

IHE Bachelor Performance Report

NC State University

2004 - 2005

Overview of the Institution

The College of Education is one of ten colleges at NC State University. It consists of three departments: Adult and Community College Education and Educational Research, Leadership and Counselor Education; Curriculum and Instruction; and Mathematics, Science, and Technology Education. All three departments offer master's and doctoral programs; two departments, Curriculum and Instruction and Mathematics, Science, and Technology offer undergraduate programs. The College has cooperative teacher education programs with the College of Humanities and Social Sciences, Agriculture and Life Sciences, Management, and Physical and Mathematical Sciences. The faculty of the College of Education is engaged in research and outreach projects with faculty in the colleges cited above as well as with faculty in the Colleges of Design, Engineering, Forest Resources, Textiles, and Veterinary Medicine.

Special Characteristics

Teacher preparation at NC State University focuses on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. For example, the Department of Mathematics, Science, and Technology Education graduating more science and math teachers than any other university in the UNC System, collaborates with the College of Physical and Mathematical Sciences; some students elect to receive dual degrees in education and the content area from the two colleges. This combination results in teacher candidates with distinctive competencies, placing our students at the top of the supply market. 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 advise and mentor 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 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 the public school classrooms in North Carolina.

Program Areas and Levels Offered

NC State offers School Social Work (K-12) only at the bachelor's level. NC State offers both bachelor's and master's degrees in the following licensure areas: Middle Grades Language Arts / Social Studies, Middle Grades Mathematics / Science, English (9-12), Mathematics (9-12),

Comprehensive Science (9-12), Comprehensive Social Studies (9-12), Agriculture (9-12), Business and Marketing (9-12), Technology Education (9-12), French (K-12), and Spanish (K-12). Of these, doctoral level degrees are offered in English, Mathematics, Comprehensive Science, Agriculture. Mentally Handicapped (K-12), Behaviorally/Emotionally Disabled (K-12), Specific Learning Disabilities (K-12), and Elementary (K-6) are offered only at the master's level. Reading Specialist, Instructional Technology Specialist, Curriculum Instructional Specialist, School Administrator, and School Counselor are offered at both the master's and doctoral levels. Sixth year programs are offered for Mathematics (9-12), Comprehensive Science (9-12, Agricultural Education (7-12), Curriculum and Instruction Specialists, Reading Specialists, School Administrators, and School Psychologists; School Psychologists may pursue doctoral degrees, as well.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Provide a brief summary of these activities/partnerships.

List of Schools with whom the Institution has collaborative activities.

During the 2003-04 reporting period, NC State University has engaged in collaborative activities with the following 50 LEAs: Alamance-Burlington, Ashe, Asheboro City, Buncombe, Brunswick, Carteret, Caswell, Chapel-Hill-Carrboro, Chatham, Cherokee, Craven, Currituck, Duplin, Durham, Edgecombe, Franklin, Gaston, Gates, Granville, Guilford, Halifax, Harnett, Iredell-Statesville, Jackson, Johnston, Lee, Moore, Mooresville, Nash-Rocky Mount, Northampton, Orange, Pasquotank/Elizabeth City, Perquimans, Person, Randolph, Roanoke Rapids City, Robeson, Rockingham, Rutherford, Scotland, Stanly, Surry, Thomasville, Vance, Wake, Warren, Watauga, Weldon, Whiteville City, and Wilson. Note that many projects are offered to statewide participants.

Brief Summary of Activities.

NC State University and the College of Education engage in organized service and assistance to public schools. Faculty in all teacher education programs participate in collaborative activities with the public schools. A representative sample of such activity follows: In business and marketing education, one faculty member collaborates with 16 local education agencies (LEAs) advising and mentoring lateral entry teachers. Two faculty members (from the College of Humanities and Social Sciences) collaborate with K-12 teachers in the Wake County Foreign Language Forum to share information and discuss relevant topics and to deliver the methods class for student teachers. The Spanish education coordinator consults with Johnston and Chatham County Schools to articulate and assess foreign language learning in grades K-12. A science education faculty member directs the Durham Science Leaders Program (see section E). The English education program coordinator directs the Capital Area Writing Project, including partnerships with Roanoke Rapids City, Johnston County and Durham Public Schools. Summer institutes and meetings throughout the school year are held for K-12 teachers in all content areas. A faculty member in middle grades education serves as university liaison for Wake County

Public School System's Centennial Campus Middle School (CCMS); in that capacity, she, along with the assistant principal, reviews research projects submitted by university faculty and is developing a partnership document that will provide a framework for CCMS and the Friday Institute. A second middle grades educator sponsors "EE-PALS," (Email Exchanged-Partners Across Learning Spaces) a program designed to virtually connect Russian teachers and their classes with American teachers and their students in an effort to broaden global perspectives. Currently 5 teachers and 100 students in Wake County Public schools participate in EE-PALS. "School University Collaboration & Commitment to Excellence in Educator's Development" (SUCCEED—see section L), formerly known as the Model Clinical Teaching Program, in conjunction with North Carolina Central University, collaborates with 12 LEAs to enhance their mentoring programs. Two network meetings were held focusing on the findings of the Vance County project and introducing two new projects (detailed in M3). In its fourth year, TECH-know is an NSF-funded project that serves middle and high school students, teachers, and state departments of public instruction by providing comprehensive, high quality instructional materials directly correlated with the Standards for Technological Literacy.

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

In addition to the in-kind service referenced in the Office of School Services Report, faculty members report other specific activities. Faculty members continue to serve as judges from school-level to national-level student competitions: science and mathematics fair, state Distributive Education Clubs of American competitions, and Technology Student Association. On a two-year rotating basis, faculty members in Agricultural Education visit each school in the state that offers agricultural education to provide assistance with effective teaching, laboratory management, and curriculum adaptation. The French Education coordinator serves as an executive board member for the Alliance for Language Learning, member of the North Carolina in the World Coalition, and member of the steering committee for 2005 Year of Languages. The Spanish Education coordinator leads the Wake County Foreign Language Collaborative. Both foreign language faculty members served as judges in the Triangle Foreign Language Invitational, which hosted 100 students from 4 area schools. The Capital Area Writing Project, a site of the National Writing Project, provides tuition free institutes for teachers and provides service to the public schools. The English Education coordinator, who directs the CAWP, works with English and language arts teachers to understand state and national standards and to develop a K-7 writing curriculum. In the last year 55 CAWP Teacher Consultants delivered 50 in-service sessions for 1857 participants. The English as a Second Language coordinator serves as the higher education representative for the Carolina TESOL organization. One science education faculty member serves on the Durham K-8 Infrastructure Leadership Team to support beginning and experienced teachers. A middle grades faculty member continues to work with Orange County Schools to assist with the opening of a new middle school in 2006. Six faculty members serve as university liaisons to the Triangle East Partners in Education (TEPIE—University-School Teacher Education Partnership), meeting with school faculty to assist in implementing annual projects supported by TEPIE.

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

NC State University supports beginning teachers through the Model Clinical Teaching Program (MCTP) and the Triangle East Partners in Education (TEPIE). MCTP has evolved into SUCCEED, and continues to be recognized by the US Department of Education as one of the top six mentoring programs in the nation. The primary goal of SUCCEED is to support the growth of beginning teachers and to reduce the high rate at which they leave the profession. The member districts link directly to the program at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the SUCCEED; two new SUCCEED projects include a Caregiver Conference Guide for beginning teachers to use when conferencing with parents/caregivers of their students and a new data gathering tool, Perceptions of Success Inventory for Beginning Teachers (PSIBT) which will provide feedback to school systems on their induction programs. During 2004-05 the PSIBT was given to 166 new teachers in 3 school systems. Faculty from the College of Agriculture and Life Sciences conduct a beginning teacher workshop as part of their annual summer conference and visit each first year agriculture teacher. They provide informal mentoring, beyond the school assigned mentor, as well as guidance on curriculum materials, student organizations, and policies. Agricultural education conducts professional development workshops designed to assist beginning teachers, and they provide agricultural education teachers with materials developed by the National Council for Agricultural Education. In both mathematics education and English education, faculty advisers maintain contact with recent graduates to assist them in securing books, equipment, and guidance on classroom practice. In middle grades education, the graduate program coordinator assists beginning teachers in identifying appropriate young adult literature, teaching materials, and strategies for involving students in the literature lessons; the coordinator of the senior experience conducted a series of support meetings for a cadre of 2004 graduates of the middle grades LA/SS program who were employed by WCPSS. The ESL Director coordinates the ESL Symposium, an annual 2 1/2 day conference that focuses on literacy, technology, NCLB, and teaching strategies.

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

From July 2004 to the present, the Alternative Licensure Coordinator has responded to 1852 inquiries and has forwarded 387 applications to faculty advisers for review. The College, in collaboration with the Colleges of Humanities and Social Sciences and Agriculture and Life Sciences, admitted 230 lateral entry/licensure only students during 2004-05. The Alternative Licensure Coordinator communicates frequently with the Regional Alternative License Center Coordinator in Nashville to coordinate NC State coursework with RALC licensure plans. Five distance education classes are offered to assist lateral entry teachers who do not live near a university campus: ECI 496, Methods and Materials of Teaching Modern Foreign Language; ECI 519, Using Technology for Learning; EDP 304, Educational Psychology; ECI 416, Educating Exceptional Students in the Mainstream; and ELP 344, School and Society. Other efforts include scheduling ECI 309, Foundations of Middle Grades Education, from 4:00 to 7:00 pm; offering a section of ECI 205, Introduction to Teaching Humanities, for summer of 2005; continuing EMS 470L, Methods and Materials for Mathematics, in fall 2004 and spring 2005;

offering EMS 475, Materials and Methods for Science during evening hours; and continuing a section of ED 310, Tutoring Adolescents in summer 2005. Both sections of ECI 451, Improving Reading in the Secondary School, are offered in late afternoon and evening. Agricultural Education offers the only online program in the nation for lateral entry teachers. The goal of SUCCEED in Vance County is to address the needs of beginning teacher support and teacher retention through a comprehensive professional development program for mentors and beginning teachers, many of whom are lateral entry; of the lateral entry teachers who completed the SUCCEED program, 100% are still teaching. NC State's first NC TEACH cohort has completed the curriculum; of the 18 who began the program in May 2004, 100% remained the classroom for the entire year; 95% will return in fall 2005. The second cohort is comprised of 52 students who began the program in May 2005. NC State collaborates with LEA central office personnel, teachers and administrators in the candidate interview process; master teachers serve as instructors. NC State hosted 9 Super Saturday Seminars where NC TEACH students and other teachers received instruction on such topics as writing across the curriculum, ethics, and critical thinking skills. NC State's NC TEACH program infuses technology into the curriculum as a teaching tool. Lateral entry teachers recorded live teaching with personal video cameras attached to laptop computers; the lateral entry teachers and instructors used "live" teaching episodes in the methods classes. During the reporting year, NC State University recommended 89 lateral entry teachers for clear licenses in the following subject areas: agricultural education, English as a second language, Spanish, social studies, English, mathematics, science, and business and marketing education.

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

NC State University offers programs and workshops that support career teachers including over 29 online "Tools for Schools," among which are Science Junction, Global Book Club, Sci-Link, Help-Yourself-Yourself, Curriculum Integration, and Succeeding in School. Other initiatives include the following: One faculty member directs the Durham Science Leaders Program where teachers are involved in professional development to improve science content knowledge, pedagogical knowledge, and leadership skills. Faculty in Agricultural Education conduct workshops on topics such as technical agriculture, instructional technology, and grant writing; approximately 250 teachers participated in 20 such workshops in 2004-05. Also, an Agricultural Education Conference for approximately 250 agricultural education teachers will occur during summer of 2005. Foreign language faculty members mentor teachers through the Wake County Foreign Language Collaborative to help those seeking National Board Certification. Career teachers are eligible for fellowships for summer study in the Capital Area Writing Project. The CAWP and the UNC-Charlotte Writing Project collaborated on a strand on teaching of writing (14 sessions) at the NC English Teachers Association. Middle Educators Global Activities (MEGA) is a partnership between middle grades teachers and the CED designed to enable educators to use technology in the classroom with a special emphasis on core content and interdisciplinary projects specific to the NC Standard Course of Study. MEGA includes 700 teachers from 128 schools. An active listserv provides curriculum resource information to member teachers. During the 2004-05 year, 107 teachers and 66 administrators from 6 LEAs participated in MEGA meetings that focused on the following topics: Communication and Computer/Technology Skills, Reading and Writing on the Web, and Visual Literacy. The TECH-

know Project, funded by NSF, serves middle and high school students, teachers, and state departments of public instruction by providing comprehensive, high quality instructional materials. The ESL program holds its annual Symposium that covers topics such as literacy, technology, cultural and immigrant issues, NCLB, and National Board Certification. In addition, ESL Globe, an on-line newsletter is a resource for ESL educators. The ESL program delivers instruction on campus and via distance education to assist teachers in 34 LEAs. The ESL Director's column in the Carolina TESOL newsletter suggests effective instructional practices and current topics of interest to practicing ESL teachers. The graduate coordinator in Middle Grades Education offers ECI 709, Teachers as Leaders, a graduate course that focuses helping teachers identify leadership roles and meaningful professional development that will help them make an impact on their schools and districts without leaving the classroom. All Super Saturday sessions for NC TEACH are open to career teachers.

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

For the 2003-04 ABCs Report, there are no low-performing schools in NC State University's immediate service area; however, two member schools in NC State's University-School Teacher Education Partnership (TEPIE) did not show Annual Yearly Progress. As part of collaborative partnership activities, the College of Education continues to offer professional development opportunities for teachers at these schools. For example, TEPIE partnered with a Franklin County middle school to facilitate a whole school professional development project on reading and literacy, and TEPIE continues to underwrite a portion of the expenses for summer mentor training for Wake County Public School System teachers (since 2003). Such activities support instruction and student achievement. While there are no low-performing schools in our immediate area, of the LEAs affiliated with the Model Clinical Teaching Program/SUCCEED, three have high priority schools: Durham, Vance, and Weldon. The MCTP/SUCCEED continues to support the mentoring and coaching of beginning teachers, not only for a smooth transition into and through the induction period, but also for assistance to beginning teachers who work in high priority schools.

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

The College of Education is committed to preparing teacher education candidates to meet the needs of all students. In doing so, the College recognizes the need to address public school students' needs, both as individuals and as members of special populations. For that reason, coursework is designed to prepare our students to be effective teachers of students with special needs. For example, ECI 451, Improving Reading in the Secondary School, is currently required of all agricultural, business and marketing, and technology education students. ECI 306, Middle Years Reading, is a program requirement in language arts, social studies, mathematics, and science. ECI 305, Teaching Diverse Populations, prepares middle grades language arts and social studies candidates to meet the needs of culturally diverse students. All middle grades candidates, as well as secondary mathematics and science candidates, are required to take ECI 416, Teaching Exceptional Students in the Mainstream. In April 2004, the Friday Institute sponsored a two-day conference, "No Child Left Behind and Leandro: Mandate and Means," aimed at North Carolina school superintendents and other educational leaders. Approximately 85 educational leaders

from across the state participated. Such focus on current achievement issues and candidate preparation will enhance our graduates' ability to help close the achievement gap, meet the needs of all learners, and increase the achievement of all students. The ESL program is the recipient of a 5-year \$1.25 million Department of Education Title VII Training for All Teachers grant. This year the grant supports the program's 73 candidates for ESL add-on licensure. The ESL program requires yearly submission of language proficiency and EOG test data for students under the supervision of our ESL licensure candidates. These data demonstrate the impact of our preparation on student achievement. In addition, ESL candidates who receive financial assistance must mentor an ESL family. This requirement enhances family and community partnerships. Such data on student achievement inform decision-making that is intended to improve student achievement and, therefore, have a positive impact on closing the achievement gap for those students who have limited English proficiency. The junior-year field experience class, ED 310, Tutoring Adolescents, now requires student participation in a parent-teacher conference; thus, preparing pre-service teachers to strengthen the communication between the classroom and the home. In addition to preparing pre-service teachers, faculty members are engaged in initiatives that focus specifically on reading and student achievement. Teacher recruitment, retention, and development is the primary focus of the Capital Area Writing Project and is exemplified in its commitment to the reading and writing connection. Since teachers must now earn renewal credits in reading, the CAWP conducted 4 school-year professional development workshops that reached 547 teachers. The French education coordinator sponsors PROJECT CAFÉ (Calling all Future Educators) to motivate K-8 students to take foreign language and to consider careers in foreign language teaching.

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

In April 2004, NC State broke ground for the William and Ida Friday Institution for Educational Innovation slated to open in fall 2005. The mission of the Friday Institute is to create, develop, explore, discover, and refine innovative teaching and learning solutions for the benefit of all learners. The goals are to research and develop groundbreaking solutions for teaching, learning and leadership; to strengthen educational capabilities in rural and underserved communities of North Carolina and beyond; to generate and propagate effective educational technologies; to share knowledge and lessons learned through publications, training programs, and professional and academic exchanges; and to foster strategic partnerships that encourage innovation and creative problem solving. From its location on NC State University's Centennial Campus, the Institute's five interdisciplinary collaboratories touch every corner of the state and nation. At the Institute, educators will answer questions, question answers, and create and apply new knowledge with profound effects on education and educational practice. The Friday Institute will organize its work into "collaboratories" - customized physical and virtual environments - bringing together students and teachers, education professionals and research scientists, community leaders and business professionals. It will be a center for collaboration and research and a dissemination point to find solutions to pressing educational challenges across North Carolina. The Middle Grades Collaboratory will work to identify the most pressing needs in middle grades education and help create reforms. The Mathematics and Science Collaboratory's goal is to prepare the next generation of scientifically, mathematically and technologically literate citizens. The Instructional Technologies to Enhance Teaching and Learning

Collaboratory is designed to research technologies that can enhance teaching and learning and to determine the best ways to use these technologies to be the most effective in the classroom. The inaugural event for the Institute's Policy and Action Series, "No Child Left Behind and Leandro: Mandate and Means" was held in April 2005. To date, the Friday Institute has brought in just over \$9,000,000.00 in external funding to research educational innovations.

Supplemental Information (Optional)

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

NC State University faculty help students prepare for PRAXIS I and II. The Office of Teacher Education refers students to the ETS website for the online Tests-at-a-Glance. Specialty area education faculty continue to conduct sessions on PRAXIS II, and the College has purchased and made available in the Learning Resources Center instructional materials and practice tests for use by students. Content areas conduct seminars for juniors and seniors prior to their taking the specialty area tests; counseling and individual tutorials are available. Faculty members review study materials, take the subject area tests, and prepare products designed to aid pre-service teachers as well as other faculty members. Faculty in secondary science conduct focus groups with students who have taken PRAXIS II to gather information and to formulate test-taking strategies to improve candidates' scores. The ESL Symposium offers a PRAXIS II help session for those teachers who see add-on licensure.

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

NC State University makes numerous efforts to recruit qualified candidates into Teacher Education programs. While individual departments have the primary responsibility for recruiting, specific College initiatives are designed to increase enrollment. NC State collaborates with Carteret Community College and an additional seven community colleges in eastern NC through the CMAST (Center for Marine Science Technologies) program. One goal of this partnership is to facilitate a seamless transition for the community college students into preservice science and mathematics licensure programs at NC State. This year, a science education faculty member has secured a grant that will enable NC State to offer introductory science education courses via distance education to students at Carteret Community College. The Student Recruitment Committee of the Teaching Fellows Program relies on current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows and to contact finalists in January to invite them to an interview skills workshop on Recruitment Day. Faculty members in all subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day for 600-800 high school students to visit campus; the Institute for Future Agricultural Leaders is a week-long summer conference for high school seniors that focuses on promoting careers in agriculture; and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. Departmental representatives from

Mathematics and Science attend career fairs at community colleges and NC State University's First Year College career fair. The English Education coordinator contacts prospective students through the North Carolina English Teachers' Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education. Students Advocating for Youth (SAY Living and Learning Community) serves as a recruiting tool, too. Begun in fall 2003, the program's mission is to aid first year students in making the transition to college life and is committed to providing future multi-cultural advocates and educators with the resources, skills and support to become successful youth advocates and critical thinkers. Students benefit from faculty advisors, resident mentors, field trips, and interaction with underrepresented students both in and out of educational settings. The SAY Village is open to all NC State students. In addition to these person-to-person efforts, the CED sponsors a Spend a Day at State program for all accepted students during the spring semester. Prospective students and their parents attend workshops and take a closer look at what NC State offers and, in particular, the CED. Finally, the Assistant Director of Student Services attends the statewide FTA conference to discuss the CED with potential students.

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

NC State University relies on the strategies mentioned above (see item J) in addition to efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. In addition, the Assistant Dean for Student Services and the Assistant Director for Student Services support the minority recruitment receptions that the Office of Undergraduate Admissions holds statewide. They maintain a special Listserv for African American students and email them regarding application and scholarship deadlines and other opportunities that the CED and the University offer in general. African American students who have been accepted are paired with current African American students who communicate throughout the year. Past participants of the Leadership Institute for Future Teachers (LIFT) are tracked and encouraged to apply to NC State University. The College of Education pre-college program of the Mathematics and Science Education Network collaborates with 11 schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina middle and high schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school students, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track. Special Education continues its efforts to recruit minority students into its graduate programs. In order to increase the number of minority applicants for the second year of NC Teach, NC State waived the application fee and purchased textbooks for those minority applicants who were accepted. NC Teach personnel met on HBCU campuses, as well as local churches to advertise the program to potential teachers of color. The NC Teach program ran public service announcements in both English and Spanish on WSHA, Shaw University's public radio station. These initiatives were made possible through a grant funded by the Center for

African American Studies at NC State. As a result, the number of applications for NC Teach grew from 2% in the first year to 21% in the current year.

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

In response to the growing need to produce more licensed elementary school teachers for North Carolina, and especially for Wake County Public Schools, NC State has begun the process for establishing a K-6 Elementary Education program for undergraduate students. In October 2004, WCPSS indicated that the elementary age population will likely increase by over 3700 students and will require over 100 new teachers. The proposed program, as described in the Notification of Intent to Plan a New Baccalaureate Degree Program, is for a Bachelor of Science degree in Elementary Education. A transition curriculum is being developed to accommodate 60 juniors, perhaps as early as fall 2006. The full, four-year curriculum is being designed for implementation to serve the first freshman cohort, perhaps as early as fall 2007. While obligated to conform to the NC Department of Public Instructions Program Approval and Subject Area Standards, NC State plans to create a mathematics, science, and technology-rich curriculum for its elementary education candidates. Not only will future teachers be prepared to teach reading and the communications skills, they will have specialized preparation in how to teach children mathematics and how to develop scientific concepts that are fundamental to future study in the content areas of middle and secondary school curricula. The proposed program seeks to infuse quality schooling experiences for the complete range of our economic and culturally diverse student populations, and advocacy for teaching and learning in diverse learning settings. Our students will have the opportunity to explore cutting edge technology in the model classroom in the Friday Institute in addition to the computer labs in Poe Hall. Full implementation of the elementary education program is contingent upon adequate funding.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	13
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	108	White, Not Hispanic Origin	198
	Other	0	Other	1
	Total	119	Total	221
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	3	Total	10
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	3	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	31
	Hispanic	5	Hispanic	14
	White, Not Hispanic Origin	138	White, Not Hispanic Origin	296
	Other	0	Other	1
	Total	153	Total	347

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-Kindergarten (B-K)			
Elementary (K-6)			
Middle Grades (6-9)	10	10	10
Secondary (9-12)	95	95	95
Special Subject Areas (K-12)	45	45	45
Exceptional Children (K-12)			
Vocational Education (7-12)	80	80	80
Special Service Personnel (K-12)			
Other			
Total	230	230	230
Comment or Explanation			

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

	Baccalaureate
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	183
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.28
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-Kindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)	14	11	5	5
Secondary (9-12)	60	43	30	18
Special Subject Areas (K-12)	7	2	44	34
Exceptional Children (K-12)				
Vocational Education (7-12)	32	22	55	31
Special Service Personnel				
Total	113	78	134	88
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2003 - 2004 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Ed	2	*
ESL	1	*
English	10	90
French	1	*
MG-Lang Arts	19	100
MG-Math	4	100
MG-Science	2	*
MG-Social Studies	8	100
Marketing Ed	3	*
Math (9-12)	11	100
Science (9-12)	10	90
Social Studies (9-12)	19	95
Spanish	1	*
Technology Ed	2	*
School Summary	85	95
* To protect confidentiality of student records, pass rates based on fewer than four 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	103	1	12	1		
U Licensure Only	1	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	96	4	26	4		3
Comment or Explanation						

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

2003-2004	Student Teachers	Percent Licensed	Percent Employed
Bachelor	110	80	62
State	3,241	91	69

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2004 - 2005

LEA	Number of Teachers
Wake County Schools	943
Johnston County Schools	171
Durham Public Schools	89
Guilford County Schools	87
Charlotte-Mecklenburg Schools	77
Cumberland County Schools	61
Franklin County Schools	59
Harnett County Schools	51
Forsyth County Schools	49
Wayne County Schools	42

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.34	3.40	3.37
preparation to effectively manage the classroom.	3.11	3.19	2.88
preparation to use technology to enhance learning.	3.54	3.42	3.49
preparation to address the needs of diverse learners.	3.41	3.16	2.98
preparation to deliver curriculum content through a variety of instructional approaches.	3.59	3.30	3.42
Number of Surveys Received	35	43	43
Number of Surveys Mailed	65	65	65

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
61	6	7