

IHE Bachelor Performance Report

Appalachian State University

2014 - 2015

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 an enrollment of 16,636, of which 1,510 are 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, 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 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 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), BFA; 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
Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga	*Professional Development	Leadership Conference A committee of faculty, administration and staff was formed to plan a summer conference around the theme “Critical Conversations”.	August 2014	-18 ASU Faculty -135 Public – School Administrators -5 Students	Outcomes The conference occurred on August 4th, 5th and 6 th with keynote speaker Carolyn Shields (Transformative Leadership in Education)
Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga, Elkin City, Wikes	*Professional Development	Leadership Conference Planning-2015 Planning a coordination of 2015 Leadership Conference “Leading for the Digital Age”	2014-2015	-10 ASU Faculty -210 Public School Administrators	Outcomes The conference is planned for July 27 th and July 28 th with keynote speaker, Eric Sheninger (Leadership for the Digital Age)
Ashe	*Professional Development	Ashe County Professional Development -Active Bodies, Active Minds -Differentiating Instruction (K-12) -Effective Evaluation -Integrating Arts into the English Classroom (7-12) -Integrating Media and Technology for Middle and High -School Language Arts and Social Studies Classrooms -Literacy Across the Curriculum -Revision as the		-16 Workshops -14 ASU faculty -220 Public School Teachers	Outcomes This PD was supported and coordinated by the Public School Partnership. Individual outcomes will be reported by workshop providers.

		Key to Quality Writing: Connection to 21 st Century Standards -Strategies for Integrating Science and Language Arts for Elementary -Teaching about Religious Diversity (K- 12) -In Our Own Voice -Using QR Codes in the Classroom -Transitioning on the Autism Spectrum -Science Concepts (9-12) & (6-8) -Science Concepts - Energy (K-2) & (3-5) -Developing Fractional Concepts (K-5)			
	*Professional Development	Partnership Professional Development	May 2014	-10 Public School Faculty	Outcomes This PD was supported and coordinated by the Public School Partnership. Workshop providers will report individual outcomes.
Alexander		Alexander-Technology Integration	June 2014	15-Public School Fac	
Alleghany		Alleghany-Literacy Across the Curriculum	August 2014	24-Public School Fac	
Ashe		Ashe-Literacy Across the Curriculum	8/13/2014	20-Public School Fac	
Avery		Avery-Student Centered Instruction	8/11/2014	20-Public School Fac	
Burke		Burke-Differentiating Instruction	8/22/2014	20-Public School Fac	
Caldwell		Caldwell-Data-	10/13/	15-Public	

		based Decision Making	2014	School Fac	
Elkin		Elkin-Differentiating Instruction	8/20/ 2014	20-Public School Fac	
Watauga		Watauga-Universal Design for Learning	8/15/ 2014	12-Public School Fac	
Wilkes		Wilkes-Technology	8/15/ 2014	24-Public School Tchrs	
Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga, Elkin City, Wilkes	<p>*Professional Learning Communities</p> <p>*Professional Development</p> <p>*Field Work</p>	<p>Partnership Mini-Grants.</p> <p>The ASU-Partnership Mini Grants are intended to assist schools with collaborative projects that are connected to teacher training in Field Based communities of Practice (FBCOPs) and may include but are not limited to student teacher internships, professional development of teachers, and/or student learning, classroom research, team teaching or classroom exchanges with ASU content or teacher education faculty.</p>	2014-2015		
Watauga		<p>Mini Grants</p> <p><i>Latinos Unidos: Promoting Youth Leadership and Engagement through an After-school Program</i></p> <p>Watauga High School</p> <p>The purpose of the Latinos Unidos club, which was started in 2013, is to increase Latin@ student engagement in academic and</p>		<p>3 ASU Faculty, 22 ASU students, 1 Public School Teacher, 25 -- 17 Public School Students -5 ASU Students -1 Public School Teacher 1-ASU Professor</p>	<p>-Outcomes</p> <p>Through this project ASU elementary education majors increased their comfort with regards to developing and implementing a service learning project, they improved their cross-cultural communication skills and they learned about some</p>

		community activities. The club seeks to promote healthy life choices and reduce youth involvement in substance abuse and other risky behaviors. Through participation in this club, the LU participants develop leadership, communication, and conflict resolution skills. The club also promotes and supports academic goals such as developing bilingualism, excelling in school, and attending college. During club meetings, members participate in physical and social activities such as athletics, cooking, dancing, and team building.			of the challenges faced by and resources available to bilingual Latino/a high school students. The Latino high school students enrolled in Latinos Unidos were able to receive additional mentoring and resources for supporting extracurricular activities and field trips to colleges and universities that they would not have been able to achieve without the support of the mini-grant.
Wilkes, Caldwell		<p><i>“ ASU Middle Grades Program and Hudson Middle and Central Wilkes Middle School”</i></p> <p>Over Fall 2014 and spring 2015 semester the teachers involved in the project engaged in the next iteration of the apprenticeship program completed at the same two schools last year, using the process where middle grades interns</p>		1 ASU Faculty, 11 Public School Teachers, 160 Public School Students, 10-ASUstudents	<p>Outcomes</p> <p>Developed and increased the size of the master teacher cadres at each schools by engaging new teachers in the project:</p> <ul style="list-style-type: none"> -Refined and finalized the evaluation tools we used last year, with a new focus on evaluating teacher dispositions using the dispositions in action model as a means of inquiry with teachers and student teachers in the schools: - Volition tools have been refined and further adapted

		attend the same classroom for both their 4490 block two 5 week full time internship and their spring student teaching experience. ASU professor met with the teachers involved to learn about mentoring/co-teaching model of student teaching supervision via a master teacher model. The teachers acted as the evaluators and supervisors of the student teachers, and the faculty member acted as their facilitator and professional development mentor, meeting with the teachers as a group during student teaching, on site.			and data from the dispositions in action form have been collected to foster further inquiry into its implications for future matching of master teacher and apprentices. -Began to develop and define teachers as clinical faculty involved in the matching and selection process of new teachers as they come into the apprenticeship model
Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga, Elkin City, Wilkes		<p>“Middle Level Language Arts PLC: Developing a field based community of practice apprenticeship network”</p> <p>The members of the ASU Partnership Language Arts/Middle Level PLC will engage in exploration of and planning for the development of a</p>	2014-2015 on-going		<p>Outcomes</p> <p>-Increase involvement and role expansion of the teachers in this PLC, moving toward more of a true clinical educator’s role, including the preparation of pre-service teachers, collaboration and inquiry as a professional network and - Examining ways to build a field based community of practice across multiple schools and districts, including analyzing what such a network might</p>

		<p>network of master teachers, building on the current middle level apprenticeship/master teacher model. This network of teachers from the PLC will engage in mentoring/coaching of middle grades pre-service teachers, site-based inquiry related to the network, and opportunities for the teachers involved to build on their expertise and established leadership roles to move the middle grades and best practices in teaching language arts agendas ahead.</p>			<p>entail, need, and how it may look.</p>
Ashe, Avery, Watauga		<p><i>“Expanding the Language Experience Approach with Big Books”</i></p> <p>The Language Experience Approach (LEA) is an instructional</p>		<p>1 ASU faculty, 6 ASU Students, 3 Public School Teachers, 60 Public School Students</p>	<p>Outcomes -Learned about successful collaborative global projects that relate to elementary and middle school age students, which address Common Core Standards and</p>

		<p>model use</p> <p>teach and develop oral language, reading, and writing skills. Through the LEA, students and their teacher engage in a shared experience (e.g., reading a Big Book together). Students then discuss the experience, and following the discussion, they recount and dictate aspects of the shared experience to the teacher. The result is a dictated story that is written down in the students' language by the teacher. The dictated story is read and reread by the students with the teacher's support. Finally, students engage in individual opinion-based writing compositions connected to the shared experience.</p> <p>Six student teachers will travel to South Africa for the last five weeks of their student teaching. The University faculty member will teach and model for student teachers how to plan and teach through the LEA to develop students' literacy skills. The goal of this project is for student teachers to read the Big Books in their student</p>			<p>are examples of international collaboration.</p> <ul style="list-style-type: none"> -Experienced and interacted with an international community to establish relationships and foster collaborative dialog. --Engaged in self-reflective brainstorming on the type of project they would like to implement in their own classroom -Identified potential collaborative global projects that would meet the standards and needs of their individual classroom. <p>Collaborated and consulted with Appalachian State University faculty and graduate students and guided them in the design and development of a collaborative global project for their own classroom.</p>
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		teaching classrooms and engage in the LEA teaching sequences both domestically and internationally.			
Avery		<p>“ Appalachian Children’s Literature: Fifth Graders and University Students Connecting through a Common Read and an Author Visit”</p> <p>Freedom Trail Elementary</p> <p>With the guidance of their principal, the faculty at Freedom Trail School are trying to “bring the world” to their students. Living in a remote, impoverished area of Avery County, students at Freedom Trail have limited direct exposure to authors and cultural events. In addition, many students come from homes where the adults do not have higher education. It is important for them to have role models who encourage them to do well in school and eventually pursue advanced education. Author Edie Hemingway has written <i>The Road to Tater Hill</i>, a novel</p>		<p>1 ASU Faculty, 15 ASU Students, 3 Public School Students, 75 Public School Students</p>	<p>Outcomes</p> <ul style="list-style-type: none"> -Built communication between university and elementary students based on a common read Expanded the literacy experiences of both groups through an author visit Increased book ownership for students in a high-poverty school In a small way, motivated fifth graders’ interest in higher education

		<p>set in the mountains of North Carolina. It is a story that resonates with both elementary students and university students living in this area. For this project both fifth graders at Freedom Trail Elementary and ASU students in “World Literature for Children” would read the book then communicate electronically about the themes, setting, characters, and plot of the story. ASU students will also tell the younger students about university life, send a few pictures, and encourage the fifth graders to aim for higher educational opportunities. As a final activity, author Edie Hemingway will speak to both the elementary students and the ASU class, sharing background information about the book and her writing process. She will also show concrete items related to the book and play the dulcimer, which is an important part of one chapter. The final communication between the two groups of students will focus on the author visit.</p> <p>Outcomes</p>			
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<p>Watauga</p>		<p><i>“Narrative-Based Gaming”</i></p> <p>Green Valley Elementary</p> <p>This project will build upon work done in 2013-14 when a group of Green Valley Elementary School teachers were taught how to build and implement Augmented Reality (AR) games. This technology facilitates a narrative-based game focusing on a central mystery. The students solve this challenge by interacting with objects in their environment, each of which provides academic tasks that “push” the narrative forward. As part of this work, two games were produced, one based on the Gingerbread Man story and the second based on Pirates. First, teachers will expand their games. Second, teachers will refine and improve their AR materials and reproduce materials at a higher production value.</p>		<p>2 ASU Faculty, 2 Public School Teachers, 40 Public School Students</p>	<p>Outcomes</p> <ul style="list-style-type: none"> -Improved the existing AR games that have been developed. -Reviewed and rate all AR materials associated with each of the two games. Determined to be in need of improvement additional AR interactions, as needed, to expand the existing games.
<p>Watauga</p>		<p><i>“Sowing the Seeds of Learning in the Elementary Science Classroom”</i></p> <p>Green Valley</p> <p>The project we propose builds on</p>			<p>Outcomes</p> <ul style="list-style-type: none"> - Developed a set of lesson plans that can be used by teachers to meet multiple content goals -Presented

		<p>previous successes and partnerships at Green Valley School (GVS). We used previous partnership mini-grants, along with other funding sources to construct a school garden at the school and to purchase grow lights for classroom teachers. While the garden continues to be successful, we are hoping to expand on the project by conducting investigations with GVS students that are related to garden topics (soils, plant needs) within their classrooms. Because we live in an area where there is cold weather much of the year, the addition of plant growing activities during the colder months extends the learning opportunities provided by the garden project.</p>			<p>outcomes of the project in practitioner journals, research articles, and conference presentations</p>
Watauga		<p><i>SWAP: Sharing (Expertise) With Another Professional</i></p> <p>Green Valley The purpose of the SWAP project is to use the unique expertise of both teachers during a limited exchange of professional positions to provide learners in each setting (2nd graders</p>			<p>Outcomes Learners in each setting will benefited from the newly introduced methods/materials Each teacher broadened their professional expertise by taking the newly implemented methods and materials from the other teacher and embedding them within their own</p>

		<p>@ Green Valley and Block II students in CI3110 – elementary social studies methods) with access to new methods, content, and/or materials provided by the “exchanged” teacher. Prior to the exchange day, each teacher will share with the other participant what the objectives are for the day and other pertinent information.</p>			future lessons
Watauga		<p><i>“Do you hear what I hear? Investigating Garden Insects and their Sounds”</i></p> <p>Green Valley</p> <p>This project provides an opportunity for a science education faculty member from the Department of Curriculum and Instruction to collaborate with the second grade teachers at Green Valley Elementary School in co-planning and teaching an integrated language arts and science unit. They will co-plan a culminating learning experience for the second grade sound unit that investigates how garden insects make their sounds. These</p>			<p>Outcomes-</p> <ul style="list-style-type: none"> -Meaningful learning opportunities for the second grade students because they will participate in a series of lessons informed by research-verified strategies from the disciplines of reading and science education. -Meaningful and lasting partnerships between university faculty and public school teachers as they collaborate on this project. In addition, the classroom teachers will use the resources in the years to come. -Meaningful learning opportunities for the pre-service teachers as they experience a classroom-tested set of integrated lessons.

		<p>lessons will expand on the hands-on experience by incorporating non-fiction science books. These lessons would be co-taught in the classrooms and school garden with the Green Valley teachers. After teaching the lessons, we would reflect with the teachers about what went well and what modifications could improve the learning experience. The classroom teachers would then have a set of resources that allows for future implementation in years to come and would be available to current and future second grade teachers at Green Valley who are interested in participating in the school garden program. Additionally, a second set of books that would be housed in the science methods classroom, allowing professors to model integrated teaching strategies for our future elementary education majors.</p>			
Watauga, Caldwell, Burke, Wilkes	*Inter-national Outreach	<p>During the internship phase TEA Fellows shadowed public school teachers at meetings, interacted with members of local school boards</p>	Fall 2014	<p>5 Schools, 22 teachers, 440-students, 10 ASU faculty, Numerous ASU students</p>	<p>Outcomes -Offered productive and lasting relationships and mutual understanding between the TEA teachers and U.S.</p>

		<p>and parent-teacher-organizations, and participated in team-teaching with English teachers in the Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes county high schools. The team teaching-internship experiences were practical and hands-on. During the internship period, the TEA Fellows also learned more about educational leadership. At their school placements, they observed educational administrators in action, attended school board and parent-teacher association meetings to observe the educational policy decisions process and to see how parents and teachers work together.</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</p>			<p>teachers and their students (continued contacts and visits) -Increased awareness of cultural differences of the students, teachers, and the families which hosted them for a weekend (as indicated by questions and statement from the students and teachers)</p>
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		as well as current political developments in their respective home countries.			
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Catawba, Wilkes, Watauga,	*Professional Learning Communities *Professional Development	Professional Learning Communities (PLC): PLCs are comprised of content area university faculty, middle and high school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives who participate in a regular series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the North Carolina Standard Course of Study, national standards, EOC tests, and accountability.	2014-2015		
		HS Science PLC 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 to understand the content of the		2 ASU Faculty, 1 ASU Students, 12 Public School Teachers, 240 Public School Students	-Outcomes Ongoing -Suggestions for Sequencing -Suggestions for quality assessment in science and examples -Resources-loaded to Science Web page

		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 be defined as "in place of" rather than "in addition to" 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 use these activities between ourselves and then back to our respective districts. These materials are also posted on the Partnership website.		
		MS Language Arts See "Middle Level Language Arts PLC: Developing a field based community of practice apprenticeship network"		
		High School Math/Middle School Math -Common reading: Smarter than We Think Upside-Down model of teaching. What is it about? Teaching should become "you-we-I"	2 ASU Faculty, 16 Public School Teachers, 160 Public School Students	-Outcomes -Option teaching model to use with problem-based learning. -Improved student learning.

		<p>model, not an "I We/You" model where the teacher comes first.</p> <p>Problem Based Learning type focus.</p> <p>With the different levels, how does one properly remediate? Small groups allowed to focus with the teacher; review programs on the computers, individual remediation Part of how to get kids engaged is the payoff at the end, a sense of accomplishment, and a resolution to the problem .How many of us try to use this model? When is it appropriate? It is ok for teachers to slip in and out of both models.</p> <p>Are posting lesson plans and making sure each teacher is teaching the same thing each day signs of effective teaching? What is a good assessment? Learning targets, making sure each assessment focuses on what it is needed for the next level.</p> <p>Improved Student Learning</p>			
		<p>Social Studies PLC</p> <p>“Creating a Social Studies Resources Website”</p> <p>Fostering a collaborative</p>		<p>1 ASU Faculty, 8 Public School Teachers, 160 Public School Students</p>	<p>Outcomes</p> <ul style="list-style-type: none"> -Ongoing - Fostering a collaborative culture to support educator development and student learning

		culture to support educator development and student learning continuing to work on our website for resources which will meet the teacher leader standards. Work on civics and Economic Units for the website. In addition, develop products for formative assessment.			continuing to work on our website for resources which will meet the teacher leader standards. -Work on civics and Economic Units for the website. -Develop products for formative assessment.
		English PLC “Creating Teacher Leaders” Read and Discussed “Teacherpreneur” book. Shared and discussed District pacing guides.		1 ASU Faculty, 8 Public School Teachers, 160 Public School Students	Outcomes -Shared, discussed and uploaded pacing guides to Partnership website. -Discussed implications of “Teacherpreneur” book for teacher leadership.
Avery Alexander Alleghany Burke Mt. Stokes	*Recruitment	Teacher Cadet Programs: Agreements with 6 schools to sponsor Teacher Cadet programs. (2 fewer than last year) 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.	2014 ongoing	3 ASU Faculty 10 ASU Students 4 School Faculty 80 Students	-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,	*Literacy	Mountaineer Summer Reading Program: This program is a partnership between the ASU athletic department and the	Summer 2014	840 students, 57 schools, 26,000 books	Evaluation/Outcomes -Increased summer reading in the Partnership school -Gave students an opportunity to

		Reich College of Education and supports and encourages literacy among first through eighth-grade students in the ASU Public School Partnership. The Partnership schools are provided with forms for reading and incentives. Winners recognized at an ASU football game. Other winners receive free tickets to basketball games. Students and teachers in the Partnership provided with forms for reading and incentives. Winners recognized at an ASU football game.			connect with higher education
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Wilkes, Watauga,	*Stem Outreach	STEM Outreach- The Partnership partners with the STEM community in providing information about STEM events to Partnership schools. Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. New webpage of STEM activities provided for the Partnership.	2014-2015	All Partnership schools receive information	-Increased access to STEM information -Increase Partnership involvement in STEM events
Avery, Ashe, Alleghany, Alexander, Burke, Elkin City, Caldwell, Catawba, Wilkes, Watauga,	*Cultural *Arts Outreach	Cultural Arts and Education Outreach - The Partnership partners with the Cultural Arts in Education	2014-2015	All Partnership schools receive information	-School program to begin Fall 2013

		program to provide information about cultural arts events and curriculum programs for Partnership schools. Updates are provided and placed on a Partnership calendar and superintendents and coordinating council members and representatives receive updates. Curriculum guides are sent to schools that are participating in events.			
The Hill Center, Durham, NC	Parent Information	Presented a training for families with children with disabilities regarding IEPs. Collaborated with Jennifer Diliberto, Special Education at UNC-CH	10/16/14	Approx. 30	
Toni Linder Transdisciplinary Play-Based Assessment (TPBA2) training for Watauga County Schools (WCS)	WCS wanted to start a TPBA2 team for 3-5 year olds. They asked me to train their staff (e.g., itinerate special education teachers, speech therapists, occupational therapists, physical therapists, psychologists)	Presented a two-day training to WCS.	5/27/14 & 6/10/15	Approx. 10	They now have a TPBA2 team and children 3-5 years are able to have developmentally appropriate assessments.
Toni Linder Transdisciplinary Play-Based Assessment (TPBA2) training for Newton-Conover Schools (NCS)	NCS wanted to start a TPBA2 team for 3-5 year olds. DPI gave them my name to train their staff (e.g., itinerate special education	Presented a one-day training to NCS.	7/1/14	Approx. 10	They now have a TPBA2 team and children 3-5 years are able to have developmentally appropriate assessments.

	teachers, speech therapists, occupational therapists, physical therapists, psychologists)				
Watauga	Watauga County Schools	Arranged and facilitated visits to a number of schools by a visiting professor from China. Stories from China were shared with first, second and third grade students	July 2014 – June 2015	Multiple schools and classrooms	None available
Oakland Co., Waterford MI; Bloomfield MI; Wilkes, Co; Burnsville, NC; Watauga Co; Hickory City; New London, CT; Rapid City, SD; Pontiac, MI; Mocksville, NC	Transition Assessments completed 2014-2015 for a variety of schools and locations	Completed transition assessments in three states including North Carolina, South Dakota, and Michigan. The tests administered include the Student Style QuestionnaireRs and 5 Self Directed Search Form E, SelfDirected Search – Career Explorer, Self Directed Search Form R, Myers Briggs Form M; Self Directed Search Form E; Work Personality Assessment; Work Styles Assessment.	Variety from July 2014 to end of June 2015	210 students benefitted from the results of this testing.	Services were rendered to a variety of school systems in order to more appropriately place students in appropriate curricula.
Rapid City, SD	Workshop at an alternative school	10 participants (instructors at a Rapid City, SD Alternative School took part in an on-line workshop focused on transitions and assessments.	Sept. 2014	10 Teachers	No additional follow-up was planned.
Ashe County Schools, West Jeffereson, NC	Gen. Ed. & Sp. Ed. teachers requested assistance with teaching reading	Reading Council: Ashe County	Feb. 2015	25 students with various degrees of Autism	Positive comments regarding presentation, follow-up questions several days later

Sponsoring Organization - Price Reading Council: Ashe County	to students with autism				
Avery County Schools ● Avery Middle School=9 Cranberry Middle School=1	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	10	Level 1 Test participation
Buncombe County Schools Charles D. Owen Middle School=3	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	3	Level 1 Test participation
Caldwell County Schools ● Collettsville School=3 ● Gamewell Middle School=10 ● Happy Valley School=3 ● Hudson Middle School=8 William Lenoir Middle School=2	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	26	Level 1 Test participation
Catawba County Schools ● Maiden Middle School=10 Mill Creek Middle School=10	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	20	Level 1 Test participation
Charlotte-Mecklenburg Schools Lake Norman Charter School=5	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	5	Level 1 Test participation
Hickory City Schools ● Grandview Middle School=12 Northview Middle School=12	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	24	Level 1 Test participation
Independent; Forsyth County Forsyth Country Day School=10	Math 1 Curriculum	NCCTM Math Contest	March 31, 2015	10	Level 1 Test participation
Independent; Mecklenburg County Providence Day	Math 1 Curriculum	SCI-VENTRUES PROGRAM: NCCTM Math	March 31, 2015	12	Level 1 Test participation

School=12		Contest			
Avery County Schools Avery High School=3	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	3	Comprehensive Test participation
Caldwell County Schools South Caldwell High School=10	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	10	Comprehensive Test participation
Independent=Forsyth County Forsyth Country Day School=11	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	11	Comprehensive Test participation
Independent=Mecklenbu rg County Providence Day School=23	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	23	Comprehensive Test participation
Wake County Schools Enloe High School=3	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	1	Comprehensive Test participation
Winston-Salem/Forsyth County Schools Atkins Academic & Technology High School=5	All High School Curricula	SCI-VENTRUES PROGRAM: NCCTM Math Contest	March 31, 2015	5	Comprehensive Test participation
<ul style="list-style-type: none"> ● 43 North Carolina Schools ● 33 public ● 2 charter ● 3 early college ● 5 private Students from 27 North Carolina Counties	<ul style="list-style-type: none"> ● STEM Curriculum beyond HS: STEM enrichment including research ● Average GPA (unweighte d)=3.98 ● 27 students with 4.0 GPA (unweighte d) ● Average GPA (weighted) =4.58 ● 28 female ● 28 male ● 26 rising juniors ● 30 rising seniors 	Math-Science Center: Courses: [Those in BOLD are research courses.] <ul style="list-style-type: none"> ● Aquatic Environmenta l Science (Biological Sciences) ● Biomedical Research (Biological Sciences & Medicine) ● Ethical Hacking (Computer Information Systems) ● Exploratory Data Analysis (Statistics & Mathematical Sciences) 	July 5 – August 2, 2014	56	<ul style="list-style-type: none"> ● All students completed coursework that is not typically offered at the secondary or post-secondary level (specialized courses designed by faculty in their professional expertise areas). ● Students write a research paper of the quality for publication. ● Students present their research findings at a

		<ul style="list-style-type: none"> • Flight Science (Physical Sciences & Engineering) • Forensic Science (Biological Sciences) • Global Climate Change (Biological, Earth, & Physical Sciences) • Interactive Science (Engineering & Mathematics) • Physics Phenomenon (Physical Sciences) Problem Solving (Mathematical Sciences)			formal research symposium. Students participate in living on a university campus and gain career and college readiness skills in addition to social development skills.
Wake; New Hanover; Durham	CEUs for professional development of teachers of math	Math-Science Center: Geometry Through Common Core Math 1-3. Instructor was Dr. Mike Bossé of the ASU Department of Mathematics	7-11 July 2014	Three teachers	Teachers rated the experience as meaningful for their positions
Watauga; Henderson, Durham, Brunswick	CEUs for professional development of teachers of math	Math-Science Center: Common Core Math I. Instructor was Stephanie Smith	7-11 July 2014	Six teachers	Teachers rated the experience as meaningful for their positions
Watauga, New Hanover, Henderson	CEUs for professional development of teachers of math	Math-Science Center: Grades K-5 Algebra and Functions in the Common Core. Instructors were Dr. Kathleen Lynch-Davis & Ms. Emily Elrod	7-11 July 2014	Eight teachers	Teachers rated the experience as meaningful for their positions
Watauga, Henderson	CEUs for professional development of teachers of math	Math-Science Center: Grades 6-8 Algebra and Functions in the Common Core. Instructor was Dr.	7-11 July 2014	Six teachers	Teachers rated the experience as meaningful for their positions

		Kathleen Lynch-Davis			
Alamanca, Guilford, Watauga, Henderson, Georgia	CEUs for professional development of teachers of math	Math-Science Center: Building Mathematical Thinkers through Assessment and Inquiry for Grades 9-12. For this course, the visiting instructor was Malen Braswell	14-18 July 2014	Six teachers	Teachers rated the experience as meaningful for their positions
Watauga, Orange	CEUs for professional development of teachers of math	Math-Science Center: Grades K-5 Geometry in the Common Core. Instructor was Dr. Kathleen Lynch-Davis	14-18 July 2014	Four teachers	Teachers rated the experience as meaningful for their positions
Watauga	CEUs for professional development of teachers of math	Math-Science Center: Grades 6-8 Geometry in the Common Core. Instructor was Dr. Kathleen Lynch-Davis	14-18 July 2014	Three teachers	Teachers rated the experience as meaningful for their positions
Lincoln, Buncombe, Iredell, Thomasville, Wilkes, Davidson, Union, Mecklenburg, NCSSM	Mathematics research to be used with common core instruction	Math-Science Center: Research Experience for Teachers Program: Data Analysis & Mining, Visualization, and Image Processing. Instructor was Dr. Rahman Tashakkori, et. al.	16 June-25 July 2014	Twelve teachers	Teachers rated the experience as meaningful for their positions
Ashe, Caldwell, Lincoln, Watauga	CEUs for professional development of teachers of sci	Math-Science Center: Science and Sustainability Seminars (2 hours each). Dates included Sept. 18&25, Oct. 2&9&23, Nov. 13, and April 16&23. Instructors included Drs. Tonya Coffey, Gary Walker Dan Caton, Brett Taubman, Rachel Wilson, Mses. Carla Ramsdell, Sammie Sigmann, and Laura	18 Sept 2014 to 23 Apr 2015	Six teachers and 265 others.	Teachers rated the experience as meaningful for their positions

		England			
Ashe, Alexander, Caldwell, Burke, Wilkes, Person, Avery, Catawba, Watauga, Caswell	CEUs for professional development of teachers of sci	Math-Science Center: NC Science & Engineering Fair Workshop: Inspiring Innovation in Student Research Instructors Judy Day and Mary Farwell from NCSEF	July 8, 2014	20 teachers	Teachers rated the experience as meaningful for their positions
Alexander, Caldwell, Catawba, Iredell-Statesville	CEUs for professional development of teachers of sci	Math-Science Center: Solar Thermal Water Heating Fundamentals Workshop. Instructor was Dr. Brian Raichle	July 11-12, 2014;	5 teachers and 23 others	Teachers rated the experience as meaningful for their positions
Burke, Caldwell, Catawba, Wilkes	CEUs for professional development of teachers of sci	Math-Science Center: Exploring Language Literacy in Middle and Secondary Science Workshop totaling 90 hours between June 16 and October 25, 2014. Instructor was Jennifer Geib	16 June-25 Oct 2014	16 teachers	Teachers rated the experience as meaningful for their positions
Two Rivers Comm School, Watauga.	CEUs for professional development of teachers of math	Math-Science Center: Four workshops totaling 14 hours on mathematics curriculum, use of manipulatives, fractions and vertical alignment; Dec. 12, 2014, March 4, 2015, April 22 & 29, 2015. Instructors were Betty Long and Debbie Crocker	12 Dec 2014 to 29 Apr 2015	20 teachers	Teachers rated the experience as meaningful for their positions
Watauga, Avery, Ashe	Community outreach in the area of science	Math-Science Center: Family Science Nights (4-hour sessions) in 2014: Insects	From 26 July 2014 to 23 Apr 2015	28 teachers, 552 students, and 8 parents	No evaluation available

		<p>Presentation at Blowing Rock School in Watauga County for 4 teachers and 43 students (Sept. 12), Science Extravaganza in Avery County for 10 teachers and 175 students (Oct. 14); in 2015 (2-hour sessions) for a total of 4 teachers, 34 students and 8 parents at the following elementary schools: Grace Academy with students from Ashe, Avery and Watauga County (Apr. 12), Mountain Pathways in Watauga County (Apr. 23), and (4-hour session on July 26) Science for Ashe County Fair for 10 teachers and 300 students; Mses. Judy Sink and Lou Moore</p>			
<p>Mitchell, Catawba, Davie, Lincoln, Iredell-Statesville, Watauga, Gaston,</p>	<p>Community outreach in the area of mathematics</p>	<p>Math-Science Center: Family Math Nights (2-hour sessions) for 130 teachers, 487 students and 433 parents at the following schools in 2014: Deyton Elem. Gr. 4-5 in Mitchell Co. (Oct. 29), Tuttle Elem Gr. K-5 in Catawba Co. (Nov. 14), Cooleemee Elem. Gr. 3-5 in Davie Co. (Nov. 19), G.E. Massey Elem. Gr. K-1 in Lincoln Co. (Dec. 3), G.E. Massey Elem. Gr. 2-3 in Lincoln Co. (Dec.</p>	<p>29 Oct 2014 – 14 Apr 2015</p>	<p>Data unavailable</p>	<p>No evaluation available</p>

		5), ; In 2015: Scott’s Elem. Gr. K-5 in Iredell-Statesville Schools (Feb. 5), Harmony Elem. Gr. K-2 in Iredell-Statesville (Mar. 5), West Iredell Middle School Gr. 6-8 in Iredell-Statesville (Mar. 10), Hardin Park Elem Gr. 3 in Watauga Co (Mar. 12), Bessamer Middle School Gr. 6-8 in Gaston Co. (Mar. 23), Banoak Elem. Gr. K-5 in Catawba Co. (Apr. 14). MSEC center staff were instructors			
Wilkes, Caldwell, Yancey, Watauga, McDowell, Iredell, Catawba, Caldwell, Ashe, Avery	School groups outreach in the area of science and mathematics	Math-Science Center: Science Activities for visiting school groups (1 to 2-hour sessions) in 2014: Wilkesboro Elem. School Grade 5 in Wilkes Co. (Sept. 14), Dudley Shoals Elem. Grade 4 in Caldwell Co. (Oct. 21), Cane River Middle in Yancey Co. (Oct. 24), Roaring River Elem. Grade 4 in Wilkes Co. (Oct. 30), Communities in Schools Grade 8 (Oct. 31), Two Rivers Middle in Watauga Co. (Nov. 14), Science and Math Activities for CB Eller Grade 5 in Wilkes Co. (Nov. 21); In 2015: McDowell GEAR UP Grade 6 in	14 Sept 2014 – 24 Apr 2015	1530 students and 87 teachers.	No evaluations are available, but most groups are “repeat” visitors from earlier years.

		<p>McDowell Co. (Mar. 3), American Renaissance School Grade 6 in Iredell Co. (Mar. 17), Charles McGrary Elem. Grade 5 in Asheboro (Mar. 26), Mulberry Elem. Grade 4 in Wilkes Co. (Mar. 27), Banoak Elem. Grade 6 in Catawba Co. (Mar. 31), Hudson Elem. Grade 5 in Caldwell Co. (Apr. 16), Two Rivers Grade 2 in Watauga Co. (Apr. 17), Westwood Elem. Grade 5 in Ashe County (April 24), STEM Expo Demonstrations for Middle School during the NC Science Festival (April 22, schools from Ashe, Avery & Watauga counties). Total number of participants: 1530 students and 87 teachers. Mr. Jeff Goodman led all sessions except for the math portion of the session for CB Eller on Nov. 21 which was led by Dr. Tracie Salinas</p>			
Watauga County (Hardin Park)	Use of technology in teaching and learning	Research regarding learning with the iPad as an instructional intervention by 5 students with significant disabilities	A. Y. 2014-2015	5 students with disabilities	Pending the end of year grading and reporting
Avery County and Allegheny County	Increase strategies and effectiveness in	ASU Partnerships with two counties to deliver Professional	AY 2014-2015 and continuing	40 in-service teachers	Based on attendance, grades and GPA, the effort

	reading education	Development leading to a degree in an area of high need of the school districts	until program completion		is going well. Scores of EOGs are not yet received for an evaluation of the direct impact.
Burke County	Analyzing data use processes built around the NC Final Exams	Research with Burke County schools (two middle schools in particular) through our URC (University Research Council) grant entitled, Data Use Practices in North Carolina: Investigating the NC Final Exams.	AY 2014-2015	2 ASU professors and Burke County school administrators	Project in data collection phase
Avery County	Meeting the needs of the Freedom School for reading improvement	a semester long reading clinic at Freedom Trail School in Avery County. This course met twice a week. I along with two highly trained supervisors,	AY 2014-2015	Utilized ASU students (20) in tutoring for K-12 students for reading skills	None available
Outreach aimed at northwestern North Carolina counties	Outreach in the areas of science and mathematics	Math-Science Center: North Carolina Science Festival STEAM Expo Day on April 22, 2015: Hands-on Activities in Math & Science led by Phil Johnson, Dr. Betty Long, Ms. Vickey Isaacs, Ms. Sherry Nikbakht, Ms. Judy Sink and Ms. Lou Moore	22 April 2015	50 teachers 2700 students	No evaluation available
Ashe County	Outreach in the areas of math and science	Math-Science Center: Special Events Math & Science: Math for Ashe County Fair Dr. Betty Long	26 July 2014	10 teachers, 300 students	No evaluation available
Watauga County	Outreach in the area of engineering	Robotics for Parkway Playhouse Build Fest in Watauga County		10 teachers 250 studnets	No evaluation available

		Coordinator of the event was Dr. Eric Marland			
Watauga County	Outreach and collaboration with the local school entity	Lucy Brock at Parkway School. ASU has assisted Watauga County Schools (WCS) by establishing a PK program where budgetary cutbacks of the WCS could not continue. The operation of the p-k uses the ASU's Lucy Brock school model while meeting the needs of WCS students. A formal contract documents the collaboration.	1 July 2014 – 1 July 2015	2 ASU faculty – (teacher and asst.)	Evaluations not yet available (standard for Lucy Brock, pending Watauga feedback)
Watauga County	Outreach and collaboration with the local school entity	Establishing a Language arts Lab in a local middle school where an ASU fac teachers reading and writing to middle school students to model effective pedagogy for the classroom teacher. Site is becoming a language arts lab for ASU teacher candidates while increasing the pedagogical knowledge of the teachers	April 2015 – July 2015	1+1 16 7 th graders	Evaluation in a book of student writings and Spreadsheets of formative student assessments.

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

For the 2014-15 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 GPA 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. Data regarding pass rates are difficult to interpret at this point given that we can be sure that we have only those elementary candidates who are qualified for licensure. By definition, that means that all candidates about which we are sure, have passed the tests. Later during the summer, 2014-15 test-takers will be provided so that we can calculate true pass rates on all ETS and NES tests. Until that time, it appears that the elementary candidates at Appalachian have a near perfect record on all NES tests.

- 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	5
	Asian/Pacific Islander	4	Asian/Pacific Islander	16
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	8
	Hispanic	10	Hispanic	24
	White, Not Hispanic Origin	267	White, Not Hispanic Origin	809
	Other		Other	5
	Total	289	Total	867
Licensure-Only	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	5	White, Not Hispanic Origin	9
	Other		Other	
	Total	5	Total	10
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	5	White, Not Hispanic Origin	38
	Other		Other	2
	Total	5	Total	41
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other		Other	
	Total	1	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)	7	0
Elementary (K-6)	11	5
Middle Grades (6-9)	11	4
Secondary (9-12)	15	8
Special Subject Areas (k-12)	12	5
Exceptional Children (K-12)	4	1
Total	60	23
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,200.61
MEAN SAT-Math	571.23
MEAN SAT-Verbal	568.85
MEAN ACT Composite	25.88
MEAN ACT-Math	24.75
MEAN ACT-English	24.70
MEAN PPST-Combined	526.89
MEAN PPST-Reading	179.97
MEAN PPST-Writing	176.36
MEAN PPST-Math	179.28
MEAN CORE-Combined	516.25
MEAN CORE-Reading	177.61
MEAN CORE-Writing	169.53
MEAN CORE-Math	164.98
MEAN GPA	3.38
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)	2	7		
Elementary (K-6)	30	113	1	1
Middle Grades (6-9)	6	33	1	
Secondary (9-12)	60	35	1	2
Special Subject Areas (K-12)	40	31		1
Exceptional Children (K-12)	4	14		
Vocational Education (7-12)	6	21		1
Special Service Personnel				
Total	148	254	3	5
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology	1	*
Business Education	1	*
Elementary Education	127	98
History	2	*
MG-Language Arts	1	*
Math (grades 9-12)	1	*
Special Education: Adapted Curriculum	23	100
Special Education: BED	1	*
Special Education: General Curriculum	10	100
Institution Summary	167	99
* 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	15	39	66	76	153	42
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		2	2	4	2	
U Licensure Only						
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	446	95	69
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Winston-Salem/Forsyth Schs	511
Caldwell Co Schs	470
Wake Co Schs	444
Catawba Co Schs	443
Charlotte-Mecklenburg Schs	434
Wilkes Co Schs	390
Burke Co Schs	367
Gaston Co Schs	301
Guilford Co Schs	271
Cleveland Co Schs	246

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
96	2	62