

Appalachian State University

2012- 2013

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 main campus enrollment of 16,168 and another 1,521 off-campus students. The University 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 2,497 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, the RCOE is responsible for recommending licensure for candidates from 22 degree programs (leading to licensure in 27 areas) at the undergraduate level, 18 degrees (leading to licensure in 24 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 as it phases out. 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 Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic (CDC), now housed in the new College of Health Sciences, provides diagnostic (including screenings) and treatment services to over 3,038 school age clients annually, a substantial number of whom are referrals from school districts; the number of clients seen in all CDC programs in 2012 was 6,505 with a total of 8522.6 service hours provided.

Program Areas and Levels Offered

Undergraduate 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; Elementary Education (K-6), BS; English, Secondary Education, BS; Family and Consumer Sciences, Secondary Education, BS; French (K-12), BS; 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; Mathematics, Secondary Education, BS; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Physical Education Teacher Education (K-12), BS; Physics, Secondary Education, BS, with licensure in Physics and Comprehensive Science; Spanish (K-12), BS; 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.

IHE Bachelor Performance Report

Appalachian State University

2012- 2013

Overview of the Institution

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, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	Collaborative work between ASU Faculty and public schools *Classroom Research *Addressing common core standards *Teacher Study Groups	<i>Mini grants</i> 1. "No Bones About It" This project provides an opportunity for science education faculty members from the Department of Curriculum and Instruction to collaborate with each other, as well as with pre-	2012-2013	-4 ASU Faculty -2 Public School Faculty -50 Students	1. Developed and implemented a series of connected integrated lessons that can be shared with pre-service and in-service teachers 2. Provided an opportunity for university faculty to gain valuable firsthand experience planning and implementing integrated lessons in

		<p>service elementary teachers, and fourth grade teachers from CC Wright to plan and implement science lessons that integrate language arts</p> <p>2. <i>“Common Core: New Texts, New Approaches”</i> The English PLC worked with the Common Core standards by applying those standards to new texts that align well with the new standards.</p> <p>3. <i>“Linking Instruction in Literacy and Science: Building on the New Common Core State Standards”</i> Revise the science content using the new Essential Standards and at the same time, to integrate Common Core informational text reading and writing goals</p>	<p>2012-2013</p> <p>2012-2013</p>	<p>-1 ASU faculty -200+ Students - Representatives from all counties.</p> <p>-1 ASU faculty -6 Public School teachers -120 Students -Ashe County</p> <p>-2 ASU Faculty -6 Public School Teachers -120 Students Ashe, Caldwell, Watauga</p>	<p>a public school classroom</p> <p>3. Obtained a set of resources for teaching Science Essential Standards and Common Core Language Arts Standards that can be used by faculty members, classroom teachers, and pre-service teachers for years to come</p> <p>1. Collaborated with English colleagues on Common Core implementation 2. Read new texts to consider for district use 3. Discussed and developed activities related to these texts 4. Shared these materials within our districts</p> <p>1. Increased reading comprehension by focusing on the specific reading demands of science informational texts for students in grades 5 2. Increased genre knowledge of informational text 3. Built background knowledge in science content related to how structures and systems of organisms (including the</p>
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		<p>4. "Authentic Assessment in Secondary Content Areas"</p> <p>Strengthen content for one of the professional core courses by partnering with six secondary education teachers who represent the areas of Technology, Engineering, and Design; History Education; and Mathematics Education. Public school partner teachers collect samples of student work, such as responses to performance tasks, as well as evaluated work using appropriate assessment tools (e.g., rubrics or student record sheets). These artifacts would be used during in course to provide concrete examples of formative assessment practices in the schools. Work samples will</p>	<p>2012-2013</p> <p>2012-2013</p>	<p>-2 ASU faculty -3 Public School Faculty -60 Students -Ashe County</p> <p>-1 ASU Faculty -8 Public School Teachers -All partnership districts</p>	<p>human body) perform functions necessary for life 4. enhance the 21st century skills and dispositions:</p> <ul style="list-style-type: none"> • Effective communication skills • Problem solving and Curious Researching <p>1. Augmented our current collection of assessment samples by adding more authentic samples for secondary education majors in CI 3400 2. Provided equal opportunities for all teacher candidates, regardless of major, to learn from practicing teachers 3. Strengthened the partnership between college of education and secondary teacher education faculty</p>
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		<p>represent the newly-implemented Common Core Standards in Mathematics and Literacy and Essential Standards in Social Studies/History and Information and Technology.</p> <p>5. "Joseph Bruchac and Children's Literature" Children's Literature. He will visit Ashe Middle School and present to two classes of seventh graders who are reading the books and discussing them with their teachers. In addition, the children's literature students will blog with the seventh graders as they are both reading the books.</p> <p>"Common Core Literacy for the Disciplines" PLC Mini Grant Collaborate on a presentation to administrators and educators in all content areas that clearly delineates how the language arts</p>			<p>-Appreciation on children's literature</p> <p>-Reinforced student reading through interaction with one-on-one adult readers</p> <p>-Made clear the joint responsibility throughout the disciplines for literacy instruction, provide snapshots of what that instruction could be like, and illuminate the expectations for language arts classrooms within the new Common Core standards. --By so doing, we expect that greater cohesiveness will be gained throughout all levels of district implementation and productive dialogues on literacy instruction will be opened between all stakeholders.</p>
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		classroom should function and how literacy instruction in the content area should be presented in relation to common core standards.			
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	"Expert Websites" - Updated with College of Education Faculty: 1. Expertise Website, which includes ASU faculty and staff, and public school personnel. District can choose personnel for professional development	Updated ASU site and staff for managing website. - Distributed copies of list to schools -Posted "expert list" on Partnership site	2013 Ongoing	Partnership School Faculty	-No report of use District common core professional development taking precedence at this time.
Added Alexander County Schools to the Partnership	This brings the total to 10 districts formally in the Partnership	Districts will be added to the activities of the Partnership	2013	-Schools-144 -Teachers, 4,572 -69,650 students	
Watauga	Pakistani/ USA Cultural Exchange Project: A partnership leading to cross-cultural exchange, educational collaboration, and relationships between students at HITEC School in Pakistan.	On-line network (Moodle) and communications with Skype classroom to classroom. Sharing of cultural information on Moodle site. Skype communications with Pakistani faculty at HITECH school. Curriculum planning between classroom teachers (science,	2012-2013 ongoing	-3 ASU Faculty/Staff -10 Public School Faculty -2,574 Students	-Provided greater cross-cultural understanding among Partnership teachers, administrators and students. -Collaborative work on common projects. - Evaluation/ Outcomes <ul style="list-style-type: none"> Increased use of 21st Century Skills through cross-culture Communications (Skype, Oovoo, Ning) Increased understandings

		language arts, and social studies). Visits from Pakistani HITEC faculty to Watauga Schools. Visit from Watauga School faculty/ASU to HITEC in Pakistan			<p>of the norms, beliefs, values, and actions of diverse people in a contemporary context</p> <ul style="list-style-type: none"> • Increased understanding of geography of the world in terms of global issues • Exchanged teaching ideas through collaborative planning and sharing of videos <p>*(As indicated pre and post survey, through dialogues and postings)</p>
Watauga, Caldwell, Burke, Alleghany, Wilkes	IREX Grant (TEA Program) *Done in collaboration with OIED Program	During the internship phase TEA Fellows shadowed public school teachers at meetings, interacted with members of local school boards and parent-teacher-organizations, and participated in team-teaching with English teachers in the Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes county high schools. The team teaching-internship experiences were practical and hands-on.	Fall 2012	8 Schools 22 teachers 440-students	<ol style="list-style-type: none"> 1. Offered productive and lasting relationships and mutual understanding between the TEA teachers and U.S. teachers and their students (continued contacts and visits) 2. Increased awareness of cultural differences of the students, teachers, and the families which hosted them for a weekend (as indicated by questions and statement from the students and teachers)

		<p>During the internship period, the TEA Fellows also learned more about educational leadership. At their school placements, they observed educational administrators in action, attended school board and parent-teacher association meetings to observe the educational policy decisions process and to see how parents and teachers work together.</p> <p>While at their internship schools, TEA Fellows made presentations about their countries and shared some aspects of their culture with the students and teachers. The TEA Fellows also met with pre-service students from the Reich College of Education. During this Forum, Appalachian students learned from the TEA Fellows about the educational systems as well</p>			
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		as current political developments in their respective home countries.			
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	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 by pre-service teachers, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability.	<p>The Middle School LA PLC Focused on <i>"Common Core Literacy for the Disciplines"</i> Collaborate on a presentation to administrators and educators in all content areas that clearly delineates how the language arts classroom should function and how literacy instruction in the content area should be presented in relation to common core standards. ***Information in mini-grant section</p> <p>MS and High School English PLC Focused on <i>"Common Core: New Texts, New Approaches"</i> The English PLC worked with the Common Core standards by applying those standards to new texts that align well with the new standards. Developed</p>	2013 Ongoing	12-ASU Faculty 45-School Faculty	<p>-Results/outcomes of some of the activities/projects are listed in the third column</p> <p>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 stronger working relationships with DPI content liaisons</p> <p>Developed Action Plans to guide next year's activities.</p>

		<p>curriculum maps and text complexity reports for books read</p> <p>High School Math/Middle School Math participants shared vocabulary lists they had collected that align with the Common Core in their grade level. The group divided into high school and middle school to look at the trajectory posters. These posters show how the standards progress through middle grades and high school. Based on the trajectory posters, each group determined how to create a vocabulary list and/or look at troublesome vocabulary that may have different meanings in different arenas or may have different words/phrases that are used throughout the grade levels.</p> <p>The High Science PLC Focused on "<i>Literacy in Science</i>"</p>			
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		<p>Read common book and reported on “text complexity and curriculum map” using the book <i>”T Rex and the Temple of Doom”</i>. Also created a curriculum map for Partnership use.</p> <p>High School Social Studies PLC-Read common book on Abraham Lincoln. Study of myth and fact in current media. Group report at state SS conference.</p> <p>MS SS PLC- Read common text and reported on “text complexity.” Created a curriculum map for Partnership use.</p>			
Mt.Airy,Watauga, Alexander, Avery, Alleghany, S. Stokes, East Burke	Teacher Cadet Programs: Agreements with 7 schools to sponsor Teacher Cadet programs. (2 fewer than last year)	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.	2013 ongoing	3 ASU Faculty 10 ASU Students 8 School Faculty 160 K-12 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
Avery, Ashe, Alleghany,	Mountaineer Summer Reading	Students and teachers in the	Summer 2012	-2 ASU Faculty/Staff	-Increased focus on reading for students

Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	Program: This program is a partnership between the ASU athletic department and the Reich College of Education and supports and encourages literacy among first through eighth grade students in the ASU Public School Partnership.	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		-62 School Faculty -1,844 Students -32,831 Books - Recognition of student winners in groups (1-3, 4-6, 7-8)	in Partnership
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	STEM Outreach- The Partnership partners with the STEM community in providing information about STEM events to Partnership schools.	Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. New webpage of STEM activities provided for the Partnership.	2013-2014	All Partnership schools receive information	-Increased access to STEM information -Increase Partnership involvement in STEM events
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	Cultural Arts and Education Outreach - The Partnership partners with the Cultural Arts in Education program to provide information about cultural arts events and curriculum programs for Partnership schools.	Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. Curriculum guides are sent to schools who are participating in events.	2013-2014	All Partnership schools receive information	-School program to begin Fall 2013
Ashe, Alexander,	Science and Math Ed	Workshops:	2012-	182 K-12	- programs

Beaufort, Burke, Cabarrus, Caldwell, Catawba, Charlotte-Mecklenburg, Cumberland, Davie, Durham Forsythe, Gaston, Guilford, Henderson, Iredell, Kannapolis, Lincoln, McDowell, Moore, Nash-Rocky Mount, Orange, Perquimans, Pitt, Randolph, Rockingham, Rowan, Swain, Sylva, Wake, Watauga, Wilkes, Winston-Salem	Center Outreach – The SMEC conducted 12 workshops/institutes/courses or seminars during the AY 2012-2013. This included 12 functions that each different, focused on the needs of the region in which the presentation was made. *Addressing common core standards *Teacher In-service credit *Collaborative grant activity	Mathematics and Science Common Core Integration; Multimedia in the Common Core Institutes: Math and Technology; Misconceptions to Scientific Conceptions Seminars: Bio-monitoring of Genetically Modified Organisms; Essential Science for NC Middle Schools; High Contry Robotics; Advances in Science that Change our Perceptions Series; Grants: Project SMILE, NSF;	2013	students 87 K-12 faculty members 23 MSEC staff members	awarded 28 continuing education units, and 16 graduate credits - evaluations are routinely good to excellent
Pending registrations	Science and Math Ed Center Outreach – scheduled for summer 2013 – The SMEC has eleven additional workshops scheduled. *Addressing common core standards *Teacher In-service credit *Collaborative grant activity	Examples: Exploring STEM inside and out; Geometry in the Common Core; Earth Shaking Science; Bridging the Gap – What do biotechnology and agriculture have in common.	Summer 2013	Anticipating 110 teacher participants Anticipating at least 11 presenters from SMEC staff	- Pending evaluations
Untracked. Intended for studnets from High Country regions	Math Camp at ASU- intended for rising sixth through twelfth graders *enrichment activity for K-12 students	Activities intended to enrich the school curriculum and enable student success in the schools.	Summer 2012	95 k-12 student participants 4 ASU/SMEC participants	- Evaluations show a positive effect on math achievement and attitudes toward mathematics
Untracked. Intended for students in the	Math Camp at Discovery Place in Charlotte for at-risk	Activities intended to enrich the school	Summer 2012	95 k-12 student participants	- Evaluations show a positive effect on math achievement

greater Charlotte region	Students- intended for rising sixth through twelfth graders *enrichment activity for K-12 students	curriculum and enable student success in the schools.		4 ASU/SMEC participants	and attitudes toward mathematics
Alleghany, Ashe, Avery, Davie, Lincoln, Watauga, Wilkes	Family Science Nights – 2-hour sessions held at a variety of sites stressing science in the curriculum *enrichment activity for K-12 students	Activities intended to educate and excite students and families for the content and processes of science	2012-2013	Participants: 101 teachers; 789 Students; 590 Parents	-Evaluations show positive reactions to the evening.
Ashe; Caldwell; Davie; Wilkes; Watauga	Family Math Nights – 2-hour sessions held at a variety of sites stressing mathematics in the curriculum *enrichment activity for K-12 students	Activities intended to educate and excite students and families for the content and processes of mathematics	2012-2013	Participants: 106 teachers; 326 Students; 196 Parents	-Evaluations show positive reactions to the evening.
Buncombe, Caldwell, Kannapolis, McDowell, Watauga, Wilkes, Yancey	Science activities for visiting groups- Demonstrations and activities for elementary and middle school groups. *enrichment activity for K-12 students	Activities intended to educate and excite students and families for the content and processes of science	2012 – 2013	Participants: 1370 students 45 teachers 4 SMEC staff	Teachers report positive reactions to the presentations. Intent is to keep science and math in the minds of students as a possible career option
Students from 32 counties of North Carolina attended at Appalachian State University	Summer Ventures in Science and Mathematics – A state funded program for talented k-12 students considering STEM career paths.	Rising junior and senior students in a residential setting for research and intensive study. Study includes experimental design, laboratory skills, instrumentation, mathematical modeling, strategies in mathematical problem solving and exploratory data analysis.	2012-2013	Participants: 91 K-12 students 24 instructional faculty 7 speakers 10 Residence life staff	Evaluations were very strong. This is a collaborative event with four sites in North Carolina being East Carolina, North Carolina Central, University of North Carolina at Charlotte, and Appalachian

Watauga	Supervision of the ASC Center at Watauga HS - a faculty member supervises an interdisciplinary group addressing needs of Watauga High School students.	Supervision requires coordination of Psychology, Social Work, Marriage and Family Therapy interns and their caseloads.	2012-2013	Activity involves about 6% of the WHS student population	Effect of the ASC is valued and supported by the school system and its administrators
Avery, Cabarrus, Caldwell, Lincoln, Watauga, Wilkes, Winston-Salem Forsyth, and several out-of-state locations	Transition Assessment Services – a faculty member from special education has extended individual evaluations	Assessment services includes application of the Student Style Questionnaire (SSQ), Self-Directed Search (SDS).	2012-2013	260 students were tested	Appropriate transition plans were made possible
Anson, Avery, Beaufort, Brunswick, Burlington, Catawba, Chatham, Cherokee, Cleveland, Craven, Cumberland, Davidson, Durham, Edgecombe, Fayetteville, Forsyth, Gastonia, Guilford, Harnett, Johnston, Lee, Lenoir, Lincoln, Madison, Martin, Mecklenburg, Mitchell, Montgomery, Nash, Onslow, Pender, Pitt, Polk, Randolph, Rockingham, Rowan, Surry, Stokes, Swain, Transylvania, Winston-Salem, Wake, WarrenWatauga	North Carolina School Health Training Center – addressing health education within a coordinated school health program. The center provides programs throughout the state for teachers, nurses, counselors, administrators and public health educators to reduce at-risk behaviors in children and adolescents.	The center focuses on workshop presentations regarding HIV, Teen pregnancy, STIs prevention, and Suicide Prevention. North Carolina was number one in the nation with the highest number of public school teachers trained in suicide prevention due, in large part, to this center's work.	2012-2013	636 hours of service 1870 participants excluding presenters	Evaluations are generally good to excellent. Individual evaluations are available

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 and 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 year three of a four-year project that assesses students at the beginning, middle, and end of the school year and will follow the literacy development of 300 second and third graders (followed since their kindergarten and first grade days). Three other faculty 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. Other efforts included mini-grants that funded ASU faculty with K-12 school faculty who collaborated to prepare units for the schools to use. The new units stressed literacy in science and math and were aligned to the new generation of mathematics and science standards. 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 Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic (CDC) provided speech, language and hearing assessment and therapy for 301 students between the age of 3 and 5 years old. CDC service hours for the year 2012 (including five outreach facilities) was 8522.6 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 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 11 RALC lateral entry teachers enrolled in courses through ASU this year; another 10 pursuing licensure through DPI enrolled. An additional 24 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 strong. 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 570 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. The numbers of teachers, students as well as credit-bearing workshops have been larger this year than ever before. The MSEC offered workshops offering up to 7 credits or 14 CEUs per workshop. Workshops range from highly technical biotechnology workshops for high school biology teachers to heavily hands-on minds-on science and math workshops for elementary teachers of science. Additionally, the hands-on loan program continues for science and mathematics materials from the MSEC resource rooms. The MSEC also assists with workshops offered by departments external to the Reich College of Education. One such program from the department of mathematics is called "MELT." The "MELT" program objectives for 2012-13 will focus on formative and summative assessment strategies to aid teacher in evaluating student understanding, help students both recognize their own deficiencies and learn the content, and assist students in becoming mathematical thinkers. 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. NC SHTC/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 Physical Educators across the Northwest Region upon request. PETE faculty members publish and distribute the ASU PETE News Letter twice each semester 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 has 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 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 adjusting and that help by arranging accommodations to individual

needs. Prior 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 118 children with reading disabilities for a total of 1770 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 and requires candidates to use Tk20, a secure online assessment and data management system. Tk20 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. 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 assessments, as generated by Tk20, and enter into TracDat to show the extent to which the performance criteria have been met. 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. The ASU teacher education program prepares candidates how to assess, manage, and collect data through the use of various technologies. As we increase the capabilities of our local assessment system, most of the requirements of new legislation will become easier to meet. As examples, we can easily add assignments to our assessment system that will capture, for instance, science education student's command and performance abilities regarding science safety, and we already capture evidences related to the other items of what Senate 724 calls a "rigorous course of study." In many areas such as following our candidates into the world of practice, the assistance we have received from the state has been very important. We need and appreciate this kind of continued assistance that DPI has been providing with the help of the UNC system's research capabilities. This is a funding stream that needs to be continued.

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 education pre-service teachers are now required to take this new course, which was first offered beginning in Spring 2011 semester. Entitled Creating Inclusive Learning Communities, the 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. The emphasis for work in 2012-2013 was the collection of candidate work and instructor assessments for required assignments in the required special education class and all other courses required in the professional education core, program-specific requirements, and all requirements comprising the six electronic evidences required by the North Carolina Department of Public Instruction. The need to collect the data is based in the unit's desire to be sure that every program can answer whether it is the best that it can be. The assessment of programs, departments, and the unit to produce classroom-ready graduates of our teacher preparation programs is paramount in this new era of accountability, and the University of North Carolina General Administration (G.A.) is on-board. The G.A. has been involved in developing metrics to measure the success of the college and of the programs residing in the departments both within the Reich College of Education (RCOE) and in colleges across the university outside of the RCOE. The work that has been put into the development of the RCOE Professional Education Unit Assessment System has been worth the effort, and the system is fully implemented in the undergraduate programs of the unit.

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. The 2012-2013 academic year heralded a new approach to PRAXIS I support that relied more on individualized peer tutoring by appointment rather than the elective classes, which were too limited in timing to meet the erratic demand for this service. Students could sign up for tutoring appointments in the tutoring lab for PRAXIS Math and PRAXIS Writing, and the Director of Learning Skills Services connected the peer tutors with appropriate resources and provided training and support. A reading specialist, the Director of Learning Skills remained the primary support for students reviewing for the PRAXIS Reading test. Peer-based tutoring was provided to 25 students for 117 individual appointments. The Director met with 38 students for 95 appointments. 13% were first year students, 26% were sophomores, 50% were juniors, and 11% were seniors. Although the LAP was willing to provide phone tutoring appointments to distance education students, this approach did not meet their needs, since the students had to sign up in advance and commit to weekly appointments, an approach that was not ideal for the working professionals typically enrolled in distance education courses. Given these challenges, the LAP will explore ways to improve the self-guided PRAXIS I reading, math and

writing online reviews on AsULearn that remain popular with students on campus and off. These review sites will require further revision to address the launch of a new version of the PRAXIS I tests in Fall 2013, a change that may create new challenges. 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 and 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 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.

None

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	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	5	Hispanic	5
	White, Not Hispanic Origin	139	White, Not Hispanic Origin	359
	Other	140	Other	513
	Total	289	Total	889
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other	1	Other	5
	Total	2	Total	16
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	44
	Other	8	Other	39
	Total	11	Total	84
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	2	White, Not Hispanic Origin	4
	Other	2	Other	2
	Total	4	Total	6

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	2*
Secondary (9-12)	0	3*
Special Subject Areas (k-12)	0	1
Exceptional Children (K-12)	1	1
Vocational Education (7-12) CTE & Trade and Industrial, FCS, BE	4	17
Special Service Personnel (K-12)	0	0
Other	0	0
Total	5	24

Comment or Explanation: Because ASU Programs of Study are challenging and lengthy and therefore cost more to complete, most Lateral Entry teachers opt to complete RALC Plans of Study rather to affiliate with ASU to complete the deeper and broader ASU Programs of Study. ASU does serve this population, however, by permitting them to take courses to meet their required RALC course competencies.

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.

* One student's Plan of Study was for MG and Sec Science, she is listed in both places.

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

	Baccalaureate
MEAN SAT Total	1,106
MEAN SAT-Math	573
MEAN SAT-Verbal	579
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	26
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.38
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	16		
Elementary (K-6)	14	185		2
Middle Grades (6-9)	3	23	1	1
Secondary (9-12)	63	29	1	
Special Subject Areas (K-12)	68	21	1	
Exceptional Children (K-12)	7	35		
Vocational Education (7-12)	1	8		3
Special Service Personnel				
Total	157	317	3	6
Comment or Explanation:				

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

2011 - 2012 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	226	98
Spec Ed: Adapted Curriculum	31	100
Spec Ed: General Curriculum	14	100
Institution Summary	271	98

* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	46	114	190	101	45	13
U Licensure Only		3	1	1	4	11
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	3	2	0	0	0
U Licensure Only	0	0	1	0	1	1
Comment or Explanation:						
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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	571	94	63
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Forsyth County Schools	690
Caldwell County Schools	588
Catawba County Schools	570
Charlotte-Mecklenburg Schools	546
Wake County Schools	520
Burke County Schools	490
Wilkes County Schools	484
Guilford County Schools	391
Gaston County Schools	369
Cleveland County Schools	339

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
111	33	91