

# IHE Bachelor Performance Report

## Barton College

2013 - 2014

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### Overview of the Institution

Barton College is an accredited four-year, co-educational college located in Wilson, North Carolina, a city of nearly 50,000 residents. Of the 1,200 students attending Barton, approximately 900 are full-time and 150 part-time. Approximately one-fourth of the student body is African-American. Barton College was founded by the Christian Church (Disciples of Christ) in 1902 under the name Atlantic Christian College. The name of the College was changed in 1990 to Barton College to honor Barton Stone, one of the founders of the Christian Church (Disciples of Christ). For the first 108 years since its founding, Barton had served undergraduate students exclusively. This changed in the summer of 2010 when Barton established its first master's program, a master of education in elementary education. New master's degrees programs in school administration and nursing have recently been approved and will be accepting students for the 2014-15 academic year. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Thirty-two majors are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 11:1, Barton recognizes the importance of personalized attention. The liberal arts component of a Barton education focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during a ten-day period in March of each year. Non-traditional Barton College teacher education candidates are served by the Accelerated Professional Programs (APP). Barton College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the National Council for the Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction (DPI).

### Special Characteristics

At Barton College, approximately 15% of the student body declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the regular day program. It also serves adults age 22 and older through the Accelerated Professional Programs (APP), which offers courses in the evenings and on weekends on the Barton campus and through online delivery. The Accelerated Professional Programs allow working adults, who would not otherwise be able to obtain a bachelor's degree or add teacher licensure to a bachelor's degree, access at non-traditional times to the entire Elementary Education, Birth-Kindergarten Education, and Special Education: General Curriculum programs, with the exception of student teaching and practicum experiences. Students in other programs, such as Middle School Education, are also able to get many of their courses in the non-traditional format.

Many teacher assistants and other working adults in the region have taken advantage of the Accelerated Professional Programs and are now licensed classroom teachers. Barton College began offering its first graduate program, leading to the M.Ed. in Elementary Education in 2010, with a Master's of School Administration program slated to begin during the 2014-15 academic year. The addition of these programs has expanded the contributions of the teacher education program.

The Teacher Education Program has excellent relationships with school systems in the area and does much collaboration with two schools in particular—the Eastern North Carolina School for the Deaf (ENCSD) and Margaret Hearne Elementary School. Barton has a longstanding relationship with ENCSD through its education of the deaf major, which was established as one of the stipulations for locating the school for the deaf in Wilson in 1964. Margaret Hearne Elementary School, located about three blocks from the College, serves a predominantly low income population. Through a Golden LEAF grant, Barton has provided extensive coaching and mentoring of Margaret Hearne teachers over the past several years, along with the provision of many resources to Margaret Hearne School.

The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation for the undergraduate programs and the graduate program. The Teacher Education Program remains committed to the four components of our conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - that we wish to foster in our teacher leader candidates while incorporating our focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

### **Program Areas and Levels Offered**

Undergraduate licensure areas are Art Education (K-12); Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (P-12); Elementary Education (K-6); English Education (9-12); Middle School Education (6-9) in English Language Arts; Middle School Education (6-9) in Social Studies; Middle School Education (6-9) in Science; Middle School Education (6-9) in Mathematics; Secondary Mathematics Education (9-12); Secondary Comprehensive Science Education (9-12); Health and Physical Education (K-12); Secondary Comprehensive Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (K-12). Barton College also offers a program leading to the Masters of Education in Elementary Education (K-6) with licensure on the master's level in Elementary Education for teachers who already hold a teaching license in Elementary Education (K-6) on the undergraduate (A) level.

# 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
Eastern North Carolina School for the Deaf	To ensure that the rights of students at ENCSD are protected.	The coordinator of the Education of the Deaf and Hard of Hearing Program is a member of ENCSD's Human Rights Committee.	Meetings are held each year in September, November, January, March, and May	About 10 members are on this committee.	Membership on this committee gives Barton's program coordinator an opportunity to provide input concerning issues dealing with students' rights on campus.
Eastern North Carolina School for the Deaf	To promote the development of sign language skills and comfort in interacting with deaf people by future teachers of the deaf and hard of hearing and to promote interaction between Barton students and faculty and the deaf community of Wilson.	ENCSD staff members participated in silent breakfasts, lunches and dinners on the campus of Barton College and in a local restaurant as a way of improving sign skills for Barton College students.	September 17, 2013, October 21, 2013, November 14, 2013, February 10, 2014, March 19, 2014, April 10, and April 22, 2014	An average of two Barton faculty and 20 students attended each event. ENCSD staff members attended three of the five events.	These events are helpful in improving Barton students' sign language skills as well as strengthening ties between ENCSD and Barton. After events, Barton students were required to list new words that they had learned.
Eastern North Carolina School for the Deaf	To provide Barton students with an understanding of the work of an	Students in EDU 437 Teaching Oral-Aural Skills to Deaf	September 23, 2013	Five students from Barton College.	Students wrote reflection papers in which they discussed what they had learned

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	educational audiologist.	and Hard of Hearing Children met with the educational audiologist at ENCSD to see the implementation of audiological techniques and assistive listening devices with deaf children at the school.			from this experience.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to support ENCSD in a community effort.	Barton students participated in a 5 kilometer walk around Wilson, with sponsor support, to raise funds for ENCSD projects.	September 28, 2013	About 15 Barton faculty and students and 30 ENCSD students.	The walk was successful in raising money and offered an opportunity for Barton and ENCSD students to interact with each other.
Eastern North Carolina School for the Deaf	To improve the writing skills of deaf and hard of hearing children at ENCSD and to improve Barton students' ability to analyze their writing. This is an important goal since deaf	Barton students in EDU 430 Teaching Language to the Deaf assisted ENCSD students by writing back and forth on a	September to December, 2013	Eight students from Barton College and 10 students from ENCSD.	This is a long-standing project that is beneficial to both ENCSD students and Barton deaf education majors. Deaf students have an on-going relationship with a Barton student,

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	children typically have many problems with written language.	weekly basis during the fall semester through a dialogue journal project.			who serves as a role model for grammatically correct English, while Barton students experience first-hand the writing challenges of their deaf dialogue journal partner.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education. Having outlets to discuss personal topics is often more difficult for deaf adolescents, and weekly writing exchanges provides an outlet for communication.	Through writing back and forth on a weekly basis for a semester, ENCSD students were able to share information with Barton students and developed personal relationships with them.	September to December, 2013	Eight students from Barton College and 10 students from ENCSD.	Teachers have noted that ENCSD journal partners are often willing to share on a personal level through writing in ways that they may be hesitant to share face-to-face. Because the age difference between Barton students and students at ENCSD is closer than between ENCSD students and their teachers, they are sometimes willing to share in ways that they might otherwise not.

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Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.	Students in the American Sign Language III class went to an 8 <sup>th</sup> grade class to participate in reader's theater and lessons focusing on reading, grammar, and vocabulary.	October 15, 2013; November 21, 2013	Six Barton students and 15 ENCSD students.	ENCSD students benefitted from this activity by practicing reading in a fun, motivating way and by having help in grammar and reading. Barton students continued to develop sign fluency.
Eastern North Carolina School for the Deaf	To provide support for ENCSD students through a variety of activities on Barton's Day of Service.	Students from Barton's Sigma Phi Epsilon fraternity and the Educators of the Deaf Club spent the day improving the grounds on the campus of ENCSD and volunteered in art and physical education classes.	October 16, 2013	Thirty Barton students and 15 ENCSD students from art and physical education classes.	Barton Sigma Phi Epsilon students benefitted by exposure to a population they were, for the most part, unfamiliar with, and Educators of the Deaf Club members gained greater exposure to deaf students. ENCSD students benefitted from the assistance provided by Barton students. ENCSD also benefitted from the improvements made to the campus.
Eastern	To provide an	Sophomores	November	13 students	The sophomores

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North Carolina School for the Deaf	opportunity for Barton students to do an extended practicum at ENCSD in two different areas and to provide information to the teachers of the students at ENCSD.	in EDU 202 Educational and Psychological Foundations of Deafness spent 7.5 hours in the fall in a classroom with deaf children. Juniors in EDU 364 Teaching Reading to the Deaf spent 15 hours in the spring in a classroom with deaf children in which reading is emphasized.	r and December, 2013; March and April, 2014	total—10 in EDU 202 and three in EDU 364.	gain exposure to classrooms for deaf children, learn to be comfortable interacting with them, and improve their sign language abilities. Juniors observe how reading is taught and interact with deaf children as teachers in training. These observations are helpful to the classroom teacher and provide the future teacher of deaf children needed experience with this population.
Eastern North Carolina School for the Deaf	To assist ENCSD in raising money for projects that will benefit the school.	Barton students were invited to assist in sales of Christmas trees, sold on the campus of ENCSD, as a fund-raising effort.	November and December, 2013	One Barton College student participated.	This student stated that he enjoyed assisting in the sale of Christmas trees to help the school as well as the camaraderie of working on a Christmas tree lot. ENCSD benefitted from the proceeds of the project.
Eastern North Carolina	To foster relationships between ENCSD	Deaf students who had written in	December 3, 2013	Eight students from Barton College and 10	Teachers note the value of this event for meeting their



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School for the Deaf	students and Barton College students who are majoring in deaf education and to expose deaf students to the possibility of attending college. Deaf students often have fewer individuals with whom they can communicate comfortably, and they attend college in smaller percentages than hearing students.	dialogue journals with Barton students came for a Christmas candlelight dinner at Barton.		students from ENCSD. A teacher and a teacher assistant from ENCSD also participated.	dialogue journal partner face-to-face as well as the importance of exposing these students to the possibility of attending college. The event benefits Barton students in that it provides an additional opportunity to use sign language with deaf students.
Eastern North Carolina School for the Deaf	To involve Barton College as a partner on the School Improvement Team.	The coordinator of the Education of the Deaf and Hard of Hearing Program is a member of ENCSD's School Improvement Team .	January 10, April 25, and May 9, 2014	About 10 members are on this committee.	Membership on this committee gives Barton's program coordinator an opportunity to provide input concerning issues dealing with school improvement.
Eastern North Carolina School for the Deaf	To provide social work internship opportunities for Barton College students as well as unpaid social work assistance for ENCSD.	A Barton College senior social work major served a semester internship at ENCSD, assisting in a	January through May, 2014	One Barton College student participated. She worked both with individual students at ENCSD as well as in group	The supervisor of the practicum experience said that the Barton student did an excellent job. ENCSD students benefitted from



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		variety of ways.		settings with children.	the presence of the student who provided services through this unpaid internship experience.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to assess the language and reading abilities of selected students at ENCSD and to provide additional information on selected students to classroom teachers at ENCSD.	Seniors in EDU 430 Teaching Language to the Deaf and juniors in EDU 364 Teaching Reading to the Deaf carried out language and reading assessments, respectively, on selected children.	December, 2013 and May, 2014	Eight students and three students, respectively.	Assessments are helpful to teachers in pinpointing strengths and weaknesses in reading and language for these students. Barton students benefitted by gaining insight into the language and reading issues facing deaf children, learning how to give assessments, and communicating this information in a coherent manner.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.	Students in the American Sign Language II classes worked with elementary children at ENCSD, along with their teachers, to teach vocabulary related to	February 10, 2014; April 23, 2014	15 Barton students and 15 ENCSD students.	ENCSD students benefitted from this activity by learning vocabulary in a fun, motivating way and by getting assistance in grammar and reading. Barton students continued to develop sign fluency.

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		spring and vocabulary with multiple meanings.			
Eastern North Carolina School for the Deaf	To provide teachers at ENCSD with current websites and computer applications that may be useful for teaching.	Student teachers and recent graduates presented a 90 minute in-service workshop dealing with websites and computer applications useful in the classroom to the ENCSD teachers and administrators.	February 28, 2014	Three Barton student teachers, five recent Barton graduates, and about 35 teachers and administrators at ENCSD.	Barton presenters were given the opportunity to present new information to professionals in the school, while teachers and administrators at the school got information about teaching applications of which they were not aware.
Eastern North Carolina School for the Deaf	To expose Barton College students to the use of the Failure Free Reading program with deaf and hard of hearing students.	The educational diagnostician at ENCSD spoke to students in the teaching reading to the deaf class about how Failure Free Reading is used with deaf children at the school.	March 11, 2014	Three students.	Barton students gained additional insight into helping deaf children overcome reading obstacles through this new means of instruction.
Eastern North	To expose Barton College students	The reading specialist at	March 25, 2014	Three students.	Students in the class did their own

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Carolina School for the Deaf	to the use of running records with deaf and hard of hearing students.	ENCSD spoke to students in the teaching reading to the deaf class about how to do running records with deaf children.			running record and were evaluated on the information learned. The knowledge gained is useful for learning how to apply running records to deaf children.
Eastern North Carolina School for the Deaf	To provide girls at ENCSD with prom dresses and assistance in preparing for the high school prom.	Barton students assisted in collecting more than 40 dresses for girls at ENCSD to wear at the prom and also helped in making other arrangements for the prom.	Tuesdays and Thursdays throughout April, culminating in the prom on April 17, 2014.	Ten Barton students participated.	Many of the ENCSD girls expressed excitement about the prom dresses donated, and the decorations and other arrangements received many compliments.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to observe the application of technology to teaching deaf children.	Barton students in EDU 332 Methods of Teaching the Deaf observed two ENCSD teachers talking about modifications used to teach deaf students.	April 7, 2014	Six Barton students participated, along with three ENCSD students. The two teachers showcasing technology applications were deaf.	Students benefitted from seeing first-hand the unique challenges facing a teacher of the deaf and how to modify classroom teaching strategies to meet the needs of deaf children.
Eastern North Carolina	To share stories with children at ENCSD and to	Barton students in the teaching	Eight separate dates in	Three Barton students participated in	The stories read by Barton students were evaluated

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School for the Deaf	provide Barton students with practice in translating children's books into American Sign Language.	reading to the deaf class read children's books to students in selected classrooms at ENCSD.	April, 2014	each of three separate classrooms.	both by the students themselves and by the classroom teacher at ENCSD. Feedback from teachers indicated that that the children in the classroom enjoyed the stories and benefitted from the experience. Comments made by the teacher to the Barton students were helpful as they develop their ability to translate stories from English to ASL.
Eastern North Carolina School for the Deaf	To evaluate the reading abilities of a deaf child at ENCSD.	Students in EDU 364 Teaching Reading to the Deaf evaluated the reading abilities of a deaf child using an informal reading inventory.	Three separate dates in April, 2014	Three Barton students worked individually with three ENCSD students.	Barton students benefitted by interacting with a deaf child in the area of reading, and ENCSD benefitted by having an additional reading evaluation using another assessment tool.
Eastern North Carolina School for	To provide high school students the opportunity to explore the	Juniors and seniors at ENCSD living in the	May 6, 2014	Seven ENCSD juniors and seniors.	Students benefitted from learning about post-secondary

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the Deaf	possibility of going to college.	Independent Living Center toured the campus of Barton, had questions answered about college life, and received a free lunch.			opportunities and the possibility of attending a four-year college.
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Wilson County Schools	To make the resources of the Barton College library available to high school students enrolled in the International Baccalaureate (IB) program	Enrolled students are given borrowing privileges for all library material. A special IB library card is issued to these students.	August 25, 2013 to June 10, 2014	56 Wilson County Juniors and Seniors from Fike and Hunt High Schools.	Students benefitted in doing their research with the resources available at Barton's Hackney Library.
Fike High School	To aid social studies seniors do research for their IB project.	Students came for an orientation session and then used library resources to conduct research using the Barton library catalog,	September 13, 20, 25, and 30, 2013	13 students	Many students checked out material from the Barton College collection and did research via the computer.

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		NCLIVE databases, and other online resources.			
Fike High School	To aid juniors in Theory of Knowledge class in their research efforts.	Students came for an orientation session and then used library resources to conduct research using the Barton library catalog, NCLIVE databases, and other online resources.	September 10, 14, 24, 25, 25, and 27, 2013; November 12 and 14, 2013; and April 1, 2014	21 students	Many students checked out material from the Barton College collection and did research via the computer.
Fike High School	To provide a facility for IB interviews and oral presentations.	Students used group study rooms in Hackney Library for IB interviews and oral presentations.	December 6 and 7, 2013	34 students	Having IB interviews at Barton rather than in the high school itself created a more professional atmosphere for the students and caused them to treat the task more seriously than they otherwise might have.
Hunt High School	To aid juniors in Theory of Knowledge class in their research efforts.	Students came for an orientation session and then used library resources to conduct research using	November 21 and December 12, 2013	15 students	Many students checked out material from the Barton College collection and did research via the computer.

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		the Barton library catalog, NCLIVE databases, and other online resources.			
Hunt High School	To provide a facility for IB interviews and oral presentations.	Students used group study rooms in Hackney Library for IB interviews and oral presentations.	March 13, April 2 and 3, 2014	15 students	Having IB interviews at Barton rather than in the high school itself created a more professional atmosphere for the students and caused them to treat the task more seriously than they otherwise might have.
Wilson County Schools	To make the resources of the Barton College library available to high school students enrolled in the International Baccalaureate (IB) program	Enrolled students are given borrowing privileges for all library material. A special IB library card is issued to these students.	August 25, 2013 to June 10, 2014	56 Wilson County Juniors and Seniors from Fike and Hunt High Schools.	Students benefitted in doing their research with the resources available at Barton's Hackney Library.
Fike High School	To aid social studies seniors do research for their IB project.	Students came for an orientation session and then used library resources to conduct research using the Barton library catalog, NCLIVE	September 13, 20, 25, and 30, 2013	13 students	Many students checked out material from the Barton College collection and did research via the computer.



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		databases, and other online resources.			
Fike High School	To aid juniors in Theory of Knowledge class in their research efforts.	Students came for an orientation session and then used library resources to conduct research using the Barton library catalog, NCLIVE databases, and other online resources.	September 10, 14, 24, 25, 25, and 27, 2013; November 12 and 14, 2013; and April 1, 2014	21 students	Many students checked out material from the Barton College collection and did research via the computer.
Fike High School	To provide a facility for IB interviews and oral presentations.	Students used group study rooms in Hackney Library for IB interviews and oral presentations.	December 6 and 7, 2013	34 students	Having IB interviews at Barton rather than in the high school itself created a more professional atmosphere for the students and caused them to treat the task more seriously than they otherwise might have.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson	Improve the achievement scores of Margaret Hearne Elementary students in Reading and Math.	Hire a full-time faculty member employed by Barton College who serves as a full-time instructional	8/15/2012 – 6/20/2014 (and ongoing through the 2014-2015 academic	502 students and 34 teachers	Barton-Hearne Liaison works with teachers on teaching methods, planning co-teaching. This liaison is in the classrooms with the teachers on a

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County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	leader at Hearne Elementary School. The person in this position will oversee the programming, implementation, professional development, purchasing and use of materials, and will serve as a model teacher and facilitator of instruction.	year)		daily basis. Preliminary review of test scores shows improvement in the growth of the Hearne students. Additional analyses of test scores will be conducted over the summer to find ways to strengthen the efforts for the 2014-2015 academic year.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.</p> <p>Incorporate the use of evidence based practices, co-teaching models, and innovative teaching to facilitate improvement of student achievement in all academic</p>	Barton College assigned two Barton teacher education candidates to participate in practicum and student teaching experiences at Margaret Hearne. The Hearne teachers and the student teachers were taught to use co-teaching methods designed to	8/15/2013 -May 3, 2014	60 Hearne 2nd graders, 2 Hearne Teachers	The Hearne teachers and students benefitted from the co-teaching experiences and from the special support provided by this grant.

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	areas.	increase the achievement of the Hearne students.			
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Improve the achievement scores of Margaret Hearne Elementary students in Reading and Math.</p> <p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement</p>	<p>Professional Development Retreat was held. Two Barton College School of Education faculty members and the Barton-Hearne instructional leader worked with the Hearne administration and leadership team to provide professional development for the Hearne faculty and staff. Topics included “The Use of Backward Design for Effective Planning”, “Using Technology as Instructional Tools”,</p>	January 17-19, 2014	2 Barton College School of Education professors, 34 teachers from Hearne Elementary School, 2 staff members from Hearne Elementary, the Hearne administrative teach, including the principal, assistant principal, and guidance counselor.	The teachers worked in teams to create unit plans using the “Backward Design” approach. They were able to implement the plans in the spring semester of the school year. They reported that this retreat provided them with important planning and teaching skills that they used during the remainder of the school year. Students benefitted from the lesson plans and strategies that were implemented in the classrooms.

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		“Strategies for Teaching Mathematics”, and fostering collaboration.			
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.</p> <p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	<p>Hands-on science lessons were taught to Hearne 5th graders over a four-week period on the Barton Campus. Barton college seniors taught lessons on weather aligned to the new Essential Standards in science.</p>	October 30th – November 20th, 2013	75 Hearne students, 3 fifth-grade teachers, a Barton College professor, and 22 Barton College teacher education candidates	The Barton College teacher candidates assessed the students and found that they showed growth on the selected objectives from the Essential Standards for the unit on weather. The Hearne teachers also received boxes of instructional materials that they can use with students next year.
Hearne/Barton Partnership with Margaret Hearne Elementary	Improve the achievement scores of Margret Hearne Elementary students in Reading and	The Barton College School of Education provided a Family Literacy Night	April 9, 2014	Three Barton College School of Education professors, 12 Barton College teacher education candidates, 60	Hearne students benefitted from the interaction with the Barton College students, who provided a variety of reading

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School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Math.</p> <p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	<p>for Hearne students and their families. The Barton College faculty and teacher education candidates prepared and presented interactive literacy games. Hearne Elementary School provided pizza for students and their families.</p>		Hearne students and family members, the Hearne administrative team, and several Hearne teachers participated in this event.	games and arts and crafts related to literacy. All Hearne students received a new book to take home. Parents were able to interact with their children and with the Barton College students to support the development of literacy skills.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation	Improve the achievement scores of Margaret Hearne Elementary students in Reading and Math and support instruction in the arts in local schools.	Interactive experience at the Barton College Art Gallery	September 19, 2013	Approximately 45 fourth grade students from Hearne Elementary School, 3 Hearne teachers, the Barton College Chair of the Art Department, 2 Barton College teacher education candidates, several Barton College art majors, and North Carolina artist Tom Grubb	Students learned about the interaction of science, math, and art through this activity. They also created their own art works to take with them. The Barton faculty and the Hearne faculty reported that there were continuing conversations on the arts in the Hearne classrooms after the visit.

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 Barton College)				installed “Voyager,” a sculpture composed of bamboo and colored rope, on Barton College’s east campus.	
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	Interactive experience at the Barton College Art Gallery	April 3, 2014	59 fourth grade students from Hearne Elementary School, 3 Hearne teachers, the Barton College Chair of the Art Department	Students from Hearne participated in an art activity at Barton College. They learned art and communication skills from the experience.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools	<p>Improve the achievement scores of Margaret Hearne Elementary students in Reading and Math.</p> <p>Incorporate the use of evidence</p>	A Math Carnival was presented at Hearne Elementary School. The teacher education candidates prepared and presented	October 30, 2014	Two Barton College School of Education professors, 18 Barton College teacher education candidates, 200 Hearne Elementary School students, family members	The Hearne students benefitted from the math activities, the interaction with Barton College teacher education candidates, and the support of their families at this event.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
(with support from a grant provided by the Golden LEAF Foundation to Barton College)	<p>based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p> <p>Encourage participation of parents and the community to improve student achievement.</p>	<p>interactive math games and hands-on math activities and interacted with the students and their families. Hearne Elementary School served pizza to the student and their family members. The Golden LEAF Grant provided supplies and prizes for the event.</p>		<p>who attended with the Hearne students.</p>	
<p>Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation</p>	<p>Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.</p>	<p>Barton College awarded a \$5000 scholarship to a Hearne teacher to attend the Master of Education Program in Elementary Education.</p>	<p>6/1/2013</p>	<p>1 Hearne Elementary teacher</p>	<p>The teacher graduated with a Master's of Education in Elementary Education in Elementary Education. She learned new research verified strategies in teaching and curriculum development. The principal also reported that this teacher was using her newly</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
to Barton College)					acquired skills to provide leadership at Hearne Elementary School.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	Improve the achievement scores of Margret Hearne Elementary students in Reading and Math.	Bulldog Summer Enrichment Academy	July 2013	25 Hearne Students, 10 M.Ed. students, the Barton College Director of the M.Ed. program	The principal at Hearne invited students whose performance was below grade level to attend and receive individualized instruction. She reported that all students who attended either maintained their reading score or showed growth over the summer. (Without this instruction, she had expected the students' scores to be lower at the beginning of the school year, as compared to the scores earned at the end of the preceding school year.)
Hearne/Barton Partnership with Margaret Hearne	Incorporate the use of evidence based practices and innovative teaching to facilitate	Attendance at the National Professional Development Conference and a	March 26-30, 2014	1 Hearne Teacher, the Hearne Principal, 1 Barton College teacher education faculty member,	Members of the team learned new ideas to increase the effectiveness of the Hearne-Barton partnership

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
Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	improvement of student achievement in all academic areas.	presentation made by Barton and Hearne faculty and principal		the Hearne-Barton College Instructional Coach	school. They also made a presentation at the conference.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas, including literacy skills.	Barton College provided a free week-long summer camp for Hearne students who the principal identified as needing additional literacy instruction. Each Hearne student who attended received a new book to take home and own. Students learned about "The Places You will Go" around the	July 22 – 26, 2013	The Director of the M.Ed. program and the 10 M.Ed. students from Barton College; The Hearne principal invited 95 students who the teachers identified as needing additional literacy instruction over the summer. 12 Hearne students attended.	Final reading assessments from the school year were used as pre-test scores for the students, and reading assessments were conducted at the end to provide post-test scores. Eleven of the twelve students grew at least 1 reading level, and most grew at least 2 or more reading levels! One student's reading level remained constant, but the principal was pleased because she had anticipated that it

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
		world, as they developed reading skills, created crafts as one way to show what they were learning, and played educational games that integrated the curriculum and focused on literacy.			would drop over the summer.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	Teach Hearne students about health and nutrition. Teach 5th grade students to read nutrition labels and be able to apply that information to making healthy food choices.	Activities provided by the Barton College School of Nursing faculty and students: Visual Acuity, physical assessments, Height and weight, Lice assessments, Teaching: Personal Hygiene, Hand washing, Germ prevention, Musculoskeletal system, repository	September 2013 – May 2014	The Barton College School of Nursing provided 1200 student hours in classrooms working with Hearne students and 105 faculty hours supervising Nursing students in the Hearne classrooms.	Students learned about the importance of managing their health.

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
		system, digestive system, Dental hygiene, bone health, reading nutrition labels			
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	Support the needs of the local school	The Barton College Science Department donated glassware (graduated cylinders, Erlenmeyer flasks, and beakers) to the science teachers at Hearne Elementary School.	December 2013	65 fifth grade students at Hearne, the Chair of the Science Department at Barton College	Hearne students and teachers can use the materials to provide a more hands-on approach to science instruction.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County	Support the needs of the local schools	Science Department Loaned electrical balances to Hearne Elementary	Spring 2014	65 Hearne fifth graders and 1 Hearne teacher; Chair of the Science Department at Barton College	Hearne students and teachers can use the materials to provide a more hands-on approach to science instruction.

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
Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)					
Fike High School	Provide opportunities for enrichment at the local schools	Science Department donated glassware to chemistry and biology classes	Spring 2014	High School students; Chair of the Science Department at Barton College	Fike students and teachers can use the materials to provide a more hands-on approach to science instruction.
Wilson County Schools	Improve community relations with the Wilson community as a whole	Health and Physical Education participated in the 2 Jump Rope for Heart, 1 Hoops for Heart, 1 Family Night, 2 Field Days	2013 – 2014 School Year	Barton College Health and Physical Education Majors and the Coordinator of the HPE Program at Barton College	The Wilson County Schools students benefitted from the work of the volunteers and organizers for the events.
Wilson County Schools	Provide support to local community to combat hunger	The Barton College Health and Physical Education Program supported the Wilson County project known as “CHEW”,	2013-2014 School Year	Health and PE Students	Wilson County Schools students benefitted from having nutritious food available at home during weekends and holidays.

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
		Children's Hunger Elimination of Wilson. They picked up food from the distribution center, sorted food into bags, and delivered food to a designated elementary school. They worked in the warehouse counting, sorting and stacking food, approximately 2 hours a week for the entire school year.			
North Hampton/ Edgecombe/ Nash-Rocky Mount/ Halifax/Wilson County Schools	Support local teachers with quality professional development	Drive in conferences were offered for teachers in these school systems. Barton partnered with the Upper Coastal Plain Learning Council to provide professional development	November 2013 - April 2014	Maximum of 40 participants for each conference	The teachers reported that they learned strategies which would benefit them in their classroom instruction.

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 teachers in 5 school systems.			
Sallie B Howard Charter School in Wilson, NC	Support instruction in the arts in local schools	The Barton College Art Department provided students with a hands-on art activity.	April 17, 2014	20 eighth graders; Barton College Chair of the Art Department; several Barton College art majors	The students benefitted from participating in this special art activity.
Hobbton High School, Sampson County	Support instruction in the arts in local schools	The Barton College Art Department provided students with a hands-on art activity.	April 10th, 2014	30 High Schools	Provided an art activity to high school students
Margaret Hearne Elementary School, Wilson County Schools	Support instruction in the arts in local schools	Art infused activities	September 2013 – April 2014	Various students at Hearne	Provided art infused activities for the Tom Grubb convergence sculpture installation, and Continuing Conversations on Art
Margaret Hearne Elementary School/ Wilson County Schools	Help students see that college is a possibility. Encourage students to set a goal of	5th grade campus visit to Barton College. The Barton College Admissions Department provides a day on the college campus which	April 1, 2014	65 fifth grade students from Hearne, 3 Hearne teachers, two Barton College School of Education faculty members, the Barton College Campus Visit Coordinator, and	The teachers and the admissions counselors report that the students express interest in attending college one day. The students also demonstrate what they learn by answering



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
		orientates the students to the campus and college life. Students are encouraged to attend any college, including a community college or a 4-year institution such as Barton College.		5 members of the Admissions Team	questions related to the topics presented.

**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.**

All teacher education candidates are required to take CIS 110 Information and Communication Technology and EDU 334 Instructional Technology. The M.Ed. students must take EDU 514 Instructional Technology on the graduate level. These courses provide the teacher candidates with a sound foundation for using technology as instructional tools. The assessment courses include instruction on using technology to perform assessments, analyze data, and report the results. Candidates are required to demonstrate effective use of technology integrated into lesson plans and assessments while they are student teaching. Teacher Education candidates are provided with iPads while they are taking the instructional technology course, and they are taught to use them as instructional and organizational tools. Candidates also learn to use Web 2.0 tools, digital video, learning apps, Google tools, office productivity suites, and other tools to help their future students learn and to demonstrate what they are learning. We have installed smart boards in three of the five classrooms used in the teacher education program in order for faculty to model its use and require candidates to use

them, as we also prepare teacher candidates and M.Ed. students to use these tools effectively in public school classrooms.

- 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.**

In the 2012-2013 academic year, the faculty in the School of Education examined the Elementary Education curriculum and the Special Education curriculum in light of the objectives listed for the new Foundations of Reading and General Curriculum licensure exams. The dean met with the Chair of the Science and Mathematics Department and looked closely at the objectives for the mathematics and science areas of the General Curriculum tests. They then worked closely with the mathematics faculty who teach MTH 210 Fundamental Concepts of Math, and the faculty began revising this course to match the objectives of the math test in the General Curriculum test. The School of Education faculty member who teaches EDU 427 Mathematics in the Elementary and Middle School K-8 also met with Dean of the School of Education and the mathematics faculty to begin revising this course to help prepare candidates for the objectives listed for this test. In the 2013-2014, the School of Education faculty member taught EDU 427 as she revised it, and this summer she is working on additional revisions for next year's course. The Dean of the School of Education and the Chair of the Science and Mathematics Department also met with the faculty who teach the science courses and created an additional course that is aligned with content related to physical and earth science and is now required of all Elementary Education and Special Education majors. In addition, they decided that all Elementary Education and Special Education majors would be required to take a biology course. Thus, these two courses are aligned with the science objectives on the General Curriculum test. In addition, the candidates in these programs will be required to take a literature course to supplement the other English courses that were already required. The School of Education faculty analyzed the objectives for the social studies part of the general curriculum test and decided that the courses that already required are aligned with the objectives to be tested. The School of Education faculty gave a reading pre-test to a sample of students at the junior level, analyzed the results, and used the findings to guide changes in the courses that were already required of students in this major, including EDU 303 Children's Literature, EDU 361 Elementary Reading, and EDU 454 Language Arts Methods K-6. We will monitor the results of the candidates' test scores and continue to modify courses and the program as needed.

- 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.**

In EDU 354 Classroom Assessment students are taught to develop multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills. Students are asked to develop both formative and summative assessment tools, such as a chapter test and a performance based assessment, and show how these assessments are aligned to the North Carolina Standard Course of Study (including the Common Core Standards and the Essential Standards.) During the student teaching semester all candidates are required to collect and analyze assessment data throughout semester. Additionally, during the completion of Electronic Evidences #3 and #5, candidates are taught how to modify instruction and assessment to meet the needs of individual students. Candidates are asked to reflect on their teaching and the insights they gained related to continually refine assessment practices that address the individual needs of diverse learners. Barton College supervisors and cooperating teachers monitor student growth and assist teacher candidates in designing data driven instruction. Teacher candidates are encouraged to use technology platforms when assessing students. Candidates learn to use the assessment functions in programs such as Edmodo and NearPod, and they also learn to use online rubric creation programs. During the methods of reading course, a guest speaker provided instruction to the candidates on how to administer Reading 3D tools and how to analyze the data. A DPI guest speaker also worked with the students in this class to share with them resources that are available to teachers after they have gathered their assessment data to help inform their instruction.

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

In order to prepare our Elementary Education candidates to integrate arts across the curriculum in elementary school settings, the School of Education mapped the entire curriculum and ensured the inclusion arts education integrated in courses. Beginning of the arts in education are taught in EDU 334 Curriculum, as candidates learn that the arts are important element of the elementary curriculum and learn some ways to integrate them throughout the elementary curriculum. As candidates take EDU 303 Children's Literature, they discuss the role of the illustrator in children's literature and learn about encouraging their future students to illustrate stories they read or create. In EDU 454 Language Arts Methods K-6, students learn to integrate the arts as they teach their students to explore language arts content and to demonstrate what they learn, such as through pictures, skits, poems, and dance. In EDU 427 Mathematics in the Elementary and Middle School K-8, teacher candidates look at the art of mathematics. Next fall, the School of Education faculty member who teaches EDU 361 Elementary Reading will include a reading foundation and art multisensory lesson plan. In the student teaching semester, Elementary Education candidates are expected to integrate arts across the curriculum.

## 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		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	39
	Other		Other	2
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>45</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
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		White, Not Hispanic Origin	3
	Other		Other	1
	<b>Total</b>		<b>Total</b>	<b>5</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other		Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>16</b>

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	3	5
Elementary (K-6)	0	0
Middle Grades (6-9)	0	1
Secondary (9-12)	0	1
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
<b>Total</b>	<b>3</b>	<b>7</b>
Comment or Explanation: Some of the students who are currently enrolled received the plan of study in a previous year.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,170
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	529
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.11
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		1		1
Elementary (K-6)	2	9		
Middle Grades (6-9)	1	3		
Secondary (9-12)				
Special Subject Areas (K-12)		9		
Exceptional Children (K-12)		6		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>3</b>	<b>28</b>		<b>1</b>
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	10	100
Spec Ed: General Curriculum	5	100
Institution Summary	15	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	15	5	6	2	0	0
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	2	0	1	0	0	0
U Licensure Only				1		
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	23	100	65
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Wilson Co Schs	176
Johnston Co Schs	144
Wake Co Schs	104
Wayne Co Schs	86
Nash-Rocky Mt Schs	78
Franklin Co Schs	41
Edgecombe Co Schs	26
Granville Co Schs	20
Pitt Co Schs	17
Greene Co Schs	15
Onslow Co Schs	15

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
8	4	6