

IHE Bachelor Performance Report

Appalachian State University

2013 - 2014

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. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the University strives to serve a diverse student body. The University has a main campus enrollment of 16,424 and another 1,532 off-campus students. The University is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music, 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 approximately 2,161 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited, and the RCOE serves as the recognized teacher education unit on campus. As such, the RCOE is responsible for recommending licensure for candidates from 22 degree programs (leading to licensure in 27 areas) at the undergraduate level, 18 degrees (leading to licensure in 24 areas) at the master level, two at the specialist level (with two additional 60 sh master programs being eligible for specialist license), and one degree 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. Terminal degrees are held by 99% of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college continues to maintain one of the largest Teaching Fellows programs in North Carolina as it phases out. The RCOE provides support to 116 schools (with an enrollment of over 52,102) within the ASU-Public School Partnership. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues; the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels; and the Adult Basic Skills Project, which provides training for literacy teaching of adults across North Carolina. The ASU Charles E. and Geneva S. Scott Scottish Rite Communication

Disorders Clinic (CDC), housed in the College of Health Sciences, provides diagnostic (including screenings) and treatment services to about 3000 school age clients annually, a substantial number of whom are referrals from school districts; with the total number of clients seen in all CDC programs being well over 6000 for nearly 9000 service hours provided annually.

With the phasing out of the North Carolina Teaching Fellows program, Appalachian State University and its Reich College of Education (RCOE) has implemented a new program, Appalachian Community of Education Scholars (ACES). ACES is an organization that provides a diverse community for its members that is rich in tradition and school spirit. Camaraderie is built within the organization's members through events, such as upperclassmen assisting with freshman move-in, mentoring, and retreats. ACES also provides support needed by student teachers to become future leaders within their communities. Opportunities, friendships, desire, and commitment are some of the benefits of this organization. ACES is but one function served by the James Center for Appalachian Educators (James Center). Named for Steven and Judy James, the donors whose gift funds enabled the establishment of the center, the James Center has become a focal point of a great deal of activity in the RCOE. In addition to the ACES program, the James Center is responsible for all facets of the programs of those teaching fellows who are in the last of the cohorts moving through the North Carolina Teaching Fellows program. The James Center also organizes and advertises professional development opportunities, serves as a point of contact for teacher education students in majors housed in colleges outside of the RCOE, is a resource for transfer students, and is very active in the conduct of recruitment and retention efforts of the RCOE.

Program Areas and Levels Offered

Undergraduate program areas and levels offered include Art (K-12), BS; Biology, BS, with Secondary education licensure in Biology and Comprehensive Science; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, BS, with secondary licensure in Chemistry and Comprehensive Science; Child Development: B-K, BS; Elementary Education (K-6), BS; English, Secondary Education, BS; Family and Consumer Sciences, Secondary Education, BS; French (K-12), BS; Geology, BS with secondary licensure in Earth Science and Comprehensive Science; Health Education, Secondary Education, BS; History, Secondary Education, BS, with licensure in History and Social Studies; Mathematics, Secondary Education, BS; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; 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; Technology Education with concentrations in Trade and Industry, and Secondary Education, BS.

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	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Burke	Collaborative work between faculty and public schools 1).Classroom Research 2)Addressing Common Core standards 3) Teacher study groups 4)Outreach and direct classroom instruction 5) Professional Development of school professionals	Data use research “Data Use Practices in North Carolina: Investigating the NC Final Exams” Worked with two middle schools through the University Research Council to collect quantitative and qualitative data on data use processes around the NC Final Exams.	2013-2014	-2 ASU Faculty -2 Principals -7 Teachers	1. Use findings to determine services needed for rural school districts 2. Serve as exam proctors for the NC Final Exams, as well as student recruits to help proctor
Bertie, Cumberland, Davidson (Thomasville City Schools), Duplin, Durham, Gaston, Green, Hertford, Hyde, Iredell-Statesville, Jones, Mecklenburg, Richmond, Robeson, and Vance	Collaborative work between faculty and public schools 2)Addressing Common Core standards 5) Professional Development of school professionals	Health issue Service “HIV/Teen Pregnancy Prevention” A grant that is funded through the Healthy Schools section of the Department of Public Instruction with funds from the CDC, enables the NC School Health Training Center to provide professional development for teachers. This project provides 10 workshops in <i>Successfully Teaching Health</i> .	2013-2014	-300 Teachers -3000 Students -2 ASU Faculty	1.Designed curricula and lesson plans aimed towards middle school and high school level teachers 2. Teachers are better prepared to teach health related topics from this training

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Watauga, Caldwell, Burke, Alexander, Alleghany, Ashe, Avery, Wilkes, Elkin	Collaborative work between faculty and public schools 3. Teacher study groups 5) Professional Development of school professionals	Secondary Social Studies Professional Learning Community (PLC) This PLC is under the Public School Partnership and has at least one faculty representative from each LEA in the Partnership area.	2013-2014	-3 ASU Faculty	1. Provide professional development for Secondary Social Studies teachers through seminars, grant activities, professional organization activities with conferences 2. A website designed for teachers that provides resources and lesson plans to assist with instruction based on the new Essential Standards in Social Studies
Watauga, Ashe, Avery, and Caldwell	Collaborative work between faculty and public schools 1) Classroom Research 2)Addressing Common Core standards 4)Outreach and direct classroom instruction	Music Education and K-12 School Activities Music education students have the opportunity to learn from, and interact with, current music educators in surrounding counties Performances generate interest in music study ASU students engage in microteaching in schools with k-12 studnets	2013-2014 Ongoing	-3 Public School Teachers -20 ASU Students -10 Public School Teachers -10 ASU Students -50 Teachers -100 Students	1. Panel of music educators from Watauga County Schools visits and speaks to 2 nd year students each semester 2. Senior music education students spend 1 day per week for 8 weeks in Music Education Practicum, a supervised internship 3. Symphony Orchestra and Steely Pan steel band performances for in Shafer Center

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				-5 Teachers -20 Students	each semester 4. General Music Methods class students teach music lessons or develops music projects for Two Rivers Community School each semester
Watauga	Collaborative work between faculty and public schools 1) Classroom Research 2)Addressing Common Core standards 5) Professional Development of school professionals	<p>Preschool initiative</p> <p>1.Developmental Assessment and Preschool Curriculum Collaboration between ASU students from two courses, Watauga County Schools Preschool Program, and the Children’s Council</p> <p>2. Transdisciplinary Play-Based Training (TPBA) An assessment that has been regarded by many NC school systems as the best practices for young children</p>	2013-2014 Ongoing	-10 Teachers -60 Students -50 ASU Students - 2 ASU Faculty -30 School System Personnel -60 ASU Students -2 ASU Faculty	1.Students are trained to administer the DIAL IV Screening and implement this training within schools 2. Gain an understanding of how schools work and interdisciplinary experience 1.Allows teachers to plan and give recommendations for the home/natural environment by determining if a child is eligible for special education services 2. A child’s true development can be determined and assessed
Avery, Watauga, Yadkin	Collaborative work between faculty and public schools 2)Addressing	<p>Title II: Reading Education Clinic A program to assist children that have</p>	2013-2014 Ongoing	-5 ASU Faculty -35 Teachers -690 Students	1. Delivers reading instruction to county teachers

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	Common Core standards 4)Outreach and direct classroom instruction	reading problems		-3 Doctoral Students	as professional development 2. Provides focused after-school literacy tutoring 3. Data is analyzed and shared with schools and teachers 4. Create a program focused on using technology in teaching and student literacy learning
Iredell-Stateville	Collaborative work between faculty and public schools 4)Outreach and direct classroom instruction	Chinese Schools and Culture	2014	-90 Students -6 Teachers -1 ASU Faculty -4 School Administrators	1. Present 3 90-minute presentations to grades 3-5 classes at Central Elementary
Bertie Cumberland Davidson (Thomasville City), Duplin,Durham, Gaston, Green, Hertford, Hyde, Iredell-	Collaborative work between faculty and public schools 3) Teacher study groups 4)Outreach and direct classroom instruction	NC School Health Training Center “Making Proud Choices” Two-day program that helps reduce sexual risk by young people and is aligned with the Healthy Young Act and Essential Standards in Health	2013-2014 Ongoing	-2 ASU Faculty -20 Trainers	1. Educate and assist school systems with above-state-average teen pregnancy and

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Statesville, Jones, Mecklenburg, Richmond, Robeson, Vance	5) Professional Development of school professionals	<p>“Parents Matter” Two-day program for parents of pre-teens (9-12 years old)</p> <p>“Successfully Teaching Health” and “Lessons for a Healthy Youth” Workshop that introduces a 7-step lesson plan of the new Essential Standards</p> <p>“ASIST” Two-day suicide intervention professional development workshop</p> <p>“Youth Health Summit: Finding Your Inner Superhero” This was the 2nd annual workshop and was held at NCSU.</p> <p>“How to be an Ally” Workshop that guides school personnel on how to provide a safe environment and atmosphere for GLBTQ youth</p> <p>“Darkness to Light”</p>		<p>-92 Teachers, Nurses, and Social Workers</p> <p>-44 Trained Facilitators within the community</p> <p>-201 Teachers</p> <p>-175 Teachers</p> <p>-15 Teachers -75 Students -16 Teachers</p>	<p>birth rates</p> <p>1.Designed prevention program to enhance protective practices and promote parent-child discussions about sexuality and sexual risk reduction</p> <p>1.Develop trainings based on lesson plans found in the Successfully Teaching Health Manuals</p> <p>1.Provide the training caregivers and teachers need to feel more confident, comfortable, and competent in helping prevent the immediate risk of suicide</p> <p>1.Focused on suicide prevention, healthy relationships, and healthy sexuality</p> <p>1.Educates and develops training for personnel on creating safer places for gay, lesbian, bisexual, transgender, and questions youth</p>

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		<p>Funded by Title V and is an expanded five-hour program regarding child sexual abuse prevention for school personnel</p> <p>“What Do Kids Need to Know and When Do They Need to Know It” Title V funded workshop aimed at teachers, counselors, and nurses that deliver puberty education in grades 4,5, and 6, also includes abstinence and parent/youth communication</p>		<p>-622 School Personnel</p> <p>-55 School Personnel</p>	<p>1.Help schools analyze policies about preventing, reporting, and access to children</p> <p>1.Develop and present best practices in puberty education for specified ages based on standard cognitive development</p>
Watauga	Collaborative work between faculty and public schools 4)Outreach and direct classroom instruction 5) Professional Development of school professionals	<p>Visualization and Creation of Augmented Reality Games How to implement AR games into the classroom</p>	2013-2014	-2 ASU Faculty -8 Teachers	1.Create and develop AR games that can be used as a form of instruction
Franklin, Cabarrus, Pitt, Wilkes, Durham, Union City, Catawba, Guildford, Randolph, Rutherford, Davidson, Caldwell, Lincoln, Watauga, Cumberland, Cleveland, Buncombe, Avery, Gaston,	Collaborative work between faculty and public schools 1)Classroom Research 2)Addressing Common Core standards 3) Teacher study groups 4)Outreach and direct classroom instruction 5) Professional Development of	<p>Mathematics and Science Education Center</p> <p>Summer Ventures A cost-free, state-funded program for academically talented NC residents who have demonstrated interest in science and mathematics and aspire to a career in STEM. This is a residential setting for rising juniors and seniors for research and intensive study.</p>	2013-2014 Ongoing	-85 Students -28 Teachers -6 Seminar Speakers -10 Residential Staff	<p>1.Guide students through an academic program specifically-designed to provide scientific inquiry and mathematical problem solving experiences</p> <p>2. Supplement high</p>

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Haywood, Ashe... 34 NC Counties in total	school professionals	<p>MELT Professional Development Summer Institutes Twelve weeklong PD institutes for K-12 mathematics teachers</p> <p>North Carolina Science Festival A one-day ASU STEM Expo for visiting students</p> <p>Northwest Regional Science Fair</p> <p>NCCTM Math Contest</p> <p>AMP (Appalachian Mathematics Partnership) Project Brings teachers together to professional development related to statistics content of middle and high school coursework.</p> <p>Programs for K-12 Students</p>		<p>-1700 Students</p> <p>-71 Students -36 Judges -290 Students</p> <p>-170 Students</p>	<p>school and university courses</p> <p>3. Educate students about computer applications, careers in science and mathematics, social issues, and communication skills for mathematics and science competitions</p> <p>1. Provide resources and training based on Common Core State Standards for Mathematics</p> <p>1. Demonstrate and lead science related activities</p> <p>1. Develop a greater understanding of science and provide opportunity for critical thinking and experimentation</p> <p>1. Explored the thinking of statistical problem solving and modeling and reflected on own practices in the</p>

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		<p>Modeling Project A grant approved through the NC Ready for Success project</p> <p>Math Camp Held at ASU for rising 6th-12th graders and at Discovery Place in Charlotts for at-risk</p>		<p>-6 ASU Faculty -188 Teachers -2053 Students -394 Parents</p>	<p>classroom</p> <ol style="list-style-type: none"> 1.Science demonstrations for visiting students 2. Family Math Nights and Family Science Nights for students and parents to explore interesting facets together 3. Geology topic exploration <ol style="list-style-type: none"> 1.Explore the vertical alignment of modeling across academic levels 2. Prepare a framework that can be used to axamine the modeling content of a task and how to align tasks in the classroom to develop students' abilities to model over time 3. Develop professional development materials for facilitating conversations on modeling and a collection of career and college ready resources

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		<p>students</p> <p>Workshops, Seminars, and Institutes These are typically are 6 hour presentations that allow public school teachers to gain CEUs and graduate credit.</p>		<p>-157 Students -8 ASU Faculty</p> <p>-498 Teachers -12 ASU Faculty -5 Public School Teacher Presenters</p>	<p>1.Provides the confidence students' need to excel in math no matter their skill level</p> <p>2. Allows future teachers to practice their methods and instruction tools</p> <p>1.Navigating Course 3 in the Math Common Core</p> <p>2. Math Modeling Through Data and Statistics</p> <p>3. Building Math Thinkiners Through Assessment and Inquiry</p> <p>4. Research Experience for Teachers Program: Data Analysis and Mining, Visualization, and Image Processing</p> <p>5. Incremental Changes and Paradigm Shifts in Scientific Knowledge that Improve Our Understanding of the Natural Woeld Seminars</p>

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					<p>6. Teaching and Learning Middle and High School Math Through Technology</p> <p>7. Probability and Statistics Through Common Core Math 1-3</p> <p>8. Algebra Through Common Core Math 1-3</p> <p>9. Common Core Math 3</p>
Burke, Wilkes, Alleghany, Ashe, Catawba, Elkin, Watauga, Caldwell, Avery	Collaborative work between faculty and public schools 2)Addressing Common Core standards 4)Outreach and direct classroom instruction	Mountaineer Summer Reading Program This program is a partnership between ASU Athletics and the Reich College of Education that encourages and supports literacy among first through eight grade students in the ASU Public School Partnership	2013-2014 Ongoing	-2 ASU Faculty -2,744 Students -135 Teachers/Staff -51,466 Books	1.Increase focus on reading for students in the Partnership schools and reward such actions
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga	Collaborative work between faculty and public schools 1) Classroom Research 5) Professional Development of school professionals	ASU Public School Partnership Activities (ASU-PSP Activities) Leadership Conference Planning A committee of faculty, administration and staff was formed to plan a summer conference around the theme "Critical Conversations".	2013-2014 Ongoing	-18 ASU Faculty -110 Public - School Faculty -5 Students	1.The conference will occur on August 4th, 5th and 6 th with keynote speaker Carolyn Shields (Transformative Leadership in Education
Burke and Ashe	Collaborative work between faculty and public schools 5) Professional Development of	(ASU-PSP Activities) Collaboration/Professional Development The Public School Partnership merged with the Office of Field Experiences and The		-26 ASU Faculty -33 Public School Faculty -825 Students	1. To provide a comprehensive and seamless approach to student recruitment,

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	school professionals	<p>James Center (student recruitment and professional development) to provide a comprehensive and seamless approach to student recruitment, preparation, field experiences and teacher support and professional development for practicing teachers. This program includes leadership from each of these areas as well as College of Education faculty, Arts and Sciences, Fine and Applied Arts, Health and Physical Education and the Math/Science Center who work together to plan and implement programming for this office and offer professional development and to partnership schools.</p> <p>2013-2014-Burke County Schools-Differentiating Instruction 2014-2015-8 additional workshops planned -Ashe County Professional Development Day planned</p>			preparation, field experiences and teacher support and professional development for practicing teachers
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga	Collaborative work between faculty and public schools 1) Classroom Research 3) Teacher study groups 5) Professional Development of school professionals	<p>(ASU-PSP Activities)</p> <p>Partnership Mini-Grants. The ASU-Partnership Mini Grants are intended to assist schools with collaborative projects that are connected to teacher training in Field Based communities of Practice (FBCOPs) and may include but is not limited to student teacher internships, professional development of</p>	2013-2014		

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		teachers, and/or student learning, classroom research, team teaching or classroom exchanges with ASU content or teacher education faculty.			
Watauga	Collaborative work between faculty and public schools 2) Addressing Common Core standards instruction 5) Professional Development of school professionals	<p>(ASU-PSP Activities)</p> <p>Mini Grants</p> <p><i>Worth a Thousand Words: Connecting Common Core State Standards and 21st Century Literacies Through Picture Books</i></p> <p>Mabel Elementary Watauga County</p> <p>The purpose of this project is to provide the college of Education students and faculty to collaborate with each other and public schools teachers in lessons that integrate media and production literacies using award winning picture books. The lessons provide an example of media literacy for pre-service students enrolled in related education courses. This project will foster literacies while addressing 21st century skills and common core standards.</p>	2013-2014	-3 ASU Faculty -22 ASU students -1 Public School Teacher -25 Students	<p>1. Provided an opportunity for University faculty to collaborate in the design, implementation, and sharing of a series of literacy lessons that employ both print and non-print texts in order to address augmented conceptions of literacy, twenty-first century skills, and the Common Core State Standards”</p> <p>2. Fostered valuable relationships between University faculty, students, and Public School Teachers that extend conversations related to literacy in the digital age and provide rich classroom resources” was also met strongly.</p> <p>3. Acquired a set of resources for teaching media</p>

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					literacy and meeting Common Core State Standards that can be used by faculty, pre-service students, and classroom teachers and that reflect the unified theme of Civil Rights” and will roll out these materials for CI 2300 Instructors to implement and use in their classes in Fall 2014.
Wilkes	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction 5) Professional Development of school professionals	(ASU-PSP Activities) <i>“Morning Meeting: Back to the Future”</i> Miller’s Creek Elementary Wilkes County Today’s students need more than just instruction in the core topic areas. They also need to develop key 21 st -century skills that will serve them well in a globally competitive, information-based society, such as problem solving, critical thinking, creativity, communication, and collaboration. These skills will be critical for success on the new Common Core assessments. Research shows that students who participate in structured morning meetings demonstrate marked improvement in affective and academic skills	2013-2014	-1 ASU Faculty -2 Public School Teachers -50 Public School Students	1. Teachers really enjoyed the professional development and were excited to try the structured morning meeting. 2. Teachers reported that the collaborative and positive culture of the morning meetings helped them to connect positively with students who they usually had negative interactions with first thing in the morning. 3. In the initial interviews, students rated collaboration and

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					<p>helpfulness of peers quite low (2.3). After the month of morning meetings, students reported a higher level of collaboration and helpfulness (3.7). This showed that the underlying social/emotional activities of the morning meeting were successful in improving a positive learning environment.</p> <p>4. Finally, teachers reported that the structured morning meetings were a great way to utilize instructional time and integrate 21st century skills.</p> <p>5. Teachers reported noted increases in critical thinking skills and communication skills. They explained that the morning meeting provided a low risk and supportive place for students to take a risk and practice these skills.</p>
Watauga	Collaborative	(ASU-PSP Activities)	2013-	-2 ASU Faculty	1. Developed

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	<p>work between faculty and public schools</p> <p>1).Classroom Research</p> <p>3) Teacher study groups</p> <p>5) Professional Development of school professionals</p>	<p><i>“Sowing the Seeds of Learning in Soils!”</i></p> <p>Green Valley Elementary Watauga County</p> <p>This project provides an opportunity for science education faculty members from the Department of Curriculum and Instruction to collaborate with each other, as well as with teachers at Green Valley Elementary School, and pre-service elementary teachers in a service-learning course (CI 3552) in the context of a developing school garden program. Drs. Bradbury and Wilson have been working with Green Valley Elementary teachers to develop a school garden on the school grounds that can be used as a context for integrated science and language arts units of study. As the centerpiece of the inquiry-based science portion of our lesson, compost generated by earthworm compost bins maintained by elementary students will be used in the school garden to make amendments as students explore the effects of soil on plant growth. These lessons will expand on the hands-on experience by incorporating non-fiction science books.</p>	2014	<p>-22 ASU Students</p> <p>-8 Public School Teachers</p> <p>-154 Public School Students</p>	<p>several lessons across grade levels from K-5 (excluding grade 4) that integrated Common Core English/Language arts standards and NC Essential Science Standards and taught these lessons in K-5 classrooms at Green Valley School.</p> <p>2. Integrated lessons will be shared at two regional conferences in the Fall of 2014 (MA-ASTE & NCSTA). The conference proposals have already been submitted.</p> <p>3. Timeline established for sending manuscripts outlining two examples integrated units to the practitioner journal, <i>Science and Children</i>.</p>
Ashe	<p>Collaborative work between faculty and public schools</p> <p>2)Addressing</p>	<p>(ASU-PSP Activities)</p> <p><i>“North Carolina History, Geography and Culture for Grade Four: Integration of</i></p>	2013-2014	<p>-1 ASU Faculty</p> <p>-15 ASU Students</p> <p>-3 Public School Students</p>	<p>1. Collaborative work with Ashe County Schools.</p> <p>2. Provided a range</p>

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	<p>Common Core standards</p> <p>4) Outreach and direct classroom instruction</p> <p>5) Professional Development of school professionals</p>	<p><i>Reading and Writing in the Social Studies Curriculum</i></p> <p>Blue Ridge Elementary School Ashe County</p> <p>Blue Ridge Elementary School serves approximately 530 students K through 6 in Ashe County, NC. Currently the free and reduced lunch population is about 75 percent. Although there have been improvements in early literacy at this school, students continue to test below the state average in reading and demonstrate low reading comprehension particularly with informational text. Teachers report low background knowledge and motivation to read in the content areas. The fourth grade teachers feel that the addition of high interest low reading level books on topics related to the North.</p>		-75 Public School Students	<p>of texts for our ASU interns to access for their Instructional Design Projects during their full-time teaching in Ashe County schools.</p> <p>3. Materials available for struggling readers to learn social studies content.</p> <p>4. Greater student engagement with reading and writing through the use of more appealing texts.</p> <p>5. Texts that allow integration of reading and writing.</p>
Caldwell, Wilkes, Rutherford	<p>Collaborative work between faculty and public schools</p> <p>5) Professional Development of school professionals</p>	<p>(ASU-PSP Activities)</p> <p><i>“Middle Grades Year-Long Master Teaching Student Teaching Experience”</i></p> <p>Hudson Middle School, Central Wilkes Middle School, and East Rutherford Middle School</p> <p>Over fall 2013 and spring 2014 semester the teachers involved in the project will pilot a process where middle grades interns attend the same classroom for both their 4490 block two 5 weeks full</p>	2013-2014	-1 ASU Faculty -22 ASU Students -11 Public School Teachers -275 Public School Students	<p>1. This project impacted the teachers involved through a reported sense of increased ownership and opportunities for teachers to think and act as leaders and participants in teacher preparation.</p> <p>2. Student teachers reported increased collaboration and</p>

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		<p>time internship and their spring student teaching experience. During the fall Dr. Thornton will meet with the teachers involved to learn about mentoring/co-teaching model of student teaching supervision via a master teacher model. The teachers will act as the evaluators and supervisors of the student teachers, and the faculty member will act as their facilitator and professional development mentor meeting with the teachers as a group during student teaching, on site. New formative evaluation process will be developed with the teachers, as well as a new approach to evaluating the culminating portfolio.</p>			<p>support from their peers placed in the school, the faculty supervisor and the supervising teachers and an increase in feeling like a real part of the school faculty.</p> <p>3. Teachers reported a positive increase in their perception of the student teacher as a colleague and asset to student learning.</p> <p>4. Identification of connections and plans work with to C & I department and outreach office related to this model.</p> <p>5. This project has led to the development of a Field-Based Community of Practice model for Middle Grades student teaching and and development of a clinical educator model.</p> <p>6. It has led to increased involvement of full time faculty in student teaching out in the field and</p>

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					<p>expanded the role definition of both faculty and student teaching "supervisor".</p> <p>7. There are greater connections between the candidates' preparation prior to and during student teaching.</p> <p>8. Increased connections between student teaching and the goals and outcomes of the middle grades program and Appalachian State's RCOE values and vision were evident.</p>
Watauga	<p>Collaborative work between faculty and public schools</p> <p>3) Teacher study groups</p> <p>5) Professional Development of school professionals</p>	<p>(ASU-PSP Activities)</p> <p>Pakistani/ USA Cultural Exchange Project: A partnership leading to cross-cultural exchange, educational collaboration, and relationships between students at HITEC School in Pakistan</p> <p>On-line network (Moodle) and communications with Skype classroom to classroom. Sharing of cultural information on Moodle site. Skype communications with</p>	2013-2014 ongoing	<p>-3 ASU Faculty/Staff</p> <p>-10 Public School Faculty</p> <p>-2,574 Students</p>	<p>1. Increased use of 21st Century Skills through cross-culture Communications (Skype, Oovoo, Ning)</p> <p>2. Increased understandings of the norms, beliefs, values, and actions of diverse people in a contemporary context</p> <p>3. Increased</p>

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		Pakistani faculty at HITECH school. Curriculum planning between classroom teachers (science, language arts, and social studies). Visits from Pakistani HITEC faculty to Watauga Schools. Visit from Watauga School faculty/ASU to HITEC in Pakistan			<p>understanding of geography of the world in terms of global issues.</p> <p>4. Exchanged teaching ideas through collaborative planning and sharing of videos.</p> <p>5. Provided greater cross-cultural understanding among Partnership teachers, administrators and students. Collaborative work on common projects *(As indicated pre and post survey, through dialogues and postings)</p>
Watauga, Caldwell, Burke, Alleghany, Wilkes	Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals	<p>(ASU-PSP Activities)</p> <p>During the internship phase TEA Fellows shadowed public school teachers at meetings, interacted with members of local school boards and parent-teacher-organizations, and participated in team-teaching with English teachers in the Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes county high schools. The team teaching-internship experiences were practical and hands-on. During the internship period, the TEA Fellows also learned more</p>	Fall 2013	-8 Schools -22 Teachers -440 Students	<p>1. Offered productive and lasting relationships and mutual understanding between the TEA teachers and U.S. teachers and their students (continued contacts and visits)</p> <p>2. Increased awareness of cultural differences of the students, teachers, and the</p>

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		<p>about educational leadership. At their school placements, they observed educational administrators in action, attended school board and parent-teacher association meetings to observe the educational policy decisions process and to see how parents and teachers work together.</p> <p>While at their internship schools, TEA Fellows made presentations about their countries and shared some aspects of their culture with the students and teachers. The TEA Fellows also met with pre-service students from the Reich College of Education. During this Forum, Appalachian students learned from the TEA Fellows about the educational systems as well as current political developments in their respective home countries.</p>			families which hosted them for a weekend (as indicated by questions and statement from the students and teachers)
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga	Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals	<p>(ASU-PSP Activities)</p> <p>HS Science PLC</p> <p>Science PLC integrated more STEM activities into the content specified in the Essential Standards. While the Essential Standards talk about the facts/content that students should know, having a better understanding of why and how those facts are used today is just as important to science educators. We looked for activities that allow students</p>	2013-2014 Ongoing	-2 ASU Faculty -1 ASU Students -12 Public School Teachers -240 Public School Students	<ol style="list-style-type: none"> 1. Suggestions for Sequencing 2. Suggestions for quality assessment in science and examples 3. Resources-loaded to Science Web page 4. Recommendations for superintendents for science

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		to understand the content of the Essential Standards through activities that demonstrate practical applications of STEM. Because the curriculum in all areas of science are so broad we will be focusing on activities that can defined as "in place of" rather than "in addition too" activities. In other words activities that can teach the content through STEM rather than adding to the things that a teacher needs to complete in their course. We are investigating easy to use applications/tools to share these activities between ourselves and then back to our respective districts. These materials are also posted on the Partnership website.			<ul style="list-style-type: none"> -What makes sense? -What works? -How do you know it works? -How can we make it work in our district?
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga	Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals	<p>(ASU-PSP Activities)</p> <p>MS Language Arts</p> <ul style="list-style-type: none"> -Suggested progression of units for beginning teachers- webpage -Suggestions for quality assessment in lang. arts and examples-Document for Superintendents -Resources-loaded to language arts web page -Recommendations for superintendents for language arts to be delivered in discussion with Partnership superintendents 2014-2015 -What makes sense? -What works? 	2013-2014 Ongoing	-2 ASU Faculty -8 Public School Teacher -400 Public School Students	<ol style="list-style-type: none"> 1. Suggested progression of units for beginning teachers-webpage 2. Suggestions for quality assessment in lang. arts and examples- 3. Resources-loaded to language arts web page 4. Recommendations for superintendents for language arts to be delivered

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		<p>-How do you know it works? -How can we make it work in our district?</p>			<p>in discussion with Partnership superintendents 2014-2015 -What makes sense? -What works? -How do you know it works? -How can we make it work in our district?</p>
<p>Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga</p>	<p>Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals</p>	<p>(ASU-PSP Activities) High School Math/Middle School Math</p> <ul style="list-style-type: none"> • Discussed EOG achievement levels • Created a list characteristics of excellent mathematics tasks • Discussed task Analysis Guide • Shared statistics tasks • Shared Partnership Pacing guides • Analyze placement of standards in the curriculum and teaching calendar and effectiveness of placement and time spent on each standard. • Recommendations for superintendents for language arts to be delivered in discussion with Partnership superintendents 2014-2015 -What makes sense? 	<p>2013-2014 Ongoing</p>	<p>-2 ASU Faculty -16 Public School Teachers -160 Public School Students</p>	<ol style="list-style-type: none"> 1. Discussed EOG achievement levels 2. Created a list characteristics of excellent mathematics tasks 3. Discussed task Analysis Guide 4. Shared statistics tasks 5. Shared Partnership Pacing guides 6. Analyze placement of standards in the curriculum and teaching calendar and effectiveness of placement and time spent on each standard. 7. Recommendations for superintendents for language

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					<p>arts to be delivered in discussion with Partnership superintendents 2014-2015</p> <ul style="list-style-type: none"> -What makes sense? -What works? -How do you know it works? -How can we make it work in our district?
<p>Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga</p>	<p>Collaborative work between faculty and public schools</p> <ul style="list-style-type: none"> 3) Teacher study groups 5) Professional Development of school professionals 	<p>(ASU-PSP Activities)</p> <p>Social Studies PLC</p> <p>“AA for School Social Studies Teachers”</p> <p>High School Social Studies PLC</p> <ul style="list-style-type: none"> • A round table/information sharing session at the National Middle School Conference in March 2014. Many Social Studies teachers struggle to find the best way to embrace our curriculum goals; hence, offering a support group with success-building strategies would benefit students and teachers by clarifying new expectations. The overall goal would be to share strategies in developing concept and theme based units that are vertically aligned for 	<p>2013-2014</p> <p>Ongoing</p>	<p>-2 ASU Faculty</p> <p>-8 Public School Teachers</p> <p>-160 Public School Students</p>	<p>1. Share as well as discover other resources from our state-wide colleagues.</p> <p>2. Share some curriculum mapping units that stem from best practices and to create units with statewide colleagues</p> <p>3. Recommendations for superintendents for social studies to be delivered in discussion with Partnership superintendents 2014-2015</p> <ul style="list-style-type: none"> -What makes sense? -What works? -How do you know it works? -How can we make it work in our

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		<p>middle grades. With extreme curriculum changes due to revamped NC Essential Standards and the expectations established via Common Core combined with financial hardships that limit new textbook adoptions, the best resource we now have to offer is the expertise of our colleagues. The session would offer instruction on how to use curriculum mapping around a theme that extends into multiple genres of reading</p>			district?
<p>Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga</p>	<p>Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals</p>	<p>(ASU-PSP Activities) English PLC</p> <ul style="list-style-type: none"> • Shared, discussed and uploaded pacing guides to Partnership website. • Attended data-based decision making and practiced in their classrooms • Recommendations for superintendents for English to be delivered in discussion with Partnership superintendents 2014-2015 -What makes sense? -What works? 	<p>2013-2014 Ongoing</p>	<p>-2 ASU Faculty -8 Public School Teachers -160 Public School Students</p>	<p>1. Shared, discussed and uploaded pacing guides to Partnership website. 2. Attended data-based decision making and practiced in their classrooms 3. Recommendations for superintendents for English to be delivered in discussion with Partnership superintendents</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		<ul style="list-style-type: none"> -How do you know it works? -How can we make it work in our district? • -What works? -How do you know it works? -How can we make it work in our district. 			<p>2014-2015</p> <ul style="list-style-type: none"> -What makes sense? -What works? -How do you know it works? -How can we make it work in our district? <p>4. -What works?</p> <ul style="list-style-type: none"> -How do you know it works? -How can we make it work in our district?
Stokes, Watauga, Alexander, Alleghany, Burke, Mt. Airy City	Collaborative work between faculty and public schools 3) Teacher study groups 5) Professional Development of school professionals	<p>Teacher Cadet Programs:</p> <p>Agreements with 6 schools to sponsor Teacher Cadet programs. (2 fewer than last year) Avery HS Alexander Central HS Alleghany HS E. Burke HS Mt. Airy HS South Stokes HS</p> <p>RCOE provides monetary support and opportunities for campus visits. ASU Teaching Fellows hosts visits to campus for these programs. ASU offers a support group for the instructors in the programs.</p>	2013-2014 Ongoing	-3 ASU Faculty -10 ASU Students -8 School Faculty -160 Students	1. Visited ASU for Teacher Cadet Day. Students participated in presentations, campus tours, class visitations. ASU awards elective credit for students who complete the Teacher Cadet Program satisfactorily and enroll at ASU.
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction 5) Professional	<p>(ASU-PSP Activities)</p> <p>STEM Outreach-The Partnership partners with the STEM community in providing information about STEM events to Partnership schools. Updates are provided and</p>	2013-2014	All Partnership schools receive information	<p>1. Increased access to STEM information</p> <p>2. Increase Partnership involvement in STEM events</p>

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	Development of school professionals	placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. New webpage of STEM activities provided for the Partnership.			
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction 5) Professional Development of school professionals	(ASU-PSP Activities) Cultural Arts and Education Outreach -The Partnership partners with the Cultural Arts in Education program to provide information about cultural arts events and curriculum programs for Partnership schools. Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. Curriculum guides are sent to schools who are participating in events.	2013-2014	All Partnership schools receive information	1. School program to begin Fall 2013
Avery	Collaborative work between faculty and public schools 2) Addressing Common Core standards 5) Professional Development of school professionals	Common Core State Standards in Mathematics (CCSS-M) Professional development that consists of five sessions for Avery County K-8 teachers	2013-2014	-3 ASU Faculty -30 Teachers	1. Create curriculum guides by using model lessons, team-teach, and providing classroom resources 2. Expand teachers understanding of the Common Core 3. Support the development of mathematical content knowledge and pedagogical skills needed to successfully

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					implement the new standards and prepare students for state assessments
Watauga	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction	Tuesdays Tutors An afterschool program at Hardin Park Elementary that takes place on Tuesday's during the Fall semester	Fall 2013	-2 ASU Faculty -1 ASU Staff -20 Student Teachers -30 Students	1. Planning and implementation of best practices for future elementary teachers and Spanish teachers 2. Cultivating Bilingual Identities project that focuses on bilingualism and developing bilingual identities
Watauga	Collaborative work between faculty and public schools 1) Classroom Research 5) Professional Development of school professionals	Common Core Literacy Worked with three teachers at Bethel Elementary in kindergarten, 4 th , and 7 th /8 th grade	2013-2014 Ongoing	-1 ASU faculty -3 Teachers	1. Studying literacy in rural schools under the common core
Yancy	Collaborative work between faculty and public schools 1) Classroom Research 2) Addressing Common Core standards 3) Teacher study	Science Education and Technology Education Research Spend part of one day a week at South Toe Elementary on various projects	2013-2014 Ongoing	-1 ASU Faculty -6 Teachers -128 Students	1. Ongoing gardening project 2. Implementing fun, exciting ways of introducing science and technology into classrooms

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	groups 4) Outreach and direct classroom instruction 5) Professional Development of school professionals				
Varitey of NC Counties	Collaborative work between faculty and public schools 5) Professional Development of school professionals	Project SMILE NSF sponsored grant that promotes a nexus of science and mathematics to inquire and solve problems of real life relevance, using modern technological tools in middle school classrooms	2013-2014 Ongoing	-2 ASU Faculty/Staff -20 Teachers	1. Professional development for middle school science and math teachers 2. Portfolio assistance for those wishing to apply for National Board certification 3. Instruction on how to use InspireData software in the classroom to engage students with real-life data
Ashe	Collaborative work between faculty and public schools 5) Professional Development of school professionals	Math Professional Development	2013-2014 Ongoing	-10 ASU Faculty	1. Conducting professional development for K-8 teachers 2. Visiting schools and participants classrooms to offer seminars and model classrooms in their schools

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Watauga	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction 5) Professional Development of school professionals	Afterschool Tutoring For middle school students at Hardin Park	2013-2014	-1 ASU Faculty -35 Students	<ol style="list-style-type: none"> 1. Coordinate with teachers to get homework assignments 2. College student volunteers are tutors and mentors 3. Provide positive experience in a helpful environment
Watauga	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction 5) Professional Development of school professionals	EYE-TO-EYE A mentoring program for students at Hardin Park with learning disabilities and ADHD	2013-2014 Ongoing	-1 ASU Faculty -2 ASU Students	<ol style="list-style-type: none"> 1. Help students understand themselves and be proud of their differences 2. Start an ASU chapter that works with local schools and students (these ASU students must also have LD or ADHA) 3. ASU members are trained at Brown University to become Student Coordinators 4. Four one-day conferences have been held for

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					<p>local and state advocates of students with disabilities (parents, teachers, administrators, Higher Education professionals, etc)</p> <p>5. Develop connections with teachers, families, and public schools</p> <p>6. Work collaboratively to share information and inspire new goals for special education and education as a whole</p>
Watauga and Statewide	<p>Collaborative work between faculty and public schools</p> <p>1) Classroom Research</p> <p>2)Addressing Common Core standards</p> <p>3) Teacher study groups</p> <p>4)Outreach and direct classroom instruction</p> <p>5) Professional Development of school</p>	<p>Council for Exceptional Children</p> <p>State Council for Exceptional Children</p>	2013-2014 Ongoing	-1 ASU Faculty	<p>1. Appointed as the Diversity Work Group Member to develop a metric to assess the effort at the national level</p> <p>1. The goal this year is to bring together and work collaboratively with other</p>

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	professionals	Parent-to-Parent of the High Country			<p>organizations across the state to improve supports and education for students with disabilities in North Carolina</p> <ol style="list-style-type: none"> 1. An organization that brings together and supports parents of children that are disabled 2. Create events for fundraising and support
Avery	Collaborative work between faculty and public schools 4)Outreach and direct classroom instruction 5) Professional Development of school professionals	Reading Clinic Semester long clinic at Freedom Trail School that met twice a week	2013-2014	-1 ASU Faculty -2 Supervisors -15 Teachers -15 Students	<ol style="list-style-type: none"> 1. Assist teachers with tutoring methods for struggling kindergarten and first grade readers 2. Seminars, debriefing, and follow-up plans were created to discuss skills being acquired
Avery	Collaborative work between faculty and public schools 1).Classroom Research 4)Outreach and direct classroom	Reading Improvement in the District	2013-2014	-1 ASU Faculty -District Administrators	<ol style="list-style-type: none"> 1. Discuss district-wide improvements on reading approaches 2. Gain access

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	instruction 5) Professional Development of school professionals				and provide high-quality graded reading materials to the two materials-poor kindergarten and first grade classes at Freedom Trail

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Every teacher education student, regardless of teaching area or level, takes mandated courses in, and is formally assessed regarding their ability to use, 21st century technology in their teaching. In fact, a candidate’s first course in the professional education core is CI 2300, Teaching and Learning in the Digital Age. Consistent with the blueprints filed in answer to the North Carolina Department of Instruction program re-visioning efforts, students are required to accomplish an assignment during the CI 2300 course and place it on the unit’s electronic assessment system where it is assessed by the course instructor on a rubric common across all sections and all instructors of the course. This assignment, “Media Analysis and Evaluation” requires a student to demonstrate his/her ability to select an appropriate digital enhancement for a content unit. The student must successfully complete this assignment in order to progress into subsequent teacher preparation courses and experiences.

The unit is prepared with dedicated computer, media production and instruction spaces for computer-based tools as well as a Smart-technology instructional space. The emphasis on technologically enhanced instruction is a thread that continues throughout each program of the unit, is evident in the elementary education program through the required course CI 3750, Integrating Media and Technology into Teaching. Every candidate’s program includes enhancement of the teacher candidate’s teaching as well as enhancement and reinforcement of each student’s learning. Technology is included in the unit’s assessment system as a component of required Electronic Evidences number 3 and 5 that are geared to the preparation for, execution of, and critical reflection regarding the teacher candidate’s teaching and their students’ learning. This priority is well addressed by the professional education unit at Appalachian State University.

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

As required by North Carolina statute and North Carolina Department of Public Instruction regulations, an ASU teacher education student may not progress to formal study as teacher education candidates until they have demonstrated competence in all areas of the ASU general education plan. Further, education candidates may not progress to student teaching until such time that the entire professional education core and all methods-related courses are complete. General education courses comprise the vast majority of an ASU student's first-year and sophomore experience. In order to progress to a status of a teacher education candidate fully accepted into teacher education, students must demonstrate at least a "2.50" GPA, and passing scores on the PRAXIS I exams in Reading, Writing and Mathematics, or qualified scores on the SAT or ACT tests. Further, as part of their professional preparation, between major-required and General Education-required courses, an elementary student must perform well in three courses regarding mathematics, and three courses regarding reading concepts. Special education candidates take three courses in reading and two in mathematics with mathematics found in many other major courses. Additional courses in the general education plan for both elementary and special education majors address the sciences, fine arts, and aesthetic designations. Previous to student teaching, each candidate in teacher education must undergo an audit to assure that all courses and experiences are complete at the requisite level. ASU has recently implanted a tool so that students and advisors alike can monitor progress. This tool, DegreeWorks, offers the opportunity to every student to follow their progress through the program. The efforts of the students, together with the efforts of faculty who have adapted their course content to reinforce the necessary knowledge and skills, we expect that our students will do well in the licensure exams required at each candidate's point of exit.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

A course taken by all teacher candidates (formally accepted into teacher education) is CI 3400, Policies and Practices in Education Assessment. During this course, the concepts of assessment are fully explored. Two required student assignments include the "Curriculum Based Assessment" and the "Analysis of Student Learning." All teacher candidates must demonstrate their competence in measuring student performance and predicting future performance by using technology and student data sets purchased for realistic exercise. Both assignments mentioned above are components of the Professional Education Core expected to be completed by all ASU education candidates regardless of content area or level. They are a formal part of our assessment system with results carefully examined at the program and at the unit level. Given the use of data sets that mirror the real world of assessment, and given the high quality of technical preparation for classroom assessment, the ASU teacher candidate should be completely prepared for duties in their teaching role.

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

As part of the ASU General Education plan, each elementary education major takes two courses in art, music, and/or theatre. This provides them with a good base of knowledge. A number of required courses in the elementary education major requirements include methods and teaching using the arts. With courses such as CI 4400, Elementary School Curriculum & Instruction, the integration of arts into teaching and learning in the elementary school.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	2
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	116
	Other	218	Other	759
	Total	277	Total	880
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	10
	Other	1	Other	4
	Total	8	Total	16
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	24
	Other	7	Other	56
	Total	10	Total	81
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other	4	Other	3
	Total	6	Total	4

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	9	
Elementary (K-6)	11	6
Middle Grades (6-9)	20	4
Secondary (9-12)	30	18
Special Subject Areas (k-12)	27	9
Exceptional Children (K-12)	11	2
Total	108	39
Comment or Explanation: While 108 Programs of Study were issued, only a few student elected to affiliate with Appalachian State University. The total number enrolled numbers 39, total.		

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

	Baccalaureate
MEAN SAT Total	1,200
MEAN SAT-Math	570
MEAN SAT-Verbal	577
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.37
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	7	23		
Elementary (K-6)	49	128		5
Middle Grades (6-9)	11	22		1
Secondary (9-12)	9	83	2	4
Special Subject Areas (K-12)	13	72		2
Exceptional Children (K-12)	12	22		
Vocational Education (7-12)	1	16		2
Special Service Personnel				
Total	102	366	2	14
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	64	100
Spec Ed: General Curriculum	3	*
Institution Summary	67	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	47	109	68	155	21	13
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		3	6	6	3	
U Licensure Only						
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	413	36	26
Bachelor	State	4,528	86	59

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Forsyth Co Schs	541
Caldwell Co Schs	476
Wake Co Schs	441
Catawba Co Schs	436
Charlotte-Mecklenburg Schs	427
Wilkes Co Schs	388
Burke Co Schs	380
Gaston Co Schs	292
Guilford Co Schs	285
Cleveland Co Schs	256

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
100	0	59