

IHE Bachelor Performance Report

NC State University

2014 - 2015

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. Since July 1, 2010, Dr. M. Jayne Fleener has provided leadership for 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 housed in two other colleges. The College of Education consists of four departments: Leadership Policy and Adult and Higher Education (LPAHE), Curriculum, Instruction & Counselor Education (CICE), Science, Technology, Engineering, & Mathematics Education (STEM), and Elementary Education (Elementary).

Special Characteristics

The College of Education at NC State 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 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), School Psychologist, 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
Carroll Middle School, STEM Early College	STEM	ASSIST: The Center for Advanced Self-Powered Systems of Integrated Sensors and About ASSIST VideoTechnologies (ASSIST) is a National Science Foundation sponsored Nanosystems Engineering	January 2014 – May 2015		Student learning was significantly improved.

<p>High School, Centennial Middle School, Southeast Raleigh High</p>		<p>Research Center (NERC)</p> <p>Professional development; teacher research at NCSU laboratories, student research at NCSU laboratories</p>		<p>Students have increased interest in STEM careers. Teachers have greater knowledge and confidence in teaching STEM.</p>
<p>Wake County, Vance County</p>	<p>Retention and instructional/emotional support of BT 1s and 2s who are teaching foreign languages</p>	<p>No Wolfpack Left Behind - BLT (Beginning Language Teacher) PLT 5 meetings were held during the school year (Initial + 1 per quarter) in a local school to provide support and collaboration for Beginning Language teachers (BLT's). Each meeting had a special focus pertinent to teaching foreign languages or teaching in general (ie. setting up a classroom, staying healthy, using the Target Language, classroom management). I collaborated with the World Language Coordinator of Wake County and CEUs were given to participants. "Den Friends" (Wolfpack Alumni who are veteran language teachers) also attended meetings, and were paired up with the BTs to informally mentor and support the BT throughout the year. A celebration dinner was held in June. / / http://ncsublt.weebly.com/</p>	<p>August 2014 – May 2015</p>	<p>Having a safe space to share joys and concerns was listed as the top reason for attendance by participants. BLTs appreciated having a place to talk to others and realize that they were not alone in their journey. All of the BLTs who attended this year are planning to return to the classroom in the fall.</p>

Wake, Orange, Durham and Chatham counties.	Technology & Literacy	Study Abroad: Writing and Technology intensive summer workshop at no cost to teachers. Supported Presentations at state English teachers meeting.	May 2015 – July 2015		summer institute May -July 2014---documented impact for funder that included changes in competence and confidence using technology across the curriculum, and increased cultural awareness / / Follow up 8-15 to 8-17 2014 created lessons related to the Common Core / / NCETA October 2014 presented projects and teaching ideas to colleagues
Buncombe, Edgecomb, Onslow, Wake, Durham, Lee, Franklin,	Increase understanding of teaching statistics concepts aligned with Common Core	MOOC-ED @ the FI-- / The Teaching Statistics Through Data Investigations MOOC-ED (8-week course) Course description and sequence of units can be viewed at https://courses.mooc-ed.org/tsdi1/course/	9-Mar-15 2-May-15	87	Participants engaged with readings, data activities, technology tools, and

Rockingham,
Catawba

expert videos. They collaborated with other teachers and professional educators from around the US (about 600 participants) and world (42 countries). Specific outcomes will be determined after analysis of all participant data in Summer and fall. / One NC participant noted in the final discussion forum "As a result of the learning in this course, I would teach stats with the wider lens. I would be more intentional in the questionin

				g and investigations versus the analysis of models. I have also increased my knowledge & familiarity with tech tools (including modeling tools, data bases, and instructional videos) that would facilitate meaningful student learning. I believe the exposure to these tools were one of the most beneficial aspects of the course for me."
Centennial Campus Magnet Middle School	Focus on on application of Common Core	The WolfPack Writing Project and THE OUTSIDERS PROJECT To learn from middle school students as partners in developing the next generation of middle school teachers, both 6th and 7th graders are involved in innovative approaches to teach writing, revision, and literature study	October 2015-May 2016	Middle grades teacher preparation students report that they learn how to implement appropriate pedagogy with middle

					school students, how to build relationships with students, how to guide students' learning utilizing innovative strategies, and how to evaluate student learning.
Wake County	Improved Mathematical Content Knowledge to improve instruction and student support	<p>Collaboration and support with Partner Schools: ELM</p> <p>Every year I work with some of the schools that have our juniors and seniors in them to help provide a continuity of experience for our undergraduate pre-service teachers. This work also includes work at the district level to support the district in their efforts to provide sound guidance to teachers with regard to mathematics curriculum. The Web presence I use to support these activities can be found here: http://valeriefaulknermathclub.com/ncstate/partner-schools/ with a password of <code>runninwiththepack</code> / These activities are described below: / / Ongoing meetings with Wake County Elementary Mathematics Department. These include organizing for a year-long initiative (beginning in fall 2015) to integrate the work we do here at NC State in our math methods with the initiatives in Wake County. We will begin with Kindergarten and build up from there a year at a time. This work also includes consulting with the WCPSS</p>	8/15/14 6/1/15		<p>Knightdale has enlisted me to work with them for a year long set of trainings to deepen and improve their mathematics instruction. / At the district level we have changed daily Kindergarten level support documents to include the research based and tested</p>

		<p>Elementary team regarding their daily routines provided to teachers and planning for summer intervention camp. / Dates (almost all meetings have been 2-3 hours each) / November 17, 2014 / December 15, 2014 / March 9 2015 / March 24th, 2015 / April 6th, 2015 / April 23rd 2015 / May 14th 2015 / May 21st, 2015 / / Math Professional Development / Underwood Elementary / Day long work with staff August 18, 2014 / / Math Professional Development / Knightdale Elementary / 75 minute workshop / April 1st, 2015 / / / / /</p>			<p>activities that I teach the undergraduates. This is part of a broader Kindergarten initiative of which I am a part for the 2015-2016 school year which will support every K teacher in Wake County.</p>
WCPSS	<p>Increasing mathematics discourse in the classroom.</p>	<p>AIM We offered a 40 hour professional development program to 2 cohorts of about 20 teachers in each one. The program this year focused on first grade teachers.</p>	<p>August, 2015 May, 2016</p>	40	<p>Teachers increased their mathematics knowledge for teachers and learned specific strategies to support young learners' mathematical communication in the classroom. Particular attention was given to supporting English Learners in</p>

					the context of mathematics instruction.
Wake County Public Schools.	Increase student reading achievement and reading motivation, provide books to low-income children, support preservice teachers in learning how to teach reading to linguistically diverse children who are in need of reading support	Centro Para Familias Hispanas Reading Tutoring Program During the Spring 2015 semester, I worked with ELM MAT students to provide weekly reading tutoring to linguistically diverse students who needed extra reading support.	Jan-15 Apr-15		Preservice teachers learned how to provide expert reading instruction to linguistically diverse students who needed extra reading support. Children increased in their reading achievement.
Nash-Rocky Mount Public Schools Person County Schools; Person County High School Bertie County Schools 1:1 Initiative		Digital Conversion iInnovators Provide participants with opportunities to move from simple knowledge accumulation to the transfer of knowledge into practice in their schools and across the district. / Develop an understanding of how digital learning is integral to K-12 teaching and learning and continue to develop a growth mindset. / Interact and collaborate with peers who are implementing student-centered digital learning. / Engage educators in professional learning communities by establishing and growing their professional learning network. /	1-Jan-15 30-Jun-15		All customized, onsite sessions have been complete and the iInnovators are now moving toward a district-wide coaching model as a result of strategies

		Participants were provided with four customized, onsite professional learning sessions; all developed and delivered according to their critical needs.			learned through their sessions.
Bertie County, Durham County, Franklin County, Johnston, Northampton, Wake, and Warren Counties; Weldon City /	to provide STEM enrichment to underserved students in grades 6 - 12; to prepare underserved students for high graduation and admittance into a 4-year college/university with a major in STEM;	North Carolina Mathematics and Science Education Network Pre-College Program at NC State University Students participate in a 11 week Saturday Academy from November through March on NCSU's campus from 9 a.m. to 1:30 p.m. on Saturday, and students participate in an annual math/science competition day in late April on a college campus in the UNC System. This event rotates each year; this year, the event was held at Winston-Salem State University. Students also participate in an annual Awards Day program where they are recognized for earning a "B" or 3.0 grade point average or higher and our graduating high school seniors are recognized. An annual college trip is sponsored for the middle Finally, during the first two weeks of July, students who live in the Raleigh-Durham area participate in a two week summer program on NCSU's campus while during the last week of June, students who live in Bertie, Northampton, Warren Counties, and Weldon City participate in a one week residential camp.	1-Jul-14 30-Jun-15	339	For the 2014-15 school year, 339 students participated in our program throughout the school year. Out of 28 high school seniors, 24 high school seniors from the class of 2014 were admitted into a 4 year college for the fall 2014 while 4 were admitted into a 2-year community college, and one student decided to serve in the military with a goal of going to college after her service to

					the military. attended our Saturday Academy program. 26 of the 28 students are pursuing careers in STEM.
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B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2014-2015 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.**

The College of Education at NC State believes that technology integration and digital learning is at the heart of a 21st century education degree. 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. 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 school classrooms. Our technology goals also align with the North Carolina State Board of Education in that teacher candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. As a 1:1 college each of our candidates comes to NC State with his/her own laptop and is instructed throughout the course of their program in the effective use of technology in the classroom for collaborative knowledge construction. Pre-service teachers in the College of Education have the opportunity to experience digital learning embedded in coursework, participate in a college-wide 1:1 computing environment, take online asynchronous and blended courses, develop technology-rich lesson plans, practice technology skills in productivity and presentation, and more to help them become technology savvy teachers ready to embed digital learning in their content and classrooms. Our conceptual framework includes a focus on educating students with content-specific strategies including technology integration and we do this in a variety of ways.

For more information please visit

<http://ced.ncsu.edu/student-life/11-laptop-initiative>
<http://ced.ncsu.edu/licensureaccreditation/professional-development>

- 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.**

The College of Education has taken several steps to ensure elementary and special education candidates are prepared in scientifically based reading and mathematics instruction and that they are prepared for the new Foundations of Reading and General Curriculum licensure exams. Immediately upon approval of the legislation, the faculty engaged in a curriculum review to ensure appropriate content coverage and adjustments were made to the Readings Methods course (ELM 330 and ELM 335) to infuse content from the Foundations of Reading testing into these courses. Simultaneously, the Assistant Dean and Elementary Education Department Head met with all students subject to the new licensure exams to discuss the how the college would ensure their preparation. An additional elective course in linguistics was added to the curriculum, students will take the General Curriculum test prior to formal admission and student teaching (sophomore year) and the Foundations of Reading Test prior to student teaching and right after their Teaching of Reading course (Spring of JuniorYear). Students who do not pass the test will have the option of completing a 0 credit remedial course in the summer or fall before re-taking the exam. Additionally, three NC MTEL Study Hall sessions were offered during which Elementary Education volunteered their time to help answer specific questions from the practice tests.

- 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 candidates in the College of Education including those preparing to teach in elementary schools are prepared to apply formative and summative assessments within the school and classroom setting. Candidates begun instruction in assessment practice early in their career in their Introduction to Teaching course. Following the Introductory course candidates take our two assessment courses. The first course provides instruction in formative and summative assessment and analysis. The second course is structured as

a “professional learning team” where candidates work with practicing teachers who instruct in how to use class and school level data. Finally, while in their year-long student teaching placement candidates are required to engage in every professional aspect of teaching including the use of technology-based assessment systems located in NC public schools that measure and predict expected student improvement.

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

Elementary Education candidates in the College of Education are required to pass ELM 450: The Arts for Elementary Education. The course is offered each Fall and students complete it prior to full-time student teaching. The course is designed to prepare candidates to integrate the arts; visual, music, dance, and drama into the content areas. This course is taught by Brenda Wheat Whiteman an A+ Arts Education Specialist. Student evaluations of this course have been consistently at or above the department mean.

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	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	5	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	23
	Hispanic	4	Hispanic	7
	White, Not Hispanic Origin	80	White, Not Hispanic Origin	309
	Other	8	Other	28
	Total	102	Total	374
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	
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	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	35
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	57	White, Not Hispanic Origin	70
	Other	2	Other	3
	Total	77	Total	119

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)	28	23
Secondary (9-12)	76	73
Special Subject Areas (k-12)	6	4
Exceptional Children (K-12)		
Total	110	100
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,215.25
MEAN SAT-Math	556.67
MEAN SAT-Verbal	560.00
MEAN ACT Composite	27.10
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	529.19
MEAN PPST-Reading	180.27
MEAN PPST-Writing	176.86
MEAN PPST-Math	181.05
MEAN CORE-Combined	517.08
MEAN CORE-Reading	184.91
MEAN CORE-Writing	172.36
MEAN CORE-Math	165.85
MEAN GPA	3.31
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)				
Elementary (K-6)	49			
Middle Grades (6-9)	43		15	
Secondary (9-12)	38		29	
Special Subject Areas (K-12)	6		4	
Exceptional Children (K-12)				
Vocational Education (7-12)	43		38	
Special Service Personnel				
Total	179		86	
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
Business Education	1	*
Elementary Education (grades K-6)	30	100
English	1	*
Middle Grades - Language Arts	3	*
Middle Grades - Science	2	*
Middle Grades - Social Studies	1	*
Science (grades 9-12)	6	83
Social Studies (grades 9-12)	2	*
Spanish	3	*
Institution Summary	49	98

* 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	7	152	5	11	2	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	61	7	5	13		
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	291	81	54
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
Wake Co Schs	1,616
Johnston Co Schs	318
Durham Public Schs	141
Charlotte-Mecklenburg Schs	123
Guilford Co Schs	114
Winston-Salem/Forsyth Schs	71
Harnett Co Schs	70
Cumberland Co Schs	69
Franklin Co Schs	58
Chapel Hill-Carrboro City Schs	57

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
89	2	37