

2018-2019

EPP Bachelor Performance Report

Appalachian State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the 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 19,108 of which 17,381 are undergraduate students and 1,727 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 2,056 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 73% and the statewide pass rate is at 73%. The RCOE provides support to 109 schools within our nine Public School Partnership districts and placed Clinical Interns in 226 schools where 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 1,026 pre-service candidates in after school programs and classrooms within our partnership for early and methods based field experiences.

The James Center for Student Success and Advising (James Center) recruits, supports, and retains teacher education majors during their tenure at Appalachian State to ensure success in a career in education. The James Center sponsors professional development seminars given throughout the

semester on various topics in education. Seminars are led by alumni, current teachers, administrators, and other professionals who provide invaluable insight on the education profession.

The James Center serves as a point of contact for teacher education students in majors housed in colleges outside of the RCOE and is a resource for transfer students. With the loss of funding for the North Carolina Teaching Fellows Program, Appalachian wanted to continue a diverse community that is rich in tradition and school spirit and as a result the Appalachian Community of Education Scholars (ACES) program was created. ACES is a 4-year program for future teachers focusing on mentoring, leadership, service, and personal and professional development. This program provides a sense of camaraderie for future educators promoting a passion for teaching. Camaraderie is built within the organization's members through events, such as upperclassmen assisting with freshman move-in, mentoring, and retreats. The Teacher Education Ambassador Program is also supported through the James Center and serves to supplement recruiting efforts for prospective students of undergraduate teacher education programs at Appalachian State University. The Teaching Ambassadors serve as hosts and student leaders of the Reich College of Education.

Another special characteristic of Appalachian's College of Education is the Anderson Reading Clinic. The clinic is offered by the Reading Education Program, and provides direct services to children with reading disabilities. Each child receives approximately 20 hours of one-to-one reading and writing instruction each semester. The Anderson Reading Clinic, based on the Appalachian campus, operates additional off-campus branches in Watauga County as part of a partnership with Watauga County Schools and at the Appalachian State University Academy at Middle Fork in Winston-Salem, a K-5 school run by Appalachian State University. An important function of the clinic is to train expert teachers of reading to work with struggling readers in North Carolina schools. In the clinic, Appalachian State education students (undergraduate and graduate) learn to teach reading as they work with children who need assistance, while the Appalachian students receive 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 Anderson 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 Program (LBCDLP) is a laboratory program operated by the Department of Family and Consumer Sciences, located in the Reich College of Education at Appalachian State University. LBCDLP serves as a model and professional preparation site for individuals working with young children. The primary goal of LBCDLP is to serve as a professional development site for individuals planning to work with young children. 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 Laboratory School has a Watauga County School Collaborative North Carolina Prek on site at Parkway School and Blowing Rock Elementary School.

In the fall of 2018 the Reich College of Education partnered with Winston-Salem/Forsyth County Schools (WSFCS) to establish the Academy at Middle Fork. Appalachian State University Academy at Middle Fork offered services for grades Kindergarten through Fifth Grade with 274 students enrolled for the fall. The goal is for the Academy to become a model, demonstration school, and resource for children, families, professionals, and partners. The Academy will foster relationships and partnerships with surrounding community organizations and educational institutions. WSFCS will run a PreKindergarten program within the school building and under the administration of WSFCS.

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;

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- 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 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.

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 Business Education, Marketing Education, Family and Consumer Sciences Secondary Education, Technology Education with Concentrations in Trade and Industry
- 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

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- 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 EPP Provides)

Traditional	Lateral Entry	Residency
X	X	Beginning fall 2019

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

For the 2018-19 report, briefly describe your current efforts or future plans to respond 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 Xitracs software, and goals are adjusted accordingly, based on the previous year's 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 will also house edTPA videos beginning in 2017-2018, and contain 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 candidate 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 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.

Appalachian State University utilizes 42 school districts for its teacher candidate placement. These districts include the following: Alamance, Alexander, Alleghany, Ashe, Asheville City, Avery, Buncombe, Burke, Cabarrus, Caldwell, Catawba, Charlotte-Mecklenburg Schools, Chapel Hill/Carrboro, Cleveland, Davidson, Davie, Durham, Elkin, Forsyth, Gaston, Guildford,

Henderson, Hickory City, Iredell-Statesville, Johnston, Kannapolis, Lincoln, McDowell, Mitchell, Mooresville, Mount Airy City, Newton-Conover, Randolph, Rowan, Rutherford, Stokes, Surry, Union, Wake, Watauga, Wilkes, and Yadkin. Within these 42 districts, 22 of these counties have low-performing schools with the range from 1 school to 42 schools. Twenty districts do not have any low performing schools and 53% of our student teachers were placed in those counties (Alleghany, Ashe, Asheville City, Avery, Catawba, Chapel Hill/Carrboro, Elkin, Henderson, Hickory City, Kannapolis, Mitchell, Mooresville, Mount Airy, Newton-Conover, Rutherford, Stokes, Surry, Watauga, and Yadkin). Ten student teachers were placed in low-performing schools in Caldwell, Cleveland, Forsyth, Guilford, Iredell-Statesville, Johnston, Charlotte-Mecklenburg, and Wake. 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. The geographic challenge will continue to be an issue unless we 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 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	Alleghany County, Alexander County, Ashe County, Avery County, Burke County, Caldwell County, Elkin City, Watauga County, Wilkes County
Start and End Dates	July 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Partnership Goals 2015-2020 (Strategic Plan)-transition for 2018-2019 school year-this plan will be evaluated again in 2019-2020 1. Influence the preparation of teachers and other school personnel at Appalachian State University. Partnership Activities 1. develop avenues to promote best practices consistent with the research about knowledge, skills and dispositions of learners, the learning process, teacher effectiveness, content knowledge and technological advances; 2. identify both university and public school personnel who can provide leadership for pre-service and in-service experiences; 3. promote and coordinate research activities among the Partners; 4. establish procedures to ensure university faculty, public school teachers and administrators continually exchange ideas regarding educational issues and trends;
Number of Participants	9 superintendents; 109 public schools (Prek-12th grade)
Activities and/or Programs Implemented to Address the Priorities	Intentional collaboration with P12 partners to discuss educational issues that impacts teacher preparation, pipeline, and retention in the profession.
Summary of the Outcome of the Activities and/or Programs	-Monthly Newsletter sent to superintendents and individual school administrators to communicate opportunities for P12 partners -Governing Board Meetings hosted quarterly (composed of all superintendents and university faculty and administrators) -Website updated to assist with communication efforts
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	After implementing the NC New Teacher Support Program (NC NTSP) at Appalachian State last school year, it was continued again to allow beginning teacher support at the following school districts: Ashe County Schools, Elkin City Schools, Watauga County Schools, Yadkin County Schools, and the Appalachian State Academy at Middle Fork (lab

	school)
Start and End Dates	August 2018-July 2019
Priorities Identified in Collaboration with LEAs/Schools	There was one instructional coach hired through the NC New Teacher Support Program to work strategically with beginning teachers focusing on planning, instruction, and assessment. The goal is to improve student achievement by improving beginning teacher effectiveness and teacher retention. The required expectation was the instructional coach meeting with each teacher at least once a week. The regional meetings for Appalachian State Coaches occurred every month focusing on individual teacher case studies to ensure fidelity of the program and cross regional opportunities to observe other coaches across the state.
Number of Participants	20 teachers from the following counties: Ashe County Schools (5 teachers); Elkin City Schools (3 teachers); Watauga County Schools (7 teachers); Yadkin County Schools (3 teachers); Academy at Middle Fork (2 teachers)
Activities and/or Programs Implemented to Address the Priorities	The Instructional Coach provided targeted strategies for each beginning teacher ranging from lesson planning, model lessons, co-teaching, and/or creating assessments. The coach also provided professional development depending on the needs of each school and/or district. The teachers were also invited to attend a Beginning Teacher Institute with other beginning teachers across the state to receive intensive professional development.
Summary of the Outcome of the Activities and/or Programs	At the end of each school year, an outside evaluator for the NC NTSP collects data to measure student achievement, teacher effectiveness, and teacher retention. This data is not shared until the follow year. However, the anecdotal information from participating school districts with this program have been extremely positive and each district has decided to keep the program for 2019-2020 academic year. There was a 75% retention rate for these beginning teachers planning to stay in their district and 81% planning to stay in North Carolina. The statewide data shows the impact of this program with these data points: 90% of teachers served by the NC NTSP returned to teaching in North Carolina, compared to 85% not served by the NC NTSP; 82.6% of teachers served by the NC NTSP returned to teaching in their district, compared to 74.7% not served by NC NTSP; 80.3 of teachers served by the NC NTSP felt their Instructional Coach helped them with the confidence, knowledge, and skills in teaching, compared to district/school support (66.8%). Teachers served by the NC NTSP scored higher in Classroom Environment and Content Knowledge on the NC Educator Evaluation System, compared to teachers not served by the NC NTSP. Teachers participating in the NC NTSP exhibited significant improvement in their instructional skills, demonstrated by the CLASS Assessment Scoring Assessment.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alleghany County, Ashe County, Avery County, Alexander County, Burke County, Caldwell County, Elkin City Schools, Wilkes County, Wauaga County

Start and End Dates	August 2018-May 2019
Priorities Identified in Collaboration with LEAs/Schools	RCOE Strategic Plan 5-Recognize the changing cultural climate and support the needs of diverse learners in the educational community. 1. Placed international science and English teachers in Partnership Schools (TEA Grant) with collaborative efforts with Office of International Education 2. Supported Summer Mountaineer Reading Program. 3. Engaged students in an art display and celebration at the college of communication.
Number of Participants	Varied
Activities and/or Programs Implemented to Address the Priorities	International TEA Program- (21 Public School Teachers) Summer Reading Program-(approximately 1000 Public School Students) -Partnership RCOE Art Display-(18 Public School Students, 9 Public School art teachers)
Summary of the Outcome of the Activities and/or Programs	1. Allowed public school teachers to have a global perspective from international teachers and relationships established between schools and other countries 2. Increased reading interest with school aged children 1-5th grades 3. Engaged students in an art display and celebration at the college of communication- Created support for artwork for students who may be at risk as well as other young artists
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alexander County, Avery County, Watauga County, Wilkes County
Start and End Dates	August 2018-January 2019 (Transition with leadership in January 2019)
Priorities Identified in Collaboration with LEAs/Schools	<i>RCOE Strategic Direction 2-Goal One: Research and Creative Projects (III): Utilize and enhance school partnerships for conducting research projects in the RCOE. Use Public School Partnership Mini-Grants to enhance and encourage research collaboration. Include faculty and staff in Public School Partnership grant awarding process).</i> The mini-grants allow P-12 partners and university faculty to work on collaborative projects and research to enhance learning for pre-service and P12 students.
Number of Participants	7 public school teachers; 5 university faculty; approximately 1000 public school students

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>1. Teacher Dispositions in Action: Impact on Student Learning (1 teacher-Avery County; 1 teacher-Watauga County; 1 teacher-Wilkes County; 2 faculty-C&I-RCOE) The members of this clinical educator professional learning community (PLC) through interactions with the Appalachian State Professional Schools Partnership, will continue to engage in research, dissemination, and designing professional development related to the impact of teacher dispositions in action on student learning. Further, the necessity of considering dispositions when matching interns for site-based teachers will be central to this work.</p> <p>2. Investigating Elementary Student Science Learning in an Integrated Science and Language Arts Carnivorous Plant Unit (2 teachers-Watauga County Schools; 2 faculty-C&I-RCOE). This project provided an opportunity for science education faculty members from the Department of Curriculum and Instruction to build upon previous successful mini-grant projects in which we collaborated with public school teachers in first grade to coplan and co teach integrated language arts and science units. As the centerpiece of the inquiry-based science portion of the lesson, first grade students investigated structures and functions of carnivorous plants that grow in nutrient-poor soils in North Carolina. This unit expanded on the hands on experience and incorporation of non-fiction science books, with a scaffolded writing sequence consistent with genre based pedagogy.</p> <p>3. Coding with Python (1 teacher-Watauga County Schools) Coding with middle school students has many benefits. Students will dive deeper into the programming language of Python with open access to a project-based coding curriculum. By the end of the year, 7th and 8th grade coding students were able to problem solve their way through the language of Python and Game Design tasks. The curriculum is structured so that students will build, modify, and create using critical thinking skills, determination, and process skills. This gave them confidence to make future educational and career decisions.</p> <p>4. Graphic Novels: High-Interest Resources to Support Struggling Readers, Part II (1 teacher, 1 principal-Alexander County Schools; 1 university faculty-Leadership and Education Studies) . The purpose of this project was to continue last year's work with fourth graders as they moved into fifth grade. The unit of study was created for struggling fifth graders using book two of the Fangbone graphic novel series. Students received targeted reading skills instruction each week, followed by authentic assessment in the form of individual activities and step-by-step group activities. Curriculum focused on NC English Language Arts Standards. The curriculum that emerged from this project can be duplicated and used with other graphic novels to provide enrichment/remediation. Another purpose of this project was to demonstrate the role of the school media specialist as a collaborative instructional partner. School stakeholders are often unaware of the variety of roles that the school media specialist is trained to fulfill, as well as the services he/she is able to perform.</p>
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Summary of the Outcome of the Activities and/or Programs	<p>1. The outcomes included a presentation at the Augusta University Impact on Student Learning Conference and establishing a network and collaborative effort with like-minded teachers and teacher educators in the Georgia area</p> <p>2. (a) Meaningful learning opportunities for the first grade students because they participated in a series of lessons informed by research-verified strategies from the disciplines of reading and science education (b) Meaningful and lasting relationships between university faculty and public school teachers as they collaborated on this project. In addition, the resources will be used by the classroom teachers in the years to come. (c) Collection of student work to analyze with teachers the implementation of research-based strategies in science and language arts affects student learning of science concepts.</p> <p>3. Middle school students gained skills in coding to impact their future course decisions at the high school level and career decisions.</p> <p>4. Improved reading skills in fifth grade; strengthened partnership with school; a sustainable semester long curriculum for struggling fifth grade readers; increase in understanding of the role of the school media specialist as a collaborative instructional partner</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Fall 2016-present
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with Parkway Elementary
Number of Participants	Approximately 17 children and their families
Activities and/or Programs Implemented to Address the Priorities	Lucy Brock Child Development Lab School is fully in charge of the hiring, implementing curriculum, etc. for the classroom.
Summary of the Outcome of the Activities and/or Programs	Successfully support children and families in an NC Pre K classroom setting using best practices. Collaborate with WCS.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	Fall 2017 - present
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with Blowing Rock Elementary School
Number of Participants	Approximately 17 children and their families
Activities and/or Programs Implemented to Address the Priorities	Lucy Brock Child Development Lab School (LBCDLS) facilitates a collaborative NC Pre K Classroom at Blowing Rock Elementary School
Summary of the Outcome of the Activities and/or Programs	LBCDLS is fully in charge of the hiring, implementing curriculum, etc. for the classroom.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools

Start and End Dates	Fall 2018 - present
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with Cove Creek Elementary School
Number of Participants	Approximately 14 children and their families
Activities and/or Programs Implemented to Address the Priorities	Lucy Brock Child Development Lab School (LBCDLS) facilitates a collaborative NC Pre K Classroom at Cove Creek Elementary School
Summary of the Outcome of the Activities and/or Programs	LBCDLS is fully in charge of the hiring, implementing curriculum, etc. for the classroom.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC PreK committee
Start and End Dates	Fall 2017 - present
Priorities Identified in Collaboration with LEAs/Schools	Work on a committee with WCS PreK stakeholders to implement Pre K priorities.
Number of Participants	Varied
Activities and/or Programs Implemented to Address the Priorities	Andrea Anderson and Denise Brewer attend monthly meetings.
Summary of the Outcome of the Activities and/or Programs	Continually support NC Pre K stakeholders.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	17-Aug-18
Priorities Identified in Collaboration with LEAs/Schools	Technology training with Smart Boards, iPads, etc.
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	Winston-Salem/Forsyth County Schools
Start and End Dates	September 2017 - Present
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Number of Participants	29
Activities and/or Programs Implemented to Address the Priorities	Ashley Whitehead and Lisa Poling served as a Professional Development Co-leaders in Mathematics Professional Development at Middle Fork Academy

Summary of the Outcome of the Activities and/or Programs	Classroom teachers and support teachers spent time discussing how to build a growth mindset in mathematics using hands-on activities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	September 1, 2013 - Present
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Leslie Bradbury started Green Valley School Garden Project
Summary of the Outcome of the Activities and/or Programs	Continued support is provided to the Green Valley School Garden Project each year through professional development for teachers and hands on lessons for student
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	November 9, 2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with public school partners and families supporting science curriculum.
Number of Participants	150
Activities and/or Programs Implemented to Address the Priorities	Leslie Bradbury served as a facilitator at Hardin Park Science Day
Summary of the Outcome of the Activities and/or Programs	Public school partner collaboration with Dr. Bradbury facilitating Science Day supporting teachers and students through hands on engagement activities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	October 10, 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional Development
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Leslie Bradbury served as a facilitator at the Watauga County Schools Professional Development for Middle School Science Teachers
Summary of the Outcome of the Activities and/or Programs	Workshop supporting middle school science instruction
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools

Start and End Dates	April 16, 2018 - April 17, 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional development
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Leslie Bradbury led Sounds of Science lessons in a second grade class with graduate students.
Summary of the Outcome of the Activities and/or Programs	Led Science instruction in classrooms modeling lessons to teachers and graduate students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	February 22, 2018
Priorities Identified in Collaboration with LEAs/Schools	Collaborating with k-8 teachers
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Leslie Bradbury was a guest speaker at Hardin Park School.
Summary of the Outcome of the Activities and/or Programs	Served as a guest speaker at one of our partner schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	August 23, 2018
Priorities Identified in Collaboration with LEAs/Schools	Instructional support
Number of Participants	29
Activities and/or Programs Implemented to Address the Priorities	Dr. Beth Frye and Dr. Devery Ward provided Reading, Writing and Spelling instructional support
Summary of the Outcome of the Activities and/or Programs	Classroom teachers and support teachers learned about the reading, writing, and spelling curriculum being implemented for the academic year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Yancey County Schools
Start and End Dates	August 10, 2004 - Present
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools
Number of Participants	30 - 50 per visit
Activities and/or Programs Implemented to Address the Priorities	Jeffrey Goodman provides service to a public school, South Toe Elementary School.

Summary of the Outcome of the Activities and/or Programs	Provides science enrichment activities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	January 2018 - Present
Priorities Identified in Collaboration with LEAs/Schools	curriculum support
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Eric Groce serves as a consultant on the Curriculum Team.
Summary of the Outcome of the Activities and/or Programs	Provided professional development and collaborated with other Appalachian faculty to support curriculum development.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public School Partnership districts
Start and End Dates	October 10, 2017 - Present
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools supporting teachers
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Eric Groce led a professional development seminar.
Summary of the Outcome of the Activities and/or Programs	Let professional development to support social studies curriculum and instruction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	21-Aug-18
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Eric Groce led a professional development seminar.
Summary of the Outcome of the Activities and/or Programs	Staff members learned about the Social Studies curriculum while also spending time exploring Old Salem and its connection to the curriculum.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	21-Feb-19

Priorities Identified in Collaboration with LEAs/Schools	Informational Writing instruction using non-fiction
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Teachers in grades 3-5 learned how to implement a non-fiction writing unit for students
Summary of the Outcome of the Activities and/or Programs	3-5 Information Writing professional development with Dr. Beth Frye and Dr. Rebecca Jordan
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	January 15 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Eric Groce assisted with Middle Fork Academy curriculum design.
Summary of the Outcome of the Activities and/or Programs	Assisted with curriculum design in Social Studies and other content areas
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	January 15 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Eric Groce led a professional development seminar for teachers at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Various professional development seminars throughout the academic year were held.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	January 15 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Eric Groce participates in the AIG program at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Provides support and instruction strategies to teachers and students.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes County Schools
Start and End Dates	October 1, 2017 - Present
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Lisa Gross
Summary of the Outcome of the Activities and/or Programs	Provides science professional development to teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes County Schools
Start and End Dates	January 15, 2009 - Present
Priorities Identified in Collaboration with LEAs/Schools	Service to public schools
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	Lisa Gross provided service to CC Wright Elementary and Wilkesboro Elementary Schools.
Summary of the Outcome of the Activities and/or Programs	Provides science professional development to teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	January 15, 2017 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Lisa Gross served on the Advisory Board at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Provides input on curricular decisions and other matters of the academy to support teachers and students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	January 15, 2017 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools

Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Lisa Gross assists in Curriculum Design at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Provides input on curricular decisions of the academy to support teachers and promote quality instruction to students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	20-Aug-18
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	29
Activities and/or Programs Implemented to Address the Priorities	Lisa Gross provides professional development for teachers at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Classroom teachers and support staff engaged in discussions around science notebooks and science observation/exploration.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth County Schools
Start and End Dates	19-Dec-19
Priorities Identified in Collaboration with LEAs/Schools	Enhancing Science curriculum
Number of Participants	19
Activities and/or Programs Implemented to Address the Priorities	Dr. Lisa Gross conducted Science training
Summary of the Outcome of the Activities and/or Programs	Teachers worked with Dr. Gross to explore the science curriculum for their grade level and developing a more solid understanding of the science content needed for teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	January 15, 2018 - Present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Lisa Poling assists in Curriculum Design at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Collaborates and facilitates curriculum design and implementation on mathematics.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Forsyth County Schools
Start and End Dates	22-Feb-19
Priorities Identified in Collaboration with LEAs/Schools	Mathematics curriculum support
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Lisa Poling and Dr. Ashley Whitehead provides Math meetings in Professional Learning Teams in grades 3-5 at Middle Fork Academy.
Summary of the Outcome of the Activities and/or Programs	Teachers in grades 3-5 focused on learning how to use manipulatives to help build concrete representations of fractions and decimals.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	August 2018 - July 2019
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	Laura Gambrel supervises and oversees placement of clinical MFT interns at public schools - the ASC center at Watauga High school, the school-based therapy program as part of Daymark Watauga at Hardin Park Elementary and Watauga High Schools, and the day treatment program at Blowing Rock Elementary.
Summary of the Outcome of the Activities and/or Programs	Provides school based therapy and support.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alexander County Schools
Start and End Dates	Spring 2018 - Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Jennifer Luetkemeyer led reading enrichment and a graphic novel study at Sugar Loaf Elementary School.
Summary of the Outcome of the Activities and/or Programs	outcomes pending - longitudinal study
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	August 2018 - July 2019

Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Jon Winek supported a clinical MFT intern at Watauga High School through the Assessment Support and Counseling (ASC) Center.
Summary of the Outcome of the Activities and/or Programs	High school student counseling support and the program was awarded a \$30,000 grant
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilkes, Allegheny, and Watauga County Schools
Start and End Dates	Spring 2019 to present
Priorities Identified in Collaboration with LEAs/Schools	establish relationships with regional LEAs
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Susan Hedges is working with the Director of Public School Partnership to establish relationships with regional LEAs in three different counties' Special Education departments.
Summary of the Outcome of the Activities and/or Programs	developing plans for engagement in those districts beginning Fall 2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	August 2018-July 2019 and August 2019-July 2020
Priorities Identified in Collaboration with LEAs/Schools	Professional development
Number of Participants	all teachers, staff, and 282 children
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen led a Professional Development seminar for the teachers at Academy at Middle Fork School.
Summary of the Outcome of the Activities and/or Programs	Professional development conducted to support teachers in reading instruction
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem/Forsyth County Schools
Start and End Dates	28-Feb-19
Priorities Identified in Collaboration with LEAs/Schools	Writing instruction for grades 3-5
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Dr. Beth Frye and Dr. Rebecca Jordan led Professional Learning Teams on Writing Instruction

Summary of the Outcome of the Activities and/or Programs	Teachers learned how to implement non-fiction into a writing unit for students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	June 2018-present
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	15 teachers and 30 students
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw the Summer Anderson Reading Clinic at the Academy at Middle fork for struggling student readers.
Summary of the Outcome of the Activities and/or Programs	Provides reading instruction and support to K-8 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	June 2019-August 2019
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	20 teachers and 40 students
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw the Summer Anderson Reading Clinic at the Academy at Middle fork for struggling student readers.
Summary of the Outcome of the Activities and/or Programs	Provides reading instruction and support to K-8 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	June 2018 - August 2018
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	6 teachers and 24 students
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw the Summer Anderson Reading Clinic at Parkway Elementary School for struggling student readers.
Summary of the Outcome of the Activities and/or Programs	Provides reading instruction and support to K-8 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	June 2019 - August 2019

Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	6 teachers and 30 students
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw the Summer Anderson Reading Clinic at Parkway Elementary School for struggling student readers.
Summary of the Outcome of the Activities and/or Programs	Provides reading instruction and support to K-8 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	August 2017 - June 2018
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	4 faculty, 6 graduate students, 100 children, and 6 teachers
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw Reading Assessment and Professional Development at Cook Elementary school.
Summary of the Outcome of the Activities and/or Programs	tested 100 children three times during the school year, and one faculty member spent 1 day each week working with the 6 teachers.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	August 2017 - July 2018
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	5 faculty, 5 teachers, and 20 children
Activities and/or Programs Implemented to Address the Priorities	Woody Trathen oversaw the Early Steps Professional Development in Watauga county.
Summary of the Outcome of the Activities and/or Programs	Teachers were trained to work with struggling readers from their classes.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lincoln County Schools
Start and End Dates	August 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	2 aides, 1 teacher, and 5 students
Activities and/or Programs Implemented to Address the Priorities	David Koppenhaver worked with teacher Betsy Laws (teacher of children with significant disabilities) throughout the school year about emergent literacy and augmentative communication.

Summary of the Outcome of the Activities and/or Programs	improved language, communication, and literacy for 5 students with complex needs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LifeHoops Mentoring Program
Start and End Dates	18-19
Priorities Identified in Collaboration with LEAs/Schools	literacy education
Number of Participants	6 middle schools, 60-80 students
Activities and/or Programs Implemented to Address the Priorities	David Koppenhaver worked with Lifehoops Mentoring Program in Charlotte, NC, regarding the development of a literacy education component.
Summary of the Outcome of the Activities and/or Programs	structure outlined and the program hired Dr. Brooke Hardin, one of David Koppenhaver's former doctoral students to continue development and implementation.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	ApSeed Program in Rowan and Davie Counties
Start and End Dates	fall 2018- spring 19
Priorities Identified in Collaboration with LEAs/Schools	literacy education
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	David Koppenhaver worked with ApSeed in Rowan and Davie Counties regarding language and literacy issues, program evaluation, and research through distributing more than 1,000 early language and literacy tablets to economically disadvantaged families.
Summary of the Outcome of the Activities and/or Programs	Connected program with two colleagues (Beth Buchholz and Rebecca Jordan) who have submitted research proposals to the organization that are currently under review.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	7-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	stress management for teachers and staff
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Dr. Christine Rosenbalm provided stress management workshop
Summary of the Outcome of the Activities and/or Programs	Academy staff engaged in a stress management training to help find ways to alleviate stress for themselves and our students

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	UNC - Chapel Hill
Start and End Dates	Fall 2018
Priorities Identified in Collaboration with LEAs/Schools	literacy for students with disabilities
Number of Participants	attended by 125 teachers and speech-language pathologists
Activities and/or Programs Implemented to Address the Priorities	Co-presented with Dr. Karen Erickson a 3-day course on literacy for students with significant disabilities and complex communication needs.
Summary of the Outcome of the Activities and/or Programs	Teachers were provided instruction on literacy.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	14-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Writing instruction
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Dr. Beth Frye and Dr. Rebecca Jordan provided writing instruction for grade 3-5 professional learning team teachers
Summary of the Outcome of the Activities and/or Programs	Teachers learned how to implement non-fiction in their writing instruction
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Middle Fork Academy, Winston-Salem/Forsyth County Schools
Start and End Dates	22-Feb-19
Priorities Identified in Collaboration with LEAs/Schools	Mathematics instruction
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Dr. Lisa Poling and Dr. Ashley Whitehead worked with professional learning teams during grade 3-5 math meetings on math instruction
Summary of the Outcome of the Activities and/or Programs	Teachers in grades 3-5 focused on how to use manipulatives to help build concrete representations of fractions and decimals.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alec G. Cunningham Foundation - Camp ALEC
Start and End Dates	2018
Priorities Identified in Collaboration with LEAs/Schools	literacy education
Number of Participants	20 students and 175 public school teachers and speech-language pathologists

Activities and/or Programs Implemented to Address the Priorities	co-developed and co-taught a summer camp with Dr. Karen Erickson at UNC-Chapel Hill where they a) trained 20 teachers and SLPs how to provide literacy instruction and assessment to children with significant disabilities and complex communication needs; (b) provide a week of engaging literacy activities for 20 students with significant disabilities, (c) provide families an overview of effective literacy practices for their children and a report outlining their children's relative strengths and needs and ways that they can work with their home schools to help their children improve their literacy learning; and (d) co-presented with Dr. Karen Erickson at UNC-Chapel Hill a 3-day course on literacy for students with significant disabilities and complex communication needs, attended by approximately 175 public school teachers and SLPs.
Summary of the Outcome of the Activities and/or Programs	Instruction on literacy and students with disabilities
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	48 schools and over 38 systems in NC
Start and End Dates	
Priorities Identified in Collaboration with LEAs/Schools	research on cultural leadership and student learning improvement and sustainability
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Roma Angel had his master's level students in his organizational theory classes conduct research for school principals based on cultural leadership and student learning improvement and sustainability.
Summary of the Outcome of the Activities and/or Programs	Outcomes shared with principals and several SIP teams, including 48 different schools and 38+ systems in NC
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	18 school districts in NC
Start and End Dates	fall 2018-19
Priorities Identified in Collaboration with LEAs/Schools	research outcomes shared with superintendents and other district office administrators
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Roma Angel had his master's level students in his district level organizational theory classes conduct projects at the district level and focus on system-wide efforts to improve community cultural relationships and student learning.
Summary of the Outcome of the Activities and/or Programs	Outcomes shared with superintendents and other administrators in 18 districts in NC.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools NC PreK Collaborative
Start and End Dates	January 2018 - December 2018 (ongoing)

Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	approximately 17 children at each of three NC PreK classrooms
Activities and/or Programs Implemented to Address the Priorities	Denise Brewer oversees the Lucy Brock Child Development Laboratory school that uses an emergent curriculum, hires teachers, and is fully responsible to/for three NC PreK classrooms in Watauga County Schools at Blowing Rock, Parkway, and Cove Creek Elementary Schools.
Summary of the Outcome of the Activities and/or Programs	Successfully supports children and families in NC PreK using best practices. Also a successful collaboration with Watauga County Schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC PreK Committee
Start and End Dates	fall 2018 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	Planning and decision making for Watauga preK
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	Denise Bewer and Andrea Anderson attend monthly meetings for the NC PreK committee, which works with Watauga County Schools NC PreK stakeholders to implement NC PreK priorities.
Summary of the Outcome of the Activities and/or Programs	make decisions regarding NC PreK in Watauga County Schools (e.g., create discipline policy, place children in classrooms equitably each year).
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Watauga, Burke, Caldwell, Catawba, and Buncombe County Schools
Start and End Dates	orientation: February-June, 2019, and seminar travel: July 2019
Priorities Identified in Collaboration with LEAs/Schools	Global connetions
Number of Participants	7 teachers
Activities and/or Programs Implemented to Address the Priorities	Paul Wallace recruited 7 teacher applicants for the Fulbright-Hays Group Projects Abroad Program to Indonesia.
Summary of the Outcome of the Activities and/or Programs	Support to teachers traveling abroad and studying
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools
Start and End Dates	August 2017-May 2018
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	50

Activities and/or Programs Implemented to Address the Priorities	Devery Ward led a Summer Reading Clinic at Parkway School in Summer 2018 and Early Steps Training from August 2017-May 2018.
Summary of the Outcome of the Activities and/or Programs	Provided reading instruction to children.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	21-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Social Studies curriculum development with teachers
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Dr. Eric Groce provided professional development in Social Studies content
Summary of the Outcome of the Activities and/or Programs	Academy staff deepened their understanding of Social Studies content to help support the Social Studies curriculum implementation
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	28-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Curriculum support
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Student engagement with Dr. Christine Rosenbalm
Summary of the Outcome of the Activities and/or Programs	Academy staff focused on different ways to engage students to promote active learning of the curriculum
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	4-Apr-19
Priorities Identified in Collaboration with LEAs/Schools	K-2 Writing instruction
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Dr. Beth Frye and Dr. Rebecca Jordan provided professional development to k-2 teachers to support writing instruction.
Summary of the Outcome of the Activities and/or Programs	Teachers learned how to model and then write non-fiction text with their students

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	25-Apr-19
Priorities Identified in Collaboration with LEAs/Schools	K-2 writing instruction
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Dr. Beth Frye and Dr. Rebecca Jordan provided professional development to k-2 teaches to support writing instruction.
Summary of the Outcome of the Activities and/or Programs	Teaches learned how to support students as they wrote non-fiction texts in small groups and individually.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Academy at Middle Fork, Winston-Salem Forsyth
Start and End Dates	30-Apr-19
Priorities Identified in Collaboration with LEAs/Schools	Supporting diverse needs of students: AIG focus
Number of Participants	29
Activities and/or Programs Implemented to Address the Priorities	Dr. Eric Groce conducted professional development to support AIG students
Summary of the Outcome of the Activities and/or Programs	Academy staff learned about the characteristics of the gifted student and how to support identification and differentiation for gifted students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	This is offered for any teacher to attend. Many teachers who participate are in our Public School Partnership Counties: Alleghany County, Ashe County, Avery County, Alexander County, Burke County, Caldwell County, Elkin City Schools, Wilkes County, Wauaga County.
Start and End Dates	July 9, 2018 - July 20, 2018; June 24-28, 2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development for Mathematics Teachers
Number of Participants	5-19 per workshop
Activities and/or Programs Implemented to Address the Priorities	Topics for the Professional Development included: Numbers and Operations (Grades K-5), STEM Leadership (Grades 6-12), Math 2, Math 3, Literacy in Mathematics (Grades K-8), Instructional Leaders (Grades SK-12), Patterns and Algebraic Thinking (Grades K-5), Algebraic Reasoning (Grades 6-8), Discrete Math (Grades 9-12), STEM for the Teacher Leader (Grades K-5)
Summary of the Outcome of the Activities and/or Programs	Teachers earned up to 30 renewal credit hours in the areas listed above. Teachers were able to implement the strategies and methods in the classes they teach.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public School Partnership School Systems: Alleghany County, Ashe County, Avery County, Alexander County, Burke County, Caldwell County, Elkin City Schools, Wilkes County, Watauga County.

Start and End Dates	Fall 2018-Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Collaborating with public schools in the local area presenting math activities which emphasize problem solving, logical thinking, numbers and operations, geometry, spatial thinking and patterns.
Number of Participants	706 total for 6 Family Math Nights; varied from 42 to 196 per session.
Activities and/or Programs Implemented to Address the Priorities	Schools and families come together for this event. It is a collaborative effort with the school providing publicity to the families and providing a space for the activities.
Summary of the Outcome of the Activities and/or Programs	Family math nights ranged from one to two hours. All participants enjoyed the math puzzles and games and left with a renewed interest and excitement about mathematics. Families worked together to solve math problems.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	This is offered for any teacher to attend. Many teachers who participate are in our Public School Partnership Counties: Alleghany County, Ashe County, Avery County, Alexander County, Burke County, Caldwell County, Elkin City Schools, Wilkes County, Wauaga County.
Start and End Dates	September 2018 - April 2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Development in the area of science for teachers
Number of Participants	202 for the 7 seminars with an average attendance of 29
Activities and/or Programs Implemented to Address the Priorities	The Science Seminar Series included the following topics: Don't Feed the Ticks!: The Ecology of Tick-Borne Diseases in Western North Carolina; Key to the Cabinets: Unlocking Natural History Collections through Citizen Science; Explaining the Impossible: Kenneth Arrow's Nobel Prize-Winning Theorem on Electrons; Anti-Semitism in Nazi Germany and its Repercussions for Physics; Paleo, Keto, and Gluten-free Diets: A Nutritionist's View; Cooking on Sunshine...The Physics of Solar Cooking; You Must Not Fool Yourself and You are the Easiest Person to Fool.
Summary of the Outcome of the Activities and/or Programs	This year's Science Seminar Series was aimed at increasing scientific knowledge in several areas of science and math. Teachers can receive 0.2 CEU per seminar toward professional development. The program is open to the public as well.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga and Wilkes County Schools
Start and End Dates	November 2018 - April 2019
Priorities Identified in Collaboration with LEAs/Schools	Science Activities Presentation for families with schools having the responsibility to publicize the family nights to parents and registrar students, provide space (usually the school cafeteria) for the investigations, and provide volunteers to assist.
Number of Participants	32-72 per session; Total of 407 for 7 sessions
Activities and/or Programs Implemented to Address the Priorities	Family Science Night - an opportunity for K-5 students and their parents to enjoy an evening of hands-on science and problem solving activities.

Summary of the Outcome of the Activities and/or Programs	Families had the opportunity to engage in science activities with their students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Catawba County, Davie County, Avery County, Caldwell County, Watauga County, Cabarrus/Rowan School System, Union County, Wilkes County, Forsyth County
Start and End Dates	August 7 and 9, 2018
Priorities Identified in Collaboration with LEAs/Schools	Workshops for professional development of teachers in Geology
Number of Participants	42 Teachers
Activities and/or Programs Implemented to Address the Priorities	The first workshop was Rockin' North Carolina and the second was Deep-Time Toolbox; both included content and methods.
Summary of the Outcome of the Activities and/or Programs	Teachers gained content knowledge of rocks and other geology along with tools to help in teaching the material. Teachers earned 0.6 CEU for each workshop.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County and Forsyth County (Academy at Middle Fork)
Start and End Dates	August 22, 2018 and September 20, 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional development in mathematics for elementary school teachers
Number of Participants	40 Teachers
Activities and/or Programs Implemented to Address the Priorities	Conducted workshops dealing with mathematics content and methods of teaching math at the elementary school level.
Summary of the Outcome of the Activities and/or Programs	Teachers learned more ways of teaching some of the mathematics that causes difficulty with elementary school students. Teachers earned 0.6 CEU for first workshop and 0.2 CEU for the second.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County
Start and End Dates	October 10, 2018 and November 16, 2018
Priorities Identified in Collaboration with LEAs/Schools	Content knowledge of Grades 5-8 physical science
Number of Participants	38 Teachers
Activities and/or Programs Implemented to Address the Priorities	Professional development workshops in physical science, one for Grade 5 and one for Grades 6-8
Summary of the Outcome of the Activities and/or Programs	Teachers learned or refreshed their knowledge of the physical science content taught in the referenced grade levels. Teachers earned 0.3 CEU for each workshop.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County
Start and End Dates	One-day workshop on October 19, 2018
Priorities Identified in Collaboration with LEAs/Schools	Earth Science for Grade 4 at Union Charter Academy
Number of Participants	7 Teachers
Activities and/or Programs Implemented to Address the Priorities	Earth Science workshop for Grade 4
Summary of the Outcome of the Activities and/or Programs	Teachers increased or refreshed their knowledge of Earth Science and considered ways of teaching it to fourth graders. Teachers earned 0.3 CEU.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northwest Regional Science Fair Counties: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, McDowell, Mitchell, Watauga, Wilkes, Yancey
Start and End Dates	Fall semester culminating in the regional competitions on December 18, 2018
Priorities Identified in Collaboration with LEAs/Schools	To foster student research in science in Grades 3-12
Number of Participants	221 students in the science fair competition and 75 students in the Student Academy of Science competition; many NW Region teachers served as judges.
Activities and/or Programs Implemented to Address the Priorities	Each student worked on a research project under the direction of his/her teacher that resulted in a presentation of the results at the regional science fair held on the campus of Appalachian State University. The NC Student Academy of Science research paper competition by high school juniors and seniors took place on the same date.
Summary of the Outcome of the Activities and/or Programs	Students learned the techniques of researching a science topic and gained experience in presenting to judges in a competition. Teachers gained experience judging science fairs and earned 0.6 CEU.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County
Start and End Dates	January 24, 2019 and May 22, 2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development in science for elementary school teachers
Number of Participants	21 Teachers
Activities and/or Programs Implemented to Address the Priorities	Environmental Science and Sustainability workshop at Cove Creek Elementary, Fun with Force and Motion workshop for Grade 5 science teachers in county
Summary of the Outcome of the Activities and/or Programs	Teachers learned content and methods for teaching the referenced science and math topics. Teachers earned 0.3 CEU for the Sustainability workshop and 0.2 CEU for the Force and Motion workshop.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Avery County, Burke County, Gaston County, Iredell-Statesville Schools, Watauga County
Start and End Dates	One-day workshop on July 20, 2018
Priorities Identified in Collaboration with LEAs/Schools	Professional development in math and science for elementary school teachers
Number of Participants	39 Teachers
Activities and/or Programs Implemented to Address the Priorities	Teaching Math and Literacy in the Garden workshop for elementary math teachers, Cultivating Growing Minds: Foodscaping School Gardens in collaboration with Blue Ridge Women in Agriculture
Summary of the Outcome of the Activities and/or Programs	Teachers learned how to use school gardens to teach math and science concepts. Teachers earned 0.5 CEU for the first workshop and 0.6 CEU for the second.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Students and their teachers who participate are from our Public School Partnership Counties: Alleghany County, Ashe County, Avery County, Alexander County, Burke County, Caldwell County, Elkin City Schools, Wilkes County, Wauaga County.
Start and End Dates	Fall semester until March 23, 2019
Priorities Identified in Collaboration with LEAs/Schools	To foster research in mathematics in Grades K-12
Number of Participants	161 Students and 16 Judges
Activities and/or Programs Implemented to Address the Priorities	Each student worked on a research project under the direction of his/her teacher that resulted in a presentation of the results at the Western Region Math Fair held on the campus of Appalachian State University.
Summary of the Outcome of the Activities and/or Programs	Students learned the techniques of researching a math topic and gained experience in presenting to judges in a competition. Teachers gained experience in judging math fairs and earned 0.5 CEU.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County, Wilkes County, Buncombe County, Rowan-Salisbury Schools, Caldwell County, Academy at Middle Fork in Forsyth County, Ashe County, Alleghany County, Avery County, Alexander County, Burke County, Elkin City Schools
Start and End Dates	July 25, 2018 - June 17, 2019
Priorities Identified in Collaboration with LEAs/Schools	Provide science programs for K-12 student groups visiting campus and at other locations
Number of Participants	4233 students and 239 teachers
Activities and/or Programs Implemented to Address the Priorities	Science demonstrations, Astronomy in the Appalachian Observatory, Watershed Field Day, Playhouse Buildfest, North Carolina Science Festival Expo Day with hands-on science activities, Summer Science at the Libraries
Summary of the Outcome of the Activities and/or Programs	The variety of science activities served to get students excited about science and hopefully will have a lasting effect in getting more students to go into STEM fields.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northwest Regional Science Fair Counties: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, McDowell, Mitchell, Watauga, Wilkes, Yancey
Start and End Dates	One-day workshop on June 24, 2019
Priorities Identified in Collaboration with LEAs/Schools	How to Guide Student STEM Research
Number of Participants	23 Teachers
Activities and/or Programs Implemented to Address the Priorities	A workshop for Grades 3-12 Teachers and Administrators dealing with how to guide students in conducting STEM research and how to implement a science and engineering fair for a class, grade-level or school during the 2019-2020 academic year
Summary of the Outcome of the Activities and/or Programs	Teachers explored ways to guide student STEM research and learned the nuts and bolts of conducting a science and engineering fair.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe, Beaufort, Buncombe, Catawba, Charlotte-Mecklenburg, Cumberland, Guilford, Iredell-Statesville Schools, Johnston, NCSSM, Thomasville City, Union, Wake
Start and End Dates	June 10, 2019 - June 13, 2019
Priorities Identified in Collaboration with LEAs/Schools	Developing resources for the North Carolina's three Fourth Math Courses
Number of Participants	20 Teachers
Activities and/or Programs Implemented to Address the Priorities	Workshop developing an instructional framework for the courses in Math 4 (MSEC helped facilitate the work of the NC Collaborative in this statewide effort.)
Summary of the Outcome of the Activities and/or Programs	Drafts of instructional frameworks were completed for each of the three fourth math courses as well as plans for what additional resources teachers and districts will need. Teachers earned 2.4 CEUs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	State-wide program with rising high school juniors and seniors from every school system in the state eligible to apply. Successful applicants are assigned to one of four campuses: Appalachian, UNC Charlotte, East Carolina or UNC Wilmington
Start and End Dates	June 30, 2018 - July 28, 2018
Priorities Identified in Collaboration with LEAs/Schools	To give high-achieving students with an interest in math and science and related areas a research experience in a STEM project
Number of Participants	60 at Appalachian
Activities and/or Programs Implemented to Address the Priorities	Summer Ventures in Science and Mathematics is a 4-week residential program that enrolls students in a research course and other high-level enrichment courses in math and science.
Summary of the Outcome of the Activities and/or Programs	Students identify a topic that they research and then present their findings at the end of the program to their peers and others. Students with projects judged to be the best were presented at the State of North Carolina Undergraduate Research & Creativity Symposium at NC State on November 10, 2018.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	284
Female	962
Race/Ethnicity	Number
Hispanic / Latino	96
Asian	19
African-American	52
American Indian / Alaskan Native	8
Native Hawaiian / Pacific Islander	0
White	1017
Multi-Racial	33
Student does not wish to provide	21

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

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic/Latino	7	Hispanic/Latino	13
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	2
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	136	White	546
	Multi-Racial	5	Multi-Racial	13
	Not Provided	4	Not Provided	6
	Total	155	Total	590
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	2	Total	1

Part-Time

	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	
	White	3	White	23
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	2
	Total	6	Total	27
Licensure-Only	Hispanic / Latino		Hispanic / Latino	
	Asian		Asian	
	African-American		African-American	
	American Indian / Alaskan Native		American Indian / Alaskan Native	
	Native Hawaiian / Pacific Islander		Native Hawaiian / Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Student does not wish to provide		Student does not wish to provide	
	Total	0	Total	0
Residency	Hispanic / Latino		Hispanic / Latino	
	Asian		Asian	
	African-American		African-American	
	American Indian / Alaskan Native		American Indian / Alaskan Native	
	Native Hawaiian / Pacific Islander		Native Hawaiian / Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Student does not wish to provide		Student does not wish to provide	
	Total	0	Total	0

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten		12				
Elementary		159				
MG		42		1		
Secondary		78				
Special Subjects		58				

EC		32				
VocEd		7				
Special Services						
Total	0	388	0	1	0	0

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

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	ASU	332	85	55
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Winston Salem / Forsyth County Schools	487
Caldwell County Schools	465
Wake County Schools	452
Charlotte-Mecklenburg Schools	433
Catawba County Schools	401
Wilkes County Schools	359
Burke County Schools	333
Gaston County Schools	290
Watauga County Schools	263
Guilford County Schools	252

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

Measure	Baccalaureate
MEAN SAT Total	1,204.91
MEAN SAT-Math	604.04
MEAN SAT-Verbal	615.43
MEAN ACT Composite	26.64
MEAN ACT-Math	24.35
MEAN ACT-English	24.22
MEAN CORE-Combined	*
MEAN CORE-Reading	169.67
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.48
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	157	111	111	90.09	111	91.89	111	94.59
M.G. Language Arts	16	14	11	100.00	11	100.00	12	100.00
M.G. Math	11	11	11	100.00	11	100.00	11	100.00
M.G. Science	12	12	12	100.00	12	100.00	12	100.00
M.G. Social Studies	18	13	13	100.00	13	100.00	13	100.00
English	23	12	12	100.00	12	100.00	12	100.00
Math (grades 9-12)	10	7	7	100.00	7	100.00	7	100.00
Science (grades 9-12)	7	5	.	.	.	.	1	100.00
Biology	4	3	3	100.00	3	100.00	3	100.00
Chemistry	3	2	2	50.00	2	100.00	2	100.00
Social Studies (grades 9-12)	50	35	35	85.71	35	88.57	35	88.57
History	50	35	35	85.71	35	88.57	35	88.57
French	5	2	.	.	.	.	.	.
Physical Education	16	10	10	100.00	10	100.00	10	100.00
Health Specialist	4	2	1	100.00	1	100.00	1	100.00
Art	13	6	6	100.00	6	100.00	6	100.00
Music	23	11	11	90.91	11	100.00	11	100.00
Family and Consumer Sciences	3	3	3	100.00	3	100.00	3	100.00
Marketing Education	1	.	.	.	.	.	.	.
Business Education	6	5	5	100.00	5	100.00	5	100.00
Technology Education	3	3	3	100.00	3	100.00	3	100.00
Spec Ed: Adapted Curriculum	27	19	19	100.00	19	100.00	19	100.00
Spec Ed: General Curriculum	25	13	13	46.15	13	61.54	13	69.23
Institution Summary	403	271	268	90.67	268	93.66	268	95.15
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

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	20	101	38	54	58	131
U Licensure Only	0	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	0	4	0	0
U Licensure Only	0	0	0	0	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
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
90	6	36

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

1:6

K. Teacher Effectiveness

Institution: Appalachian State University
Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years 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. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19</p>

school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	1.0%	60.0%	37.2%	1.6%	513	282
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	1.8%	51.3%	43.6%	3.2%	505	290
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.0%	63.8%	32.7%	1.6%	505	290
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	1.6%	60.4%	36.6%	1.2%	513	282
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	1.4%	63.0%	32.9%	2.6%	505	290
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	18.2%	69.4%	12.4%	379	416		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		
