately 20% of our candidates traveled and taught internationally, demonstrating our commitment to helping North Carolina's children become globally prepared. 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. Our focus on the lives of children, 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.

**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 2011 - 2012 academic year the College of Education placed special emphasis on the further 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, Beijing, China and Pskov, Russia. 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. Some of the categories include; five to six week Student Teaching Abroad programs, short-term programs in Costa Rica and Honduras, and on-campus opportunities for global awareness including workshops and involvement with international students and visiting scholars. During the 2011-2012 academic year 40 students participated in student teaching abroad and approximately 40 additional students participated in short-term programs. All of our international partnerships are between the college and other IHE's and/or K-12 schools in host country locations. Plans for expansion include adding additional partnerships in Latin America and Africa as well as strengthening existing partnerships to increase research and collaboration between all stakeholders.

**Supplemental Information (Optional)**

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

The College of Education assists students in their Praxis I and II preparation through the use of our Learning Resources Center (College Media Center). The college has purchased and made available in the Media Center a variety of instructional materials and practice tests for use by students. Additionally, the introductory course for teacher education students highlights and refers students to the ETS website for Tests-at-a-Glance and other materials. The college also sponsors and supports other efforts to prepare students for required Praxis II tests through specific workshops.

**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 2012 – 2013 academic year. The College of Education saw a decrease in the number of STEM area applicants and a decrease in male applicants for the 2012 – 2013 academic year. The aforementioned decreases can be attributed to discontinuation of the Teaching Fellows Program which has typically attracted male applicants and to the university-wide strategic enrollment management plan to decrease undergraduate enrollment. 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.

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

The College of Education launched *Passport to Success* this spring, a new academic enrichment and student engagement program 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 four core themes: Global Knowledge, Community Engagement, Cross Cultural Skills and Professional Development. The program website and online application were launched and promotions began in early January. This fall, 17 students – all sophomores and juniors -- will begin the program. Each student will participate in 12 high-impact co-curricular activities; four of which must be what we call *signature* experiences – those that require greater creativity, leadership and time commitment on the part of the student. Ten College of Education faculty and staff members have volunteered to serve as Passport Mentors to guide the students through the process. Students will create a Blog to track their experiences (EduBlogs or Blogger) and upon completion of the program, showcase what they have learned with a culminating poster presentation. Ultimately, the objective is for Passport Scholars to graduate with a more comprehensive learning experience that prepares them for 21st century classrooms.

*Cross Cultural Conversations* is a new initiative launched in spring 2012 which provides a forum for students and faculty to dialogue around issues of diversity, both domestically and globally. This spring, workshops were hosted on topics such as teaching about Islam and other world religions, schools around the globe, socioeconomic diversity in education and faculty global collaborations. The program will continue this fall with a roster of topics to encourage greater dialogue within the college.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	4	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	31
	Hispanic	3	Hispanic	6
	White, Not Hispanic Origin	132	White, Not Hispanic Origin	327
	Other	2	Other	14
	<b>Total</b>	<b>154</b>	<b>Total</b>	<b>382</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	1	White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	27
	Hispanic	2	Hispanic	11
	White, Not Hispanic Origin	74	White, Not Hispanic Origin	129
	Other	3	Other	
	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>180</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)		
Elementary (K-6)		
Middle Grades (6-9)	27	31
Secondary (9-12)	31	36
Special Subject Areas (k-12)	16	20
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>74</b>	<b>87</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,140
MEAN SAT-Math	576
MEAN SAT-Verbal	560
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	181
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.37
Comment or Explanation:	
*-To protect student privacy, areas with less than five test takers are 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)				
Elementary (K-6)	63			
Middle Grades (6-9)	31		12	
Secondary (9-12)	74		27	
Special Subject Areas (K-12)	9		8	
Exceptional Children (K-12)				
Vocational Education (7-12)	44		31	
Special Service Personnel				
<b>Total</b>	<b>221</b>		<b>78</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	92	100
Special Education: General Curriculum	10	100
Institution Summary	102	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<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	187	3	23	4		
U Licensure Only						
<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						
U Licensure Only						
Comment or Explanation						

**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	424	92	63
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>
Wake County Schools	1,920
Johnston County Schools	385
Durham Public Schools	158
Guilford County Schools	143
Charlotte-Mecklenburg Schools	135
Franklin County Schools	111
Cumberland County Schools	99
Harnett County Schools	93
Forsyth County Schools	84
Granville County Schools	66

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<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>
85	3	32