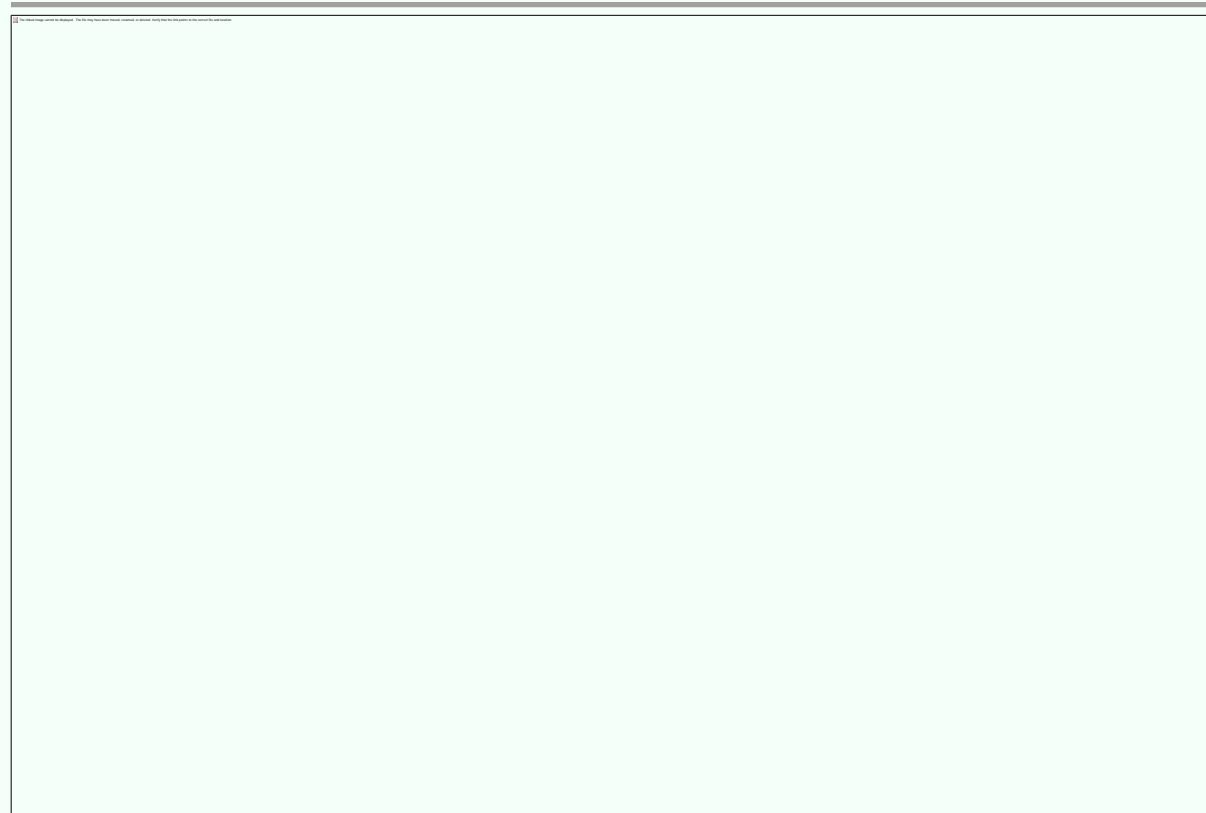


2019-2020

EPP Bachelor Performance Report

Appalachian State University



Overview of Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal arts education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. The campus serves an increasingly diverse student body that is largely residential and of traditional college age. The University has an enrollment of 19,280, of which 17,518 are undergraduate students and 1,762 are graduate students. The University is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education (RCOE), the College of Fine and Applied Arts, Hayes School of Music, Beaver College of Health Sciences, and the Cratis D. Williams Graduate School. All except the College of Business are directly involved in teacher education. The University has 2,444 students admitted to undergraduate and graduate teacher education

programs. The teacher education programs are NCATE accredited and aligned with CAEP standards, meet the NC State Standards, and the RCOE serves as the recognized teacher education unit on campus. As such, the RCOE is responsible for recommending licensure for candidates from 18 degree programs (leading to licensure in 28 areas) at the undergraduate level, 13 degrees (leading to licensure in 19 areas) at the master level, two at the specialist level (with two additional 60 semester hour master programs being eligible for specialist license), and one degree program at the doctoral level.

Special Characteristics

The Unit for the Preparation of Professional Educators has one of the largest undergraduate teacher education programs in the UNC-system. The Praxis pass rate for RCOE's graduates is at 86% compared to 76% statewide. The RCOE provides support to 144 schools (with an enrollment of over 52,000) within our Public School Partnership and those schools we have Memorandum of Understandings for Clinical Internships. Formally established in 1987, the Appalachian State University Public School Partnership has as its goal the development of a strong collaborative program among the members which include the following counties: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Elkin City, Watauga, and Wilkes. Members work closely for the purpose of making educational improvements in areas that are of mutual concern to the partners. Attention is given to enhancing the preparation of teachers as well as to the continuing professional development of teachers. Shared decision making exists as members work toward educational initiatives and improvements within the Partnership schools. In addition, we placed 899 pre-service candidates in after school programs and classrooms within our partnership for early field experiences.

The **James Center for Student Success and Advising** (James Center) works to recruit, advise, provide professional development, and retain teacher education majors during their tenure at Appalachian State to ensure success for a career in education.

- **Advising.** Our Academic Advising team provides academic advising for Elementary Education, Special Education, Birth to Kindergarten, Family and Child Studies, and (beginning academic year 2020-2021) Middle Grades Education majors. In addition, the Academic Advising Team supports all teacher education majors across campus in the areas of Praxis Core Test preparation, the admission to teacher education process, and teacher licensure.
- **Professional development.** All education majors are required to attend 20 professional development (PD) events by the conclusion of their student teaching; the James Center facilitates these workshops for all teacher education majors. Professional development sessions cover a range of topics and interests for students in teacher education majors across the campus, and all are purposefully aligned to the North Carolina Professional Teaching Standards. These seminars are led by alumni, current teachers, administrators, and other professionals who provide invaluable insight on the education profession. Through the Professional Development Passport Program, students intentionally set professional growth goals, track their PD experiences, and reflect on their learning while

completing their degree programs. The Professional Development Passport is available to students once they attend a First Steps to Teaching meeting.

- **Student engagement.** Our office engages students by providing support to a number of education-focused student groups, including two residential learning communities (RLCs). The Appalachian Community of Education Scholars (ACES) is a four-year program for future teachers focusing on mentoring, leadership, service, and personal and professional development. The Transfer Educators RLC provides a supportive and scholarly community for transfer students with an intended or declared major in Education. We also provide guidance to the student-led Appalachian Educators Club, which plays a significant role in a number of service and outreach opportunities on- and off-campus. Our office also employs Education Peer Ambassadors who represent the Reich College of Education and serve in a variety of leadership roles, including staffing recruitment events, working our front desk to welcome James Center visitors and monitor free printing for education students, and offering RCOE tours as requested for groups such as prospective students, faculty, and staff.
- **Scholarships.** A variety of scholarships are offered to first years, juniors, and seniors. These scholarships vary in value, merit or need-based, location-based, and major specific. First year recipients of Reich College of Education scholarships are part of the Appalachian Community of Education Scholars and live together in a residential learning community. Scholarships are also available through individual graduate programs and external sources. Under the leadership of the Scholarship Coordinator and Accelerated Admissions Recruiter, staff from the James Center assist in the scholarship application reading, interview, and selection process.
- **Accelerated Admissions.** The Reich College of Education, in partnership with the Cratis D. Williams Graduate School, offers undergraduate students the opportunity to participate in an Accelerated Admission program. Programs in Higher Education, Reading Education, and Special Education are offered through the Reich College of Education. Benefits of pursuing master's level work through these programs includes developing students' expertise, making them more marketable to future employers, obtaining master's level licensure, and opening opportunities for subsequent study or work at the community college or university levels. The James Center staff works closely with the Scholarship Coordinator and Accelerated Admissions Recruiter to connect interested undergraduate students with accelerated admissions to graduate study.
- **Recruitment.** A number of recruitment events, such as First Thursdays, Open House, and Teacher Education Preview Day, are hosted within the Reich College of Education. James Center staff and Education Peer Ambassadors participate in these events to give prospective students insights into the experience of pre-service education professionals at Appalachian and the supports they can find across campus, including in the James Center for Student Success and Advising.

Another special characteristic of ASUs College of Education is the **Anderson Reading Clinic**. The clinic is offered by the Reading Program, and provides direct services to children with reading disabilities. Each child receives approximately 15 hours of one-to-one reading and writing instruction. The Clinic, based on the Appalachian campus, has operated additional off-

campus branches in Davie County, Burke County, and Yadkin County, as well as a virtual-clinic during the Covid-19 pandemic. An important function of the Reading Clinic is to train expert teachers of reading to work in public schools. In the Clinic, Appalachian State education students (undergraduate and graduate) learn to teach reading and writing while receiving guidance and constructive feedback from the experienced clinic supervisory staff. The hands-on teaching experience or clinical training is the most effective way to develop effective reading teachers for our public schools. The Appalachian State Reading Clinic remains the only university-based clinic in North Carolina that offers year-round teacher training, along with diagnostic and remedial reading services to children in the community.

Lucy Brock Child Development Lab (LBCDL) is a laboratory program operated by the Department of Family and Child Studies, located in the Reich College of Education at Appalachian State University. LBCDL serves as a model and professional preparation site for individuals working with young children. The primary goal of LBCDL is to serve as a professional development site for individuals planning to work with young children. On campus LBCDL serves 43 children and families. In addition, the foundation for providing high quality professional development experiences is provided through the accomplishment of the following goals:

- To provide access to high quality care for young children and their families
- To serve as a model program that reflects current recommended best practices, as well as a site for developing new and innovative practices

Lucy Brock Child Development Lab has a collaboration with Watauga County Schools and North Carolina Pre-K (NC Pre-K). Through this collaboration we offer services on site at Parkway Elementary School, Blowing Rock Elementary School, and Cove Creek Elementary School. Through this collaboration LBCDL serves an additional 56 children and families.

Kaleidoscope is an after-school learning program sponsored by the Reich College of Education that offers children from Kindergarten through Middle School a stimulating multi-faceted learning experience with:

- homework support and remedial reading and math assistance
- academic tutoring
- regular access to books and multi-media
- guest speakers
- arts/crafts
- indoor/outdoor games
- field trips to ASU campus and downtown Boone attractions

Kaleidoscope utilizes experienced, retired Watauga County master teachers and school administrators as Site Directors for the program. They are assisted by a talented group of tutors and mentors who are undergraduate students in the College of Education Teacher Preparation Program. This “first field experience” is a practicum for PSY 3010, Psychology Applied to Teaching.

Camp Kaleidoscope is a free summer enrichment program for rising 1st-6th grade students sponsored by the Reich College of Education (RCOE). Registration is open to the public on a first-come, first-served basis, although preferred acceptance is extended to underserved families in our community that might not otherwise have the resources to provide a summer camp experience for their children. Camp Kaleidoscope offers a multi-faceted enrichment experience with:

- regular access to books and multi-media
- guest speakers
- arts and crafts
- indoor and outdoor games
- science investigations
- field trips

The program is supervised by master retired and/or practicing Watauga County teachers. They are assisted by Appstate pre-service educators who are undergraduate students in the RCOE. Camp Kaleidoscope fulfills the required field experience component for students taking PSY3010 and SPE3300 in summer school.

Camp Kaleidoscope operates during the month of July, Monday-Thursday from 8:00 am to 5:00 pm, in the RCOE building on the Appalachian State campus.

The Appalachian State University **Mathematics and Science Education Center** came into existence in early 1985 as one of the centers in the North Carolina Mathematics and Science Education Network (NC-MSEN). The goals of the Center are to:

- Increase the quality and quantity of mathematics and science teachers in North Carolina Public Schools;
- Strengthen instruction in mathematics and science in grades K-12;
- Sponsor research and development in mathematics and science education; and
- Increase the use of educational technology in schools.

Center activities are based on the needs of classroom instructors. The Center at Appalachian offers special workshops, summer institutes, graduate courses and other instructional programs aimed at helping update and recertify teachers. Northwest North Carolina is naturally our primary service area, but teachers from all parts of the state participate in Center programs.

The Reich College of Education at Appalachian State University has partnered with Winston-Salem/Forsyth County Schools to establish the **Academy at Middle Fork**. Appalachian State

University's Academy at Middle Fork provides a balanced education for children, teachers, principals, and families through the implementation of research-based practices, state of the art literacy instruction, and exemplary classroom instruction and administration. The Academy serves grades K-5 and had an enrollment of 291 for the 2019-2020 academic year. The goal is for the Academy to become a model, demonstration school, and resource for children, families, professionals, and partners. The Academy fosters relationships and partnerships with surrounding community organizations and educational institutions.

The **Mountaineer Readers** initiative began in the fall of 2007 as a partnership between the Reich College of Education and Appalachian State Athletics with the purpose of promoting and celebrating literacy in surrounding counties. Each year, participating students read books of their choosing during the summer months and record their reading on a log provided by App State Athletics and the RCOE. Students then submit the completed log into their school's media center coordinator the first week of school. The RCOE processes a tally sheet from each school and announces the top readers in grades 1-2, 3-4, and 5 in each district. Grades 1-5 were recognized from the Appalachian Academy at Middle Fork and grades 1-8 were recognized from the Anderson Reading Clinic. These top readers and guests are invited to Appalachian's annual Education Day football game. There are also rewards and recognitions for top classes who participate.

The college also operates the **National Center for Developmental Education** which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels; and the Adult Basic Skills Project, which provides training for literacy teaching of adults across North Carolina. The National Center for Developmental Education develops and expands the knowledge and tools employed by postsecondary professionals in order to create inclusive access for students in higher education who are underprepared, underrepresented, learning disabled, and marginalized.

Program Areas and Levels Offered

Undergraduate program areas and levels offered include:

- Art (K-12), BFA
- Biology, BS, with Secondary education licensure in Biology and Comprehensive Science
- Career and Technical Education, BS, with concentrations in Agricultural Education, Business and Information Technology Education, Marketing Education, Family and Consumer Sciences, Health Sciences Education, Technology Education, Trade and Industrial Education
- Chemistry, BS, with secondary licensure in Chemistry and Comprehensive Science
- Child Development: B-K, BS
- Elementary Education (K-6), BS
- English, Secondary Education, BS
- French (K-12), BS
- Geology, BS with secondary licensure in Earth Science and Comprehensive Science
- History, Secondary Education, BS, with licensure in History and Social Studies
- Mathematics, Secondary Education, BS

- Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS
- Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM
- Health and Physical Education Teacher Education (K-12), BS
- Physics, BS, with secondary licensure in Physics and Comprehensive Science
- Spanish (K-12), BS
- Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS
- Theatre Arts (K-12), BS

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

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

For the report, briefly describe your current efforts or future plans to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In the College of Education Professional Education Core, a series of courses all education majors take, teacher candidates take SPE 3300, Creating Inclusive Learning Communities. This course prepares 21st century teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. Teacher education candidates learn to recognize and accommodate the individual needs of students from differing abilities including limited English proficient, backgrounds, and cultures. The course informs teacher education candidates of the legal requirements and issues, evaluation procedures, individualized instruction, assessment, and strategies for including students with disabilities and from diverse backgrounds in inclusive education environments, with an emphasis on Universal Design for Learning, self-determination, and assessing student progress. This course also prepares teacher candidates to be active participants in the Individual Education Program (IEP) for students with special needs. Specifically, teacher candidates are prepared to play an appropriate role as members of interdisciplinary IEP teams. During the course, teacher candidates are required to complete a 40-hour field experience in a public school assisting in a general education or special education classroom with a student or students who learn differently (e.g., special needs or Limited English proficient). A case study assignment in this course requires that the candidate “clearly defines Universal Design for Learning and articulates its use in the observed setting. Describes in detail the benefits of using Universal Design for Learning.” The rubric also requires that the candidate “Describes in detail the specially designed instruction and services identified for the student

including supplemental aids or services and provides input based on his/her personal understanding of possible supports for a student with a disability.”

Special Education: General Curriculum and Special Education: Adapted Curriculum majors have a curriculum of over 50 semester hours of major specific courses, including courses assessment, diagnostic reading, advocacy, inclusion, collaborative relations, classroom management, positive behavior supports, and many others. Specifically in their major requirements, special education candidates take three courses in how to teach reading. Candidates also take methods and strategies courses on how to teach the core academic subjects. The special education major spends over 350 clock hours in field experiences prior to student teaching. The extended five week full-time field experience during the two semesters prior to student teaching provides them with numerous opportunities for working with students with disabilities under the guidance of a university supervisor (who is a special education faculty member) and a supervising teacher in the school setting. In addition SPE courses such as SPE 3374, Assessment in Special Education, SPE 4225, Collaborative Relations in Special Education, SPE 4410, Individualized Assessment and Curriculum: Adapted Curriculum, and 4570, Advocacy and Legislation, all include instruction and preparation on IEPs. The special education program provides numerous courses to its majors that discuss the laws of special education specific to disability categories. Special education methods and other major courses incorporate various technologies including assistive technology with students with more severe disabilities and how to use them with students with special needs. The Special Education Program teaches how to assess, manage, and collect data through the use of various technologies, and assistive technology is introduced with its use integrated into courses throughout the program. The SPE 3300 course (previously described) also introduces the concepts and approaches of universal design for learning and assistive technology and application in instructional programs and life skills for students with disabilities and those with Limited English proficiency. Candidates learn to design appropriate instructional programs utilizing instructional and assistive technologies for all students. They are provided with hands-on practice and demonstration of technologies that will enable them to consider, select, and implement effective technologies for their students in school, home, and community environments.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Appalachian is in the process of revising the professional core set of courses that all education majors take and are focusing on ways to incorporate more instruction on effectively teaching students of limited English proficiency. Currently, Creating Inclusive Learning Communities, SPE 3300, prepares teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. Teacher education candidates learn to recognize and accommodate the individual needs of students from differing abilities including limited English proficiency.

All elementary education majors are required to take an additional course, CI 3000, Learner Diversity: Teaching English Language Learners. This course examines current literature and instructional practices related to working with English Language Learners (ELLs) in mainstream

classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion.

During Clinical Internship, the candidate must demonstrate that they meet the following: appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures; uses a variety of appropriate methods and materials to meet the needs of all students; and collaborates with specialists and uses resources to support the special learning needs of all students.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Appalachian's teacher education programs require candidates to integrate technology into instruction and into the curriculum being delivered by that instruction. Technology is also used in collecting, managing, and analyzing data to improve teaching and learning. A number of courses are identified wherein evidence is gathered from candidates, in part, to meet state technology standards. An assessment system, Tk20 by Watermark, is used to collect, archive, and enable online assessment of key evidences in courses and the teacher preparation programs. These evidences are submitted by candidates in required teacher education professional core courses and in some courses specific to programs in teaching areas. Those assignments are analyzed and shared to provide evidence of meeting technology standards. Each candidate must take a course CI 2300, Teaching and Learning in the Digital Age, that requires a performance-based project be completed utilizing electronic tools commonly used in classrooms. A project in the course, "Designing and Constructing Media for Teaching and Learning," provides evidences of the ability to enhance lesson plans with digital media.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Each candidate must take a course CI 3400, Policies and Practices in Educational Assessment. Prospective teachers critically examine factors that influence assessment practices and policies in districts, schools, and classrooms. They consider how formative and summative data are and can be used to evaluate student learning and improve teacher instructions. They design and develop a variety of assessments for student learning, analyze accountability systems, standardized testing and high stakes decision making. The two assignments in this course, the Analysis of Student Learning and the Curriculum-based Assessment Project, provide a better experience for the candidates and more effective data for program improvement.

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

As part of Appalachian's General Education plan, each elementary education major takes two courses in art, music, and/or theatre. This provides candidates with a good knowledge base to integrate arts into their teaching. A number of required courses in the elementary education major include methods and teaching using the arts such as CI 4400, *Elementary School Curriculum & Instruction*.

Explain how your program(s) and unit conduct self-study.

The Reich College of Education conducts self-study and assessment that derive from our conceptual framework. When new projects are proposed, assessment processes are determined along with goals and outcomes, so that a parallel structure can be used to collect data and make improvements from the beginning.

On a College-level, self-studies are created for internal as well as accreditation purposes. Currently, the Reich College of Education is drafting a new Strategic Plan, with broad communication and input from the entire College. The Plan will support the Programs and Departments within the College as well as the overall goals of the University. Programs within the College are accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Commission on Accreditation for Marriage and Family Therapy (COAMFTE), as well as having partnerships with content-area accredited Programs in the College of Arts and Sciences (National Council of Teachers of Math, National Council of Teachers of English, National Association of Schools of Music, etc.). Self-studies for these accreditors are collaborative efforts between faculty and staff members to collect appropriate data well in advance, have data collection processes in place for longitudinal study, and to utilize this data for continuous improvement of Programs.

For CAEP self-studies, a College-wide effort is required. Professional development takes place, existing assessments are aligned with standards, and several Programs are involved. For partnerships with the College of Arts and Sciences, there is an effort made to assure that assessments are aligned for their accreditation purposes, while also meeting the requirements of teacher education preparation and alignment with standards for accreditation within the College of Education.

Each Academic Program and Educational Support Unit completes a Periodic Comprehensive Review (PCR) every five years. These program reviews are used to collect data, determine trends, and set goals for the coming five years. Individual Program Directors work with the Director of Assessment and Accreditation to produce a five-year PCR as a strategic plan for the Program. The PCR is then approved by the Department Chair and Dean. In planning the PCR, all applicable accrediting standards are considered, and programmatic goals and student learning outcomes are set along with five-year benchmarks to be reached. The Review is updated annually in Xitrac software, and goals are adjusted accordingly, based on the previous years data. Each Program writes goals and outcomes that support their individual mission, which in turn supports that of the Department, the College, and the University.

Several assessment platforms are utilized for self-study, in alignment with state and accrediting standards. On the course level, ASULearn, a Moodle platform, is used for assessment. On the course, Program, and College-level, Tk20 by Watermark reporting system is used in combination with University-wide Banner system to populate student information for course- and Program-embedded assessment. Tk20 software houses edTPA videos and contains alignments with state (NCDPI 21st Century Standards) and accrediting (CAEP, CACREP, and any content-area Professional Accreditors) standards for alignment with individual assessments. College-level strategic plans and conceptual framework are also in Tk20, as well as teacher education field experience binders and portfolios, and applications for teacher education are generated through Tk20. Reports run from Tk20 can be aggregated to a Program, Department, or College-level; or can be disaggregated for use in several ways. On the University-level, Xitracs software, provided by the Office of Institutional Research and Planning, is used to produce annual assessment plans for individual Programs, both degree-seeking and certificate and licensure-seeking.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

This response assumes that the question addresses those semesters following formal acceptance into a teacher education program. For most candidates, there are five semesters that follow acceptance, including student teaching. Given that the acceptance into teacher education normally occurs after the third semester, the field experiences are as follows:

During the second semester of the sophomore year most education majors take PSY 3010 field experience which is the first formal field experience in teacher education. This field experience involves 40 contact hours of tutoring and mentoring of young learners who participate in after-school programs in school districts located in close proximity to the university. The Appalachian teacher candidate serves as a tutor/mentor who supports the cognitive, social and emotional developmental needs of young learners. Purposeful interactions with young learners include support with homework, providing academic enrichment using computer-based and other learning activities, arts and crafts activities, and indoor/outdoor group game playing.

Course connections are made through a series of targeted observations, coupled with formal written reflective field notes and a summative field experience reflection. Tutor-mentors are required to plan and present related small or large group activities.

Early Core Field Experience students have served with:

- Watauga County Schools After-school Program
- Watauga High School (daytime tutoring in support of the academic program)
- Watauga County Elementary/Middle Schools (daytime tutoring in support of the academic program)
- Western Youth Network (after-school middle grades student support initiative)
- Kaleidoscope (after-school tutoring for ASU faculty/staff children and children from alternative learning programs)
- Avery County Elementary and Middle Afterschool Program
- Ashe County 4H Afterschool Program

Kaleidoscope is an after-school learning program sponsored by the Reich College of Education that offers children between the ages of 5 and 12 a stimulating multi-faceted learning experience with:

- homework support and remedial reading and math tutoring
- academic tutoring
- regular access to books and multi-media
- guest speakers
- arts/crafts
- indoor/outdoor games
- field trips to ASU campus and downtown Boone attractions

During the first semester of the junior year, teacher candidates take a course, SPE 3300 Creating Inclusive Learning Communities, with a field experience that allows them to actively engage young learners within the context of a classroom learning experience. This field experience involves 40 contact hours of classroom observation, and interaction with students who represent diverse learner populations. Teacher candidates are actively involved with young learners through tutoring and mentoring while completing a series of targeted observations coupled with formal field notes and a summative field experience reflection on diverse learner characteristics and educational needs. SPE 3300 students are placed in Watauga and surrounding counties in a wide variety of classroom locations which typically match the focus of their major.

During the second semester of the junior year and first semester of the senior year programs within the Reich College of Education, including Birth-Kindergarten, Elementary, Middle Grades, Special Education and Career-Technical Education licensure areas, two professional education-rich semesters comprise block one and block two semesters. Each of these semesters have a related internship that allows for the candidates to practice the skills that they are learning in their block courses. For many secondary and K-12 programs, this second semester of the junior year is the first of two methods semesters and the field experience varies across content areas ranging from 30-200 hours over the semester.

During the senior year, secondary and K-12 teacher candidates take a methods course with a field experience in the area specific to the licensure program of the teacher candidate. This is a consistent expectation of every teacher preparation program across the university, both within the RCOE and in colleges outside of the RCOE. This is a pre-student teaching experience wherein the expectation is to be sure that the candidate is ready for the rigor of student teaching. This field experience ranges from 30-200 hours over the semester.

During the second semester of the senior year candidates begin the semester of student teaching. This culminating field experience is paired with a previously completed methods based field experience to ensure that all candidates meet the 16-week student teaching requirement. The College maintains that the teacher candidate needs a minimum of one complete semester (15 weeks) of student teaching in a diverse, realistic, supportive environment. Depending on the University and Public School calendar students may have the opportunity to participate in the

field experience for 16 weeks. All student teachers have the option to complete an Early Start Form and begin student teaching prior to the official start date. Teacher Candidates student teaching in the fall semester will participate at the beginning of the school year and spring student teachers participate in the ending of the school year activities to the extent possible. Again this depends on the university and school districts calendar for the academic year.

These districts include the following: Academy at Middle Fork, Alamance-Burlington, Alexander, Alleghany, Ashe, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Catawba, Chapel Hill/Carrboro, Charlotte-Mecklenburg Schools, Cleveland, Craven, Cumberland, Davidson, Davie, Durham, Gaston, Guilford, Henderson, Hickory City, Iredell-Statesville, Johnston, Lincoln, McDowell, Mitchell, Mooresville, Newton-Conover, Randolph, Rockingham, Rowan-Salisbury, Rutherford, Stokes, Surry, Union, Wake, Watauga, Wilkes, Winston-Salem/Forsyth, and Yadkin. Within these 43 districts, 26 have low-performing schools with the range of 2.9-45.5% of schools within the district qualifying as low-performing in 2018-2019. Seventeen districts do not have any low performing schools and 47% of our student teachers were placed in those districts (Alexander, Alleghany, Ashe, Asheville City, Catawba, Chapel Hill/Cabarro, Davie, Henderson, Hickory City, McDowell, Mitchell, Mooresville, Rutherford, Surrey, Watauga, Wilkes, and Yadkin). Fifty-three percent of student teachers were placed in low-performing districts, with 11 students placed at low-performing schools in the following districts: Craven, Durham, Iredell-Statesville, Johnston, Rowan-Salisbury, Wake, Winston-Salem Forsyth, and the Academy at Middle Fork. Given the lack of low-performing schools in our regional area, placing students in low-performing schools will continue to be a struggle. Efforts will be made to increase the number of teacher candidates placed into low-performing schools in the future. We've tried to be more intentional about encouraging student teachers to go home for student teaching. This has helped us be more intentional about placing students in low-performing schools/districts. The geographic challenge will continue to be an issue unless we continue to place more of our student teachers farther away from our region. We are working with LEA school districts to determine placements for our teacher candidates in low-performing districts, schools, and classrooms in accordance with implementation requirements. We will also continue to collect data on low performing schools from DPI and strengthen our partnerships and reach out to add new partners to assist in addressing this requirement.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The field experience in the “methods” course is completed immediately prior to a spring student teaching experience. If the student teaching is conducted in the spring, the methods based field experience in the first semester of the senior year will allow for the candidate to participate in the beginning of a school year to the extent possible. Subsequently, the candidate will take student teaching in the spring when the teacher candidate is expected to be in the K-12 school as close to the end of the school year as possible while following the university end of semester calendar. If the methods based field experience is conducted during the spring, with the student teaching being during the subsequent fall, then the spring field experience will include the end of that school year to the extend possible, and the student teaching experience will include the teacher candidate in the beginning of a school year.

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	NCDPI and all LEAs with TSA chapters (can provide a list of schools if needed)
Start and End Dates	2019-07-01 to 2020-06-30
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	9683
Activities and/or Programs Implemented to Address the Priorities	Serve as the state advisor for the North Carolina Technology Student Association. Responsible for coordinating regional and state conferences for the student members specific to STEM curriculum. Responsible for communication, training and professional development of chapter advisors and state officers. Responsible for collaborating with National TSA and the NCDPI STEM and Computer Science Initiatives specific to the state curriculum and competitions. Presented five PD sessions specific to NCTSA , coordinated and implemented a Fall Leadership Rally for State and Chapter Officers , coordinated and implements two regional conferences for student members. Planned and implemented a New Chapter Advisor Workshop. Planned and implemented a Summer and Winter Planning Retreat for the State Officers. Planned a state conference.
Summary of the Outcome of the Activities and/or Programs	Growth in STEM and CTE education. Growth in STEM careers Development of leadership skills for students and their advisors COVID 19 stops everything.
LEAs/Schools with whom the institution Has	Academy at Middle Fork, Winston-Salem Forsyth County Schools

Formal Collaborative Plans	
Start and End Dates	2019-08-15 to 2020-08-18
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	IEP consultation, Professional development in classroom management, professional development in social-emotional learning
Summary of the Outcome of the Activities and/or Programs	Administration and staff completed IEP audit, learned techniques for classroom management and fostering student social-emotional skills.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Sugar Loaf Elementary School, Taylorsville, NC
Start and End Dates	2019-08-28 to 2020-02-25
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	graphic novel reading intervention with a fifth grade class, utilizing visual journaling activities to reinforce reading skills

Summary of the Outcome of the Activities and/or Programs	we were unable to finish due to COVID-19 and end of year testing was cancelled - however, quarterly reading assessments showed promising gains and students were engaged
LEAs/Schools with whom the institution Has Formal Collaborative Plans	AppState Academy at Middle Fork
Start and End Dates	2018-01-15 to 2020-03-15
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	I provide instructional coaching, including modeled lessons and observing teacher lessons and providing feedback, as well as traditional professional development in professional learning communities and after-school/teacher workday sessions.
Summary of the Outcome of the Activities and/or Programs	Teachers provide more effective literacy lessons (individually, in small groups, and whole class) that are based on their students' needs and the science of reading.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Gamewell Middle School
Start and End Dates	2019-03-14 to 2019-03-14
Priorities Identified in Collaboration with LEAs/Schools	

Number of Participants	120
Activities and/or Programs Implemented to Address the Priorities	Faculty in the Department of Mathematical Sciences coordinated a STEM family night at Gamewell Middle School for parents and students. Activities were tailored to age groups and included math, science, engineering, and problem solving.
Summary of the Outcome of the Activities and/or Programs	The STEM night was successfully received by families and provided an opportunity to send more STEM activities home. This was the second such night after the successful 2018 one.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Gamewell Elementary School
Start and End Dates	2019-03-19 to 2019-03-19
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Faculty from the Department of Mathematical Sciences and preservice teachers coordinated a STEM family night at Gamewell Elementary School. Activities were tailored to targeted content areas.
Summary of the Outcome of the Activities and/or Programs	Students and families positively received the event, and STEM activities were sent home with them.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yancey County Schools/ South Toe Elementary

Start and End Dates	2019-08-30 to 2020-05-20
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	120
Activities and/or Programs Implemented to Address the Priorities	I did model weekly teaching and periodic teacher workshops throughout the year for students and teachers at South Toe Elementary School, focusing on science.
Summary of the Outcome of the Activities and/or Programs	Teachers and students experienced experiential science lessons on a variety of topics.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wilkes County Schools
Start and End Dates	2020-02-24 to 2020-03-06
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	24
Activities and/or Programs Implemented to Address the Priorities	Twenty-four students were involved in practicum placements in three schools in Wilkes county. They were being mentored by 21 cooperating teachers. Faculty from C&I and Reading assisted in supervising these preservice teachers. Additionally, I was able to teach one demonstration lesson integrating science and literacy in one first-grade classroom at North Wilkesboro Elementary during our brief practicum.
Summary of the Outcome of the	Preservice teachers were able to observe and participate in instruction for a diverse group of students in Wilkes county.

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Caldwell County/ West Lenoir Elementary School
Start and End Dates	2019-08-14 to 2019-08-15
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Provided professional development for teachers around the science 5E lesson plan approach.
Summary of the Outcome of the Activities and/or Programs	Teachers experienced models of 5E lessons and built lessons of their own.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	2019-10-09 to 2019-10-09
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	12

Activities and/or Programs Implemented to Address the Priorities	Led teacher workshop for 4th and 5th grade teachers on STEM in the context of the 5E lesson plan model.
Summary of the Outcome of the Activities and/or Programs	Teachers experienced models of STEM lessons and developed lessons of their own.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	2020-01-03 to 2020-01-03
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Led a workshop in experiential science teaching techniques for 3rd grade teachers.
Summary of the Outcome of the Activities and/or Programs	Teachers experienced models of 5E science lessons and developed lessons of their own.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga High School
Start and End Dates	2019-08-03 to 2020-06-03

Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1E+93
Activities and/or Programs Implemented to Address the Priorities	I also provide impactful service to the public schools. I have been working with my colleagues in psychology and social work since 2006 to provide mental health services to the students at Watauga High School through The ASC (Assessment Support and Counseling) Center. This program was featured in Appalachian Today 3/21/18
Summary of the Outcome of the Activities and/or Programs	Dr Kurt Michael in Psychology maintains the outcome data and reports for this project.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	ASU Academy at Middle Fork
Start and End Dates	2019-08-01 to 2020-03-08
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	38
Activities and/or Programs Implemented to Address the Priorities	taught weekly AIG classes to 2nd-5th grade learners at the Academy
Summary of the Outcome of the Activities and/or Programs	taught weekly AIG classes to 2nd-5th grade learners at the Academy

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	2020-01-08 to 2020-01-08
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	I participated in the Watauga County Schools mock trial on January 8, 2020 with four other professors from the College of Education. I have also begun relationships at two local schools to provide support in the instructional use of graphic novels.
Summary of the Outcome of the Activities and/or Programs	My work with graphic novels continues to be in progress. My participation in the mock trial gave me the opportunity to provide formative feedback to approximately 40-50 middle school students (four groups of approximately 10 participants).
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Blowing Rock Elementary School was the location
Start and End Dates	2019-08-19 to 2020-03-15
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	20
Activities and/or Programs Implemented to	I provided clinical supervision to a school-based therapist intern (graduate student in our program) who was placed in the day treatment program at Blowing Rock Elementary School.

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Intern was able to provide psycho-social skills training and groups to children, support cognitive behavioral therapy program, provide individual therapy based on play and art modalities to promote psycho-social growth of students, and assist with the transition of children back to their home schools throughout the county.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Blowing Rock Elementary School
Start and End Dates	2020-01-10 to 2020-03-06
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Tutor students with reading disabilities at Blowing Rock Elementary school; Visit and tutor 3 times per week
Summary of the Outcome of the Activities and/or Programs	Built great partnership with literacy teachers at Blowing Rock, offered suggestions to teaching students with severe reading difficulties. Brough these communication and tutoring outcomes to the college level classes to share with pre-service teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Blowing Rock, Cove Creek, Parkway- WCS
Start and End Dates	2019-08-01 to 2020-06-12
Priorities Identified in	

Collaboration with LEAs/Schools	
Number of Participants	66
Activities and/or Programs Implemented to Address the Priorities	Provide a lab program for preschool children placed at risk for school failure. Provide practicum site for Appalachian students.
Summary of the Outcome of the Activities and/or Programs	Continued our successful partnership with WCS.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	N/A
Start and End Dates	2019-08-01 to 2020-05-13
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	0
Activities and/or Programs Implemented to Address the Priorities	NA
Summary of the Outcome of the Activities and/or Programs	NA
LEAs/Schools with whom the institution Has Formal	Watauga County Schools

Collaborative Plans	
Start and End Dates	2019-09-19 to 2019-09-20
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	300
Activities and/or Programs Implemented to Address the Priorities	environmental science education
Summary of the Outcome of the Activities and/or Programs	Shea Tuberty, professor in Biology, organized and implemented Valle Crucis Watershed Day for all 8th graders in Watauga County at Valle Crucis Community Park. I co-led one of the 8 stations at the event on both days that it occurred.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Academy at Middle Fork, Allegheny County Schools & Wilkes County Schools (Public School Partnership)
Start and End Dates	2019-08-01 to 2020-04-30
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	- Academy at Middle Fork: Collaborated with the leadership team at Middle Fork and other special education faculty on the EC program. Provided consultation on behavior management to teachers. Reviewed and organized IEP files for state audit. Served as the special education contact for the program - Alleghany County Schools: Provided consultation for multiple classrooms on strategies to include children with autism, consulted with a new

	teacher on her adapted classroom, wrote a Public School Partnership grant with a teacher which was funded (to be completed when schools are back in session) Wilkes County Schools: Provided professional development workshop for administration in Wilkes on behavior and autism, Provided professional development on autism to teachers at one of the high schools
Summary of the Outcome of the Activities and/or Programs	I think it is important to be open to collaborate with the local school systems. It gives an opportunity to be in classrooms and be in contact with current teachers.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County
Start and End Dates	2019-10-08 to 2019-10-08
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	professional development for 5th grade teachers
Summary of the Outcome of the Activities and/or Programs	in coordination with Meredith Jones of Watauga County Schools, co-led with Leslie Bradbury a 2hr professional development workshop for 5th grade teachers focused on teaching a specific science topic--human body systems
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Academy at Middle Fork

Start and End Dates	2019-11-14 to 2019-11-14
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	family STEM night
Summary of the Outcome of the Activities and/or Programs	with Jeff Goodman, organized and implemented a family STEM night for parents and students of AMF with our preservice teachers in elementary education
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Parkway School, Watauga County
Start and End Dates	2020-03-05 to 2020-03-05
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	family science night for emergent bilingual families
Summary of the Outcome of the Activities and/or Programs	with Shanan Fitts and CI5330 students, co-planned and implemented a family science night specifically for emergent bilingual families at Parkway School in coordination with WCS staff

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga Schools
Start and End Dates	2020-01-01 to 2020-12-31
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	5
Activities and/or Programs Implemented to Address the Priorities	Provided consultancy on development of transition services in conjunction with App State's Scholars with Diverse Abilities Program, including development of a dual enrollment program and expanding employment opportunities in the community.
Summary of the Outcome of the Activities and/or Programs	The school district has agreed to move forward with the development of a dual enrollment relationship with App State SDA Program. We are continuing to pursue development of employment opportunities for individuals with disabilities with the local hospital which should lead to expansion of the school district's employment options for their students with disabilities. The conversations are ongoing and productive.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Valle Crucis; Academy at Middle Fork
Start and End Dates	2019-08-10 to 2020-03-10
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	16

Activities and/or Programs Implemented to Address the Priorities	Taught Moon Unit to 4th grade at Valle Crucis (22 children/1 teacher); Worked with Academy faculty on science assessments for the academic year (~15 classroom teachers)
Summary of the Outcome of the Activities and/or Programs	Moon Unit included 2 weeks of instruction; children were engaged and showed growth in understanding of the moon. Curriculum meetings with AMF resulted in the collection of science assessment data for first 2 themes of the Academy, grades K-5. Some sets are incomplete; working on improving data collection in this area starting 2020-2021 school year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Catawba County, Newton-Conover, Hickory Public
Start and End Dates	2019-08-11 to 2020-05-06
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Supervision of teacher candidates (Clinical Interns); collaborative communication with stakeholders (Clinical Educators, Principals, Central Office Personnel)
Summary of the Outcome of the Activities and/or Programs	Refinement of teaching effectiveness, familiarity with edTPA assessment, and professional development in technology, literacy, and communications
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools

Start and End Dates	2020-04-13 to 2020-04-16
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	The RCOE Office of Field Experience Team prepared bagged lunches/distributed them to students/families while cafeteria workers enjoyed a well deserved Spring Break. We provided 9 volunteers at 2 Watauga County Schools and provided approximately 60 lunches during the week.
Summary of the Outcome of the Activities and/or Programs	Our team provided meals to the students in the school system that hosts our interns/student teachers. This was a way to support our community and to say "thanks" for partnering with Reich College of Education's Office of Field Experience.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Hickory region schools (Hickory City, Caldwell County, Catawba County, Statesville, Lincoln County), schools in Watauga, Avery, Winston Salem schools with CI 5900 students, Ashe County Westwood Elementary, Mountain View Elementary schools.
Start and End Dates	2019-08-28 to 2020-03-06
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	43
Activities and/or Programs Implemented to Address the Priorities	University supervisor and course instructor for two sections of CI 4000, fall and spring semesters, 2019-2020, and CI 5900 (CTE, middle grade) course instructor and university supervisor for online grad cert students, fall and spring semesters, 2019-2020.
Summary of the Outcome of the Activities and/or Programs	All students completed either the edTPA lite (CI 4000) or edTPA (CI 5900) assignment in their practicum/internship classrooms. Learned and practiced basics of teaching in classroom: classroom management, public school policies and procedures, classroom

	policies and procedures, professional relationships with teachers and aides, school faculty professional development and faculty meetings, created, assessed and taught NC curriculum lessons, experience teaching and assessing individual, small group and whole class groups. Learned lesson pacing, preparation, components of edTPA.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	2018-08-01 to 2018-08-01
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Technology training
Summary of the Outcome of the Activities and/or Programs	Staff members learned how to use the schools new technology to support student learning.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Green Valley, Blowing Rock, and Hardin Park
Start and End Dates	2020-01-21 to 2020-04-29
Priorities Identified in Collaboration	

with LEAs/Schools	
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	I worked with student teachers during an intense supervision experience during spring 2020. I provided seminars to the student teachers on a weekly basis on a variety of topics.
Summary of the Outcome of the Activities and/or Programs	Student teachers need to have a community to work with during student teaching to help them think through issues that arise and how to handle them. I need to rework some assignments in my App State classes to better align with the realities of what student teachers face in the public schools.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Hardin Park
Start and End Dates	2020-03-17 to 2020-05-29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	I worked with a public school teacher in the transition to remote learning. I prepared science lessons for her related to the nervous system, digestive system, cells, and ecosystems that she could share with the elementary students in her class.
Summary of the Outcome of the Activities and/or Programs	The teacher indicated that the students enjoyed the materials that I created. I learned that I need to work on preparing materials that are developmentally appropriate for elementary students that fit in short periods of time.
LEAs/Schools with whom the institution Has Formal	No Formal Collaborative plans involved with Summer Ventures in Science & Math

Collaborative Plans	
Start and End Dates	2019-06-29 to 2019-07-27
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	53
Activities and/or Programs Implemented to Address the Priorities	SVSM is a four-week academic summer enrichment program (coordinated through the North Carolina School of Science and Mathematics) for North Carolina high school students and brings rising juniors and seniors together in a residential setting for intensive research opportunities in classes that are beyond the traditional boundaries of secondary science and mathematics curricula.
Summary of the Outcome of the Activities and/or Programs	Students are expected to work independently and collaboratively to produce quality research projects that culminate with a written research paper and professional presentation symposium. Students gain research skills, learn about STEM research and education/career opportunities, college readiness, and social and identity development. Additionally, students have the opportunity to study STEM curricula not necessarily offered in secondary or undergraduate education. They work with teachers, university research faculty, and graduate/undergraduate students with a focus on hands-on/discovery/empirical applications of STEM topics. Teachers/instructional faculty/residence staff have the opportunity to work with academically advanced STEM students, learn/implement small group/hands-on/discovery instruction, content knowledge, pedagogical content knowledge, and collaborative teaching methods and research methodologies.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Parkway School
Start and End Dates	August 2018 - May 2020
Priorities Identified in	

Collaboration with LEAs/Schools	
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	I volunteered at the school at least once a week to help out with 4th, 5th, and 6th grade math classes. The participant number I listed above counts both students and teachers I interacted with. I worked with individual students as needed and taught some whole class math lessons. In AY19-20, I also served as an informal math coach for the new AIG teacher who did not have a strong background in math in order to help her develop her math teaching skills.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	nothing formal. I invite all schools to bring 6-12 grade students to the App State STEAM Expo. They register.
Start and End Dates	2019-04-30 to 2019-04-30
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	2500
Activities and/or Programs Implemented to Address the Priorities	The App State STEAM Expo is an official NC Science Festival event. It is a STEAM "Open House". Teachers bring their 6th-12th grade students to App State for a field trip, and App State departments, groups, clubs, etc. host a STEAM booth, hopefully hands-on, to promote interest and excitement in STEM fields.
Summary of the Outcome of the Activities and/or Programs	

LEAs/Schools with whom the institution Has Formal Collaborative Plans	(Individual teachers)
Start and End Dates	June 2019 - May 2020
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	19
Activities and/or Programs Implemented to Address the Priorities	The Department of Mathematical Sciences hosted 19 teachers and district leaders from across the state, along with faculty from NC State, UNCG, and UNCC, to collaborate in building instructional frameworks for the 4th level mathematics courses
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Two Rivers Community School
Start and End Dates	2011-2020
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	150
Activities and/or Programs Implemented to	I have done several class lessons on microbiology (2011-2015 or so) and have been a coach for the Science Olympiad team for the last several years as well (2017-present).

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga high, Hardin Park, Parkway
Start and End Dates	Ongoing, about 5 times per semester
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Educational physics demonstration shows for groups of elementary and high school students. The shows are entertaining and educational, and show that the sciences are a valuable and viable career choice.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	DPI, Mecklenburg, Iredell-Statesville, Catawba, Alexander, Buncombe, Ashe, DPI, Beaufort, Brunswick, Chatham, Robeson, Alamance, Randolph, Guilford,
Start and End Dates	Varies based on the district
Priorities Identified in Collaboration	

with LEAs/Schools	
Number of Participants	300
Activities and/or Programs Implemented to Address the Priorities	Professional development, standards writing, curriculum frameworks, curriculum writing,
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Range of teachers from c. 45 schools across the country and Central and Eastern Europe
Start and End Dates	1) Teacher Symposium on the Holocaust (https://holocaust.appstate.edu/teachers/2019-schedule): July 20-25; 2) Outreach programs with Holocaust survivor speaker at NC schools: April 4 and May 2
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	600
Activities and/or Programs Implemented to Address the Priorities	1) Week-long training of teachers from US and Europe on the ASU campus, focus on education during and after the Holocaust, included workshops on lesson plans, best practices, use of specific materials, series of lectures by Holocaust scholars, educators and survivors; Outcome: Lesson plans and ideas, received range of materials, learned skills on how to use Shoah-related material in the classroom, became part of transatlantic network 2) One-day visits of survivor-speaker and Center-affiliated faculty, presentations and Q-and-A with students and teachers at NC school in question; Outcome: Students & teachers gained clearer understanding of the Holocaust, can use presentation (filmed) in future classes, learned how to relate past persecution and mass

	murder to choices to be made today and how to counter racism and antisemitism
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cove Creek School
Start and End Dates	2016 - 2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Middle School robotics program
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Central Wilkes Middle School
Start and End Dates	2/27/2019
Priorities Identified in Collaboration	

with LEAs/Schools	
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Central Wilkes Middle School per junior high science curriculum, provided experiential learning for the following topics: 8.P.2 Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources. 8.P.2.1 Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy. 8.P.2.2 Explain the implications of the depletion of renewable and nonrenewable energy resources and the importance of conservation. Students learned measurements of power; gained experiences of what power and energy are with hands-on activities; learned how to relate daily energy usage by generating their own electricity, learned energy efficiency, able to see in person components of PV and Wind generation.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Two Rivers Community School
Start and End Dates	Fall 2019 to December 2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	32
Activities and/or Programs Implemented to Address the Priorities	Worked with kinder and 2nd grade teacher to provide lesson on visualization of germs using glo germ and black light to highlight the importance of handwashing. Followed u with growth of skin bacteria on petri plates before and after handwashing.
Summary of the Outcome of the	

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Hardin Park
Start and End Dates	October 2017 - Current
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	I helped to coach the MathCounts and Elevate math teams helping 4-8th grade students enrich their mathematical expressions through competition.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools; Ashe County Schools
Start and End Dates	Fall 2019 to Spring 2020
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	225

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>The Assessment, Support, and Counseling (ASC) Center served over 225 constituents in the Watauga and Ashe County School Systems across multiple service modalities during 2019-2020. In Watauga Co., 80 teachers, administrators, counselors, and school social workers were trained in suicide prevention protocols (e.g., Counseling on Access to Lethal Means). Also in Watauga, 34 students (53 unique events) were referred for a crisis assessment (predominantly suicidal ideation). Another 21 students were served as "walk-ins" (not in crisis). In addition, 30 Watauga students were served by ASU graduate trainees by providing individual, cognitive behavioral therapy (CBT) under the supervision of licensed faculty and licensed school mental health coordinators. In Ashe Co., 32 students (49 unique events) were referred for a crisis assessment (predominantly suicidal ideation). In Ashe Co., another 28 students were served by ASU graduate trainees by providing individual, cognitive behavioral therapy (CBT) under the supervision of licensed faculty and licensed school mental health coordinators. The average dosage of CBT in Watauga and Ashe Counties was 16 sessions, averaging 40 minutes per session.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	
<p>LEAs/Schools with whom the institution Has Formal Collaborative Plans</p>	<p>All LEAs with active MOUs (45 LEAs)</p>
<p>Start and End Dates</p>	<p>July 22-25,2019 to January 6, 7, 13 2020</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	
<p>Number of Participants</p>	<p>246</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>Clinical Educator training</p>

Summary of the Outcome of the Activities and/or Programs	Clinical Educators were more prepared to successfully host clinical interns. They were introduced to co-teaching strategies, how to best support a teacher candidate as they transitioned from a student of teaching to a teacher of students, how to give effective feedback, and edTPA.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	Aug. 14, 21, 27, 28; Sept. 11, 13, 18, 25; Oct. 2, 10, 18, 25, 30; Nov. 7, 12, 18, 25; Dec. 6, 11, 20; Jan. 8, 16, 22, 27; Feb. 4, 11, 17, 28; March 3, 16, 25; April 1, 2, 5, 12, 13, 15; May 16, 21, 23, 27, 30
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	Aug. 14, 21, 27, 28; Sept. 13, 18, 25; Oct. 2, 10, 18, 24, 30; Nov. 7, 12, 18, 25; Dec.6, 11, 20; Jan.8, 16, 22, 27; Feb. 4,11, 17, 28; March 3, 16, 25; April 2, 2, 5, 9, 12, 13, 14, 15, 27, 29; May 4, 6, 12, 18, 27

Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	Aug. 14, 21, 27, 28; Sept. 11, 18, 25; Oct. 2, 10, 18, 24; 30; Nov. 7, 13, 18, 25; Dec. 6, 11, 20; Jan. 8, 16, 22, 27; Feb. 4, 11, 17, 28; March 3, 16, 25; April 1, 5, 10, 12, 13, 15, 16, 16, 20, 23, 27; May 4, 6, 11, 12, 18, 27
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools,

	skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	Aug. 26; Sept. 4, 11, 19, 26; Oct.1, 10, 14, 24, 30; Nov. 7, 15, 20; Dec. 2, 9, 20; Jan. 7, 16, 22, 30; Feb. 6, 11, 17, 26; March 5, 10, 16, 27; April 2, 5, 12, 13, 23; May 3, 10, 17, 22, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	Aug. 26; Sept. 4,11,19, 26; Oct. 2, 10, 14, 24, 30; Nov. 7, 15, 20; Dec. 2, 9, 20; Jan. 8, 16, 22, 27; Feb. 6, 11, 17, 26; March 5, 10, 16, 27; April 2, 5, 12, 13, 27; May 3, 12, 22, 29
Priorities Identified in Collaboration with LEAs/Schools	

Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	Aug. 26; Sept. 4, 9, 19, 26; Oct. 4, 10, 14, 24, 30; Nov. 7,15, 20; Dec. 2, 9, 20; Jan. 7 16, 22, 30; Feb. 6, 11, 17, 26; March 5, 10, 16, 27; April 1, 5, 12, 13, 22 ; May 3, 13, 15, 22, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal	Winston-Salem/Forsyth County Schools

Collaborative Plans	
Start and End Dates	Sept. 6, 13, 19, 26; Oct. 1, 11, 18, 25, 30; Nov. 7, 15, 20; Dec. 2, 13, 20; Jan. 7, 16, 22, 30; Feb. 6, 11, 17, 26; March 5, 9, 16, 27, 30, 31; April 1, 5, 5, 6, 7, 9, 10, 13, 13, 20, 22, 27, 29; May 6, 10, 17, 21, 28
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Aug. 30; Sept. 6, 10, 17, 24; Oct. 1, 11, 17, 21, 29; Nov. 5, 12, 21, 26; Dec. 3, 9, 19; Jan. 9, 13, 23, 29; Feb. 5, 13, 19, 27; March 4, 12, 16, 25, 29; April 1, 5, 12, 13, 21, 27, 29; May 5, 12, 19, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management

Address the Priorities	and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Aug. 30; Sept.6, 12, 17, 24; Oct. 1, 11, 17, 22, 29; Nov. 5, 14, 26; Dec. 5, 10, 19; Jan. 9, 15, 23, 29; Feb. 7, 14, 21, 25; March 5, 13, 16, 25, 29; April 5, 12, 13, 23, 29, 30; May 7, 14, 24, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Aug. 30; Sept. 6, 12, 20, 24; Oct.1, 11, 15, 21, 29; Nov. 8, 14, 26; Dec. 3, 9, 19; Jan. 9, 13, 23, 29; Feb. 7, 13, 19, 27; March 4, 12, 16, 25, 29; April 5, 13, 15, 16, 20, 23, 29, 30; May 7, 14, 20, 29

Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Sept. 3, 12, 20, 24 ; Oct. 3, 8, 15, 23, 29; Nov. 5, 14, 21; Dec. 3, 9, 19; Jan. 9, 15, 23, 29; Feb. 7,14, 19, 27; March 4, 12, 16, 25; April 2, 5, 12, 13, 16, 30; May 3, 14, 20, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Sept. 3, 10, 20, 24, 26; Oct. 3, 8, 17, 23, 29; Nov. 8, 14, 21; Dec. 5, 10, 19; Jan. 9, 15, 23, 29; Feb. 5, 7, 13, 19, 27; March 4,12,16, 25, 31; April 1, 5, 12, 13, 21, 22, 24; May 3, 10, 12, 19, 24, 29; June 2
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Sept. 3, 10, 17, 24; Oct. 3, 8, 15, 29; Nov. 5, 14, 21; Dec. 5, 10, 19; Jan. 9, 13, 23 29 ; Feb. 7, 13, 21, 25; March 5, 13, 16, 25; April 1, 5, 12, 13, 22; May 3, 10, 19, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1

Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	Aug. 15, 22, 29; Sept. 5, 9, 16, 23, 30; Oct. 7, 9, 16, 21, 31; Nov. 8, 13, 19, 27; Dec. 4, 12, 17; Jan. 6, 14, 21, 28; Feb. 3, 12, 20, 24; March 2, 11, 16, 25; April 1, 2, 5, 10, 12, 13, 22, 23, 26, 29, 30; May 3, 6, 10, 21, 24, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools

Start and End Dates	Aug. 15, 22, 29; Sept. 5, 9, 16, 23, 30; Oct.9,16, 21, 31; Nov. 8, 13, 19, 27; Dec. 4, 12, 17; Jan. 6, 14, 21, 28; Feb.3, 12, 20, 24; March 2, 11, 16, 25; April 2, 5, 12, 13, 23, 30; May 3, 10, 21, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	Aug. 15, 22, 29; Sept. 5, 9, 16, 23, 30; Oct. 9, 16, 23, 31; Nov. 8, 13, 19, 27; Dec. 3, 12, 17; Jan. 6, 14, 21, 28; Feb. 3, 12, 20, 24; March 2, 11, 16, 25; April 1, 2, 5, 12, 13,16, 21, 23, 26, 27, 28; May 3, 5, 10, 11, 12, 17, 21, 24, 29
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Weekly coaching, mentoring, observations/feedback, and resource sharing in beginning teachers' classrooms to assist with planning, instruction, and assessment, as well as classroom management and the social emotional needs/dispositions of teachers and students.

Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan for instruction, engage students in differentiated ways, and assess their progress to plan for continued support. Beginning teachers gained new tools, skills, and strategies to use in both face to face and virtual settings with all stakeholders.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	10/21/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Using Movement in the Classroom
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to use movement to engage students in instructional activities and assessments. BTs also learned brain science facts and benefits of movement for learning and growth.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	1/15/2020
Priorities Identified in Collaboration with LEAs/Schools	

Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	7 Secrets of Effective Teachers
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to focus on 7 main tenets of planning, instruction, and assessment through interactive activities and reflective listening.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	March 23, 2020 (Virt)
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Differentiation in the Classroom - Shared virtual documents and resources and introduced skills, links, and resources through Zoom
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to differentiate for content, process, product, and environment, through the use of virtual resources and tech tools.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools

Start and End Dates	7/31/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Conscious Classroom Discipline/Harry Wong's First Days of School
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan proactively for managing their classroom environment. They self assessed their values, preferences, rules, consequences, processes, and procedures to plan for their classroom set-up in the new year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	7/31/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	True Colors Personality Test: How to Work and Learn, based on Your Personality Traits
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to self-assess their personalities, and those of their students and colleagues, to more accurately understand the needs, benefits, areas for growth, and resources for 4 different personality types.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	7/31/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	7 Simple Secrets" of What Great Teachers Do!
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to focus on 7 main tenets of planning, instruction, and assessment through interactive activities and reflective listening.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Yadkin County Schools
Start and End Dates	8/26/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	22
Activities and/or Programs Implemented to	Find Your Marigold and Facilitated BT Q & A Panel

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to focus on the positive aspects of the teaching profession and how to find colleagues who are a benefit and not a liability to their morale and social interactions in the school. Beginning teachers were able to ask questions to BT 3s to find answers to their more pertinent questions about the teaching profession.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	7/25/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	BT Orientation: Focusing on the concepts of Universal Design for Learning, Pt 1, Pt 2, and Pt 3
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to design instruction based on teaching using multiple means of action and expression, multiple means of representation, and multiple means of engagement. Teachers reflected on the differentiated needs of their students and the lenses by which they assess, teach, and engage students in the learning process.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	Sept. 18, 2019

Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	7
Activities and/or Programs Implemented to Address the Priorities	Using Movement in the Classroom
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to use movement to engage students in instructional activities and assessments. BTs also learned brain science facts and benefits of movement for learning and growth.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	12/4/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Using Movement in the Classroom, Pt. 2
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned specific movement activities across the curriculum and grade level to engage students and enhance learning outcomes.
LEAs/Schools with whom the	Elkin City Schools

institution Has Formal Collaborative Plans	
Start and End Dates	2/28/2020
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	Engaging Strategies that Work in the classroom (K-12)
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned specific engagement activities across the curriculum and grade level to engage students and enhance learning outcomes. They also learned about Marzano's Hierarchy of Needs and Schlechy's Model of Engagement as frameworks for understanding students' needs when engaging them with rigor, relevance, and relationships.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Elkin City Schools
Start and End Dates	May 6, 2020 (Virt)
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	14
Activities and/or Programs Implemented to	Reflecting on an Unprecedented School Year

Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	BTs celebrated the high points of virtual learning, shared distance learning tools that worked, gave out superlatives, and reflected on best practices used this year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	7/15/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Conscious Classroom Management
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to plan proactively for managing their classroom environment. They self assessed their values, preferences, rules, consequences, processes, and procedures to plan for their classroom set-up in the new year.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	7/15/2019
Priorities Identified in Collaboration	

with LEAs/Schools	
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Working with Special Needs Students
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to differentiate for students' needs based on 504 plans and IEPs. They learned the differences in accommodations and modifications, and they were able to apply these concepts to scenarios and case studies.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	7/30/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Universal Design for Learning and MTSS
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to design instruction based on teaching using multiple means of action and expression, multiple means of representation, and multiple means of engagement. Teachers reflected on the differentiated needs of their students and the lenses by which they assess, teach, and engage students in the learning process.
LEAs/Schools with whom the institution Has	Ashe County Schools

Formal Collaborative Plans	
Start and End Dates	8/8/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	7 Simple Secrets of What Great Teachers Do!
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to focus on 7 main tenets of planning, instruction, and assessment through interactive activities and reflective listening.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Ashe County Schools
Start and End Dates	9/9/2019
Priorities Identified in Collaboration with LEAs/Schools	
Number of Participants	11
Activities and/or Programs Implemented to Address the Priorities	Working with Special Needs Students

Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned how to differentiate for students' needs based on 504 plans and IEPs. They learned the differences in accommodations and modifications, and they were able to apply these concepts to scenarios and case studies.
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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	302
Female	1079
Gender Neutral	0
Gender not Provided	0
Total	1381
Race/Ethnicity	Number
Asian	18
African-American	59
Am. Indian/Alaskan Native	6
Hispanic/Latino	103
Native Hawaiian/Pacific Islander	0
White	1121
Two or More Races	56
Race/Ethnicity Not Provided	18
Total	1381

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

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian	2	Asian	4	Asian	
	Hispanic/Latino	8	Hispanic/Latino	25	Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	128	White	588	White	
	Multi-Racial	8	Multi-Racial	18	Multi-Racial	
	Not Provided	4	Not Provided	8	Not Provided	
	Total	151	Total	655	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	2	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	11	White	32	White	
	Multi-Racial	1	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	Total	14	Total	36	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	0	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license						
Prekindergarten		11				
Elementary		162				
Middle Grades		20				
Secondary		59				
Special Subjects		75				
Exceptional Children		32				
Vocational Ed		8				
Special Services						
Total	0	367	0	0	0	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Appalachian State University	359	33	24
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	504
Wake County Schools	477
Caldwell County Schools	463

Charlotte-Mecklenburg Schools	447
Catawba County Schools	413
Wilkes County Schools	358
Burke County Schools	353
Gaston County Schools	294
Watauga County Schools	272
Guilford County Schools	263

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

Measure	Baccalaureate
MEAN SAT Total	1,216.86
MEAN SAT-Math	580.79
MEAN SAT-Verbal	576.55
MEAN ACT Composite	26.53
MEAN ACT-Math	24.86
MEAN ACT-English	24.77
MEAN CORE-Combined	497.84
MEAN CORE-Reading	177.09
MEAN CORE-Writing	171.40
MEAN CORE-Math	172.30
MEAN GPA	3.48
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Art	8	100	8	100	8	100	8	100
2016	Biology	3	*	3	*	3	*	3	*

2016	Business Education	3	*	3	*	3	*	3	*
2016	Chemistry	2	*	2	*	2	*	2	*
2016	Elementary (grades K-6)	126	87.3	126	88.89	126	93.65	126	95.24
2016	English	14	100	14	100	14	100	14	100
2016	Family and Consumer Sciences	3	*	3	*	3	*	3	*
2016	History	36	88.89	36	88.89	36	88.89	36	88.89
2016	M.G. Language Arts	9	88.89	9	88.89	9	88.89	9	88.89
2016	M.G. Math	10	100	10	100	10	100	10	100
2016	M.G. Science	11	100	11	100	11	100	11	100
2016	M.G. Social Studies	10	100	11	100	11	100	11	100
2016	Math (grades 9-12)	10	90	10	90	10	90	10	90
2016	Music	12	91.67	12	100	12	100	12	100
2016	Physical Education	13	100	13	100	13	100	13	100
2016	Science (grades 9-12)					1	*	1	*
2016	Social Studies (grades 9-12)	35	91.43	35	94.29	35	94.29	35	94.29
2016	Spanish	3	*	3	*	3	*	3	*
2016	Spec Ed: Adapted Curriculum	17	100	17	100	17	100	17	100
2016	Spec Ed: General Curriculum	14	42.86	14	64.29	14	78.57	14	78.57

2016	Technology Education	2	*	2	*	2	*	2	*
2016	Institution Summary	287	88.5	287	91.64	287	94.43	287	95.12
2017	Art	5	80	5	80	5	100		
2017	Biology	5	100	5	100	5	100		
2017	Business Education	1	*	1	*	1	*		
2017	Chemistry	1	*	1	*	1	*		
2017	Earth Science	3	*	3	*	3	*		
2017	Elementary (grades K-6)	123	78.05	123	86.18	123	87.8		
2017	English	14	100	14	100	14	100		
2017	Family and Consumer Sciences	1	*	1	*	1	*		
2017	Health Specialist	1	*	1	*	1	*		
2017	History	23	73.91	24	83.33	24	83.33		
2017	M.G. Language Arts	21	95.24	21	95.24	21	95.24		
2017	M.G. Math	10	90	10	90	10	90		
2017	M.G. Science	13	92.31	13	100	13	100		
2017	M.G. Social Studies	21	85.71	22	86.36	22	90.91		
2017	Math (grades 9-12)	13	76.92	13	84.62	13	92.31		
2017	Music	13	100	13	100	13	100		
2017	Physical Education	1	*	1	*	1	*		
2017	Physics	1	*	1	*	1	*		
2017	Science (grades 9-12)	4	*	4	*	4	*		

2017	Social Studies (grades 9-12)	23	78.26	24	83.33	24	83.33		
2017	Spanish	3	*	3	*	3	*		
2017	Spec Ed: Adapted Curriculum	22	100	22	100	22	100		
2017	Spec Ed: General Curriculum	15	66.67	15	80	15	86.67		
2017	Technology Education	1	*	1	*	1	*		
2017	Institution Summary	281	84.7	281	90.75	281	92.53		
2018	Art	4	*	4	*				
2018	Biology	2	*	2	*				
2018	Earth Science	1	*	1	*				
2018	Elementary (grades K-6)	103	82.52	103	86.41				
2018	English	6	100	6	100				
2018	Family and Consumer Sciences	1	*	1	*				
2018	History	10	80	10	80				
2018	M.G. Language Arts	5	100	5	100				
2018	M.G. Math	3	*	3	*				
2018	M.G. Science	6	100	6	100				
2018	M.G. Social Studies	2	*	2	*				
2018	Marketing Education	1	*	1	*				

2018	Math (grades 9-12)	5	60	5	80				
2018	Music	7	100	7	100				
2018	Social Studies (grades 9-12)	10	100	10	100				
2018	Spanish	1	*	1	*				
2018	Spec Ed: Adapted Curriculum	10	100	10	100				
2018	Spec Ed: General Curriculum	9	55.56	9	66.67				
2018	Institution Summary	169	84.62	169	88.17				
2019	Art	4	*						
2019	Biology	2	*						
2019	Business Education	2	*						
2019	Elementary (grades K-6)	89	69.66						
2019	English	15	100						
2019	Family and Consumer Sciences	2	*						
2019	Health and Physical Ed	14	85.71						
2019	History	18	94.44						
2019	M.G. Language Arts	8	62.5						
2019	M.G. Math	5	80						
2019	M.G. Science	2	*						
2019	M.G. Social Studies	6	66.67						

2019	Math (grades 9-12)	8	75						
2019	Music	13	100						
2019	Physics	1	*						
2019	Spec Ed: Adapted Curriculum	9	100						
2019	Spec Ed: General Curriculum	9	44.44						
2019	Technology Education	1	*						
2019	Institution Summary	201	79.1						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	16	30	80	71	117	55
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
64	5	33

J. Field Supervisors to Students Ratio (include both internships and residencies).

1:10

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
<p>Due to Covid-19 data for this section was unable to be collected.</p>