

# NC STATE University

College of Education

2008-2009 Annual Report

June 26, 2009

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**College Mission:** *The College of Education 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.*

**College Vision:** *To be a nationally ranked, research-intensive, professional college of education with distinction for work in teaching and learning in technology-enabled environments.*

## Submitted by

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Jose A. Picart..... Interim Dean  
Gerald A. Ponder ..... Associate Dean for Academic Affairs  
Samuel S. Snyder ..... Associate Dean for Research & Administration  
Anona Smith Williams ..... Assistant Dean for Student Services & Involvement  
Lilia I. Collazo ..... Assistant Dean for Finance

## Unit Heads

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Carol E. Kasworm..... Adult & Higher Education  
Ellen S. Vasu..... Curriculum & Instruction  
Robert C. Serow ..... Educational Leadership & Policy Studies  
Ellen McIntyre..... Elementary Education  
Patricia E. Simmons ..... Mathematics, Science, & Technology Education  
Glenn M. Kleiman ..... William & Ida Friday Institute for Educational Innovation

### **Changes in Service Environment**

1. **Coping with the State of North Carolina budget shortfall.** The declining economy in NC brought budget reversions and reductions that have reduced significantly College resources available to invest in future growth and have constrained substantially fiscal flexibility for the foreseeable future.
2. **Increased attention to improving the quantity, quality, and geographic distribution of public school teachers and administrators.** The College of Education has taken an aggressive and strategic approach in tackling the critical shortage of qualified classroom teachers throughout the state of North Carolina, both through our traditional undergraduate programs and through lateral entry/NC Teach programs, preparing more than 525 license completers in 2008, a greater than 60% increase since 2002. NC State ranks third among UNC institutions in the production of school principals (MSA degree), with more than half of these completing off-campus distance education programs.
3. **Curriculum re-visioning.** The College of Education, following a mandate from the State Board of Education, “re-visioned” all of its programs that lead to initial teaching or administrator license. This process entailed convening a series of focus groups of practitioners, community stakeholders, and faculty from the College and the University to address the question of “what should a teacher (or administrator) know, believe, and be able to do in 2012 or later?” The process yielded six parameters to guide programs—assessment, collaboration, technology, diversity, field experience, and globalization—and programs redesigned their content courses and their core courses in pedagogy. “Blueprints” for each re-visioned program will be submitted to the State Board of Education for approval on June 30, 2009, with the new programs to start in fall, 2010.
4. **Expansion of Friday Institute personnel and programs.** The Friday Institute enjoyed rapid growth in both personnel and programs, broadening the research, outreach, and public service activities and obligations across the College. The NC Governor’s office has asked the Friday Institute and Glenn Kleiman, Executive Director, to lead the state-wide effort to develop the proposal for the competitive federal stimulus program known as Race to the Top.

### **Compact Plan 2007-2010: Progress toward implementation**

1. **21<sup>st</sup> Century Teacher Education.** In response to continuing pressure to prepare more, future-ready teachers, particularly in STEM fields, NC State leads the UNC campuses in the number of math teachers produced, ranks 2nd in science and 2nd in the production of middle school teachers—all high needs areas for the state. The second group of Noyce Mathematics Education Scholars and the second group of Burroughs Wellcome Fund Scholars were

selected for 2009-10. The Noyce Scholarships aim to increase the number of highly qualified mathematics teachers while the Burroughs Wellcome Fund scholarships targets prospective science teachers. All teacher preparation curricula are undergoing "re-visioning" for the 21<sup>st</sup> century, an NC State Board of Education mandate.

- 2. Distance and Extended Learning.** NC State's first Master's of Arts in Teaching (MAT) degree started in January. This distance education program has accepted 83 individuals in the areas of Special Education, Elementary Education, Technology Education, Middle Grades, and 9-12 Science, Math, English and Social Studies (118% **above** projections). In cooperation with Durham County Schools, our NC TEACH lateral entry program opened a new cohort in Durham. The Adult Education doctoral program in Charlotte was redesigned into an executive-style weekend format. Overall, distance education programs in the College exceeded annualized SCH projections by 9%. In cooperation with Wake Technical Community College our Alternative Licensure Office has begun a new Lateral Entry/Licensure Only program that is centered at the community college.
- 3. Research and Graduate Studies.** The Adult and Higher Education department proposed a new interdisciplinary PhD program to replace the on-campus EdD, and the plan has been forwarded to UNC-GA where it awaits review and action. Management of grants and contracts has been enhanced with the hiring of an Assistant Director of Research Management and an accounting technician specializing in post-award grants management, two newly created positions in the Office of Fiscal Operations and Research Management.
- 4. Infrastructure Improvements to Poe Hall.** The Student Academic Success and Advising Center (a 7-office, reception area, and conference room facility) accommodating academic advisers and student engagement professionals opened in fall 2008. The College Media Center underwent extensive renovation to accommodate newly expanded collections, enhanced curriculum and multi-media materials, and educational technology equipment in a more open, pleasant, and contemporary environment. Technology education laboratory spaces underwent renovation and refurbishment as we continue to update these facilities for 21<sup>st</sup> century teaching and learning. A dedicated teaching space for elementary education was renovated and upfitted with increased technology.

**Diversity: Initiatives and Progress.**

Norma Quinones served as Assistant to the Dean for Diversity, replacing Paul Biting who returned to the faculty. Dr. Biting retained the chairmanship of the College Committee on Multicultural Initiatives and Diversity (COMID). Activities this year included a diversity curriculum audit, working with the COMID, assisting in providing faculty development opportunities in diversity, and advising academic programs on developing diversity curricula and experiences.

Mandatory re-visioning of teacher education and executive education programs provided the opportunity during FY09 to develop a “program parameter” on diversity. This program parameter explicitly defines diversity instruction as a set of related coursework and field experiences designed to help students produce positive learning outcomes in all of the K-12 students with whom they work and must be present in each professional education curriculum. In recognition of Black History Month, the Office of Student Involvement and COMID hosted a weeklong celebration of diversity. Events included faculty and student lectures, panel discussions, and a movie/discussion session. The College sponsored its 6<sup>th</sup> Leadership Institute for Future Teachers (LIFT), a residential, one-week camp for rising high school seniors interested in teaching. LIFT participants are also prepared to be competitive for the Teaching Fellows Scholarship; of the participants from 2008 who applied for the Teaching Fellows Scholarship, over half were selected as Teaching Fellows finalists. The College supports students of color in their progress toward degree completion. End-of- year data comparisons reflect minimal disparities between the academic performance of College African American students and their White counterparts. For the fall, the College will admit 32 students of color. In a diversity program serving external constituencies, the Center for Research in Mathematics and Science Education Pre-College Program serves more than 450 middle- and high-school students from traditionally underrepresented populations with activities designed to encourage pursuit of a college education and careers in science, math, engineering, technology, and education.

#### **Instructional Program Advances and Program Review**

The Curriculum and Instruction Department has substantially revised the masters’ programs in Reading Education, English Education, Middle Grades, and Social Studies Education, consolidating the four degrees in a new innovative and collaborative program incorporating the reworked areas and titled New Literacies and Global Learning. A first-for-NCSU MAT degree was launched and enrollment is running well ahead of projections. In the Mathematics, Science, and Technology Education Department the Technology Education (TED) and Graphic Communications (GC) programs have merged in the new Technology, Engineering, and Design Education (TDE) program, with enhanced emphasis on 21<sup>st</sup> century skill development and enhanced collaboration with the Colleges of Engineering and Design. A major effort throughout the College and across its teacher and school leadership education programs this year was the fundamental “re-visioning” of every professional education curriculum in response to new Professional Teaching Standards and Executive Educator Standards passed by the State Board of Education in 2007. This massive effort is slated for completion this summer. In addition to re-visioning the teacher and administrator programs, undergraduate programs in the College also developed new General Education Programs (GEP) to comply with the university GEP initiative. In

preparation for an NCATE Focused visit on Standard 2, Assessment, in fall 2009, the Knowledge Management and Assessment unit deployed a scalable web-based assessment system for managing the assessment needs of the college. The system, known as SAGE (System of Assessments Guiding Education), is up and running for initial licensure candidates as well as NC Teach candidates. The e-portfolio module and the MAT module are under development to meet the 2010 state requirement of electronic portfolios for licensure candidates.

### **Research**

The College of Education maintained a high level of grant-seeking activity, submitting 65 proposals requesting a total of \$40M. To date, 20 grants have been awarded totaling \$4.5M with approximately \$23M in requested funding still pending. Through these research initiatives, faculty seek solutions to educational issues that have an impact across the state and nation. Several important areas of research can be highlighted: 1) Faculty are investigating educational gaming as a means to motivate students to pursue STEM-related degrees and careers, focusing particularly on disadvantaged rural and urban populations. The study will explore the effects of student-created games on their attitudes toward STEM subjects, achievement in learning content, and motivation to enter STEM careers. 2) Faculty are working to enable today's classrooms to deliver 21<sup>st</sup> Century content with 21<sup>st</sup> Century tools and technology. By working collaboratively with teachers to develop online classroom video-cases, faculty seek to create a professional community dedicated to a shared vision of classroom interactions melding innovation with everyday school practices. 3) The Friday Institute is leading several evaluations of "one-to-one" initiatives to determine the effects of providing digital devices to all teachers and students in a school district. The projects focuses on a) student outcomes including achievement, b) teacher outcomes such as how technology is integrated into classrooms, and c) school infrastructure needs such as hardware/software and professional development requirements.

### **Extension**

In addition to efforts reported elsewhere in this document, College of Education faculty engaged in a wide variety of outreach activities including serving as consultants for schools, museums, and a planetarium; on professional association councils or committees; or on advisory boards, boards of directors, and scholarship committees for schools and school districts. Departmental faculty members actively engaged in a variety of teacher professional development activities including workshops for teachers throughout the state in all disciplines both in person and online. Examples of the content of these workshops included: Science, 21<sup>st</sup> Century Skills, Social Studies, Writing Across the Curriculum, 1:1 computing initiatives, reading interventions, and the use of data sets in mathematics and science. College faculty also

worked extensively with NCDPI personnel in revising and drafting new descriptors for the NC Standard Course of Study, especially in STEM areas. In Adult and Higher Education, the National Initiative for Leadership and Institutional Effectiveness provided technical reports for 38 community colleges around the country. The College maintains more than 30 “Online Tools for Schools,” including LabWrite, Nurturing Mathematics Dreamkeepers, and MEGA (Middle Educators Global Activities). MEGA connects approximately 850 educators from school systems across North Carolina to NC State faculty and students through an active email network and quarterly professional development workshops. The Capital Area Writing Project, a National Writing Project site in its 25<sup>th</sup> year, serves K-12 fellowship teachers in an intensive summer institute designed to help them improve as teachers of writing. The SUCCEED in Mentoring Program provided consultation and novice teacher mentor training to colleges, universities, and school systems. The elementary education program has formal partnerships with five Raleigh area schools, and the Friday Institute provided technology infusion workshops on 21<sup>st</sup> century skill development to teachers in six districts in northeast North Carolina. The Institute and the Department of Educational Leadership and Policy Studies operate the Innovation Leaders Academy to provide consultation and training in site-based problem solving for teams of teachers and administrators from these same six districts. The Association of African-American Student Educators (AAASE) received the Deborah S. Moore Service Award for its work in the community and on-campus. AAASE was named the 2009 Outstanding Service Club of the Year for their ongoing community work with the Washington Boys & Girls Club and their “Torch Club” middle school group. SAY Village Living and Learning Center, another College-sponsored organization, received the 2009 Deborah S. Moore Award for Outstanding Community Service. Finally, several extensive outreach projects at the Friday Institute illustrate and confirm its commitment to providing service to North Carolina and its communities: *NC e-Learning for Educators* is a state-wide partnership involving the Friday Institute, NC DPI, UNC-TV, LEARN NC, and the North Carolina Virtual Public School to provide high-quality, cost-effective professional development programs for teachers. *NC Learning Technology Readiness Initiative* is funded by the Golden LEAF Foundation to provide coaching and professional development to 14 LEAs that are planning 1:1 learning technology initiatives. *21<sup>st</sup> Century Teaching and Learning* is a collaboration with educators from northeastern North Carolina school districts to create innovative classroom practices – and a technology infrastructure to support them – in rural public schools.

### **Faculty**

Several College faculty members received significant recognition locally, regionally, nationally, and internationally. Some examples follow: Susan Bracken received the prestigious Early Career Award from the Commission of Professors

of Adult Education. Alyssa Bryant received the 2009 Emerging Scholar and the 2009 *Annuity Coeptis* award from the American College Personnel Association. The North Carolina Distance Learning Association awarded Diane Chapman its 2009 Parks Todd Award for Distinguished Service to the Field of Distance Learning. Julia Storberg-Walker received the Blackboard Exemplary Course Award at the BlackBoard World 2008 Conference. Sylvia Nassar-McMillan received the 2008 Publication in Counselor Education and Supervision Award from the Association for Counselor Education and Supervision. Raymond Ting was appointed Faculty Fellow for NASPA Student Affairs Administrators in Higher Education. Steve Amendum won the Most Promising Researcher Award given by the National Council of Teachers of English for his dissertation. Tom Alsbury received the 2008 Jack A. Culbertson Award, the early-career achievement award given by the University Council for Educational Administration, and also the Shannon Award for outstanding service, presented by the National School Boards Association. Ted Branoff is president-elect of the International Society for Geometry and Graphics and Chair of the Engineering Design Graphics Division of the Southeast Region American Society for Engineering Education. Joe Busby was president-elect of the North Carolina Council for Technology Teacher Education and President of the Southeastern Technology Education Conference. Aaron Clark is Editor of the *American Journal of Educational Studies*. Jeremy Ernst received the 21<sup>st</sup> Century Leader Association Award (International Technology Education Association). Jim Haynie received the 2008 Technology Teacher Educator of the Year Award and the 2008 Outstanding Research in Technology Education Award, both from the International Technology Education Association. Gail Jones was selected as Editor of the International Journal of Science Education.

### **Students**

During 2008-09 our incoming first-year students continued to demonstrate scholastic achievement and commitment to academic excellence, with an average high school GPA of 4.12 and almost half graduating in the top 10% of their high school class. Of the 58 students in the second Elementary Education cohort, 38 graduated with honors (13 *cum laude*, 11 *magna cum laude*, 14 *summa cum laude*). College of Education undergraduates continue to be involved in student organizations and hold various leadership positions across the campus. Our Teaching Fellows Program, Students Advocating for Youth (SAY) Living and Learning Village, and Determined Area Youth (DAY) all continue to engage students in opportunities that enhance their leadership skills and their ability to foster relationships that promote optimal learning experiences.

### **Fund-Raising**

The economic downturn coupled with the absence of a College development officer for most of the year undoubtedly affected negatively fundraising results in 2008-2009. As we approach the end of the year, the College has raised \$253,408, and private gifts for the Friday Institute totaled \$152,836.

### **Administration**

**Changes:** Dean Kathryn Moore resigned and Jose Picart was appointed Interim Dean; Patricia Simmons was appointed department head in Mathematics, Science and Technology Education. Pamela Cardoza was appointed Executive Director of Development and Kylie Cafiero was appointed Director of Communications and external relations for the College.

**Achievements:** The NC Governor's office has asked the Friday Institute and Glenn Kleiman, Executive Director, to lead the state-wide effort to develop the proposal for the competitive federal stimulus program known as Race to the Top. As part of the School Connectivity Initiative led by the Friday Institute for Educational Innovation, all 115 North Carolina school districts are now linked with high-speed access to online content and services through the North Carolina Research and Education Network (NCREN). The College celebrated American Education Week in November with several major events including a keynote address by Dr. Fredrick Hess, Resident Scholar and Director of Educational Policy Studies at the American Enterprise Institute for Public Policy Research. The Friday Medal was awarded in November to former Gov. James B. Hunt, an advocate for education reform throughout his career; Valeria Lynch Lee '69 was named Distinguished Alumna; she is the retired President of The Golden L.E.A.F.

### **Recommendations and Concerns for the Future**

The College of Education continues its efforts to become a nationally recognized, research-intensive professional college with distinction in teaching and learning in technology-enriched environments as follows:

1. Develop or confirm a set of strategic directions for the College and its work in the 21<sup>st</sup> Century based on a) review of directions and initiatives in practice at peer institutions, b) lists of top Colleges of Education published by external groups such as *Edutopia*, c) emerging policy directions from NCATE and the US Department of Education, d) Colleges in the higher ranks of the *US NEWS and World Report*, e) aspirational peers in technology-rich instruction such as the University of Texas at Austin, f) the parameters developed during revisioning, and g) the CED Strategic Plan (2007). Identify critical priorities that will guide future budget reductions or future budget allocations.

2. Develop criteria and documentation processes for determining “core mission” proximity and alignment for future reductions, reorganizations, or eliminations in response to continuing possible reduced budgets.
3. To meet the demand for more diverse teachers and counselors, increase efforts to recruit a diverse student body and faculty. Expand efforts to encourage increasing numbers of Hispanics/Latinos, Native Americans and African Americans, especially males, to apply for admission. In addition, the college will increase its efforts to identify and hire qualified minority faculty to serve as role models for all students and to increase the diversity of our research and curriculum.
4. We share the University’s vision to be an exemplary land-grant university for the 21st century. We believe such a vision calls upon the College to fulfill its goal of being a research-intensive professional school with statewide reach and national stature. The College is committed to contributing to the central thrusts of the University through improved and invigorated teaching, research and outreach programs. We are addressing the state’s teacher shortage aggressively, particularly in STEM disciplines. However, there are also demands to address shortages of administrators, counselors, and community college personnel. We seek to play a vital role in meeting these challenges, and we are vigorously pursuing those activities most likely to garner individual, corporate, and governmental support.

NC State’s goals include the following areas in which we are contributing directly:

**Producing leaders:** Current NC State Superintendent of Public Instruction June Atkinson, former NC State Superintendent of Public Instruction Mike Ward, and former US Assistant Secretary of Education and Mississippi State Superintendent of Schools Henry Johnson are College of Education Ed.D. graduates.

**Creating educational innovation:** The Friday Institute for Educational Innovation housed and supported the NC Virtual Public School and managed the K-12 School Connectivity Project, which together provide broadband connectivity to every school in the state and online accessibility to a broad menu of coursework, much of it not otherwise available to the target audiences. College faculty created Crystal Island, an interactive virtual gaming environment that teaches microbiology content from the NC Standard Course of Study. Approximately 350 8<sup>th</sup> grade students interacted with Crystal Island this year. The Friday Institute, in partnership with the North Carolina Department of Public Instruction and SAS, launched the NC 1:1 Learning Collaborative, designed to support K-12 schools and districts that are implementing programs in which every student and teacher has a laptop computer, desktop computer, or other computing device, with ready access to the internet.