

IHE Bachelor Performance Report

Barton College

2012 - 2013

Overview of the Institution

Barton College is an accredited four-year, co-educational college located in Wilson, North Carolina, a city of nearly 50,000 residents. Of the 1,200 students attending Barton, approximately 900 are full-time and 300 part-time. Approximately 28 percent of the student body is African-American. Barton College was founded by the Christian Church (Disciples of Christ) in 1902 under the name Atlantic Christian College. The name of the College was changed in 1990 to Barton College to honor Barton Stone, one of the founders of the Christian Church (Disciples of Christ). For the first 108 years since its founding, Barton had served undergraduate students exclusively. This changed in the summer of 2010 when Barton established its first master's program, a master of education in elementary education. The first cohort of 22 students completed requirements for the degree in August 2011. The third cohort of students began the program in June 2012. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Thirty-two majors are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 11:1, Barton recognizes the importance of personalized attention. The liberal arts component of a Barton education focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during a ten-day period in March of each year. Non-traditional Barton College teacher education candidates are served by the Accelerated Professional Programs (APP). Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction (DPI).

Special Characteristics

At Barton College, approximately one out of every five students declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the regular day program. The college also strives to serve adults age 22 and older through the Accelerated Professional Programs (APP), which offers courses in the evenings and on weekends on the Barton campus and through online delivery. The Accelerated Professional Programs allow working adults, who would not otherwise be able to obtain a bachelor's degree or add teacher licensure to a bachelor's degree, access at non-traditional times to the entire elementary education, birth-kindergarten, and special education: general curriculum programs, with the exception of student teaching and practicum experiences. Students in other programs, such as Middle School Education, are also able to get many of their courses in the non-traditional format.

Many teacher assistants and other working adults in the region have taken advantage of the Accelerated Professional Programs and are now licensed classroom teachers. Barton College began offering its first graduate program, leading to the M.Ed. in Elementary Education, in 2010. The first cohort completed the program in August 2011, a second cohort completed the program in August 2012, and a third cohort began the program in June 2012. The addition of this program has expanded the contributions of the teacher education program. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation for the undergraduate programs and the graduate program. The Teacher Education Program remains committed to the four components of our conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - that we wish to foster in our teacher leader candidates while incorporating our focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

Undergraduate licensure areas are Art Education (K-12); Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (P-12); Elementary Education (K-6); English Education (9-12); Middle School Education (6-9) in English Language Arts; Middle School Education (6-9) in Social Studies; Middle School Education (6-9) in Science; Middle School Education (6-9) in Mathematics; Secondary Mathematics Education (9-12); Secondary Comprehensive Science Education (9-12); Health and Physical Education (K-12); Secondary Comprehensive Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (K-12). Barton College also offers a program leading to the Masters of Education in Elementary Education (K-6) with licensure on the master's level in Elementary Education for teachers who already hold a teaching license in Elementary Education (K-6) on the undergraduate (A) level.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science. Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to improve student achievement.	Through a grant with the Golden LFEAF Foundation, Barton College hired a full-time faculty member who serves as a full-time instructional leader at Margaret Hearne Elementary School. The person in this position oversees the programming, implementation, professional development, purchasing and use of materials provided by the grant, and will serve as a model teacher and facilitator of instruction.	8/15/2012 - ongoing	502 Hearne students, 34 Hearne teachers, the Hearne administrators, the Hearne-Barton instructional leader	The Hearne-Barton instructional leader assists teachers in improving teaching methods, in planning, and co-teaches lessons with the classroom teachers. This leader is in the classrooms with the teachers on a daily basis.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne	Improve the achievement scores of Margret Hearne Elementary	The Barton College Teacher Education Faculty	8/15/2012-5/3/2013	65 Hearne 2 nd and 3 rd graders, 3 Hearne Teachers, 2	The Barton College students were able to co-teach in the

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Elementary School	students in reading, math, and science. Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to improve student achievement.	assigned three teacher education candidates, who had been trained in the co-teaching model, to complete a practicum and student teaching at Margaret Hearne		Barton College faculty members	classrooms, thus expanding the teachers' ability to differentiate the lessons and to work with small groups and individual students.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science. Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage	Barton College Faculty developed and conducted a school culture and self-efficacy survey administered to the staff at Margaret Hearne Elementary School. The purpose of the survey was to determine the current status of the school and to benchmark and measure	January 2013	34 Hearne teachers, 2 members from the Wilson County Schools central office, 2 representatives from DPI, the Hearne-Barton instructional leader, and 2 Barton College faculty members	Results showed that teachers needed professional development that would help them to improve the school culture, especially in learning to work together. Goals were established and training and activities planned for a faculty retreat.

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	participation of parents and the community to improve student achievement.	progress toward goals established as a result of the initial survey.			
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	<p>Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.</p> <p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	<p>Barton College faculty collaborated with the administrative staff at Margaret Hearne Elementary and district level administrators to provide a Professional Development Retreat for the teachers at Margaret Hearne Elementary</p>	January 17-19, 2013	34 Hearne teachers, 4 members from the Wilson County Schools central office, 2 representatives from DPI, and 2 Barton College faculty members	The 3-day retreat was conducted to provide team-building skills, professional learning community skills, and some strategies related to classroom management and increasing student engagement. Barton College faculty
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	<p>Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science.</p> <p>Incorporate the</p>	Barton College seniors provided hands-on science lessons to Hearne 5 th graders over a four-week period on the	10/24/2012 – 11/14/2012	90 Hearne students, 3 Hearne teachers, a Barton College faculty member, the Hearne-Barton	Barton college seniors taught lessons on weather aligned to the new Essential Standards in science

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	<p>use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to improve student achievement.</p>	<p>Barton Campus. Materials were purchased through a grant with the Golden LEAF Foundation.</p>		<p>instructional leader, and 15 Barton College senior-level students</p>	
<p>Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School</p>	<p>Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science.</p> <p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to</p>	<p>Barton College faculty and students provided a Family Literacy Night at Margaret Hearne Elementary School. Through funding from the Golden LEAF Foundation grant, a book was purchased and provided to each student who attended the event.</p>	<p>March 23, 2013</p>	<p>50 Hearne students and family members, the Hearne-Barton instructional leader, 3 Barton College faculty members, the Hearne administration, and approximately 15 Barton College students.</p>	<p>Barton students provided a variety of reading games and arts and crafts. All students received a brand new book to take home.</p>

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	improve student achievement.				
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science. Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to improve student achievement.	Students at Margaret Hearne Elementary participated in hands-on instruction and activities provided by the Math and Science Department at Barton College.	10/17/2012	80 4 th grade students from Hearne, the Hearne-Barton instructional leader, 4 Hearne teachers, 8 Barton College faculty members, 6 Barton College students	Barton College faculty and students from the Math and Science Department provided hands-on instruction which included the following topics: DNA extraction, Excavating for Fossils, Cricket Races and Looking at Light Rays. These activities provided science instruction and discovery using the scientific method
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science. Incorporate the use of evidence based practices	Students at Margaret Hearne were provided art enrichment through an Interactive experience at the Barton College Art Gallery. The	12/13/2012	90 5 th grade students from Hearne, 4 Hearne teachers, the Hearne-Barton instructional leader, 3 Barton College staff members, 2	Students from Hearne visited the Barton College Art Gallery to interact with an art show, create their own art, write letters, decorate

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	<p>and innovative teaching to facilitate improvement of student achievement in all academic areas. Encourage participation of parents and the community to improve student achievement.</p>	<p>Hearne students learned about literacy through the arts, toured an interactive art display, read letters and post cards that were part of the exhibit, created their own art work and composed letters, and mailed the letters to their families and friends. Supplies were funded in part by the Golden LEAF Grant.</p>		<p>Barton College faculty members, and 8 Barton College students.</p>	<p>envelops, and mail the letters to enhance their reading and literacy skills.</p>
<p>Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School</p>	<p>Improve the achievement scores of Margret Hearne Elementary students in reading, math, and science. Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p>	<p>The faculty and students at Barton conducted a Math Carnival for Margaret Hearne families and staff. Materials for activities and prizes were purchased through funding from the Golden LEAF Foundation grant.</p>	<p>11/01/2012</p>	<p>80 Hearne students and family members, approximately 12 Hearne teachers, the Hearne-Barton instructional leader, 3 Barton College faculty members, 2 representatives from DPI, the Hearne administrators</p>	<p>Barton College students provided math carnival games for students and families at Margaret Hearne. The games focused on hands-on, interactive math games to improve math skills in a fun, family oriented setting.</p>

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	Encourage participation of parents and the community to improve student achievement.				
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.	As part of Barton's commitment to the Golden LEAF Foundation's grant for the Barton College Hearne Partnership School, Barton College Awarded three \$5000 scholarships to two Margaret Hearne teachers to complete the Master of Education Program in Elementary Education.	6/1/2012	3 Hearne teachers	The three teachers participating this year will graduate in August. They have learned new research verified strategies in teaching and curriculum development which they have applied in their classrooms.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.	Graduate students at Barton College developed and implemented the Bulldog Summer Enrichment Academy with a week of free instruction for	July 2012	22 Hearne Students, 12 Barton College graduate students, 1 Barton College faculty member, Hearne	The principal at Hearne invited students whose performance was below grade level to attend and receive individualized instruction for

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		Hearne students selected by the principal to attend. Funds from the Golden LEAF Grant were used to purchase instructional materials.		administrators	one week in July. The expected outcome was that students who attended this free week of learning enrichment would be less likely to regress in the targeted reading skills.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.	Through funding from the Golden LEAF Grant and Barton College, 3 people attended the National Professional Development Conference.	February 14-17, 2013	2 Hearne teachers, 1 Barton College Faculty Member	One Barton College faculty member and two Hearne Teachers were selected to attend the NAPDS conference. This conference will help prepare the participants to be instructional leaders as they learn and then share their ideas with their colleagues
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne	Teach Hearne students about health and nutrition. Teach 5 th grade	Nursing students at Barton College conducted Routine Health	October 2012	65 Kindergarten students, the Dean of the School of	Kindergarten students' height and weight measurement

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Elementary School	students to read nutrition labels and be able to apply that information to making healthy food choices.	Screenings to kindergarten students at Margaret Hearne		Nursing, approximately 10 Barton students, and the Hearne-Barton instructional leader	were recorded and BMI figured. The students mean BMI percentile for age was 75.2. The purpose is to provide instruction geared to improve the health of students.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Teach Hearne students about health and nutrition.	Barton Day of Service Project	10/17/2012	35 Barton volunteers	Barton College students and faculty cleaned out an unused trailer at Margaret Hearne Elementary School to prepare it for use as a health teaching facility for instruction in healthy living
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.	Barton College students tutored Hearne students in reading and math. Funding for this project was provided in part by the Golden LEAF Foundation Grant for the Hearne-Barton	October 2012 – May 2013	15 Barton College Student Tutors worked with students of all grade levels at Hearne	Partly funded by the Golden LEAF Foundation Grant, Barton College hired tutors to work with students at Hearne at all grade levels in the areas of reading and

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		Partnership School. The Hearne-Barton instructional leader coordinated and oversaw this program.			math to improve skills in those areas.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.	Positive Behavior Intervention and Support (PBIS) Training	December 12, 2012 and June 7, 2013	34 Hearne teachers, the Hearne-Barton instructional leader, 2 representatives from DPI, and 2 Barton College faculty members who helped to plan and facilitate the training.	Teachers were provided staff development on the use of PBIS which is a program developed using a positive approach to student discipline which has proven results of reducing discipline referrals and thus keeping more students in class.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Support the academic needs of the local school	The Barton College Science Department donated 24 microscopes along with 2 microscope cabinets to students at Margaret Hearne Elementary	November 2012	90 5 th grade students at Hearne	Hearne students and teachers can use the microscopes to provide a more hands-on approach to science instruction.

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		School			
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Support the academic needs of the local schools	Dr. Kevin Pennington working with teacher Joseph Ricks from Hearne	Spring 2013	90 Hearne 5 th graders, 1 Hearne teacher, and 1 Barton College faculty member	Dr. Kevin Pennington, a professor in the science and mathematics department at Barton College, has worked with Joseph Ricks on a number of science experiments with his students, including protocol for examining bacteria in the mouth. Materials were provided including sterile toothpicks, transfer pipets, bacterial stains, slide warmer and microscope slides. The students at Margaret Hearne schools practiced using the microscopes, compared the sizes of eukaryotic and

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					bacterial cells, and stained cells.
Vinson-Bynum Elementary School and Wilson County Schools	Provide opportunities for enrichment at the local schools	Dr. Kevin Pennington – guest speaker	Spring 2013	5 th grade students	Dr. Kevin Pennington spoke with 5 th grade students about mendelian genetics and led a simple exercise in dominant and recessive patterns of inheritance.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve health and nutrition of Hearne students	School of Nursing Junior Students	Spring 2013	All groups of students at Hearne	Junior nursing students from Barton College completed 6 hours of clinical hours at Margaret Hearne Elementary School, for a total of 300 hours, working directly with students with health and nutrition issues.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Improve health and nutrition of Hearne students	School of Nursing Senior Students	Spring 2013	All groups of students at Hearne	Senior nursing students participated in Dads DO Care at Hearne with a Health Education set-

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					up and blood pressure and nutrition screening.
Vinson-Bynum Elementary School and Wilson County Schools	Improve community relations with the Wilson community as a whole	Barton students who are in Health and Physical Education participated in the Family Fall Festival at Margaret Hearne Elementary	Fall 2012	5 HPE 310 students, 5 HPE majors and HPE coordinator 11 volunteers worked 3 hours each	The purpose of the Fall Festival was to increase student and staff motivation and to provide physical activity for students. Barton HPE students worked at face painting station, tractor ride station, provided 3 physical activity stations, and Bully the Bulldog visited. The purpose of this Fall Festival was to increase motivation for students to attend school and complete classroom work.
Local Wilson Community	Help improve nutrition and support the local food	Health and Physical Education majors' club	Fall 2012	8 HPE students	Barton students delivered flyers about

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	pantry efforts	delivered flyers to provide an event Trick or Treat so Kids Can Eat			the event to local homes in area, collected food in community and from campus to be delivered to the homes of students who live in poverty.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Help improve nutrition and support the local food pantry efforts	Students and staff at Barton College managed a Thanksgiving collection of Food for Margaret Hearne families	Fall 2012	Athletic training and HPE Majors Club	Barton College students collected food and additional supplies for 2 families who have children at Hearne Elementary for Thanksgiving Dinner. The food was delivered and the families were very appreciative. The efforts to distribute food to families of the students in Margaret Hearne Elementary School were intended to improve nutrition and indirectly improve student

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					achievement.
Hearne/Barton Partnership Wilson County Schools and Margaret Hearne Elementary School	Help provide support for Margaret Hearne Families	Barton students and faculty members were Santa's Helpers for Margaret Hearne Elementary School	December 2012	3 Margaret Hearne Families, Athletic Training Club and HPE Majors Club Barton faculty and staff from the School of Education, Art Department, English Department, and Science and Mathematics Departments	Barton students, faculty, and staff collected toys, clothing, food, etc. for 3 Margaret Hearne families. The families and especially the children were very excited and received assistance that will help with student achievement.
Toisnot Middle School and Wilson County Schools	Provided assistance so that the Hoops for Heart could run.	Hoops for Heart	Fall 2012	340 Students at Toisnot, 3 HPE students, HPE coordinator	Barton students in the Health and PE department provided 4 hours of volunteer work at Margaret Hearne School. They taught 4 PE classes that otherwise would have been canceled while the Hoops for Heart event was taking place, thus making use of instructional

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					time for students.
Vinson-Bynum/Wilson County Schools	Promote healthy and active lifestyle and learn about preventing Heart Disease	Jump Rope for Heart	Spring 2013	8 HPE majors	Eight Barton Health and PE students managed jumping stations/ 4+ hours of volunteer work. The purpose of the activity was to promote exercise for heart health to young children and to teach lifelong active skills.
Springfield Middle School/Wilson County schools	Support the schools with supplies	2 Week Unit on Football	Spring 2013	3 HPE Majors	Barton HPE students provided 1 ball/every 2 students ensuring the opportunity for maximum participation 3 HPE majors taught 2 football lessons to 2 classes. The purpose was to teach Margaret Hearne students physical skills and to promote

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					physical fitness
New Hope Elementary/Wilson County Schools	Provide support to local schools	New Hope Elementary Field Day	Spring 2013	7 HPE Volunteers	Barton College students worked stations at the New Hope field day by working stations, setting up and taking down equipment. The purpose of the field day was to promote and teach lifelong physical fitness for elementary students.
New Hope Elementary School/Wilson County Schools	Provide support to local community to combat hunger	CHEW – Children’s Hunger Elimination of Wilson for New Hope Elementary School	September 2012– present	9 HPE students, HPE coordinator	Barton students picked up food for distribution center for the needy, sorted food into bags, delivered food to the school. They worked in the warehouse counting, sorting and stacking food, approximately 2 hours a week for the entire school year.

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					The predicted outcome is that students who are fed nutritional food will achieve better in school,
Wilson County Schools	Support local PE teachers	Workshop for Elementary PE teachers	Fall 2012	10 Elementary PE teachers	The HPE coordinator conducted a workshop for elementary PE teachers to provide strategies for improved student achievement.
North Hampton/ Edgecombe/Nash-Rocky Mount/ Halifax/Wilson County Schools	Support local teachers with quality professional development that will improve student achievement	Drive in conferences offered	November 2012 April 2013	Maximum of 50 participants for each conference	Barton partnered with the Upper Coastal Plain Learning Council to provide professional development on best practices for teaching to teachers in across 5 counties
Eastern North Carolina School for the Deaf	To improve the writing skills of deaf and hard of hearing children at ENCSD and to improve Barton	Barton students in EDU 430 Teaching Language to the Deaf assisted ENCSD students by	September to December 2012	Six students from Barton College and six students from ENCSD.	This is a long-standing project that is beneficial to both ENCSD students and Barton deaf

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	students' ability to analyze their writing. This is an important goal since deaf children typically have many problems with written language.	writing back and forth on a weekly basis during the fall semester through a dialogue journal project.			education majors. Deaf students have an on-going relationship with a Barton student, who serves as a role model for grammatically correct English, while Barton students experience first-hand the writing challenges of their deaf dialogue journal partner.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education. Having outlets to discuss personal topics is often more difficult for deaf adolescents, and weekly writing exchanges	Through writing back and forth on a weekly basis for a semester, ENCSD students were able to share information with Barton students and developed personal relationships with them.	September to December 2012	Six students from Barton College and six students from ENCSD.	Teachers have noted that ENSCD journal partners are often willing to share on a personal level through writing in ways that they may be hesitant to share face-to-face. Because the age difference between Barton

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	provides an outlet for communication .				students and students at ENCSD is closer than between ENCSD students and their teachers, they are sometimes willing to share in ways that they might otherwise not.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.	Students in the American Sign Language III class went to an 8 th grade class to participate in reader's theater and lessons focusing on reading, grammar, and vocabulary.	October 16, 2012; November 27, 2012	10 Barton students and six ENCSD students.	ENCSD students benefitted from this activity by practicing reading in a fun, motivating way and by having help in grammar and reading. Barton students continued to develop sign fluency.
Eastern North Carolina School for the Deaf	To provide support for ENCSD students through a variety of activities on Barton's Day of Service.	Students from Barton's Phi Beta Lambda organization did several different activities on the campus of ENCSD—	October 17, 2012	Six business majors from Barton and two faculty sponsors.	Barton business majors benefitted by exposure to a population they were, for the most part, unfamiliar

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		cleaning out storerooms, assisting in classrooms, and so on.			with. ENCSD students benefitted from the assistance provided by Barton students.
Eastern North Carolina School for the Deaf	To provide deaf students with a fall carnival and to provide Barton students with continued exposure to sign language.	Barton students helped with a fall carnival for children at ENCSD.	October 31, 2012	About 8 Barton students and 60 students from ENCSD participated.	ENCSD children benefitted from having the fall carnival which increased motivation and physical activity, and also provided Barton students with the opportunity to interact with deaf children.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education and to expose deaf students to the possibility of attending college. Deaf students often have fewer individuals	Deaf students who had written in dialogue journals with Barton students came for a Christmas candlelight dinner at Barton.	November 27, 2012	Six students from Barton College and six students from ENCSD. A teacher and a teacher assistant from ENCSD also participated.	Teachers note the value of this event for meeting their dialogue journal partner face-to-face as well as the importance of exposing these students to the possibility of attending college. The event benefits Barton students in that

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
	with whom they can communicate comfortably, and they attend college in smaller percentages than hearing students.				it provides an additional opportunity to use sign language with deaf students.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to assess the language and reading abilities of selected students at ENCSD and to provide additional information on selected students to classroom teachers at ENCSD.	Seniors in EDU 430 Teaching Language to the Deaf and juniors in EDU 364 Teaching Reading to the Deaf carried out language and reading assessments, respectively, on selected children.	December, 2012 and May, 2013	Six students and eight students, respectively.	Assessments are helpful to teachers in pinpointing strengths and weaknesses in reading and language for these students. Barton students benefitted by gaining insight into the language and reading issues facing deaf children, learning how to give assessments, and communicating this information in a coherent manner.
Eastern North Carolina School for the Deaf	To encourage student literacy at ENCSD.	Students in the Student North Carolina Association of	February, 2013	About 15 Barton students participated.	ENCSD students benefitted by having more

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
		Educators (SNCAE) raised funding for books for ENCSD students			books available for check-out in the school library.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.	Students in the American Sign Language II classes worked with elementary children at ENCSD, along with their teachers, to teach vocabulary related to spring and vocabulary with multiple meanings.	February 13, 2013; April 12, 2013	10 Barton students and 16 ENCSD students.	ENCSD students benefitted from this activity by learning vocabulary in a fun, motivating way and by getting assistance in grammar and reading. Barton students continued to develop sign fluency.
Eastern North Carolina School for the Deaf	To expose Barton College students to the use of running records with deaf and hard of hearing students.	The reading specialist at ENCSD spoke to students in the teaching reading to the deaf class about how to do running records with deaf children.	March 21, 2013	Eight students.	Students in the class did their own running record and were evaluated on the information learned. The knowledge gained is useful for learning how to apply running records to deaf children.

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
Eastern North Carolina School for the Deaf	To provide ENCSD students the opportunity to enjoy a production done entirely in sign language.	Children from ENCSD attended a spring sign language performance.	April 18, 2013	18 Barton students and 35 ENCSD students.	ENCSD students and staff members shared how much they had enjoyed the performance. It provided additional motivation for Barton students to improve sign skills.
Eastern North Carolina School for the Deaf	To share stories with children at ENCSD and to provide Barton students with practice in translating children's books into American Sign Language.	Barton students in the teaching reading to the deaf class read children's books to students in selected classrooms at ENCSD.	Eight separate dates in April, 2013	Eight Barton students participated in each of eight separate classrooms.	The stories read by Barton students were evaluated both by the students themselves and by the classroom teacher at ENCSD. Feedback from teachers indicated that that the children in the classroom enjoyed the stories and benefitted from the experience. Comments made by the teacher to the Barton students were helpful as they

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
					develop their ability to translate stories from English to ASL.
Eastern North Carolina School for the Deaf	To evaluate the reading abilities of a deaf child at ENCSD.	Students in EDU 364 Teaching Reading to the Deaf evaluated the reading abilities of a deaf child using an informal reading inventory.	Eight separate dates in April, 2013	Eight Barton students worked individually with eight ENCSD students.	Barton students benefitted by interacting with a deaf child in the area of reading, and ENCSD benefitted by having an additional reading evaluation using another assessment tool.

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

As the chart above exemplifies, Barton College faculty continued to remain involved in the North Carolina public schools throughout the 2012-13 academic year. This section of the report will highlight additional involvement.

Barton's special education program sponsored a parent symposium on autism on April 15th which included the Superintendent of the Wilson County Schools, Dean of Barton's School of Education, and Director of Special Education for the Wilson County Schools, faculty members, and students in Barton's special education program. Earlier in the year, students presented a collaboration workshop to exceptional children's personnel, teachers, and specialists in the Wilson County Schools, with 40 employees present. Students in a special education management techniques class provided positive behavior support to selected students at a local elementary school, while students in the special education methods course tutored students based on IEP goals, participated in an Easter egg hunt for exceptional students, and helped with Special Olympics in April. The men's and women's volleyball teams also assisted with this event.

Athletes on campus assisted in many other ways as well. The women's soccer team worked with girls at a local elementary school to offer soccer techniques as well as to discuss the importance of doing well in school. The men's soccer team participated in several activities at New Hope Elementary School. These included volunteering at their fall festival, conducting soccer clinics in both October and February, and participating in New Hope's career day in May. The coordinator for the Health and Physical Education program conducted a workshop for elementary PE teachers on Barton's campus in October concerning the application of the Common Core Standards to physical education teachers. The coordinator and students also participated in a Fall Family Festival at Vinson Bynum School, volunteering at a variety of activity stations and bringing along the campus mascot, Bully the Bulldog. Clubs connected to the Health and PE department delivered flyers and collected food for the Trick or Treat So Kids Can Eat program. They and other faculty members collected food at Thanksgiving for two families at Margaret Hearne School and collected toys and clothing for three Hearne families at Christmas. Health and PE majors taught four physical education classes during the Hoops for Heart event at Toisnot Middle School, managed jumping stations during Jump Rope for Heart at Vinson Bynum Elementary School, and led cooperative games for children from Elm City Middle School for a Renaissance Day event. They also taught cooperative games to three groups of students at Springfield Middle School. Health and PE majors supplied footballs to students at Springfield Middle School for a two-week unit and taught two football lessons to two classes. They participated in field days at New Hope Elementary School; and Vinson Bynum Elementary School and participated in the Children's Hunger Elimination of Wilson (CHEW) program at New Hope Elementary School for two hours per week for the entire school year, with the project continuing through the summer.

Other campus areas also contributed to the public schools. High school students in the International Baccalaureate (IB) program had borrowing privileges at the Barton College library, a courtesy that will apply to all Wilson County students between the ages of 16 and 18 next year. On 17 days throughout the academic year, IB students from Hunt and Fike High Schools came to Barton to make use of library facilities. Sign language students in the Educators of the Deaf Club spent a day in October teaching signs to groups of typically hearing children at Wells Elementary School. The art department hosted the Scholastic Art Awards in January for students from 147 schools in 62 counties in North Carolina. Art professors served as judges for local elementary school art shows and mentored senior projects. Social work majors completed placements of 400 hours in five schools in the region. The theater program offered complementary admission to public school students for plays performed at Barton College.

Individual faculty members also contributed in various ways to public school programs. A science professor was involved in a week-long summer science camp for middle school students. Another professor provided sound and lighting equipment for an "Arts and Letters Night" at an elementary school. Faculty members officiated at volleyball and softball games, served as volunteer Spanish interpreters in area schools, pronounced words for the local Scripps Howard Spelling Bee, and participated in an adult spelling bee fundraiser sponsored by the Wilson County Schools. They judged a National History Day competition, the spelling bee at a middle school, a soil and water conservation middle school speech contest; helped to prepare students for a public speaking contest

with the Future Farmers of America; and served on a community advisory committee on bullying in the Wilson County Schools. In addition, many Barton faculty parents of public school children volunteered in their children's classrooms.

Barton's Admissions Office hosted a steady stream of elementary, middle, and high school students throughout the year—a total of 1538 students, representing 36 different groups of students. Of this number, 549 were from the AVID program. Although an obvious benefit of these visits was introducing these children to Barton College, they also learned about college life in general and were encouraged to challenge themselves academically.

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

Barton professors communicate with recent graduates throughout the year. The faculty provided support as it was requested. For instance, an art professor worked with a beginning teacher to evaluate her ceramic kiln and help with the glazing and firing of a bead project she did in the classroom. He gave gallery tours for the Scholastic Art Awards exhibition at Barton Galleries. The HPE students helped a December 2012 graduate during her first teaching semester. They helped her with the school wide fitness training and with curriculum for her health classes. The School of Education worked with a local chapter of Delta Kappa Gamma to provide materials and encouragement to beginning teachers.

Beginning teachers who graduate from Barton are offered free library privileges and are encouraged to use Barton's Curriculum Lab to check out books and other materials for their classrooms. They also utilize the science, mathematics and instructional technology materials from the Barton College Merck Lab. In addition, students are reminded of the resources that are available to them via their LiveText accounts, which they established as Barton students. Each fall, a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. The Director of Field Experience stays in close contact with the Initially Licensed Teacher (ILT) coordinator in Wilson County Schools. The two work together to ensure that beginning teachers in Wilson County receive the advice and support needed. Barton College is a small institution, a characteristic which helps us maintain contact with our beginning teachers, building on relationships with the students. The faculty at Barton continues to be sensitive to the needs of beginning teachers, to check on teachers and to offer support and provide additional assistance as requested.

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

The Barton College Teacher Education Program has traditionally partnered with the Department of Public Instruction and surrounding school districts to provide coursework for lateral entry teachers at times convenient for full-time working professionals. Although Barton remains a willing partner, the lateral entry program throughout the state

has become much smaller due to economic circumstances, as seen in the difficulty that traditionally licensed teachers have in finding jobs and even layoffs of currently employed teachers. Much of the coordination for the lateral entry program occurs through DPI's Regional Alternative Licensure Program (RALC) located in Nash County. The coordinator of this program and the Dean of the School of Education at Barton communicate to ensure that Barton courses are aligned. In an effort to accommodate lateral-entry teachers, Barton College offers options that include offering online courses and face-to-face and hybrid classes on evenings and weekends through the Accelerated Professional Program. Lateral entry teachers also take advantage of tuition reduction offered to students who attend APP classes. Classes offered through APP may lead to licensure in elementary education, special education: general curriculum, and birth-kindergarten education. Additional licensure areas are available outside of APP, though candidates in these areas may take some of their required coursework through APP. Information sessions are provided to time for the Dean of the School of Education and other faculty and staff to interact with the students, answer questions, and present pertinent information.

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

Barton College began a new partnership with Margaret Hearne Elementary School in the 2011-2012 year we continued to nurture and grow that relationship for the 2012-2013 academic year. With additional funding from the Golden LEAF Grant, Barton College assisted the career teachers at Margaret Hearne Elementary School through the following activities.

- 1) Barton and the Golden LEAF Grant provide a full time instructional leader at Hearne who oversees the programming, implementation, professional development activities, and the purchasing and use of materials, and who is a model teacher, and a facilitator of instruction.
- 2) Barton and the Golden LEAF Grant also sent two Hearne teachers, along with a Barton College professor, to the Professional Development Schools Conference in New Orleans. This conference helped prepare the participants to be instructional leaders in their school.
- 3) As part of the Golden LEAF Grant, Barton offered a special scholarship (1/2price tuition) to three teachers from Margaret Hearne Elementary, who enrolled in the Elementary Education Master's Program for the 2012-2013 cohort year.
- 4) The Barton College teacher education faculty met with and assisted career teachers on an as-needed basis during the semester.
- 5) The Barton School of Education partnered with Campbell University to offer the second annual Response to Instruction (RtI) Forum. The Forum was held on Barton's campus and was attended by over 100 teachers and administrators from the eastern part of the state.
- 6) Barton also partnered with The Upper Coastal Plain Learning Council and NC State to offer two drive in Saturday Conferences for Career Teachers. Each conference was limited to 50 teachers and provided professional development in the areas of technology integration, Common Core, and differentiation.
- 7) Seventeen cooperating teachers met in the spring at the annual Cooperating Teacher Seminar. This year, Jamie Lanier shared ideas about how use the

Nearpod iPad App and how to prepare interactive differentiated learning experiences.

- 8) Barton's special education department sponsored a symposium on Autism during the spring semester. They also presented a collaboration workshop to over 40 teachers in Wilson County Schools.
- 9) An art professor provided technical advice and instructional advice throughout the year to two art teachers at Rocky Mount Senior High School. He worked with 3 career teachers on specific art projects. He also helped career teachers prepare for and showcase The Scholastic Art Awards Eastern North Carolina regional exhibition at Barton Galleries.
- 10) The Health and Physical Education coordinator conducted a workshop for 10 elementary PE teachers in Wilson County.

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

In Wilson County Schools, there were no schools this year that were designated as "low-performing". However, there were two schools that were designated as "priority" schools - Hearne Elementary and Barnes Elementary. Of these two schools, Hearne is also noted as not making expected growth and is located only one block from the Barton College campus. Barton College and the Teacher Education Program decided to make a focused effort at offering assistance to Hearne Elementary School. One step was seeking funding from the Golden LEAF Foundation to create the Hearne-Barton Partnership School. The principal of the school, who took the helm in the 2010-2011 school year, is pleased to partner with Barton College and is determined to improve the test scores of the students and to support the ongoing professional development of the teachers Barton College received a three-year grant from the Golden LEAF Foundation, and the Hearne-Barton Partnership School Project was launched during the 2012-2013 academic year. Through this program, Barton College offered the opportunity for the three teachers at Hearne who applied and were accepted into the 2012-2013 cohort of the M.Ed. program to attend at half price. Another aspect of this program involved the addition of a full time position of instructional coach at Hearne Elementary to foster ongoing professional development. This instructional coach works closely with the teachers by helping them plan curriculum, by co-teaching with them, making observation, and modeling effective instruction. In addition to the coaching position, curriculum materials to support the curriculum are being purchased. Barton is working closely with the school and the district by having Barton personnel attending enhanced school improvement planning meetings on a regular basis. Barton College, with additional support from the Golden LEAF grant, has instituted a number of initiatives such as Science on the GO, a series of inquiry based lessons taught by Barton College education students; Math Carnival, a family math night hosted by Barton College education faculty and students; Family Reading night also hosted by Barton College faculty and students. Another highlight includes a week-long on-site capstone practicum experience, also supported by funding from the Golden LEAF grant, in which the M. Ed. cohort members design, provide, and assess instruction for a group of students in grades 1 through 5 to students at Hearne Elementary at no expense to the school system.

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

- 1) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23) All teacher education candidates are required to take CIS 110 Information and Communication Technology and EDU 334 Instructional Technology. The M.Ed. students must take EDU 514 Instructional Technology on the graduate level. These courses provide the students with a sound foundation for using technology as instructional tools. The assessment courses emphasize using technology to perform assessments and analyze data. Students are required to show effective use of technology that is integrated into lesson plans and assessments and demonstrated during student teaching. Teacher Education students are provided with iPads and are taught to use them, as many public schools provide iPads to all of their students. We have installed smart boards in some classes at Barton in order to model its use, as we also prepare teacher candidates and M.Ed. students to use them effectively in public school classrooms.
- 2) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724) All elementary education majors are required to take 6 hours of content coursework in mathematics and a 3-hour course in mathematics methods for K-6 classrooms. This year, the science and mathematics department worked with the Dean of the School of Education to strengthen the mathematics content and to ensure that it is aligned with the content that will be tested on the North Carolina version of the MTEL. These future teachers also take a course in using children's literature to teach reading, a second course focused on teaching the English language arts, a third course focused on the teaching of reading, and a practicum that is associated with the reading course. In addition, the School of Education added the requirement of a literature course to the core requirements for Elementary Education majors. The M.Ed. students also take a course on teaching mathematics and science and an advanced literacy course.
- 3) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) *Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.* After examining the released practice tests of the MTEL, the faculty at Barton College took immediate action to ensure that our students are prepared to pass this new test. A sample of students took the practice Foundations of Reading test so that the faculty could

assess general strengths and weaknesses and continue to improve the courses related to the teaching of reading. Likewise, the School of Education faculty and the mathematics professors met in the fall to find assessments and practice materials that could be used in the mathematics content and methods courses to evaluate the candidates' knowledge of mathematics content, as tested on the MTEL, and their ability to teach the content. Additional testing using materials designed to help students prepare for the MTEL Foundations of Reading and the mathematics sub-test of the General Curriculum Test will occur in the reading and mathematics courses.

- 4) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724) These students are required to take a course on classroom assessment designed to prepare them to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. Barton students are given experiences in using technology based assessment systems to create formative and summative assessments and to analyze student data from those sources. Our students are introduced to the EVAAS system to prepare them in the methods that the public schools use to assess their students. Their Evidence 5 project demonstrates the use of formative and summative assessments in the classroom setting.
- 5) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724) Currently students are introduced to this concept in the curriculum course, and they are expected to include integration of arts into lesson plans across the curriculum. This area will be given a stronger emphasis next year.

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

During the 2011-2012 academic year, Barton's special emphasis has been on the continued implementation of the Master's Program in Elementary Education. We are offering flexibility in the program to meet the stated needs of students. The other main emphasis is the Hearne-Barton Partnership School. An intersection of these two goals is evidenced by the fact that Barton College offered M.Ed. scholarships to the teachers at Margaret Hearne Elementary School. Another grant proposal was submitted to GlaxoSmithKline Foundation for the Ribbon of Hope Grant to support health literacy and promote wellness and school achievement of students at Margaret Hearne Elementary

School, but we did not receive that funding. Of course, the program also focuses on priorities outlined by the State Board of Education.

Supplemental Information (Optional)

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

The Praxis tests are mandated by North Carolina for teacher licensure. Therefore, praxis requirements are an integral part of Barton College's teacher education documents. Faculty advisors inform students of the various self-help Praxis practice opportunities, as well as class structured course work aligned with teaching standards. The Dean of the School of Education maintains the department web site and updates links to various sites that students may use for practice. Teacher candidates who fail Praxis I are encouraged to seek the help of Barton College's free services, such as the mathematics lab and the writing center. The Office of Student Support provides tutoring services in all areas. The Entrance Criteria Coordinator provides information to the academic advisors regarding the status of their advisees. Updated copies of study guides for the Praxis I and Praxis II series are on reserve in the college library. Methods' faculty includes class assignments that are standards driven that reflect strategies germane to passing Praxis II. In addition, a faculty member from the School of Education offered free Praxis I and Praxis II preparation workshops on a Saturday. She administered practice tests and helped participants analyze the results of the assessment and provided preparation suggestions for them. Finally, as noted above, the School of Education is already implementing plans to help Elementary and Special Education students to prepare for the new MTEL test requirements.

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

The School of Education and Barton College faculty and staff have been diligent in their recruitment attempts during the 2012-2013 school year. The college provided 3 open houses for first-year students only, 3 open houses for transfer students only, 5 open houses for Accelerated Professionals Program (APP) students. In addition to these open houses, the college provided 2 Education open houses which are part of the Academic Days program which offer events that focus on recruiting for specific majors. There was one in the fall and one in the spring. We had 4-5 prospective Education majors at both events. Prospective students meet with Admissions, Financial Aid, and a faculty member in their intended major, tour campus and eat lunch in the cafeteria. They do all the things students do at an Open House, but it is focused solely on the School of Education and prospective students feel more connected to their major because they spend the day with students who have similar interests. Recruitment for the Master's program included five information sessions at Barton College, two presentations to first and second year teachers in Wilson County, table displays at three sites: Wilson County Schools, Chowan Career Fair, Wesleyan Graduate School Fair and 26 visits to public elementary schools to distribute information and present to faculty meetings. The Birth through Kindergarten Program at Barton College has worked in conjunction with the North Carolina Community College office to develop articulation agreements with approximately 30

community colleges. We offer this agreement to all NC Community Colleges with Early Childhood Programs. We feel that this Statewide Articulation Agreement will help to streamline the transfer process for any student planning to pursue a Birth through Kindergarten degree at Barton College. The Teacher Education Program awards at least 20 scholarships each year. The Art department hosts the Scholastics Art Show and the congressional student art show at Barton where, this year, they held an opening ceremony with 350 attendees, with keynote from Ben Bridgers [our new painting instructor]. Students, parents, and teachers were encouraged to consider Barton for higher education. Barton sent scholarship certificates to award winners should the student attend Barton. Furthermore, members of the Barton College art department participated in the Fall 2012 NC Art Education Conference in Asheville. They presented on Advanced Placement in Studio Art. The target audience was high school art teachers who might recommend Barton for their students' higher education. The School of Education website, which is updated on an ongoing basis, is also an effective means of recruiting students.

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

The Barton College School of Education faculty partners with the office of admissions to recruit and retain minority students. An office of admissions representative meets with faculty to discuss each program area in an effort to gain valuable knowledge about the teacher education program. Faculty in the school of education serves as recruiters for the Teacher Education Program and they utilize available resources in the minority recruitment efforts. These efforts include participation in College Open Houses in which students from various program areas volunteer to discuss with potential students and parents why they should enroll at Barton College. Faculty members are available during the year to talk with potential students and parents who visit the campus during the year and they provide email addresses for correspondence. Barton College seeks the recruitment and retention of minority students for the regular education program as well as the Accelerated Professional Program (APP) that is offered on the weekend. Counselors in this program work to attract students from across eastern North Carolina, assisting minority teacher assistants and others who seek licensure while maintaining their employment. The program serves non-traditional students and others who are interested in obtaining a degree and licensure in elementary education, birth-kindergarten education, and special education. Barton College offers numerous scholarships, of which two are designated for minority students who excel academically. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$20,000 per year and is designated for four minority students majoring in elementary education. The other is the Men's Civic Club Endowed Scholarship, which is designated for a minority student from Wilson County who is a teacher education major.

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	34
	Other		Other	2
	Total	7	Total	39
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	1
	Other		Other	
	Total	1	Total	1
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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other		Other	1
	Total	1	Total	12
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	6
	Other		Other	1
	Total		Total	14

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)	10	10
Elementary (K-6)	7	5
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	2	2
Total	19	17
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,215
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
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	3.16
Comment or Explanation:	
*less than five takers	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		10		2
Middle Grades (6-9)				
Secondary (9-12)		2		1
Special Subject Areas (K-12)	1	2		1
Exceptional Children (K-12)		4		1
Vocational Education (7-12)				
Special Service Personnel				
Total	1	18		5
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	21	100
Spec Ed: General Curriculum	12	83
Institution Summary	33	94
* 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	7	8				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	2				
U Licensure Only	3	1		1		
Comment or Explanation						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	36	92	72
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
Wilson County Schools	218
Johnston County Schools	164
Wake County Schools	119
Wayne County Public Schools	105
Nash-Rocky Mount Schools	99
Franklin County Schools	42
Edgecombe County Schools	38
Granville County Schools	27
Greene County Schools	23
Pitt County Schools	23

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
7	4	8