

# IHE Bachelor Performance Report

## NC State University

2012 - 2013

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### Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. On July 1, 2010 the college welcomed a new Dean, Dr. M. Jayne Fleener. Dean Fleener has since assumed leadership of the unit's 44 licensure programs (59 if initial and advanced programs are counted separately). All licensure programs are administered and housed in the College of Education with the exception of three programs administered in two other colleges. The College of Education consists of four departments: Leadership Policy and Adult and Higher Education, Curriculum, Instruction & Counselor Education, Science, Technology, Engineering, & Mathematics Education, and Elementary Education.

### Special Characteristics

The College of Education at NC State University is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State University focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Science, Technology, Engineering, & Mathematics graduates more STEM teachers than any other university in the state of North Carolina. The College of Education collaborates with the College of Physical and Mathematical Sciences to allow some students to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with year-long student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to public school classrooms in North Carolina.

## **Program Areas and Levels Offered**

The College of Education at NC State offers initial licenses at the bachelor's level in the following areas: Elementary Education, Middle Grades Education (Language Arts, Social Studies, Math, Science), Secondary Education (Mathematics, Science, Business and Marketing Education, Technology Education, Special Education: General Curriculum, English as a Second Language). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts & Social Studies (M, S, D), Middle Grades Mathematics (M, S, D), Middle Grades Science (M, S, D), Secondary English (M, S, D), Secondary Mathematics (M, S, D), Comprehensive Science (M, S, D), Comprehensive Social Studies (M, S, D), Reading (add-on, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M, S, D), Business & Marketing (M), Technology (M, S, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, S, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English, Second Language Studies – French, Spanish, English as a Second Language (add-on), and School Social Work. In addition to the undergraduate programs the College offers graduate degree programs in the following: Second Language Studies – French, Spanish, in conjunction with the College of Humanities and Social Sciences and in conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor's level and graduate degrees in Agricultural Education (B, M, S, D).

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Alamance-Burlington, Asheboro City, Asheville City, Beaufort, Bertie, Brunswick, Burke, Caldwell, Catawba, Chapel Hill-Carrboro, Charlotte-Mecklenburg, Chatham, Cherokee, Clinton City, Cumberland, Currituck, Dare, Davidson, Davie, Durham, Edenton-Chowan, Edgecombe, Elizabeth-City/Pasquotank, Elkin, Franklin, Gaston, Gates, Granville, Greene, Guilford, Halifax, Harnett, Haywood, Henderson, Hertford, Hickory, Iredell-Statesville, Jackson,</p>	<p>(1) Use of technology and tools for teaching and learning in 21<sup>st</sup> Century Schools. (2) Preparing 21<sup>st</sup> Century professionals who guide innovation in schools and produce globally competitive students.</p>	<p>Middle Educators Global Activities (MEGA) With the infusion of technology into North Carolina's schools MEGA was developed in 1995 as a partnership between middle grades teachers and NC State's College of Education for enabling educators to teach and use technology in the classroom. The mission of the organization is to provide teachers greater opportunities to improve their technology skills and focus on specific content areas in addition to interdisciplinary projects specific to the North Carolina Standard Course of Study. Though founded with an emphasis on middle grades, the network now welcomes and encourages elementary - high school teachers, instructional technology and media specialists, central office staff, and community partners to participate with NC State faculty and students. The MEGA list focuses on these State Board of Education goals:</p>	<p>MEGA List: September 2012 - June 2013</p>	<p>MEGA List: 1125 educators and community partners from 87 NC school systems plus charter schools, NC School for the Deaf, NC School of Science and Mathematics, and NC Virtual Public School.</p>	<p>MEGA served 1125 educators and community partners from 87 LEAs. An active listserv provides curriculum resources, research, and event information to member teachers on a weekly basis throughout the school year.</p> <p>We gratefully acknowledge the support of this work by The National Science Foundation, ITEST Strategies Project # 1031118, STEM Teams: Promoting Science, Technology, Engineering, and Mathematics Skills, Knowledge, Interest and Career Awareness Through Strategic Teaming.</p>

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<p>Johnston, Kannapolis City, Lee, Lincoln, Martin, McDowell, Mitchell, Montgomery, Moore, Mooresville, Nash-Rocky Mount, New Hanover, Northampton, Onslow, Orange, Pender, Perquimans, Pitt, Randolph, Roanoke Rapids, Robeson, Rockingham, Rowan-Salisbury, Sampson, Scotland, Stanly, Stokes, Swain, Thomasville City, Transylvania, Tyrrell, Union, Vance, Wake, Warren, Washington, Watauga, Wayne, Weldon City, Whiteville City, Wilson, Winston Salem-Forsyth, and Yancey County Schools.</p>		<p>(1) <i>Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.</i></p> <p>(2) <i>Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills.</i></p> <p><a href="http://www.ncsu.edu/mega/">http://www.ncsu.edu/mega/</a></p>			
<p>A. B. Combs Elementary,</p>	<p>Student achievement</p>	<p><b>Project ENRICH (Early diagNostic Reading</b></p>	<p>August, 2009 –</p>	<p>Teachers – 43 to date</p>	<p>In all three years of implementation, data</p>

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Wake County Public Schools, Walnut Creek Elementary School, Wake County Public Schools	and Closing the Gap Teacher retention and development	<p><b>Intervention through CoaCHing</b>, is based on earlier work completed with rural schools (e.g., Amendum, Vernon-Feagans &amp; Ginsberg, 2011), and was developed based on research evidence about early reading instruction for all children. ENRICH is a dual-level intervention designed with two complementary interrelated strands—early reading intervention, and teacher professional development.</p> <p><i>Early reading intervention.</i> Within the context of a 15-minute one-to-one ENRICH session, the classroom teacher leads a student through three main intervention components: Re-Reading for Fluency (about 2 minutes), Word Work (about 6 minutes), and Guided Oral Reading (about 7 minutes). The instructional strategies used during each of the three components are geared to facilitate rapid reading skill growth for students who demonstrate difficulties with beginning reading (e.g., Morris, et al., 2000; Shanahan &amp; Barr, 1995).</p> <p><i>Professional development.</i> The ENRICH professional development and instructional strategies</p>	August, 2009 – May, 2013	Teachers – 43 Students – 212	<p>were collected at both the teacher and student levels. The following data were analyzed from the project:</p> <p>Student level</p> <ul style="list-style-type: none"> <li>A. Woodcock-Johnson Letter Word Identification (Woodcock, Mather, &amp; Schank, 2004)</li> <li>B. Woodcock-Johnson Word Attack (Woodcock, et al., 2004)</li> <li>C. Woodcock-Johnson Passage Comprehension (Woodcock, et al., 2004)</li> <li>D. Woodcock-Johnson Spelling of Sounds (Woodcock, et al., 2004)</li> <li>E. Peabody Picture Vocabulary Test-III (Dunn &amp; Dunn, 1997)</li> </ul> <p>Teacher level Teacher questionnaires (beginning, end)</p>

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		<p>were delivered through a one-day training followed by ongoing, collaborative consultation delivered via face-to-face coaching. The intervention provided classroom teachers with a trained ENRICH literacy consultant to facilitate ENRICH implementation, using a community of practice approach (Wenger, 1998) designed to promote teacher ownership of the intervention process. All teachers met individually with the ENRICH coach each week to facilitate understanding and learning about early reading development and intervention.</p> <p>During the 2011-2012 school year ENRICH was implemented by 15 K-2 teachers at Walnut Creek Elementary School (WCES) and school-wide in grades K-2 at A.B. Combs Elementary (CES). Across both schools, approximately 90 struggling kindergarten, first-, and second-grade students received intervention, and data were collected from additional comparison students at WCES to investigate the achievement gap at the beginning and end of the school year.</p>			<p>Teacher interviews (beginning, middle, end) Teacher observations (beginning, middle, end)</p> <p><b>2009-2010</b></p> <ol style="list-style-type: none"> <li>1. First, struggling first-grade students who were eligible for ENRICH, on average, made sizable gains in all reading outcomes.</li> <li>2. The same struggling first-grade students made significantly greater growth across the year compared to the comparison students in three of the outcomes.</li> <li>3. Findings from the teacher-level analysis demonstrated that the first-grade teaching team had changed perceptions of literacy teaching and learning across the intervention period. Specifically, teachers increasingly discussed the individualized nature of literacy learning and instruction while</li> </ol>

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					<p>continuing to discuss a balanced literacy outlook.</p> <p><b>2010-2011</b>  First, struggling kindergarten, first, and second-grade students who were eligible for ENRICH, on average, again made sizable gains in all reading outcomes. The same struggling students, on average, made significantly greater growth across the year compared to the comparison students, however, the effect of the intervention was dependent on students' grade level in three of the outcomes. Findings from the teacher-level analysis again demonstrated that teachers had changed perceptions of literacy teaching and learning across the intervention period. Specifically, teachers increasingly discussed the individualized nature of literacy learning and</p>

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					<p>instruction while continuing to discuss a balanced literacy outlook.</p> <p><b>2011-2012</b></p> <ul style="list-style-type: none"> <li>• Data are still being analyzed.</li> <li>• First, preliminary analyses show that there was a school effect. That is, struggling kindergarten, first, and second-grade students from the first school, on average, again made sizable gains in all reading outcomes. Students from the second school made gains as well, but did not make greater gains than comparison students.</li> <li>• Findings from the teacher-level analysis demonstrated that teachers found the intervention beneficial for their struggling students, but noted that finding time to provide intervention was a significant challenge.</li> </ul>

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Franklin County, Greene County, Edgecombe County, Chatham County, Mooresville Graded School District	Support teachers in using mathematics software programs (The Geometer's Sketchpad and Fathom) to teach high school Algebra and Geometry	Provided professional development for teachers in Summer 2012. Observed and visited teachers in their classrooms during 2012-2013 school year. Created a set of role model videos aligned with mathematics lessons for teachers to use in their classrooms. <a href="http://scaleupstem.ncsu.edu/">http://scaleupstem.ncsu.edu/</a>	August 2009 – August 2013	45	Pre/post scores of teachers' knowledge of content and pedagogy related to algebra and geometry indicated significant increases. Changes in teachers' pedagogical practices were observed.
Hertford Early College High School, Yadkin County Schools, Bertie County, Yancey County, Whiteville City Schools, Edgecombe County, Person, Northampton, Washington County, Martin County, Beaufort County, Pitt County, and Tyrrell County	Providing planning assistance to fourteen North Carolina districts in the areas of: • Infrastructure • Leadership • Vision; Provide 1:1-specific professional development to help teachers to teach successfully in ubiquitous learning environments; Provide 1:1-specific professional development for principals, technology directors, instructional technology	North Carolina Learning Technology Readiness Initiative: Schools and districts throughout North Carolina are planning, implementing, or are in the initial stages of considering new learning technology initiatives, in which every student and teacher receives a wireless device, Internet access is provided throughout the learning environment, and teaching and learning is enhanced through the use of technology. The Friday Institute for Educational Innovation has been instrumental in playing multiple roles in the support services provided to these schools. Since March 2009, the Friday Institute has been working with funding from the Golden LEAF Foundation to provide support services to fourteen districts across the state to	Ongoing	Coaches meet with leadership teams (approximately 6 members per team = 30 people) on a regular basis. In addition, approximately 150-200 teachers, technology facilitators, principals, technology directors, and other school level personnel have participated in face-to-face and/or online professional development.	<ul style="list-style-type: none"> <li>• Ongoing leadership/coaching support for planning and implementation guidance for digital learning initiatives</li> <li>• Professional development events, both face-to-face and online have prepared teachers to pilot lessons for digital learning in high school classrooms</li> </ul> <p>Job-embedded approach has provided the school with a cadre of teachers who can assist and collaborate with others in using instructional technology</p>

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	<p>facilitators, and other administrators (or individuals serving in that role), and Codify a model to inform larger NCLTI planning.</p>	<p>prepare for launching 1:1 learning technology initiatives.</p>			
<p>Bertie, Northampton, Warren, Wake, Weldon City, Granville, Johnston, Franklin</p>	<p>Prepare underserved students in middle and high school for entrance into 4-year colleges and universities and for careers in education, science, technology, engineering, and mathematics</p>	<p>The mission of the NC State University North Carolina Mathematics and Science Education Network Pre-College Program (NCSU NC-MSEN PCP) is to prepare underserved students at the middle and high school levels (grades 6-12) for entrance to a four-year college/university and for careers in education and science, technology, engineering and mathematics (STEM). The NCSU NC-MSEN Pre-College Program currently serves 448 students in Franklin, Granville, Johnston, and Wake Counties through year-round enrichment activities. The program partners with school districts to recruit students from underserved populations who have not been prepared to pursue college preparatory level mathematics and science-based courses. Students must have a minimum of a “C” average or grade point</p>	<p>Ongoing</p>	<p>448 students in grades 6 – 12</p>	<p>The goal of the NC-MSEN Pre-College Program is to prepare students for entrance into a four-year college/university and to pursue a major in teaching or STEM. As a result, data is collected on each year’s high school senior class. Students are interviewed over the phone and information is collected on each student’s intended college major and career choice, the colleges and universities that the student applied for admissions and were accepted, scholarships that were earned, grade point average, SAT &amp; ACT scores, and class rankings. Some anecdotal data is collected on the student’s experience with the program and</p>

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		<p>average of 2.0 or higher to be eligible for admissions and to maintain membership in the program. The NCSU NC-MSEN PCP offers the following unique experiences, events and activities for middle and high school students: Saturday Academy, Academic Enrichment Class (middle school only), Academic Chapter of Excellence (ACE) after-school club (high school only), MSEN Day (math and science competition event is held annually on the 4th Saturday in late April), Awards Program (mid-May formal awards ceremony), Summer Scholars (2 week summer enrichment in STEM), PIE club (Parents Involved in Excellence Club that encourages parent involvement), other activities (such as field trips and campus tours are provided throughout the school year for students).</p>			<p>the types of people who had impact on the student's career choice in STEM. Our program hopes to influence as many students as possible to select careers in STEM and/or teaching as well as students choosing to attend a four-year college/university. As part of this process, our goal is that all students will participate in all components of the program since the components are based upon research that has shown when students participate in all components; it impacts under-served student career choices and matriculation to a four-year college/university. 100% of all of the high school graduates were from an under-served population. Students from under-served populations are either from an underrepresented minority group (African-American or Hispanic), low SES group, or first-generation college. 76% of the students</p>

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					will pursue careers in STEM or education.
WCPSS	STEM	Nanosystems Engineering Research on Self-Powered Health Monitoring is a pre-college STEM focused program providing teacher professional development, outreach to students, instruction in classrooms, and STEM Family nights. Website: <a href="http://assist.ncsu.edu/">http://assist.ncsu.edu/</a>	Sept 1, 2012 - ongoing	400	N/A
All	Professional Development to support interpretation and implementation of the CCSS-M for educators practicing in grades K-8.	<p>Turn-On Common Core Math: Learning Trajectories for the K-8 Common Core State Standards for Mathematics</p> <p>Project has developed learning trajectories that cover all the K-8 Common Core Mathematics Standards, including a hexagon map for the standards and the learning trajectories. These are extensive, free professional development resources that support teachers in understanding research-based perspectives on development of students' conceptual mathematical understandings over time.</p> <p>Each learning trajectory integrates individual Common Core Standards as landmarks along a path of continuous student</p>	Ongoing	This year we have served 4136 unique visitors to the tocc site from North Carolina. Conference and Symposium participant group sizes vary.	<p>Uniformly favorable feedback regarding the value of the hexagon map, website, and learning trajectories for making sense of the CCSS-M, from teachers, and school and curriculum coordinators, and mathematics supervisors. This from educators from NC as well as other states.</p> <p>Web-analytic methodologies being put in place to assess more detailed use overall, and usefulness of particular resources over time.</p>

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		<p>conceptual growth in mathematical topics such as fractions, division and multiplication, ratio and proportional reasoning, statistics, and equations and expressions.</p> <p>We disseminate resources and findings via local conferences and professional development, including NCCTM, TapMath, and the Triangle High-Five Conference.</p> <p>Beginning this summer we will offer the first of a series of free professional development course in MOOC (Massive Open Online Course) format. Participating educators will learn how children develop understanding of elementary mathematics meaningfully, and how learning trajectories can support both deeper perception of students' learning and reflection on their own instructional practice.</p> <p><a href="http://www.turnonccmath.net">www.turnonccmath.net</a> and <a href="http://tocc.mooc-ed.org">tocc.mooc-ed.org</a></p>			

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

In addition to the programs referenced in the SEC Assessments Table, faculty throughout the College of Education and NC State University are engaged in public school support throughout the state of North Carolina. The college and university offer programs such as bilingual education, the Upward Bound pre-college program, 4-H Youth Development, Kenan Fellows for Curriculum and Leadership Development, The Science House, and the Shelton Leadership Challenge Institute. These programs serve more than 200,000 young people throughout North Carolina. In addition to these programs, faculty members prepared professional development workshops for teachers throughout the state in all disciplines both in person and online. Examples of the content of the professional development opportunities included: Science, 21<sup>st</sup> Century Skills, Social Studies, Writing Across the Curriculum, 1:1 Computing Initiatives, and reading interventions. For more details please visit: [http://www.ncsu.edu/extension/education\\_and\\_youth.html](http://www.ncsu.edu/extension/education_and_youth.html) and <https://www.fi.ncsu.edu/what-we-do/professional-development/>

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

NC State University supports beginning teachers through the School University Collaboration & Commitment to Excellence in Educator's Development (SUCCEED). SUCCEED has partnered with the Evaluation Team for North Carolina's Race to the Top Initiative (RttT) to administer the Perceptions of Success Inventory for Beginning Teachers (PSI-BT), a state of the art inventory, to teachers in the New Teacher Support Curriculum. This curriculum aims to support LEAs in their efforts to induct and retain beginning teachers in high need schools. We believe the PSIBT could become a key benchmarking tool for LEAs as they strive to better support new teachers. The PSI-BT is a way for LEAs to use 21st century data to inform induction and retention efforts. Since 2008, SUCCEED has collaborated with the Office of Professional Education in the College of Education to assess the perceptions of success of NC State Graduates in their first three years of teaching.

Faculty from the College of Agriculture and Life Sciences support beginning teachers by conducting a beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school-assigned mentor, as well as guidance on curriculum materials, student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both Mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In Middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

In the 2012-2013 academic year, the Office of Alternative Licensure responded to over 5,000 walk-in, telephone, and email inquiries. Through this process, coordinators evaluated transcripts, advised candidates regarding licensure, and helped potential and current Lateral Entry teachers navigate the licensure process. Alternative Licensure evaluated over 500 applications for our Alternative Licensure programs (NC TEACH). Public interest and inquiry in alternative licensure continues. In the 2012-2013 year NC State University delivered the NC TEACH program to approximately 177 candidates seeking licensure with a Provisional License. The College of Education at NC State also continued its partnership with Wake Tech Community College to offer another option where the students can take 90% of their classes through Wake Tech. This program helps NC State affect more students while keeping costs and administrative time to a minimum. Currently 21 students have a plan of study on file through NCSU for the Wake Tech partnership program.

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

The College of Education offers programs and workshops that support career teachers including over 27 online extension & outreach programs ([http://www.ncsu.edu/extension/education\\_and\\_youth.html](http://www.ncsu.edu/extension/education_and_youth.html)) among which are the Capital Area Writing Project, Continuing and Professional Education through the McKimmon Center, Online Tools for Schools, The Science House, and Non-Degree Studies programs. Additionally, the college offers distance and add-on licensure programs in English as a Second Language, Agricultural Education, and Business and Marketing Education.

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

NC State however, enacts its land grant mission throughout the state of North Carolina by providing service state-wide. NC State extension projects serve nearly every county with schools designated as either low-performing or priority. Examples of these projects include The Science Scholars Academy, MEGA, and NC-MSEN, which serve many of these LEA's including Warren, Bertie, Hertford, Halifax, Northampton, and Weldon City schools.

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

The College of Education is committed to promoting SBE priorities, specifically the provisions in SB724 and HB23 listed below:

- A) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.  
(HB23)

As a 1:1 college each of our candidates comes to NC State with their own laptop and is instructed throughout the course of their program in the effective use of technology in the classroom for collaborative, knowledge construction.

- B) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)

The elementary education program at NC State requires all elementary candidates to complete a total of 4 methods courses dedicated exclusively to the teaching of reading and mathematics. Candidates complete 2 methods courses for teaching children in grades k-2 and 2 methods courses dedicated to teaching grades 3-5.

- C) 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)

NC State began pilot testing released questions from the MTEL with Spring 2013 graduates and will conduct an analysis of our reading and mathematics curricula to determine if and where gaps exist. Curricular revisions will be made during AY 2013-2014 to ensure adequate coverage. Courses will be aligned with the required content and formative assessments conducted as needed.

- D) 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)

NC State requires all candidates to take a two course sequence focused on formative and summative assessment. The courses include a foundational course in instruction in designing assessments and interpreting data to improve instruction and a lab section, taught by practicing teachers, where classroom data sets are used. Beginning in Fall 2013, the College will collaborate with SAS to incorporate EVAAS into the assessment series.

- E) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)

NC State requires all elementary candidates to complete ELM 450: The Arts for Elementary Education. The course is designed to prepare preservice teachers to integrate the arts (visual, music, drama, and dance) into the content areas. Specific methodologies related to the theory and practice of teaching the arts are incorporated.

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

The College of Education successfully launched the *Passport to Success* program in the 2012-2013 academic year. Passport to Success is a new academic enrichment and

student engagement program created to more fully integrate the curricular and co-curricular aspects of NC State's teacher education programs. The program was designed in alignment with the NC Professional Teaching Standards and focuses on four core themes: Global Knowledge, Community Engagement, Cross Cultural Skills and Professional Development. The first cohort of students -- all sophomores and juniors representing five majors -- officially began the program in August 2012. In January 2013, we admitted our 2<sup>nd</sup> cohort of 19 students, mostly first-year students. In total, 34 students are currently participating. Each student will participate in 12 high-impact co-curricular activities; four of which are *signature* experiences -- those that require a deeper level of initiative, leadership and time commitment on the part of the student. Currently, 10 faculty members, eight staff members and two deans have volunteered to serve as Passport Mentors to guide the students through the process. This year, Passport to Success students participated in cross cultural communication events; attended our inaugural Passport Alternative Spring Break trip to Atlanta to visit culturally and globally diverse schools; visited a globally-focused local magnet school, volunteered in the community and took part in campus-wide leadership development activities. Ultimately, the objective is for Passport Scholars to graduate with a holistic learning experience that prepares them to excel as educators in 21st century classrooms.

## **Supplemental Information (Optional)**

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

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

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

NC State has numerous efforts to recruit qualified candidates into Teacher Education programs. The College of Education University Coordinator of Teacher Education Recruitment assisted in addressing the critical shortage of qualified classroom teachers throughout the State of North Carolina through strategic marketing and recruitment efforts. The recruiter also worked collaboratively with various stakeholders such as Admissions and the NC Teaching Fellows Program to support the university's commitment to address the shortage of teachers in high need subject areas and the disproportionately low number of teachers of color entering the profession. A strategic and comprehensive recruitment plan was followed to successfully attract prospective students to teacher education programs for the 2013 – 2014 academic year. The College of Education saw a decrease in the number of STEM area applicants and a decrease in male applicants for the 2013 – 2014 academic year. The aforementioned decreases can be attributed to discontinuation of the Teaching Fellows Program which has typically attracted male applicants and to the university-wide strategic enrollment management

plan to decrease undergraduate enrollment. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day and the department recruits at the State FFA Convention. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. The College of Education Coordinator of Advising works closely with the Director of Professional Education to ensure a streamlined process for students interested in pursuing English, Social Studies and History Education. Departmental representatives from Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. Students Advocating for Youth (SAY Living and Learning Community) serves as a recruiting tool, also. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multi-cultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Such K-12 pipeline initiatives are strategically critical to our long term recruitment initiatives. In addition to these person-to-person efforts, the College of Education sponsors a Dean's Excellence Breakfast for accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the College of Education. Under the guidance of the recruiter and Assistant Director of Learning Technologies, the use of technology and multimedia in the recruitment efforts for the College of Education has been enhanced and updated. A STEM Day was also held this spring at the Friday Institute for prospective students to engage in highly interactive workshops. A brief undergraduate recruitment video was filmed and produced, then posted to the Future Students page of our college website; additionally, the entire Future Students page was revamped. Lastly, in collaboration with the Director of Communications, a new CED poster was produced using a newly fashioned marketing campaign that focuses on highlighting the unique components of the teacher education programs within the College.

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

NC State University relies on the strategies listed in item J, along with specific efforts to recruit minority students. The Assistant Dean for Student Affairs contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the recruiter and the Director for Student Involvement support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special listserv for African American students and email them regarding application and scholarship deadlines and other opportunities that the College of Education and the University offer in general. African-American students who have been accepted are paired with current African-American students who communicate throughout the year. In efforts to impact the number of students of color in our education graduate programs, the College

partnered with The Graduate School at NC State University to host a Visit NC State Program. Undergraduate students visited the campus to participate in an interactive session that allowed them to connect with College of Education faculty and staff in order to better learn about the graduate school process and opportunities in education-related graduate studies

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

## 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	4	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	27
	Hispanic	3	Hispanic	9
	White, Not Hispanic Origin	141	White, Not Hispanic Origin	367
	Other	8	Other	23
	<b>Total</b>	<b>172</b>	<b>Total</b>	<b>434</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	14
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	31
	Hispanic	3	Hispanic	12
	White, Not Hispanic Origin	80	White, Not Hispanic Origin	114
	Other	2	Other	1
	<b>Total</b>	<b>97</b>	<b>Total</b>	<b>172</b>

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	24	24
Secondary (9-12)	33	33
Special Subject Areas (k-12)	11	11
Exceptional Children (K-12)		
Vocational Education (7-12)	71	71
Special Service Personnel (K-12)		
Other	19	19
<b>Total</b>	<b>158</b>	<b>158</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,149
MEAN SAT-Math	565
MEAN SAT-Verbal	557
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	*
MEAN PPST-Combined	529
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	54			
Middle Grades (6-9)	40		46	
Secondary (9-12)	52		57	
Special Subject Areas (K-12)	5		22	
Exceptional Children (K-12)				
Vocational Education (7-12)	46		7	
Special Service Personnel				
<b>Total</b>	<b>197</b>		<b>132</b>	
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	56	98
Institution Summary	56	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	173	4	20	2		
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	112	6	32	8		
Comment or Explanation						

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

<b>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	281	88	60
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	2,017
Johnston County Schools	400
Durham Public Schools	170
Guilford County Schools	151
Charlotte-Mecklenburg Schools	151
Franklin County Schools	111
Cumberland County Schools	100
Harnett County Schools	99
Forsyth County Schools	96
Granville County Schools	70

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

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

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
85	3	32