

2015-2016

IHE Masters of School Administration Performance Report

Appalachian State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Masters of School Administration Program

The Masters of School Administration Program (MSA) is one of several leadership degree programs in the Department of Leadership and Educational Studies (LES), Reich College of Education (RCOE). This program prepares graduate students to assume an entry-level position of school administration within a district. With an appreciation for the impact of effective school leaders, our MSA program implemented a rigorous application process that allows our faculty to screen all applicants for those with the strongest background, references, and pre-requisite skills. Our application process requires the following: an A-level K-12 certificate with a minimum of three years K-12 experience; a minimum score on either the Graduate Record Exam (GRE) or Miller's Analogy Test (MAT); three professional references, one of

which must be from a current principal or direct supervisor; transcripts of all secondary work; resume complete with all leadership experiences; and a writing sample that provides an autobiography and rationale for embarking on a career in school administration. The program faculty meets to review all applications. Our students are not self-selected, and application to our program is not a guarantee of acceptance. Only those students who demonstrate strong potential for school leadership are selected for our program. Four years ago, in compliance with the State Board of Education's (SBE) Standards for School Executives (SBE 2006), the faculty of our MSA degree program was successful in the twin processes of re-visioning for the SBE and re-authorization for the UNC General Administration. Since that time, our program is now fully aligned to the new standards and the expectations embedded in the SBE approved "Pre-Service Rubric" for assessing MSA candidates and their programs of study. Candidates for a North Carolina Principal License must pass our approved portfolio process; our assessment of their portfolio projects and the rigor of our coursework have taken on even greater importance. Our portfolio assessment aligns with the state requirements by requiring six action research projects closely linked to the practice of school leadership. Each of the six projects captures the knowledge and skills required by the NC Standards for School Executives as defined by the Pre-Service rubric. Not only must candidates demonstrate knowledge of current literature, theory, and research, they must be adept at analyzing key data to design and implement action plans targeting areas in need of improvement. The faculty of the program are grounded in the world of practice. The coursework of our program is carefully crafted to provide capstone assignments that prepare our students to engage in this level of independent action research. This level of summative assessment extends far beyond theoretical reflection to provide insight into the level of practical knowledge and skill required of all building level administrators. Since the projects are based in real schools with real data, students can actually demonstrate their grasp of the level of knowledge and skill required by the NC Standards for School Executives.

Special Features of the Masters of School Administration Program

In our MSA program, our courses are all provided through a cohort system using a totally on-line delivery, resulting in classes being available throughout Western North Carolina and into the Piedmont. No longer are any of our courses held on our campus in Boone. This allows us to be more student-centered as we bring our program to our students, most of whom are working full-time jobs in schools. In the summer 2010, we opened our first totally online cohort for Add On Licensure students. We opened our first totally online MSA cohort in fall 2012. In keeping with our dedication to the principles of adult education requiring collaboration, social networking, and construction of knowledge, our online coursework offers a great deal of synchronous as well as asynchronous interaction with both the instructor and members of the cohort. We do not use Blackboard or other flat delivery systems that reduce instruction to one-way communication between the student and instructor. We rely on a variety of technological platforms such as 3D virtual worlds or Second Life, Wimba, and Skype that allow group interaction similar to face-to-face meetings. Our program faculty continues to spend at least one full day each month during the academic year and two full days in retreat in the spring collaboratively reviewing and revising courses to provide a more holistic program of study for our students. Each of our courses must provide a strong background to complete specific projects that are aligned to specific standards reflecting the pre-service rubric. By linking coursework with specific standards, we are able to maintain an on-going process of cross-walks that allows us to monitor that no single course fails to address at least one standard and, conversely, that no one standard fails to be addressed within at least one course. This ensures that Appalachian graduates are not only steeped in current literature and research but able to apply that knowledge in demonstrations of practical application. One of the major strengths of our program is the faculty. All are tenured or tenure-track full-time faculty who have solid backgrounds and expertise in the areas in which they teach. Some adjunct faculty are serving principals and/or superintendents in school systems in North Carolina and serve to add diversity of ideas in the programs. We offer innovative teaching and learning opportunities such as a cross-program collaboration project that requires our school administration students to work with students in instructional technology and library science to solve real-world problems through shared leadership and collaboration. Projects such as this take our students out of the silo of our program to work with those preparing for other K-12 leadership roles. Our coursework includes projects and other performance-based assessments that will guide those assuming leadership of a school to lead others in a building a collaborative culture while addressing real school issues. Students begin the program by developing a complex assessment of their current school through an intense environmental scan that addresses all aspects of the school from community characteristics and parental

involvement to student achievement and facilities. They will build upon this assessment throughout several other courses and particularly their internship. It will also lead to many of the skills demanded by the independent projects they complete for their portfolio.

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	Avery, Ashe, Alleghany, Alexander, Caldwell, Watauga, Elkin City, Wilkes, Burke, Mitchell
Priorities Identified in Collaboration with LEAs/Schools	Outreach
Activities and/or Programs Implemented to Address the Priorities	Integration Celebration Description: This year marked the 50th anniversary of the integration of the public school system in the High Country. The event included a discussion surrounding this significant moment in our local community's history. The program consisted of a lecture by Historian, Dr. Karl Campbell, the sharing of lived experiences from those who were present during the integration process, a performance by the Boone Mennonite Brethren Church Choir, and an exhibit featuring the history of the Junaluska community.
Start and End Dates	Spring 2016
Number of Participants	-5 ASU Faculty -1 ASU Student -2 PSP teachers
Summary of the Outcome of the Activities and/or Programs	Outcome: -Partnership Schools were invited and a tape of the event was made for history and civics departments in the Partnership.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Caldwell, Watauga, Elkin City, Wilkes, Burke, Mitchell
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	"ASW-Assessment of Student Work" Meeting Members of the PSP met with a consultant from DPI to set up a common assessment of student work structure for their districts. This was a request by PSP superintendents so that districts were not "reinventing the wheel".
Start and End Dates	Spring 2016
Number of Participants	-7 PSP Teacher Leaders -1 DPI Consultant

Summary of the Outcome of the Activities and/or Programs	Outcome: -Participants described the session as being “very helpful”
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga. Elkin City, Wilkes
Priorities Identified in Collaboration with LEAs/Schools	*Professional Learning Communities *Professional Development *Field Work
Activities and/or Programs Implemented to Address the Priorities	Partnership Mini-Grants. The ASU-Partnership Mini Grants are intended to assist schools with collaborative projects that are connected to teacher training in Field Based communities of Practice (FBCOPs) and may include but are not limited to student teacher internships, professional development of teachers, and/or student learning, classroom research, team teaching or classroom exchanges with ASU content or teacher education faculty. Descriptions Below
Start and End Dates	2015-2016
Number of Participants	Various by project described below
Summary of the Outcome of the Activities and/or Programs	See Below
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes County
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	The purpose of this professional development (PD) project is to expand teachers’ capacity to integrate science inquiry for English language learners (ELLs) and economically disadvantaged students. The ability to engage in science inquiry is essential for all children; however, teachers in rural areas of North Carolina face many challenges when developing science lessons for linguistically diverse children. First, teachers may lack confidence in regards to their science content knowledge and their ability to create inquiry-based lessons (Lee, Buxton, Lewis, & LeRoy, 2006). Second, teachers lack the materials needed to teach science using an inquiry approach (Lee et al., 2006). Finally, many teachers are unsure as to how to integrate language development with content-learning goals (Ciechanowski, 2014).
Start and End Dates	2015-2016
Number of Participants	-2 ASU Professors -6 Teachers -120 PSP Students
Summary of the Outcome of the Activities and/or Programs	-Outcomes -Provided PD sessions and facilitating collaborative planning -Supported teachers with the science resources and materials necessary for successful and improved learner outcomes.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	This project will use materials from Choosing to Participate to encourage participants to think deeply about the importance of participating in a multicultural democratic society. The project creates an interactive “Walking Poster Exhibit” using a variety of historical images to encourage reflection and dialogue on issues like bullying, racism, and the implications of our civic choices. The exhibit will be displayed in the WHS media center for one week, and then in the RCOE lobby for one week. Participants will engage and interact with the exhibit by using smartphones or tablets to scan QR codes and respond to questions posted throughout the exhibit. Students from Dr. McClure’s CI 3000 course and Mrs. Ballance’s ESL class will serve as the ambassadors of the exhibit in both locations. Students from both classes will collaborate to invite members from the WHS, ASU, and Boone community to participate in a special evening event that will involve participating in the exhibit with facilitated community dialogue to follow.
Start and End Dates	2015-2016
Number of Participants	1 professor; 1 public school partnership; 38 students
Summary of the Outcome of the Activities and/or Programs	Outcomes- -Created opportunities for ASU pre-service teachers to work collaboratively with students whose native language is not English. -Allowed future teachers to work with English language learners towards a common goal of educating others. -Additional goals include using the physical space of the RCOE and WHS to encourage people to come together in conversation around complicated questions of prejudice and injustice and to consider ways in which we might make a difference.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga.
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	The members of the ASU Partnership Language Arts/Middle Level PLC are engaging in the development of a clinical educator role within a network of master teachers. This network of teachers from the PLC will engage in mentoring/coaching of middle grades pre-service teachers, site based inquiry related to the network, and opportunities for the teachers involved to build on their expertise and established leadership roles to move the middle grades and best practices in teaching language arts agendas ahead. Further they will teach middle grades classes on campus and host learning sessions for middle grades pre-service teachers at their site. They will also engage in professional conference attendance and presentations.
Start and End Dates	2015-2016 on-going
Number of Participants	1 ASU Professor; 11 PSP Teachers; 400 PSP students
Summary of the Outcome of the Activities and/or Programs	Outcomes -Increased involvement and role expansion of the teachers in this PLC, -moving toward more of a true clinical educator’s role, including the preparation of pre-service teachers, -collaboration and inquiry as a professional network and

	-Examined ways to build a field based community of practice across multiple schools and districts, including analyzing what such a network might entail, need, and how it may look.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	PSP Schools
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	Over time, we, as a program, have come to realize that our first program internship has become watered down and un-engaging, for the student interns, their master teachers, and the school communities. For the past 8-10 years, the interns are placed by program faculty and visit the school for four hours weekly. The students and the schools have expressed frustration with the disconnected nature of the internship. The lack of meaningful participation of the interns leaves students feeling unprepared for their subsequent, more extensive internship and student teaching. This has led, at times, to schools refusing to work with our interns. In an effort to create more meaningful, sustainable partnerships, we would like to rethink the way we structure this internship. We want to identify 8 partnership schools in various counties across Western NC and have our students visit them for longer periods of time as a cohort. We will work to mentor the master teachers and principals, possibly even engaging in some co-teaching or collaborative professional development and scholarship. Our presence in these schools will be more intentional, with the three program professors accompanying the student interns as they develop relationships in the partnership sites and begin the work they will continue throughout the semester. As we move forward, we will look to the teachers, principals, and pre-service teachers for feedback and improvement.
Start and End Dates	2015-2016
Number of Participants	-3 ASU Faculty -ASU Students (Block-3 classes) -PSP Schools (various)
Summary of the Outcome of the Activities and/or Programs	Outcomes -Collaborated and consulted with Appalachian State University faculty and graduate students and guided them in the design and development of a collaborative global project for their own classroom.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	This project provides an opportunity for science education faculty members from the Department of Curriculum and Instruction to build upon previous successful Mini-Grant projects in which we collaborated with public school teachers in first and second grade to co-plan and co-teach integrated language arts and science units. This year, we would be working with a new first grade teacher team at Green Valley and a new second grade teacher at Bethel Elementary School. In revising and co-teaching units that were previously developed in other Partnership Mini-Grant cycles. Drs. Wilson and Bradbury have been working with Green Valley Elementary teachers to develop a school garden on the school grounds that can be used as a context for integrated science and language arts units of study. Bethel Elementary School

	has a school garden that is being supported through Lettuce Learn and can be used as a context for integrated science and language arts units of study.
Start and End Dates	2015-2016
Number of Participants	-Teachers-4 -PSP Students-80 -ASU Faculty-2
Summary of the Outcome of the Activities and/or Programs	Outcomes: -A set of lesson plans that can be used by teachers to meet multiple content goals: can be used and shared by interested teachers at the school and county level. - Presentation of the outcomes of the project in practitioner journals, research articles, and conference presentations: -In association with this project, Drs. Bradbury and Wilson have a research agenda in place to document the experiences of everyone involved in the project. The research outcomes will be shared in a variety of formats.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	The purpose of this project is to implement the use of three iPad Mini tablet devices into instruction for elementary students with moderate to severe intellectual disabilities. Last year, Dr. Smith and Mrs. Gowdy began a collaborative effort to incorporate the use of mobile digital technology into instruction within a self-contained elementary classroom setting. Mrs. Gowdy's classroom incorporated six iPad 3s into daily instruction and assessment activities. Hardin Park School provides Wi-Fi Internet access for all classrooms. Supplied by the RCOE, the iPads remained within the classroom for the full year giving students the opportunity to utilize a variety of educational applications and features to supplement traditional classroom instruction.
Start and End Dates	Fall 2015
Number of Participants	-ASU Faculty 1 -PSP Faculty-1 Students-15
Summary of the Outcome of the Activities and/or Programs	Outcomes: -Students with fine motor skills able to manipulate small ipad mini-devices. -Ipad mini used in all aspects of instruction including academic, social, and daily living skills allowing access to content. -Used with traditional ipads to allow whole class participation and peer interactions. -Increased technology and digital literacy skills by focusing on common core, essential content, and extended content standards. -offered opportunities to problem solve, make choices, and to further develop self-advocacy skills.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or	This project is designed to provide professional development and classroom support for

Programs Implemented to Address the Priorities	teachers at Westwood Elementary School, in Ashe County, with integrating LEGO Mindstorms robot activities into their curriculum, to enrich and enhance mathematics and science for students in grades 5 and 6. During the fall of 2015, Dr. Wallace (LES) will work with Nancy Campbell, Academically and Intellectually Gifted (AIG) Teacher at Westwood Elementary School, to introduce fundamental concepts related to robotics to her students in grades 5 and 6. The second phase of the project, in the spring of 2016, will provide professional development on introducing robotics to interested teachers at Westwood Elementary. Additionally, students in grades 5 and 6 will be invited to join an after-school Robotics Club, supported by both faculty at Appalachian's RCOE and Westwood Elementary School.
Start and End Dates	2015-2016
Number of Participants	-ASU Faculty 1 -PSP Teacher 1 -PSP Students 20
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes</p> <ul style="list-style-type: none"> • Understanding fundamental concepts in robotics, including building, movement, and programming the use of sensors. • Implemented a series of robotics activities for students in grade 6 to engage in math, science, planning, research, and presentation skills. • Assessed students' understanding of the robotics activities through the development of a process summary. • Provided students an authentic venue to present and discuss their robotics programs, during a field trip to the College of Education.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	<p>"University and Public School Collaborative Holocaust and Genocide Educational Field Trip"</p> <p>Dr. Elizabeth Bellows and Rachel Shepard</p> <p>Ashe County High School</p> <p>The purpose of this project is to collaborate efforts between the Center for Judaic, Holocaust and Peace Studies Center at Appalachian State University, the Reich College of Education at Appalachian State University, and the Holocaust and Genocide Studies course at Ashe County High School. National Board Certified Teacher, Rachel Shepherd, currently teaches the Holocaust and Genocide Studies course at Ashe County High School and has planned a field trip to Appalachian State University for a series of guest lectures and presentations. Dr. Elizabeth Bellows and Ms. Shepherd have a history of collaborative work surrounding this topic. Dr. Bellows collaborated on Ms. Shepherd's design of the high school course, and Ms. Shepherd has served as a guest speaker for Dr. Bellows's CI 3100-Teaching High School Social Studies course. The proposed field trip and student project will allow further collaboration between these educators, meeting the goals outlined below. In the morning, students will visit the Temple of the High Country and learn about Jewish life and culture. Following lunch, students will visit the ASU campus and attend engaging lectures on Nazi Germany and the legacy of the Holocaust given by ASU scholars. Following the trip, students will embark on a reflective project to culminate their experiences in Boone.</p>
Start and End Dates	2015-2016
Number of Participants	-1 ASU Faculty -1 PSP Faculty -40 Students

Summary of the Outcome of the Activities and/or Programs	<p>Outcomes</p> <p>-Provided high school students with an informative visit to the university campus to encourage university enrollment and the study of academic topics of interest.</p> <p>-Educated future citizens about the importance of service to community and acting as upstanders as they learn from academic and community experts in their respective fields.</p> <p>-Laid the groundwork (and potential data collection) for a scholarly research project about Holocaust education as implemented through public school and university partnerships.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Graduate class for teachers in Partnership Schools
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	In service teachers will review their own content knowledge and pedagogical practices regarding Thanksgiving, learn to analyze and authenticate related children's literature, and create a teacher's guide and professional development seminar to share with fellow elementary educators. Participating educators will learn the process of historical inquiry and how to model it for elementary grade learners. This will allow teachers to utilize constructivist methods that engage students as they build their own knowledge base on historical topics within the curriculum; in this case, Thanksgiving. Not only will participants gain knowledge and insights from this project, their future students and colleagues will benefit as well.
Start and End Dates	Summer 2016
Number of Participants	Graduate teachers -PSP Students (200)
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-To be determined</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Activities and/or Programs Implemented to Address the Priorities	Dystopian literature is the name of the game in adolescent literature. It provides a window into the minds of students who also feel uncertain about their futures while fabricating the plot fireworks of their favorite video games. In addition, books focused on the idea of identity resound with students who are searching for their own. By using literature circles to teach popular dystopian and general fiction titles, the cooperating teacher and two student teachers hope to motivate students to think deeply about the current state of the world and our possible trajectory along with their role in that world. Using back to back literature circles, we also hope to foster a sense of excitement and choice in our students' reading lives.
Start and End Dates	Spring 2016
Number of Participants	-1 ASU Professor -2 ASU Student teachers

	-1 PSP teacher
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-Provided needed books for genre.</p> <p>-Helped with discussing current state of the world.</p> <p>-EC teacher and student teacher practiced co-teaching.</p> <p>-Designed mixed media units</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Appalachian Public School Partners Schools (PSP) and Appalachian State university (ASU)
Priorities Identified in Collaboration with LEAs/Schools	Outreach
Activities and/or Programs Implemented to Address the Priorities	<p>Partnership School Mini Grants</p> <p>Because ASU faculty are not always prepared to travel the distance to outlying schools mini-grants were offered to classroom teachers. Teachers sent in grant RFPs to apply for grant monies.</p>
Start and End Dates	Various
Number of Participants	See below
Summary of the Outcome of the Activities and/or Programs	See below
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caldwell County
Priorities Identified in Collaboration with LEAs/Schools	Teaching strategies – action research
Activities and/or Programs Implemented to Address the Priorities	<p>Model United Nations is an extra-curricular activity in which students become delegates to the United Nations and simulate UN committees. In order to participate in Model UN, students must complete substantial research, participate in effective public speaking and debating, and use writing skills to develop position papers and resolutions. Students also learn to become critical thinkers, to work with a team (delegation), and to use leadership skills. My Speech and Debate Class and select freshmen (27 total students) will be attending the 2016 Model UN Conference at Lenoir Rhyne University this spring and will attend the fall conference at Appalachian State University.</p> <p>Model UN provides my students with an authentic learning experience. Through participation in this event, students come away with a greater understanding of not only the United Nations, but also how to collaborate with others. Participation in Model UN is mandatory in my class.</p>
Start and End Dates	Spring 2016
Number of Participants	<p>2-ASU Students</p> <p>1-PSP teacher</p> <p>27-PSP students</p>
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-Class researched topics and wrote position papers.</p> <p>-Orally shared research paper.</p>

	-Strategically debated issue. -Collaborated with other schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caldwell
Priorities Identified in Collaboration with LEAs/Schools	Teaching strategies – action research
Activities and/or Programs Implemented to Address the Priorities	<p>Students are extremely interested in learning more about the Holocaust. Gamewell Middle School has classroom sets of Number the Stars and Diary of Anne Frank. However, Prisoner B 3087 is a more current Young Adult novel, by North Carolina author Alan Gratz. This book provides the contrasting point-of-view from a boy's perspective going through multiple types of punishments as well as several concentration camps.</p> <p>Collaborating together, the AIG specialist inquired about getting a new classroom set because majority of students had read the older Holocaust books in elementary school. If this grant was accepted, we would be co-teaching a unit together with 7th graders about the true horrors of the Holocaust. After reading, students will design multimedia presentations sharing their thoughts and ideas about this novel compared to what they might have thought based on the other novels from a girl's perspective. In addition, having a new classroom set in our Media Center collection will improve our overall collection age, which currently stands at 2000. According to North Carolina Department of Public Instruction Standards, to be considered as a high quality school library media collection, the minimum standard needs to be not older than 10 years. With the addition of 30 novels published in 2015, the collection age would increase from 2000 to 2001. Although that is still below the suggested requirement, it proves that we are taking steps in the right direction with more updated and relevant titles for the 21st century learner</p>
Start and End Dates	Spring 2016
Number of Participants	-1 PSP Teacher -20 PSP Students
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes</p> <ul style="list-style-type: none"> -Students expanded their existing knowledge about the Holocaust from a boy's perspective. -Students sharpened their research skills and created a multimedia presentation through Google tools. Part of this will include images that are not copyrighted and fair use videos to present their understanding of the novel. - The School Library Media Center will improve the overall collection age with updated title.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caldwell County
Priorities Identified in Collaboration with LEAs/Schools	Teaching strategies – action research
Activities and/or Programs Implemented to Address the Priorities	<p>Mind in the Making was developed by the Families and Work Institute in an effort to share the science of learning for school aged children. This effort has identified seven essential life skills every child needs to be successful: 1) focus and self-control; 2) perspective taking; 3) communicating; 4) making connections; 5) critical thinking; 6) taking challenges; and 7) self-directed engaged learning.</p> <p>First Book, a nonprofit that provides discounted books to educators serving children in poverty, has joined effort with Mind in the Making to identify books which focus on each of the seven</p>

	<p>essential life skills. For each book, they developed a tip sheet for building skills. Many of these books are classics with beautiful illustrations and stories.</p> <p>I envision having three Mind in the Making tote bags that each have an age appropriate collection of recommended books that supports each of the seven essential life skills. There would be a tote for K- 2 grades, one for 3 grade and one for 4-5 grade. Each tote would have one to two books for each of the seven life skills along with the appropriate tip sheet. The totes would then be shared among the classroom teachers to provide a collection of books for read aloud that support very necessary life skills. The tip sheet would help the teacher lead discussion and questions in the classroom which will help students develop these characteristics.</p>
Start and End Dates	Spring 2016
Number of Participants	<p>-1PSP School Teachers</p> <p>-1 PSP School Counselor</p> <p>1-PSP Media Specialist</p>
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-Inspired continued learning</p> <p>-Support essential life skills</p> <p>-Shared through media with schools</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alleghany County
Priorities Identified in Collaboration with LEAs/Schools	Teaching strategies – action research
Activities and/or Programs Implemented to Address the Priorities	<p>Children love stories and most love to hear stories read aloud. If you ask children about books, they will most likely tell you about their favor character in a book. They can tell you some about the character (animal or person, age, or gender) and they can tell you basically what happened in the story. They can tell you if the story was funny, happy, or sad story but most do not fully understand the deeper meanings of literature. Like humans, characters in stories have both an outer and inner persona. I propose that first graders, if given the opportunity to deeply study a character's outer and inner qualities, can increase their knowledge of literary meaning. In classrooms, we often focus on teaching students to identify the "plot" because we are in a hurry to cover a great deal of literary elements. I would like to work with my group of first graders between now and the end of May to conduct a study which would include reading a series of character rich pictures books and novels. I would like to use some character maps with the students that would include questions about character traits and the plot. I would use this as a baseline for what the students are able to glean now from the instruction and their experiences with literature. In May I would like to give character analysis maps for the students to fill out to see if a noticed improvement can be seen in the deeper understanding of the characters. I would also like to have evidence of a deeper meaning of the content of the literature in my students as a result of targeted literary instruction.</p>
Start and End Dates	Spring 2016
Number of Participants	<p>-1 PSP Teacher</p> <p>-25 PSP Students</p>
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-Increased the ability for students to think about the inner and outer qualities of characters</p> <p>-Helped to foster a love of life-long reading</p> <p>-Data from classroom research forthcoming</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Caldwell County
Priorities Identified in Collaboration with LEAs/Schools	Teaching strategies – action research
Activities and/or Programs Implemented to Address the Priorities	This project focuses on using quality literature for direct instruction of character traits. Many students are unable to complete this task on the standardized TRC test, Students will use quality literature such as Thank you, Mr. Falkner, Amazing Grace, The Paper Bag Princess and Julius, The Baby of the World to analyze character traits. It is critical for students to understand that characters change throughout the book. With high interest and quality literature, this makes teaching the task of character traits more manageable. In addition to understanding character changes throughout the text, students will also observe both context and picture clues to assist in their character analysis.
Start and End Dates	Spring 2016
Number of Participants	-20 PSP Student -1 PSP Teacher
Summary of the Outcome of the Activities and/or Programs	Outcomes: -Students cited evidence for why a character exhibits a particular trait through the use of high interest quality literature. -Students expanded their vocabulary regarding character traits from vague traits such as sad or happy to more specific traits such as greedy and determined. -Peers created a paper replica of their character and created a graphic organizer as to the traits of their character.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga, Caldwell, Burke, Wilkes
Priorities Identified in Collaboration with LEAs/Schools	*International Outreach
Activities and/or Programs Implemented to Address the Priorities	During the internship phase TEA Fellows shadowed public school teachers at meetings, interacted with members of local school boards and parent-teacher-organizations, and participated in team-teaching with English teachers in the Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes county high schools. The team teaching-internship experiences were practical and hands-on. During the internship period, the TEA Fellows also learned more about educational leadership. At their school placements, they observed educational administrators in action, attended school board and parent-teacher association meetings to observe the educational policy decisions process and to see how parents and teachers work together. While at their internship schools, TEA Fellows made presentations about their countries and shared some aspects of their culture with the students and teachers. The TEA Fellows also met with pre-service students from the Reich College of Education. During this Forum, Appalachian students learned from the TEA Fellows about the educational systems as well as current political developments in their respective home countries.
Start and End Dates	Fall 2015
Number of Participants	5 Schools, 20 teachers, 400-students, 10 ASU faculty, Numerous ASU students
Summary of the	Outcomes

Outcome of the Activities and/or Programs	-Offered productive and lasting relationships and mutual understanding between the TEA teachers and U.S. teachers and their students (continued contacts and visits) -Increased awareness of cultural differences of the students, teachers, and the families which hosted them for a weekend (as indicated by questions and statement from the students and teachers)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga,
Priorities Identified in Collaboration with LEAs/Schools	*Professional Learning Communities *Professional Development *Field Work
Activities and/or Programs Implemented to Address the Priorities	Professional Learning Communities (PLC): PLCs are comprised of content area university faculty, middle and high school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives who participate in a regular series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability. These Professional Learning Communities are an area of cross-information sharing and collaboration
Start and End Dates	2015-2016
Number of Participants	See citations below
Summary of the Outcome of the Activities and/or Programs	See below
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ASU school teachers and students, and ASU professors and students
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	HS/MS Science PLC Discussed standards-based grading In the 2016-2017 year, our group plans to continue exploring new resources and strategies that will help teachers, students, student teachers, and interns in the classroom.
Start and End Dates	8/2015 to 5/2016
Number of Participants	2 ASU Faculty, 1 ASU Students, 12 Public School Teachers, 240 Public School Students
Summary of the Outcome of the Activities and/or Programs	-Outcomes -Google Slideshow for 15 Fixes and Standards Based Grading - will share with our colleagues at school (and LEA?) -Webpage highlighting previous years' work.
LEAs/Schools with whom the Institution Has	ASU school teachers and students, and ASU professors and students

Formal Collaborative Plans	
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	MS Language Arts 2016-2017 ideas -Continued focus on field-based community of practice with participation PSP schools) -Host session for CF5900 maybe via live webinar (create a community for graduate students seeking licensure -Focus on Inquiry- “Writing of The It Factor “
Start and End Dates	8/2015 to 5/2016
Number of Participants	2 ASU Professors, 5 PSP Teachers; 105 PSP students
Summary of the Outcome of the Activities and/or Programs	-Presented at NC Middle School Conference -Explored clinical/educator model - Framework for internship experience clearly communicated to Master Teachers so the Master Teacher can plan and implement the intern’s experience.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ASU school teachers and students, and ASU professors and students
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	High School Math/Middle School Math Discussions -Benchmark-testing Research -Modeling the math-thinking process -The need to “feel safe” in the learning process -Using “real” real world problems -Recruiting teachers for math and science
Start and End Dates	8/2015 to 5/2016
Number of Participants	-2 ASU Faculty, -16 Public School Teachers, -160 Public School Students
Summary of the Outcome of the Activities and/or Programs	-Outcomes Created a “google doc” folder to share with Partnership Members.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ASU school teachers and students, and ASU professors and students
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	Social Studies PLC The ASU Social Studies PLC hve developed literacy and curriculum materials for the four

	required social studies courses and presented a session entitled “Creating Historians- Linking Literacy Resources with Strategies in the Classroom” at the 2016 North Carolina Council of the Social Studies Conference.
Start and End Dates	8/2015 to 5/2016
Number of Participants	1 ASU Faculty, 8 Public School Teachers, 160 Public School Students
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes</p> <ul style="list-style-type: none"> -Ongoing - Fostering a collaborative culture to support educator development and student learning continuing to work on our website for resources which will meet the teacher leader standards. -Work on civics and Economic Units for the website. -Develop products for formative assessment.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ASU school teachers and students, and ASU professors and students
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	<p>English PLC</p> <p>The English Focus group had numerous activities and discussions shared among group members and with Partnership Schools.</p> <ul style="list-style-type: none"> -ACT -Classroom technology tools for instruction (canvas, moodle, plickers, etc.)-Standards-Based Resource -English II -Storytelling -Noodle -Multi-genre Research Product <p>2016-2017 Focus will be Literacy</p>
Start and End Dates	8/2015 to 5/2016
Number of Participants	8 Public School Teachers, 160 Public School Students
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes</p> <ul style="list-style-type: none"> -Created on-line site to share information with Partnership Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ASU school teachers and students, and ASU professors and students
Priorities Identified in Collaboration with LEAs/Schools	Professional Development: Professional Learning Communities (PLC)
Activities and/or Programs Implemented to Address the Priorities	<p>MS SS PLC</p> <p>We discussed the following topics:</p> <ol style="list-style-type: none"> 1. Using Livebinders and Youtube/ to do read a louds 2. Using Google Drive, with programs like Google Doc, Google Forms, and Google Sheets with

	<p>add ons like Flubaroo .</p> <p>3. Showed how to make a quiz with Google Forms with the add on Flubaroo. Flubaroo is a grading add on.</p> <p>4. We went over how to upload Word files to Google and converting those to PDF's.</p> <p>5. Paper powerpoint- This where the kids make a Powerpoint on paper and old overheads and make a video of themselves reading the power. They would then airdrop their video to you for grading.</p> <p>6. We discussed using Kahoot as a tool to present or review information. It is an online quiz/game where kids use smart devices as their game piece.</p> <p>7. We discussed using QR codes as a way to present questions. Google has a QR code Generator. One way to use this is to put the QR codes up over the entire school and send the kids on a scavenger hunt to find them.</p> <p>8. We discussed Mysteryskypes as a way to teach geography and globalization. Twitter has a hashtag called #mysteryskype You use the hashtag as a way to find someone else on the planet to do it with. Then when you go to Skype, it becomes a game where your kids get to ask a total of 20 yes or no questions to locate the other school you are Skyping with.</p>
Start and End Dates	8/2015 to 5/2016
Number of Participants	2 AUS professors; 8 PSP Teachers; 700 studnets
Summary of the Outcome of the Activities and/or Programs	<p>Outcomes:</p> <p>-Representatives returned to their districts to disseminate and share information.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga,
Priorities Identified in Collaboration with LEAs/Schools	*Literacy Outreach
Activities and/or Programs Implemented to Address the Priorities	<p>Mountaineer Summer Reading Program:</p> <p>This program is a partnership between the ASU athletic department and the Reich College of Education and supports and encourages literacy among first through eighth-grade students in the ASU Public School Partnership.</p> <p>The Partnership schools are provided with forms for reading and incentives. Winners recognized at an ASU football game. Other winners receive free tickets to basketball games. Students and teachers in the Partnership provided with forms for reading and incentives. Winners recognized at an ASU football game.</p>
Start and End Dates	Summer 2015
Number of Participants	840 students, 57 schools, 26,000 books
Summary of the Outcome of the Activities and/or Programs	<p>Evaluation/Outcomes</p> <p>-Increased summer reading in the Partnership school</p> <p>-Gave students an opportunity to connect with higher education</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga,
Priorities Identified in Collaboration with LEAs/Schools	*STEM Outreach
Activities and/or	STEM Outreach-The Partnership partners with the STEM community in providing information

Programs Implemented to Address the Priorities	about STEM events to Partnership schools. Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. New webpage of STEM activities provided for the Partnership.
Start and End Dates	2015-2016
Number of Participants	All Partnership schools receive information
Summary of the Outcome of the Activities and/or Programs	-Increased access to STEM information -Increase Partnership involvement in STEM events
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,
Priorities Identified in Collaboration with LEAs/Schools	*Cultural *Arts Outreach
Activities and/or Programs Implemented to Address the Priorities	Cultural Arts and Education Outreach -The Partnership partners with the Cultural Arts in Education program to provide information about cultural arts events and curriculum programs for Partnership schools. Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. Curriculum guides are sent to schools that are participating in events.
Start and End Dates	2015-2016
Number of Participants	All Partnership schools receive information
Summary of the Outcome of the Activities and/or Programs	-School program to begin Fall 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alleghany, Ashe Avery, Burke, Caldwell, Watauga, Wilkes (County school districts)
Priorities Identified in Collaboration with LEAs/Schools	The priority of the Mountain Music in the Classroom project, supported by a grant from the Blue Ridge National Heritage Association was to bring the diverse histories of regional musical traditions into classrooms since educators have a need for access to quality place-specific learning modules that address state learning criteria in social studies, history, and information and technology skills
Activities and/or Programs Implemented to Address the Priorities	Teachers and media coordinators attend the Mountain Music in the Classroom workshop on July 29-30 2015 and collaborated with faculty in the Center for Appalachian Studies, Belk Library, and the Reich College of Education to design online lesson plans about local music history for area schools using the W. L. Eury Appalachian Collection. Graduate level library science students collaborated to develop a rubric to evaluate the lesson plans in November 2015.
Start and End Dates	1 April 2015 – 1 June 2016
Number of Participants	50 teachers, students, and other educators
Summary of the Outcome of the Activities and/or Programs	Five lesson plans were developed and placed on the Music in the Mountains website. A rubric to be used to evaluate the lessons was successfully developed.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan, Randolph, durham
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	“Math 2” – a second high school course
Start and End Dates	July 13-17 2015
Number of Participants	5 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gaston, Alleghany, Albemarle, Buncombe; Ms. Emily Elrod
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Grades K-5 Algebra and Functions
Start and End Dates	July 13-17, 2015
Number of Participants	20 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alexander, Randolph
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Grades 6-8 Algebra and Functions
Start and End Dates	July 13-17, 2015
Number of Participants	11 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has	Gaston, Graham, Wilkes

Formal Collaborative Plans	
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Math 3: The Third High School Math Course
Start and End Dates	July 20-24, 2015
Number of Participants	6 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga, Alleghany, Duplin, Guilford, & SC
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Building Mathematical Thinkers through Assessment and Inquiry for Grades 6-12
Start and End Dates	July 20-24, 2015
Number of Participants	19 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Henderson
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Grades K-5 & 6-8 Geometry
Start and End Dates	July 20-24, 2015
Number of Participants	5 teachers for CEUs
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lincoln, Buncombe, Iredell, Thomasville, Wilkes, Davidson, Union Mecklenburg, NCSSM

Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Research Experience for Teachers Program: Data Analysis & Mining, Visualization, and Image Processing
Start and End Dates	June 15, 2015 – July 24, 2015
Number of Participants	12 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Caldwell, Lincoln, Watauga
Priorities Identified in Collaboration with LEAs/Schools	Science teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Science and the Environment Seminars (2 hours each)
Start and End Dates	2015 dates: Sept. 17&24, Oct. 1&8&20&29, Nov. 19, and April 14, 2016
Number of Participants	9 teachers (CEUs) and 178 others
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Alexander, Caldwell, Burke, Wilkes, Person, Avery, Catawba, Watauga, Caswell
Priorities Identified in Collaboration with LEAs/Schools	STEM teaching excellence
Activities and/or Programs Implemented to Address the Priorities	NC Science & Engineering Fair Workshop: Inspiring Innovation in Student Research
Start and End Dates	July 14, 2015
Number of Participants	30 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga, Wilkes, Wake, Davie Iredell-Statesville
Priorities Identified in Collaboration with	STEM teaching excellence

LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Teaching K-12 STEM Through Renewable Energy Workshop
Start and End Dates	July 17, 2015
Number of Participants	22 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Elkin, Burke, Caldwell, Wake WSFCS, New Hanover, Haywood, Jackson, Newton-Conover, Catawba
Priorities Identified in Collaboration with LEAs/Schools	STEM teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Teaching K-12 STEM Through Renewable Energy Workshop
Start and End Dates	July 24, 2015
Number of Participants	20 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Wilkes, Buncombe, Watauga, Orange
Priorities Identified in Collaboration with LEAs/Schools	STEM teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Garden-Based Sustainability Education Workshop, Pre-School
Start and End Dates	July 21-23, 2015
Number of Participants	21 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Durham, Caldwell, Watauga
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or	Garden-Based Sustainability Education Workshop, Elementary

Programs Implemented to Address the Priorities	
Start and End Dates	July 21-23, 2015
Number of Participants	22 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Introduction to Logic & Structure of Math Practicum
Start and End Dates	August 18—December 3, 2015
Number of Participants	1 teacher (CEU)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Avery, Watauga
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Lettuce Learn Workshop
Start and End Dates	September 26, 2015
Number of Participants	13 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Effective Science Teaching Workshop

Start and End Dates	December 16-18, 2015
Number of Participants	5 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Avery, Burke, Caldwell, Watauga, Davie, Elkin, Iredell-Statesville, Surry, Catawba
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Science Fair Workshop and Practicum
Start and End Dates	December 15, 2015
Number of Participants	44 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Caldwell, Watauga
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Lettuce Learn Workshop
Start and End Dates	February 20, 2016
Number of Participants	18 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery, Wilkes, Buncombe, Caldwell, Hickory, Burke, Alexander, WSFCS, CMS, Catawba
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Instruction and Assessment Tasks Workshop
Start and End Dates	April 6, 2016

Number of Participants	19 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga and surrounding counties
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Judging Western Region Math Fair Workshop and Practicum
Start and End Dates	March 21, 2016
Number of Participants	10 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga and surrounding counties
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Lettuce Learn Workshop
Start and End Dates	April 30, 2016
Number of Participants	30 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Logic and Structure of Math
Start and End Dates	January 18—May 4, 2016
Number of Participants	1 teacher (CEU)
Summary of the	Teacher-participants rated the activity as good or excellent

Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	West Alexander Middle School
Priorities Identified in Collaboration with LEAs/Schools	Mathematics teaching excellence
Activities and/or Programs Implemented to Address the Priorities	Two workshops totaling 6 hours on mathematics curriculum, use of manipulatives, fractions and vertical alignment
Start and End Dates	January 15 and April 22, 2016
Number of Participants	27 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Semester-long PD at Moravian Fall Elementary in Wilkes County
Priorities Identified in Collaboration with LEAs/Schools	Science Teaching Excellence
Activities and/or Programs Implemented to Address the Priorities	Science Professional Development
Start and End Dates	February 12—May 4, 2016
Number of Participants	5 teachers (CEUs)
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga; Catawba; Ashe
Priorities Identified in Collaboration with LEAs/Schools	School-wide science engagement through hands-on activity
Activities and/or Programs Implemented to Address the Priorities	Family science: Insects presentation in grade 2; Family Science Night; Science Festival
Start and End Dates	9/8/2015; 10/22/2015; 4/13/2016
Number of Participants	4 teachers, 52 students; 15 teachers, 230 students, 177 parents; 100 students, 25 others
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent

Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe; Watauga; Madison; McDowell; Randolph; Caldwell; Wilkes; Stokes; Buncombe; Catawba
Priorities Identified in Collaboration with LEAs/Schools	School-wide science engagement through hands-on activity
Activities and/or Programs Implemented to Address the Priorities	Science Activities for visiting school groups (1 to 2-hour sessions),
Start and End Dates	Oct. 9, April 21, 29; Oct. 23, March 18; Nov. 3; Nov. 12; Nov. 20; Nov 17, March 12; Nov. 19; March 1; Feb. 5; Feb. 26
Number of Participants	1,034 students and 66 teachers
Summary of the Outcome of the Activities and/or Programs	Teacher-participants rated the activity as good or excellent
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	South Toe Elementary School, Yancey County
Priorities Identified in Collaboration with LEAs/Schools	Teachers in this small rural school wanted to find a way to help students to more meaningfully contextualize and apply science content.
Activities and/or Programs Implemented to Address the Priorities	Jeff Goodman worked with the fifth grade students and teacher weekly, creating and implementing inquiry activities around science content. Mr. Goodman also worked with teachers and students in the school garden and greenhouse (which he had helped them build over the last decade). As a part of these activities, Mr. Goodman piloted a project in which teachers and students used photography to document their science inquiry and to integrate such imagery throughout their review of science content.
Start and End Dates	8/20/15-5/4/16
Number of Participants	1 teacher and 23 students in fifth grade weekly; 6 teachers and 120 students (K-5) intermittently
Summary of the Outcome of the Activities and/or Programs	This school tied for first in the state in the 5th grade science E.O.G for 2014-15 after this intervention was implemented, we are still awaiting this year's E.O.G. testing and results.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery Co./Ashe Co./Watauga Co. Schools After-school Programs
Priorities Identified in Collaboration with LEAs/Schools	Required tutorial/mentoring support for learners as field experience associated with PSY 3010
Activities and/or Programs Implemented to Address the Priorities	ASU tutor/mentors provide academic and social development support for young learner participants in regional public school and Reich College of Education sponsored after-school programs. This field experience requires 40 hours of active young learner contact time during the semester.

Start and End Dates	9/2/15 to 11/12/15 and 2/1/16 to 4/22/16
Number of Participants	ASU tutor/mentors are exposed to 20-75 young learners in after-school participant population. Tutor/mentors typically actively engage only 3-5 of those learners.
Summary of the Outcome of the Activities and/or Programs	Professional mentor (practicing teacher at each school site) reports; Dispositions assessments; program admin. visits/observations indicate that the program is effective in promoting overall professional development for the tutor/mentor. After-school program admin. report significant improvement in academic/social development of young learner after-school program participants as a result of engagement by tutor/mentors.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes Co./Caldwell Co., /Avery Co./Ashe Co./Watauga Co. Schools After-school Programs
Priorities Identified in Collaboration with LEAs/Schools	Required classroom internship as field experience for SPE 3300
Activities and/or Programs Implemented to Address the Priorities	ASU interns provide classroom-based learner support, with a heavy emphasis upon developing an appreciation for the diversity of needs within a classroom learner constituency. This field experience requires 40 hours of active young learner contact time during the semester.
Start and End Dates	9/2/2015 to 11/12/15 and 2/1/16 to 4/22/16
Number of Participants	ASU interns are exposed to approximately 25 learners in a classroom. Interns typically actively engage only 3-5 of those learners.
Summary of the Outcome of the Activities and/or Programs	On-going consultations between SPE 3300 field supervisors and cooperating teachers focus upon intern performance and related challenges. That consultation, along with Dispositions assessments indicate that the program is effective in promoting overall professional development for the intern. Cooperating teacher follow-up feedback indicates that intern classroom support is instrumental in promoting academic and social/emotional growth for young learners.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Irish, English, Scottish, German, Costa Rican, South African and Indian partner schools
Priorities Identified in Collaboration with LEAs/Schools	International student teaching experience to promote the development global perspective related to teaching/learning
Activities and/or Programs Implemented to Address the Priorities	ASU student teachers spend 5 weeks abroad as part of their 15 week student teaching semester. Students are assigned to one of nine partner schools. Student teachers serve in multiple teaching support capacities, developing new awareness of how teaching/learning take place in different geographical/cultural contexts. Host family housing support offers a rich immersion experience.
Start and End Dates	11/1/2015 to 12/5/2015 and 4/4/2016 to 5/6/2016
Number of Participants	Student teachers typically serve in several classrooms, gaining exposure to and having the potential to impact a variety of learner groups.
Summary of the Outcome of the Activities and/or Programs	Student teachers provide multiple required blog reports which relate to their experiences in school and beyond. Student teachers are also required to provide lesson plans related to their actual teaching, and a culminating written reflection of the overall international student teaching experience. Student teacher feedback is overwhelmingly positive regarding the professional and personal growth stimulated by this experience. Partner school admin. routinely reference the overwhelmingly positive contributions made by ASU student teachers in support of learners and their school programs.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Parkway Elementary, Watauga County
Priorities Identified in Collaboration with LEAs/Schools	Provide education for preschoolers who are placed at “risk for school failure”
Activities and/or Programs Implemented to Address the Priorities	Developmentally appropriate early education program in public school setting that serves children who would not be served without collaboration between school and Lucy Brock. Also serves as a lab for college students in BK program.
Start and End Dates	8/12/2015 to 6/13/2016
Number of Participants	18 children and families, 5 students, 2 school administrators
Summary of the Outcome of the Activities and/or Programs	School system is happy with the program we are offering and we have signed a contract for additional two year collaboration.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	5	Total	12
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	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	88
	Other	1	Other	2
	Total	37	Total	104
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	30	8		

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

MSA	
MEAN GPA	3.25
MEAN MAT Electronic Rubric	409.13
MEAN MAT Written	*
MEAN GRE Electronic	148.47
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.13
NUMBER EMPLOYED IN NC SCHOOLS	126
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Time from admission into the School Administration program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA degree			2			
Grad Cert in School Leadership						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA degree		1	2		6	13
Grad Cert in School Leadership	2	1	7	2	3	4
Comment or Explanation:						
