

IHE Bachelor Performance Report

North Carolina A&T State University

2014 - 2015

Overview of the Institution

North Carolina Agricultural and Technical State University's (North Carolina A&T) 2014 – 2015 total enrollment was 10,725. This included 9,203 undergraduate students of which 94% are people of color. North Carolina A&T is a public, doctoral research, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. Our unique legacy and educational philosophy provides students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. North Carolina A&T is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its eight academic units: College of Arts and Sciences, College of Engineering, School of Agriculture and Environmental Sciences, School of Business and Economics, School of Education, School of Nursing, School of Technology, and School of Graduate Studies. The synthesis of teaching and research is fundamental to North Carolina A&T. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. North Carolina A&T is ranked third in the UNC system with respect to funded research. School of Education's enrollment is 1,251.

Special Characteristics

With the demand for a teaching force that reflects the diversity of our society, North Carolina A&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the School of Education (SOE) has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The teacher education program at North Carolina A&T is supported by special initiatives that focus on recruitment and college preparation, including the ISET-NOAA Educational Partnership Program Cooperative Science Center, NSF Engineering Research Center Educational Outreach Program, and McNair Summer Scholars Program.

Program Areas and Levels Offered

North Carolina A&T licenses candidates through 13 state-approved bachelor's programs and seven graduate programs. One of the seven graduate programs is a Master of Arts in Teaching (MAT). This program includes 12 different content areas and offers both the initial and advanced license. Other teaching licensure graduate programs include MS in Agricultural Education, MAED in Elementary Education, and MAED in Reading Education. Non-teaching licensure programs include School Administration, Instructional Technology and the Joint Masters in Social Work (JMSW). The JMSW is a joint program with the University of North Carolina at Greensboro (UNCG). The Unit also offers two add-on licensure tracks at the bachelor level and two add-on licensure tracks at the graduate level. Special Education-General Curriculum, and Trade and Industrial Education are the two add-on areas at the bachelor level; School Administrator (MSA) and Elementary Mathematics are offered at the graduate level (MAED).

Birth through Kindergarten (A,M),

Elementary Education (A,M),

Secondary English (A,M),

Secondary Mathematics (A,M),

Secondary Biology (A,M),

Secondary Chemistry (A,M),

Secondary Physics (A),

Secondary Social Studies (A,M),

Reading (M),

Art (A),

Music (A),

Physical Education and Health (A, M),

Spanish (A),

Exceptional Children General Curriculum (A,M, add-on),

CTE Agricultural (A,M),

CTE Family and Consumer Sciences (A, M),

CTE Industrial Cooperative Training (A,M),

CTE Technology Education (A,M),

CTE Trade Preparatory Programs (A,M),

CTE Business Education (A,M),

CTE Workforce Development Director (add-on),

School Administrator (M),

School Counselor (M,S),

School Social Worker (A,M,S),

Media Coordinator (M), and

Instructional Technology Specialist (M).

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 |
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| Various | Professional development for licensed teachers | Curriculum Development Workshop | 07/14/2014 07/15/2014 | Teachers served: 15 | Hosted workshop that taught Trade and Industrial Education teachers how to use and teach with the new Introduction to Trade and Industrial Education curriculum guide. |
| Various | Student Development | Technology Student Association | 03/22/2015 03/22/2015 | B-12 students: 100 | Coordinated the Problem-Solving competitions for the NC |

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| | | | | | Technology Student Association state conference |
| Various | Student Development | Technology Student Association, Board of Directors | 03/23/2015 03/23/2015 | B-12 students: whole state | Served on the Board of Directors for the NC Technology Student Association |
| Ragsdale High School | Student Development | Senior Project, Mentor | 08/17/2014 02/27/2015 | B-12 students: 1 | Mentored high school senior for her senior project |
| Ragsdale High School | Student Development | Guest Speaker | 12/19/2015 12/19/2015 | B-12 students: 15 | Provided high school students with an understanding of the graphic design profession. |
| Statewide | | Line Dance Instruction | 11/14/2014 11/14/2014 | Teachers served: 8 | Provided training on five line dances for K-12 teachers attending the State Health and Physical Education training. |
| Kernoodle Middle School | Literacy, Professional development for lateral entry teachers, Beginning teacher support/meeting new mentor standards | Facilitating a workshop | 08/20/2014 08/20/2014 | Teachers served: 35 Other school professionals: 5 | |

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| Dudley High School (Queens of Empowerment) | Student Development | Young women empowerment | 12/06/2014 12/06/2014 | Administrators: 1 Other school professionals: 2 Teachers: 5 Parents: 10 B-12 students: 15 | |
| Brooks Global Magnet School, Guilford County Schools | Literacy, Student Development | Mentoring third-grade students | 8/15/2014 6/12/2015 | B-12 students: 3-4 Teachers: 1 Administrators: 2 | <p>I served as a volunteer at Brooks Global Elementary School during the 2014-2015 school year. During that time, I worked closely with 3-4 students, one of whom my grandson, in reading and social studies work. On average I spent 45-60 minutes, three days per week during A&T's fall semester, and two per week in the spring (I taught every day at A&T, which limited my time at Brooks).</p> <p>Among other things, I helped two students pass the EOG in reading; they had scored too low in their initial attempts</p> |

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| | | | | | in January. |
| Dudley High School Brown Summit Middle School All Guilford County Middle School, Social Studies Teachers | Beginning teacher support/meeting new mentor standards, Teacher Leadership, Teacher Recruitment, Student Development , Curriculum development | Youth Summit, Teacher Workshop, Student Presentation, NCA&TSU Upward Bound Annual Awards Banquet, The University of Memphis (Empowering Men of Color mentor Program , Dudley High School, African-American History Class and Coordinator for African-American History program | 05/15/2014 05/14/2015 | Administrators: 4 Other school professionals: 10 Teachers: 40 Parents: 50 B-12 students: 100 | <p>1) "Building Our Kings Youth Summit " Presentation, to male High School students, Dudley High School, Greensboro, NC, September 20, 2014.</p> <p>2) "Teaching Early American, African-American and North Carolina History " Presentation to all Guilford County Middle School Teachers, Kernodle Middle School. Guilford County Schools, NCA&TSU, Greensboro, NC, August 20, 2014.</p> <p>3) "Native Americans and Africans in Early North Carolina: 400 Years of Forgotten History " Presentation, Brown Summit Middle School. Center of Advanced Academics, National Blue Ribbon School, North Carolina</p> |

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| | | | | | <p>Honor School of Excellence, NCA&TSU, Brown Summit, NC, November 7, 2014.</p> <p>4) "NCA&TSU Upward Bound Annual Awards Banquet" Guest Speaker, Upward Bound Program, North Carolina A&T State University, Greensboro, NC, April 26, 2014.</p> <p>5) "Looking Forward Reaching Back: Celebrating a Decade of Empowerment." The Empowered Men of Color, The University of Memphis, Memphis, TN, November 22, 2014.</p> <p>6) Dudley High School, African-American History class presentation.</p> <p>7) Dudley High School, provided education materials for coordinator of African-American History program</p> |
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| Guilford County | Professional development for lateral entry teachers, Beginning teacher support/meeting new mentor standards | Providing a workshop for beginning teachers | 04/30/2015 04/30/2015 | Teachers: 70 | I presented an almost two hour presentation to 70 teachers in the Guilford County Public School System. The workshop was entitled, "How to Reach Tough Kids." |
| Students from across NC attended this institute. | Student Development | Workshop | 06/20/2014 06/20/2014 | B-12 students: 200 | I presented a workshop at the Leadership Development and Citizenship Education Institute to 200 9-12th grade students. |
| McNair Elementary | Math and Science, Student Development | Science Fair Judge | 12/10/2014 12/10/2014 | B-12 students: 70 Teachers: 20 | |
| McLeansville Elementary School | Literacy, Math and Science, Student Development | PTA | 7/1/2014 6/1/2015 | Administrators: 1 Other school professionals: 10 Teachers: 45 Parents: 200 B-12 students: 400 | Treasurer for McLeansville Elementary PTA |
| State-wide | Literacy, Math and Science, Student Development | 6/16/2014 | 6/16/2014 6/16/2014 | B-12 students: 30 | Judge- State FFA Convention |
| T.W. Andrews | Teacher Recruitment | Recruitment | 03/18/2015 03/15/2015 | Administrators: 1 | |

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| High School | | | | Teachers: 5 B-12 students: 40 | |
| Randolph County High Schools | Teacher Leadership, Student Development | RCSS Advisory Board Member | 09/15/2014 05/31/2015 | Teachers: 10 Other school professionals: 2 | Advise high school career development personnel in Randolph County Schools |
| McNair Elementary Falkner Elementary Churchland Elementary | Literacy | Reading Volunteer | 08/31/2014 12/16/14 | B-12 students: 75 Teachers: 3 | |
| Guilford County | Beginning teacher support/meeting new mentor standards | Professional Development Course | 3152015 3152015 | Other school professionals: 15 | Provided session for Induction Office on my area of research on families |
| Hampton Elementary School Greensboro, NC 27401 | Staff employee partnership volunteer | EOG Exam Proctor | 05/27/2015 05/29/2015 | B-12 students: 2 Teachers: 1 Other school professionals: 1 Administrators: 1 | |
| | Math and Science | Judge, Public Speaking, NC OSHA Competition For High school Students in NC | March 20, 2015 March 20,2015 | B-12 students: 6 | Served as a Judge for the North Carolina HOSA competition. This competition involved high school students from across the State that qualified in their home schools in Health |

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| | | | | | Occupation areas. |
| Guilford County | Literacy, Professional development for lateral entry teachers | Reading Workshop Professional Development | 04/13/2015 04/13/2015 | Teachers: 5 | The purpose of this session was to examine effective ways to implement guided reading groups. Some of the topics explored include reading activities and centers, forming groups, and classroom management. |
| Lexington Middle School | Literacy, Professional development for lateral entry teachers, Beginning teacher support/meeting new mentor standards | Professional Development | 09/15/14 02/015/15 | Teachers: 8 | Literacy Professional Development for Middle School Language Arts Teachers |
| Hampton Elementary School | Beginning teacher support/meeting new mentor standards | Hampton Elementary University Magnet Program | Daily Daily | | Conducted daily visits to check on student intern performance in teacher classrooms and to trouble shoot related issues. (Classroom Visit to check on student Interns) |
| Hampton Elementary School | Literacy, Professional development | Hampton Email | Tuesday January | | NC A&T Student (Oni Crawford) served as |

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| | for lateral entry teachers | | | | reading buddy/guided reading instructor to 2nd grade (Reading Buddy) |
| Hampton Elementary School | Teacher Leadership | Hampton Elem. | 1-6-15 January | | Hampton teacher awarded teacher of the month. Recognized at monthly staff meeting. Received certificate and \$50 gift card. Chosen by curriculum staff. |
| Hampton Elem. | | Hampton Elem. | 1-6-15 January | | Met with Hampton teachers and staff to review procedure for student interns. Taskstream training was postponed) |
| Hampton Elementary School / NCAT | Beginning teacher support/meeting new mentor standards | Hampton Elementary University Magnet Partnership | 1-8-15 January | | CUIN & SPED students placed in Hampton Classrooms. Each teacher assigned 2 student interns. Met with Maxwell for approval prior. |
| North Carolina A&T State University | | Hampton Elem. University Magnet Partnership | January January | | SOE Model Classroom was designed and develop for use by SOE Curriculum Staff, |

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| | | | | | NC A&T Education Faculty, and school partners. |
| Hampton Elem. | | Robotics Team Meetings | Tuesday Thursday | | Hampton Robotics Team Meeting |
| Hampton Elementary | Student Development | Preparation for NCATE | Ongoing (March) Ongoing (March) | | Model Classroom preparation |
| Hampton Elem. | Beginning teacher support/meeting new mentor standards | Visit to classroom to interns | March March | | Frequent visits to check on interns and troubleshoot issues |
| Hampton Elementary | | Reading Buddies | March March | | Students from NCA&T freshmen honors society serve as reading buddies to 1st and 2nd graders. |
| Hampton ELEM. | | Scholastic Book Fair | 3/14/15 3/14/15 | | NC A&T students from 100 women organization volunteered on opening day for book fair |
| Hampton Elem. | | Task Stream Training | 3/17/15 3/17/15 | | Task stream training (make-up session) for cooperating teachers |
| Hampton Elem. | | Reading Buddy | Tuesday (March) Tuesday (March) | | NC A&T Student Volunteer (Oni Crawford) |

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| Hampton Elementary | | Robotics Team Meetings | April (Tuesday/Thursday) April (Tuesday/Thursday) | | Hampton Robotics team meetings |
| Hampton Elementary | | Reading Buddies | Tuesday/Thursday (April) Tuesday/Thursday (April) | | Members of NC A&T Freshmen Honors Society Served as reading buddies to 1st and 2nd grade |
| Hampton Elementary | | Preparation for NCATE | ongoing (April) ongoing(April) | | Model Classroom preparation, etc. |
| Hampton Elementary | | Reading Buddy | Tuesday (April) Tuesday (April) | | NC A&T Student (Oni Crawford) served as guided reading instructor for 2nd grade. |
| Hampton Elementary | | Aggie-Eagle Teacher of the Month | 4/7/15 4/7/15 | | Hampton teacher identified as teacher of the month by curriculum staff Received certificate and \$50 gift card. |
| Hampton Elementary | | Book Donation | 4/14/15 4/14/15 | | Chi-Iota Sigma (School Counselor) Donated \$80 books on African-Americans to Hampton Media Center |
| Hampton | | Hampton | 4/14/15 | | Met with |

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| Elementary | | Staff Meeting (NCATE preparation) | 4/14/15 | | Hampton staff to review procedures for NCATE visit on April 27th. |
| Hampton | | NCATE preparation meeting with Maxwell | 4/22/15 4/22/15 | | Met with Maxwell to discuss details of NCATE visit (school, visit, dinner, interview etc) |
| Hampton Elementary | | NCATE visit | 4/26/15 4/28/15 | | See report |
| Hampton Elementary | Literacy | Meeting to Discuss Parent Literacy Night | 12-2-14 12-2-14 | | Meeting with Drs. Kea and Smith to discuss details of Parent Literacy Night. Event has been rescheduled to December 10th. Need to get student forms out asap |
| Hampton Elementary | | Meeting with Chi Sigma Iota | 12-8-14 12-8-14 | | NC A&T School Counseling Honors Society will adopt 3 Hampton Families for the Holidays (food, clothing, toys) |
| Hampton Elementary | Professional development for lateral entry teachers | Meeting with Dr. Linda Hopson | 12-9-14 12-9-14 | | Met about several items: Freedom School application, fundraiser for robotics, GCS grant proposal process |

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| Hampton Elementary | | Toy Drive- Meeting with STEM PTA | 12-9-14 12-9-14 | | Discussed toy drive for Hampton students. STEM PTA will provide one toy per child and deliver on last day of school for semester. Toys are to be age appropriate |
| Hampton Elementary | | Meeting with Dr. Linda Swearingin | 12-10-14 12-10-14 | | Provided overview of Hampton Elementary (new staff principal). Discussed creating grant proposal team to support with several activities (robotics, science fair, summer enrichment). Met with Maxwell to discuss possible summer program. Maxwell only wants enrichment and limited academic focus (to give students a break). Will touch base at end of year to solidify plans. |
| Hampton Elementary | | Human Body Exhibit | 12-11-14 12-11-14 | | 3-5th grade trip to Human Body Exhibit sponsored by NC |

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| | | | | | A&T Agricultural Extension. |
| Hampton Elementary | | Hampton Holiday Party | 12-16-14 12-16-14 | | Full-Staff holiday celebration in support of Hampton staff re: partnership. Celebrated success of partnership and thanks for staff support of NC A&T. |
| Hampton Elementary | | Aggie-Eagle Teacher of the Month | 12-16-14 12-16-14 | | Two teachers recognized for quality teaching. Teachers received certificate and \$50 gift card. Recognized at the holiday party |
| Hampton | | Robotics Team Meetings | Tuesdays & Thursdays (May) Tuesdays & Thursdays (May) | | Hampton Robotics Team meetings |
| Hampton Elementary | | Preperation for NCATE Visit | Ongoing Ongoing | | Model classroom preparation, etc. |
| Hampton Elementary | | Preperation for NCATE Visit | ongoing ongoing | | Model classroom preparation, etc. |
| Hampton | | Hygiene Day | 5-8-15 5-8-15 | | Students from NC A&T 100 Women Organization sponsored a Hygeine Day for 5th grade girls. |

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| | | | | | Personal care issues were discuss with students and donations of deodorant, soap, tampons, etc. were provided. In conjunction with Hampton counselor and social worker. |
| Hampton Elementary | | Aggie-Eagle Teacher of the Month | 5-7-15 5-7-15 | | Hampton Teacher identified as teacher of the month by curriculum staff. Received certificate and \$50 gift card. |
| Hampton Elementary | | Grant Meeting | 5-25-15 5-25-15 | | Met with Dr. Hoyte to discuss literacy grant for 3-5th graders. Will support literacy instruction via ipads. |
| Hampton Elementary | | Curtains and Rods Delivered | 9-1-14 9-1-14 | | Tan valances and corresponding rods delivered to Hampton for front windows |
| Hampton ELEM. | | Principal Conference | 9-3-14 9-3-14 | | Meeting with Thyais Maxwell to introduce Ms. Watlington as university representative to Hampton. |

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| | | | | | Discussed her role and office location. |
| Hampton | | Meeting with Courtney Perring (Intern Coordinator) | 9-8-14 9-8-14 | | Discussed process for placing NC A&T Interns at Hampton Elementary. <ul style="list-style-type: none"> • Two classes to be placed (SPED 355 and CUIN 410) • Interns to be assigned a cooperating teacher <ul style="list-style-type: none"> • Per Dean Wagner, only experienced interns were to be placed • Cooperating teachers must be oriented to Task Stream <ul style="list-style-type: none"> • Ideal placement date of Sept. 22, 2014 • Watlington will follow up with Drs. Kea and Smith |
| Hampton Elem. | Professional development for lateral entry teachers | Friends of Hampton Meeting | 9-9-14 9-9-14 | | Meeting of GCS School Board, NC A&T Faculty, and Community Stakeholder. Tour of Hampton was provided by Thyais Maxwell (principal) |
| Hampton | | Hampton | 9-9-14 | | Ms. Maxwell |

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| Elem. | | Staff Meeting | 9-9-14 | | introduced Ms. Watlington as Liaison and university representative |
| Hampton Elem. | | Meeting with Dr. Tyrette Carter | 9-10-14 9-10-14 | | Discussed support for Hampton math teachers. <ul style="list-style-type: none"> • Dr. Carter can support math teachers <ul style="list-style-type: none"> • Needs teachers for add-on licensure • Watlington will follow-up after discussing the Ms. Paul (Hampton CF) |
| Hampton | | Meeting with Thyais Maxwell | 9-10-14 9-10-14 | | Discussed key goals and areas of support needed for Hampton. |
| Hampton Elem. | | Call from Cooperative Extension (Shannon Riley) | 9-10-14 9-10-14 | | NC A&T Cooperative Extension invites Hampton to the opening of the Walkthrough the Human Body exhibit, November 5, 2014. <ul style="list-style-type: none"> • 3rd Grade Only • Location in Greensboro TBD <ul style="list-style-type: none"> • Lauch and ribbon cutting- November 5 • 10:30 arrival time |

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| | | | | | <ul style="list-style-type: none"> • Need transportation rate to check if transportation funds are available • srwiley@ag.ncat.edu • 285-4383 |
| Hampton Elem. | | Meeting with Drs. Kea and Smith | 9-11-14 9-11-14 | | <p>Discussed placing SPED 355 and CUIN 410 interns at Hampton.</p> <ul style="list-style-type: none"> • 5 SPED and 19 CUIN interns to place • Kea provided syllabus of SPED 355 • Kea discussed that SPED interns are novice <ul style="list-style-type: none"> • Smith discussed that CUIN 410 interns must complete a unit plan and have a total of 40 hours to complete <p>Discussed possible Parent Literacy Workshop at Hampton for Fall Semester</p> <ul style="list-style-type: none"> • Train A&T Students • Literacy kits for parents • 1st and 2nd grade parents • Needs \$1000 |

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| | | | | | to implement <ul style="list-style-type: none"> • Survey teachers on literacy level |
| Hampton ELEM. | | Meeting with Kory Bennett | 9-11-14 9-11-14 | | Discussed robotics support for Hampton <ul style="list-style-type: none"> • Kory will get table built • Kory will contact Edmondson Effort to schedule training for Hampton coaches <ul style="list-style-type: none"> • Need dedicated space, mat, and kits • 9-10 students and 2 coaches • 2014-15 will be a practice year with old challenges • Hampton team should apply for FLL late Sept. 2015 • Coach training on website |
| Hampton Elem. | technology | Monitor Delivery | 9-16-14 9-17-14 | | 29 Dell monitors delivered to Hampton Media Center |
| Hampton Elementary | | Hampton Leadership Team Mtg. | 9-23-14 9-23-14 | | Meet with members of curriculum staff to discuss NCQUEST grant. <ul style="list-style-type: none"> • Focus on literacy • Focus on |

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| | | | | | <p>professional development</p> <ul style="list-style-type: none"> • Curriculum staff will identify PD options • PD during summer (June) preferred |
| Hampton Elem. | | <p>University Partnership Day</p> | <p>9-26-14 9-26-14</p> | | <p>School-Wide university partnership assembly at Hampton</p> <ul style="list-style-type: none"> • Incentive for students to do well in school • Students earn privilege to come to university day |
| Hampton Elem. | | <p>Cooperating Teacher Orientation</p> | <p>9-30-14 9-30-14</p> | | <p>Orientation provided to Hampton cooperating teachers.</p> <ul style="list-style-type: none"> • Each Hampton teacher met assigned NC A&T intern • Icebreaker • Dr. Smith provided expectations for CUIN 410 interns • Hampton Social Worker identified procedure for interns registering as GCS volunteers • Ms. Watlington discussed procedure for |

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| | | | | | <p>sign-in at partnership office</p> <ul style="list-style-type: none"> • Hampton teachers showed interns individual classrooms • Ms. Watlington took interns on tour of school |
| Hampton Elem | | Development of Model Classroom | February (Ongoing) February (Ongoing) | | |
| Hampton | | Classroom Visits to Check on Student Interns | Daily Daily | | |
| Hampton ELEM. | | Classroom Visits to Check on Student Interns | Daily (Feb) Daily (Feb) | | Visits to check on interns and troubleshoot problems with classroom teachers |
| Hampton Elem | | Reading Buddy | TUESDAY (Feb) TUESDAY (Feb) | | NC A&T student (Oni Crawford) served as guided reading instructor for 2nd grade |
| Hampton Elem | | Aggie-Eagle Teacher of the Month | 2-10-15 2-10-15 | | Hampton teacher identified as TOM by curriculum staff. Provided certificate and \$50 gift card. Recognized at |

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| | | | | | full staff meeting. |
| School of Education | | CUIN Faculty Meeting | 2-13-15 2-13-15 | | Met with CUIN faculty to provide update on model classroom development |
| Hampton Elem | | Robotics Planning | 2-18-15 2-18-15 | | Meeting with Kory Bennett as follow-up to beginning of the year conversation. Need to establish robotics team at Hampton to support 4th and 5th grade. Bennett agreed to secure robotics platform for Hampton |
| Hampton elem. | | SMART Team Meeting | 2-19-15 2-19-15 | | Meeting with Math SMART team to develop goals for math PLCs per grade level |
| Hampton ELEM. | Professional development for lateral entry teachers, Beginning teacher support/meeting new mentor standards | SPED Student Visit | 2-25-15 2-25-15 | | SPED 355 students visited Hampton to meet with Ms. Watlington and were assigned to classrooms to gather information regarding special education instruction. |

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| Hampton Elem. | | NC A&T Intern Meeting | 2-25-15 2-25-15 | | Met with NC A&T student interns to discuss problems with intern behavior and dispositions and review policies and procedures. |
| NC A&T | | Western Carolina Visit | 2-25-15 2-25-15 | | Partners from Western Carolina visited Hampton. Met with principal and curriculum team, visited classrooms. |
| Hampton Elem. | | Meeting with Dr. Wynterhoyte | 10-1-14 10-1-14 | | Discussed instructional support for Hampton teachers. <ul style="list-style-type: none"> • Wants to target teachers of color • Focus on one grade level <ul style="list-style-type: none"> • Focus on literacy and book study • Available M,W,F • Focus on K-2 <ul style="list-style-type: none"> • Research based activities • Watlington will check on IRB process for GCS |
| NC A&T | | Meeting with Marquita McCulley | 10-16-14 10-16-14 | | Discussed volunteers from Counseling Honors Society. They will |

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| | | | | | provide: <ul style="list-style-type: none"> • Lunch Buddies • Pen Pals • Reading Buddies • Adopt 2 families in need |
| Hampton Elem. | | Task Stream Training | 10-22-14 10-22-14 | | 13 Hampton teachers received Task Stream training in order to evaluate student interns |
| Hampton Elem, | Literacy | Hampton Book Fair | 10-28-14 10-31-14 | | 10 students from NC A&T Women of College organization volunteered for the Book Fair. Helped student select age appropriate books. |
| Hampton Elem. | | Meeting with Tyrette Carter | 10-24-14 10-24-14 | | Dr. Carter met with Hampton curriculum facilitator to discuss teacher support in mathematics. It was decided that she would write a proposal for the curriculum staff to review for next semester. |
| Hampton Elem. | | Meeting with Kimberly Irving | 10-28-14 10-28-14 | | Ms. Irby is the PTA president of the STEM Early College. She is |

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| | | | | | interested in partnering with Hampton and A&T to adopt students for a toy drive in December |
| Hampton | | Aggie Dog Visit | 10-31-14 10-31-14 | | The NC A&T Aggie Dog visited Hampton students at a school-wide assembly. |
| Hampton Elem | Professional development for lateral entry teachers | Aggie-Eagle Teacher of the Month Identified | 10-31-14 10-31-14 | | The curriculum staff identified Ms. Taba McIntyre as the October Aggie-Eagle Teacher of the Month. She received a \$50 gift card and recognition in front of Hampton teaching staff. |

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions 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.**

Elementary Education candidates at the undergraduate level enroll in three courses that explicitly address digital and instructional technologies: CUIIN 101 Technology for the 21st Century Classroom, CUIIN 543 Educational Media, and CUIIN 542 Children’s Literature and Instructional Media

b) 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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.

- Elementary Education and Elementary Education/Special Education Dual Licensure candidates at the undergraduate level enroll in ELED 404: Content Area Review course and graduate candidates in the MAT Elementary Education program enroll in the ELED 704 Teacher Licensure Review course where they engage in core content concept review sessions (i.e., reading, language arts, mathematics, social studies, science) and engage in test preparation practice.
- Future plans include curriculum mapping to ensure current course work in the Elementary Education and Elementary Education/Special Education curricula are sequenced appropriately and align explicitly to professional organization standards, Foundations of Reading and General Curriculum licensure examination outcomes, and State Board of Education Professional Teaching Standards.

c) 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.

- All undergraduate candidates enroll in CUIN 310 Assessment in 21st Century Classrooms and graduate candidates in the MAT program enroll in either CUIN 715 Assessment and Evaluation or ELED 714 Standards and Accountability to ensure candidates explicitly learn concepts and skills related to the alignment between learning outcomes and assessments, informal and formal assessments, and formative and summative assessments.
- Candidates enrolled in the ELED 544 Diagnostic and Prescriptive Reading course engage in activities related to assessing students using digital technology such as DIBELS and READ 3D.
- Future plans to address the integration of technology in the assessment and evaluation of students includes continuing to work closely with Amplify Education to integrate Foundations of Reading software into its curriculum particularly in the ELED 511: Reading in Elementary Education Classrooms, ELED 544: Diagnostic and Prescriptive Reading, ELED 611: Balanced Literacy I, and ELED 615: Balanced Literacy II.
- Given that the department can use funds to purchase a class set of iPads or tablets, future plans for formative and summative assessment instruction include the integration and use of tablets and digital technology in the CUIN 310: Assessment for 21st Century Classrooms, CUIN 715: Assessment and Evaluation, and ELED 714: Standards and Accountability courses.

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

- All undergraduate candidates enroll in ELED 316: Creative Arts in the Elementary Classroom, MUSI 220: History of Black Music, and a Fine Arts Elective to orient them to various forms of arts education for the K-6 classroom. In the methods of teaching course, candidates learn to integrate these subject areas into their core content subject matter to engage students from culturally and linguistically diverse backgrounds.

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 | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 6 | Black, Not Hispanic Origin | 71 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 8 |
| | Other | | Other | 1 |
| | Total | 10 | Total | 81 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | 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 | 2 | Black, Not Hispanic Origin | 7 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 1 |
| | Other | 1 | Other | |
| | Total | 4 | Total | 8 |
| 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 | |
| | Total | | Total | |

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) | 4 | 11 |
| Elementary (K-6) | | |
| Middle Grades (6-9) | | |
| Secondary (9-12) | | |
| Special Subject Areas (K-12) | | |
| Business Education (K-12) | 3 | 5 |
| Agricultural Education (7-12) (Vocational) | 16 | 16 |
| Special Service Personnel (K-12) | | |
| Career and Technology Education (7-12) | 3 | 5 |
| Total | | |

Comment or Explanation: Since Fall 2010, the majority of our lateral entry students have been admitted through our MAT program. These students are continuing to matriculate and are working toward their degrees. NC A&T SU occasional has some students taking a class or two in some programs however; we do not recommend these students for licensure, as they are usually working toward alternative licensure through the Regional Alternative Licensure Centers.

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

| | Baccalaureate |
|-----------------------------------|----------------------|
| MEAN SAT Total | 1,127.50 |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | N/A |
| MEAN ACT Composite | * |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-Combined | 528.32 |
| MEAN PPST-Reading | 172.00 |
| MEAN PPST-Writing | 167.44 |
| MEAN PPST-Math | 165.00 |
| MEAN CORE-Combined | * |
| MEAN CORE-Reading | * |
| MEAN CORE-Writing | * |
| MEAN CORE-Math | * |
| MEAN GPA | 3.26 |
| 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 |
| 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) | | 3 | | |
| Elementary (K-6) | | 15 | | |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | | 6 | | |
| Special Subject Areas (K-12) | | 2 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | 7 | | |
| Special Service Personnel | | | | |
| Total | 0 | 33 | 0 | 0 |
| Comment or Explanation: | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2013 - 2014 Student Teacher Licensure Pass Rate | |
|---------------------------------------|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 20 | 100 |
| Business Education | 3 | * |
| Institution Summary | 23 | 100 |

* To protect confidentiality of student records, mean scores 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 | 10 | 2 | 4 | 2 | | 6 |
| U Licensure Only | 1 | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2013-2014 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 49 | 86 | 63 |
| Bachelor | State | 4,369 | 92 | 63 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

| LEA | Number of Teachers |
|----------------------------|---------------------------|
| Guilford Co Schs | 702 |
| Winston-Salem/Forsyth Schs | 159 |
| Charlotte-Mecklenburg Schs | 130 |
| Wake Co Schs | 122 |
| Rockingham Co Schs | 111 |
| Alamance-Burlington Schs | 86 |
| Randolph Co Schs | 80 |
| Durham Public Schs | 68 |
| Cumberland Co Schs | 53 |
| Davidson Co Schs | 38 |

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.

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 |
|--|--|---|
| 36 | 16 | 2 |