

IHE Bachelor Performance Report

NORTH CAROLINA CENTRAL UNIVERSITY

2014 - 2015

Overview of the Institution

North Carolina Central University, a state-supported liberal arts institution founded by Dr. James E. Shepard, was chartered in 1909 as a private institution and opened to students on July 5, 1910. Since 1910, the mission of North Carolina Central University (NCCU) has been to prepare students academically and professionally to become leaders. The College was accredited by the Southern Association of Colleges and Secondary Schools as an “A” class institution in 1937 and was admitted to membership in that association in 1957. In 1939, the legislature authorized the establishment of graduate work in liberal arts and the professions. The first graduate courses in the Arts and Sciences were offered in that same year; the School of Law began operation in 1940, and the School of Library Science was established in 1941. NCCU offers bachelor’s degrees in more than 100 fields of study and awards graduate degrees in an over 40 disciplines. The University boasts a diverse population of 8,093 students (6,220 undergraduates and 1,873 graduates/professionals). Fall 2014 enrollment included approximately 7,687 new students (925 new freshmen and 447 transfer students). International studies and exchange programs attract exchange students from more than 12 countries, including Liberia, India, Senegal, Sierra Leone, Nepal, China, the Czech Republic, Nigeria, South Korea, Russia, the Dominican Republic, Mexico, and South Africa. Many students are first-generation college students. Nearly 90% of NCCU students receive need-based financial aid. North Carolina Central University has made student success the institution’s highest priority. NCCU has put forward four core values: excellence in teaching, research, scholarship and creativity; promotion of citizenship, service, and social justice; appreciation of and respect for diverse perspectives; and commitment to life-long learning. NCCU’s vision is to be recognized as one of the nation’s leading institutions for academic excellence in a diverse cultural and educational environment.

The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. NCCU offers undergraduate, graduate and/or professional degree programs in the College of Arts and Sciences, College of Behavioral and Social Sciences, School of Business, School of Law, School of Library and Information Sciences, and the School of Education. The College of Behavioral and Social Sciences houses three teacher education programs. The College of Arts and Sciences houses nine teacher education programs. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction accredit the professional education programs at NCCU. Within the School of Education, the Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Communication Disorders Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Special Characteristics

North Carolina Central University was the first University of North Carolina system campus to require community service for graduation. Last year, NCCU students performed over 200,000 hours of service valued at \$2.7 million to the Durham and regional economy. NCCU students serve as tutors in local schools, help build Habitat for Humanity housing, assist with a variety of youth programs, promote the causes of non-profit service agencies, and volunteer in a variety of other endeavors as they meet the university's standard of 15 hours of community service per semester. NCCU gained national recognition from the Carnegie Foundation as a community-engaged university. The Corporation for National and Public Service also named North Carolina Central University a national finalist for its 2012 President's Award, which recognizes colleges and universities around the country for their volunteer efforts in the community. For more than 100 years, the university has educated the citizens of North Carolina, the United States and the world. With both a biomanufacturing and a biomedical research institute, NCCU is emerging as a leader in the study of health disparities. The university offers hands-on laboratory experience in collaboration with pharmaceutical and biotechnology companies based in Research Triangle Park and elsewhere across the state.

Program Areas and Levels Offered

The mission of North Carolina Central University's School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Essential to our mission is the development of leaders who advocate for social justice and dedicate themselves to the well-being of a global community. The three goals of the School of Education are as follow:

1. The School of Education will produce highly skilled, culturally responsive, and globally aware professionals.
2. The School of Education will provide signature programs that are known locally, nationally, and internationally.
3. The School of Education will cultivate mutually beneficial, productive, collaborative partnerships in NCCU, the state, the nation, and around the world.

The 2013-2014 Teacher Education programs include 13 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive Social Studies, Family and Consumer Sciences, Spanish, Music, Physical Education, Theater, Dance, and Birth-Kindergarten. School of Education graduate licensure programs include School Counseling, School Administration, Educational Technology, Special Education (General Curriculum, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment), and Communication Disorders. The graduate licensure program in Curriculum and Instruction has been discontinued. The School of Education also offers the Master of Arts in Teaching (MAT) program in Special Education. Advanced master degree programs are offered through the College of Behavioral and Social Sciences in Physical Education and Family and Consumer Science Education and in the School of Library and Information Sciences in School Media Coordinator. The School of Education also offers add-on licensure programs in Academically and Intellectually Gifted (AIG), English as a Second Language (ESL), and Reading.

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
Carrington Middle School	Acvиеvement Accountability	Provided proctoring for End-of-Grade (EOG) testing	May-June 2015	6 Proctors, 16 classes (averaging 27 people per class or small groups of exceptional children with accommodations) covered during the testing program	Provided proctors (including faculty and students for testing programs)
PACE Academy – Public Charter School (Carrboro)	Governance, academic support, and accountability	Served on the Board (2 faculty* served on Board of Directors) *One faculty served as acting chair)	July, 2014 – June 2015	7 on Board including Principal, Assistant Principal/EC Director, and tracher representative) 157 students	Provided oversight and direction for school academics, operations, and finances.
Durham Public Schools Arts Program	Literacy (intergrated in Art	Durham’s Finest DOUBLE TAKE	August 2014 – June 2015	All of the middle and high school art teachers and their students were invited to participate. 20 middle school and 14 high school art students (3 elementary students, although they were not part of the focus groups) 11 art teachers (5 middle and 6	Identified and awarded first and second place winners for writing at each level – middle and high. Hosted a Durham’s Finest DOUBLE TAKE reception and honored award winnerse, all writers and their families. Developed a book of art and writing to disseminate to each middle and high school art teacher, the Durham Public Schools Director of the Arts

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				High school art teachers) 2 faculty (art and education)	Program, and the Superintendent.
Carrington Middle School	Faculty/Administrators/ Staff Professional Development	Effective Culturally Responsive Practices	January-May 2015	60 School personnel – 15 sessions (averaging 15 people per sessions)	Enhancement of school personnel cultural responsiveness
Durham Public School	Task Force District Code of Conduct Handbook	Served on task force to develop a Code of Conduct handbook for DPS	Spring 2015 – Ongoing	45 member Task Force	Draft outline for Code of Conduct Handbook
Healthy Start – Charter School (Durham)	Speech-language pathology service delivery Graduate clinical training	Provided contracted speech and language services to elementary school age children. Speech, language and hearing screenings, evaluations, therapy, IEP meetings, parent and teacher consults, etc.	August 2014-June 2015	1 Clinical supervising faculty 7-8 graduate clinicians	Provided speech services to 22 elementary school age children (per semester): Speech, language and hearing screenings, evaluations, therapy, IEP meetings, parent and teacher consults, etc.
Burton Elementary School (Durham)	Speech-language pathology service delivery Graduate clinical training	Provided contracted speech and language services to elementary school age children. Speech, language and hearing screenings, evaluations, therapy, IEP meetings, parent	August 2014-June 2015	1 Clinical supervising faculty 7-8 graduate clinicians	Provided speech services to 22 elementary school age children (per semester): Speech, language and hearing screenings, evaluations, therapy, IEP meetings, parent and teacher consults, etc.
Healthy Start Summer Literacy Camp	Speech-language pathology service delivery Graduate clinical training	Literacy comprehension expression via hands on educational activities using technology/multimedia application and writing activities promoting literacy for multiple	June 2015	1 Clinical supervising faculty(CCC-SLP; 7-8 graduate clinicians	Served 14 Children per semester, promoting literacy comprehension and expression via hands on educational activities using technology/multimedia application and writing

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		purposes			activities promoting literacy for multiple purposes.
End of Year Proctoring		Lend support to educators and elementary and middle school students in administration and completion of end-of-year testing,	May 2015`	1 Clinical supervising faculty(CCC-SLP; 5 graduate clinicians	Provided support to (80-100) elementary and middle school students and teacher re: completion of the end-of-year testing
Durham Partnership for Children (Smart Start)	Funding high quality child care, community and health development initiatives for school readiness	Served on the allocations committee which involves critical review of proposals and prioritizing funding initiatives and award funding for school readiness programs (high quality child care).	On going	1 faculty	Projects included: scholarship funds to support working parents affordable quality child care; education based salary supplement program; healthy baby program. Daycare and parent training in diet and nutrition.
RN Harris Elementary	Safety Patrol Program	Serve on SSP Advisory Board and support program through grant received for supplies and programs.	December 2014- Ongoing	300 students (RN Harris Elementary)	Increase safety of the school.
Fayetteville Street Elementary	-Student Field Experience Partnership -Safety Patrol Program	Collaborate with school for preservice teachers to volunteer -Serve on SSP Advisory Board and support program through grant received for supplies and programs.	April 2013- Ongoing	600 students (Fayetteville Street Elementary)	Increase safety of the school. Contribute to academic success of students.
Spring Valley Elementary	-Student Field Experience Partnership -Safety Patrol Program	Collaborate with school for preservice teachers to volunteer -Serve on SSP Advisory Board and support program through grant received for supplies and programs.	October 2009- Ongoing	300 (Spring Valley Elementary students)	Increase safety of the school. Contribute to academic success of students
Fayetteville Street	Tutoring one 2 nd grade student weekly	Fayetteville Street Elementary School	August 2013 –	1 NCCU faculty member	One faculty works directly with the PAWS

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Elementary School	(Mondays 9:00 – 9:30 am)	PAWS program.	May 2014		tutoring program on literacy skills
Healthy Start Academy	Third & Fourth Grade after-school math tutoring	Benchmark Buddies	August 2014– May2015	43 preservice teachers	Pre-service teachers developed packets that were aligned with the CCSSM. The packets were then shared with the teachers to help them with testing resources. Tutored 27 third and 16 fourth grade students.
Shepard Middle School	Academic and Sociocultural development for African American males	Panther Pride Rites of Passage Program	August 2014-May 2015	35-40 male middle grade students	The school's principal, teachers, and parents supported program. Early indications suggest that the program had a positive impact on the schooling experience.
Valour Academy School	Establish a private middle school for boys in grades 4-8	Serve as an executive board member and the chair of the school Education Committee	Spring 2011- Spring 2014	40 boys (4 th graders) will start next Fall 2015	Assisted in establishing a faith -based private middle school for boys grades 4-8
Interfaith Food Shuttle Back Pack Buddies Program/Durham Public Schools	Community Engagement To provide school age children backpacks of food for the weekend.	5K Run/Walk	September 2014	70 participants (NCCU faculty/staff, P-20 personnel, and individuals from the community)	Over \$6,000 was contributed to the Interfaith food shuttle (Project provided more than 470 school-age children with backpacks-- each backpack contains six balanced meals and two healthy snacks)
NCCU Speech and Hearing Individual and Specialty Clinics: ATIPP, Hablemos, SportsTalk, and LLEAD	Speech-language pathology service delivery. Graduate clinical training	Provide speech, language and hearing services (English, Spanish, Bilingual) to preschool and school age children referred for services, including speech, language and	August 2014- June 2015	4 clinical faculty 3 teaching faculty	Provide speech, language and hearing services (English, Spanish, Bilingual) to preschool and school age children referred for services, including speech, language and

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		hearing screenings, evaluations/assessments, and diagnostics, treatment, and parent training.			hearing screenings, evaluations/assessments, and diagnostics, treatment, and parent training.
Shepard Middle School	Literacy	African American Read In	February 2015	2 middle grades classrooms 50 students	Read Essays from the Portland baseline Essay Project on the African Contributions to Science and African American traditions to Language Arts
Lowes Grove Elementary School	EOG Testing	PTA sponsored Lowes Grove	May 2014	Approximately 200 Students	PTA EOG celebration for students. The students of Lowe's Grove worked diligently in their academic endeavors and surpassed expectations. Hosted an End of Grade Tesing Carnival as our way to demonstrate to the students, a job well done.
Durham Public Schools/JD Clements early College High School	Professional Development for administrators and teachers	Development of video assessment for teacher observations. Peer assessment use of video for self-assessment.	August 2014-Present	7 teachers	Train teachers to use video for self-assessment. Train principals to use video for teacher development. Professional development activities in the area of instructional technology. Principal and teachers participated in the 6 th Technology Institute for Educators
Hillside NT	Professional Development activities for Hillside NT faculty	NCCU faculty in the area of technology assisted teachers to improve instruction and student's success. Work	August 2014-May 2015	30 teachers	Professional development activities for teachers and school administrators. Teachers participated in the 6 th

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		with schools to host Ap examinations at SOE Professional development for teachers			Technology Institute for Educators
Watts Elementary School	Literacy Skills	Reading Support for struggling readers support	Sept. 2014-May 2015	60 students (Fayetteville Street Elementary)	Increase Reading levels of students
Public and Charter Schools in North Carolina	Professional Development	School of Education 7 th Annual Technology Conference	March 2015	120 P-12 faculty and Administrators	School personnel gained update to knowledge and skills re: use technology as an instructional tool
Burton Elementary School – Member School Improvement	School Improvement	Member School Improvement team	August 2014-May 2015	1 faculty member	Provide guidance, recommendations for school academics, operations, and finances.

B. 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.

Online instruction was enhanced with upgraded versions of Blackboard and Blackboard Collaborate.

Students are required to demonstrate: a) an understanding how technology is being used to as a tool to support their learning; b) the ability to develop multimedia products; c) and how technology can be infused into instructional planning.

Classrooms in the School of Education have been transformed into smart classrooms with additional wireless access points to improve wireless access. The instructional resource room was upgraded to a digital room with a smartboard and new Apple iMac computers. Technologies including Canon SLR cameras, iPad minis, Airplay iPads, digital writing pads and minitature camcorders were available to students as educational resources.

- 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.**

Reading:

Instructors for all reading methods reviewed the Foundations of Reading subtest to determine if and when the concepts from the exam are being introduced, taught, and reviewed. A matrix was created based on the concepts and ensured that each concept will be addressed in either of the three reading methods courses. Program curriculum will revert to previous programming that focused on scientifically based reading instruction and had a strong emphasis on the 5 critical components reading, which are phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Also, reading faculty will incorporate quizzes and assignments that require candidates to demonstrate knowledge in the area of reading foundations so candidates will have additional practice with the required content. Candidates are being provided information about the new Foundations of Reading subtest starting with the first required reading course.. They have opportunities to view the content addressed and take the practice test to see if there are gaps in their knowledge.

Math:

The goal is to strike a balance between remediation of content, learning new content (in some cases), and the professional content knowledge of becoming an effective mathematics teacher. Plans are underway to incorporate Interactive Notebooks (i.e., in EDU 3520 and EDCI 5221) as a strategy to connect content knowledge with pedagogical strategies that will ensure candidates are prepared for the new Foundations of Reading and General Curriculum licensure tests..Discussions are slated for the upcoming academic year to further address strategies to enhance candidates preparation.

- 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.**

Candidates have a 3 credit hour course on Assessment of Learning – in which they practice developing formative and summative assessments, including, but not limited to work samples, checklist, rubrics, projects, essays, and criterion-based tests, all of which are based on Common Core and Essential State Standards.

In addition, to be certain that their constructs are realistic, candidates must complete a field experience, in which classroom educators will offer feedback about the assessment items that they create in order to satisfy the expectations set within the project.

In method course, candidates refine their knowledge of assessment as they develop instructional lessons and units which include assessments.

During student teaching, candidates are fully integrated into the classroom, experiencing benchmark/formative assessments which are used to plan interventions and ensure success in learning and on EOG tests.

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

Candidates completing the EDU 3210 Curriculum I: Art, Music and Drama/Dance course will be able to: a) demonstrate knowledge of Art, Music, Drama/Dance concepts and skills appropriate for the elementary school curriculum; b) use of appropriate instructional strategies in Art, Music, Drama/Dance education, c) demonstrate knowledge of the interrelatedness of Art, Music, Drama/Dance education; d) develop and use a variety of instructional methodologies to facilitate problem solving; e) demonstrate the ability understand various learning styles; f) display skills to assist students in acquiring and using Art, Music, Drama, /Dance concepts in an integrated manner; g) develop strategies and activities that will provide elementary school students with the attitudes, knowledge, and the skills necessary for successful living in a culturally diverse environment; and f) evaluate the importance of classroom climate to positive personal development.

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	17	Black, Not Hispanic Origin	74
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	17
	Other		Other	2
	Total	24	Total	94
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other		Other	2
	Total	21	Total	56
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	9
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other	1	Other	2
	Total	1	Total	17
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	59
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	23
	Other		Other	5
	Total	13	Total	93

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)	12	12
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	9	9
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	21	21
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,223.33
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526.17
MEAN PPST-Reading	180.14
MEAN PPST-Writing	176.49
MEAN PPST-Math	179.81
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.24
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)		6	5	25
Elementary (K-6)	2	22	4	5
Middle Grades (6-9)	1	9	2	2
Secondary (9-12)	1	8	2	
Special Subject Areas (k-12)		4	2	6
Exceptional Children (K-12)			7	7
Total	4	49	22	45
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	16	100
Special Ed: General Curriculum	5	100
Special Ed: Visually Impaired	1	*
Institution Summary	22	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	0	6	5	3	0	11
U Licensure Only	3	1	0	0	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	1
U Licensure Only	1	2	0	1	0	2
Comment or Explanation						

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

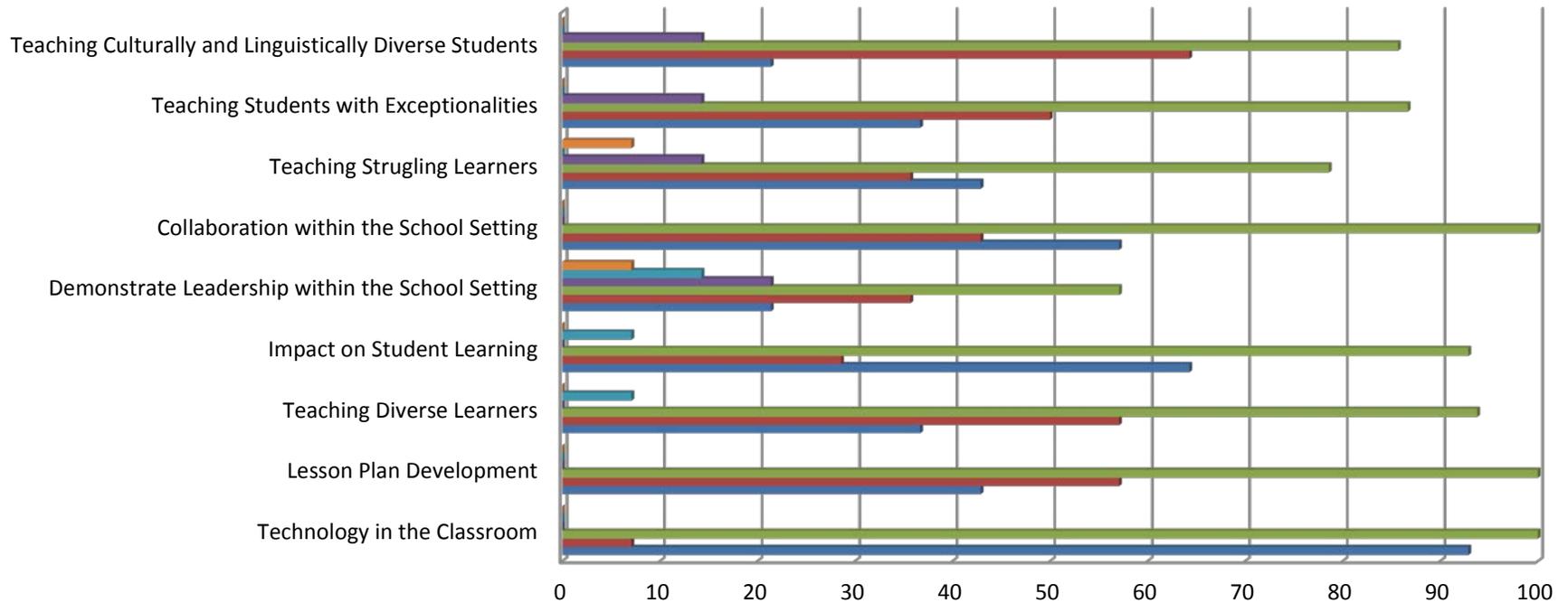
2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	141	89	60
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Durham Public Schs	451
Wake Co Schs	351
Charlotte-Mecklenburg Schs	68
Vance Co Schs	66
Chapel Hill-Carrboro City Schs	61
Guilford Co Schs	51
Cumberland Co Schs	46
Person Co Schs	45
Winston-Salem/Forsyth Schs	35
Granville Co Schs	33

- 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.

Cooperating Teachers' Perceptions of the NCCU Educator Preparation Program's Student Teachers



	Technology in the Classroom	Lesson Plan Development	Teaching Diverse Learners	Impact on Student Learning	Demonstrate Leadership within the School Setting	Collaboration within the School Setting	Teaching Struggling Learners	Teaching Students with Exceptionalities	Teaching Culturally and Linguistically Diverse Students
Strongly Disagree	0	0	0	0	7.1	0	7.1	0	0
Disagree	0	0	7.1	7.1	14.3	0	0	0	0
Neutral	0	0	0	0	21.4	0	14.3	14.3	14.3
SA + A	100	100	93.8	92.9	57.1	100	78.6	86.7	85.7
Agree	7.1	57.1	57.1	28.6	35.7	42.9	35.7	50	64.3
Strongly Agree	92.9	42.9	36.7	64.3	21.4	57.1	42.9	36.7	21.4

Notes: The Cooperating Teacher's Perceptions Survey of NCCU Student Teachers is a 34-item questionnaire that assesses student teacher's performance using a 5-point Likert Scale rating system (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

Population: Fourteen (14) cooperating teachers from NCCU Partnership Schools (e.g. Chapel Hill-Carrboro Schools, Durham County Public Schools, Duplin County, Wake County Public Schools) representing elementary, middle and high schools participated in this survey.

Summary: NCCU Educator Preparation Program student teachers are evaluated upon completion of students teaching for overall effectiveness and teacher quality. The Cooperating Teacher's Perception survey is used to evaluate the performance of student teachers within the classroom and school setting. The data presented above reflects the results from the 2014-2015 academic year and is aggregated for all student teachers across programs. Fourteen (14) cooperating teachers participated in the survey during the 2014-2015 academic year. Results from the survey indicate that 100% of cooperating teachers agree or strongly agree that NCCU student teachers excelled in the areas of use of technology in the classroom, lesson plan development and collaboration within the school setting. Other areas of high performance include teaching diverse learners (93.8% agree or strongly agree) and impact of student learning (92.9 % agree or strongly agree). One hundred percent (100%) of cooperating teachers surveyed would recommend our candidates for hire with minimal to no mentoring/support. In addition 85.7% of cooperating teachers would like to work with another student teacher.

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
9	4	11