

# IHE Bachelor Performance Report

## Barton College

2014 - 2015

### 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 1,035 students attending Barton, approximately 900 are full-time and 135 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 accepted their first cohort of students in the 2014-15 academic year. In addition, add-on licensure for a principal's license and for Academically and Gifted Education licensure were begun this 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. Forty-one majors are offered through the eight academic schools: Allied Health and Sports Studies; Business; Education; Humanities; Nursing; Sciences; Social Work; and Visual, Performing, and Communication Arts. 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. 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 12% 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 non-traditional adult learners 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, and began a Master's of School Administration program during the 2014-15 academic year. In

addition, add-on licensure programs were also added in school administration for qualifying students who already hold a M-level Standard Professional Teaching License, and add-on licensure in Academically and Gifted Education was added for teachers who hold at least an A-level Standard Professional Teaching License. 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 couple of 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 (K-12); Elementary Education (K-6); Secondary 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; a program leading to the Master of School Administration Degree and eligibility for a principal's license for those who hold a license on the A-level; add-on principal's licensure for those who already hold a M-level license, and add-on licensure in Academically and Gifted Education (AIG). Courses in the AIG program are offered at the master's level and lead to add-on licensure at the M-level for those who already have a M-level license and at the A-level for those who hold only the A-level license.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE)  
INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

<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>
Eastern North Carolina School for the Deaf	To help develop the literacy skills of children at ENCSD.	The coordinator of the Education of the Deaf and Hard of Hearing program met with the principal and lead teacher at ENCSD to discuss the possibility of using the Fairview Reading Program with ENCSD students.	September 5, 2014	Three—the Barton program coordinator as well as principal and lead teacher at ENCSD.	All three agreed that further exploration of the Fairview Reading program was warranted.
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 .	September 12 and December 12, 2014 and March 20 and April 14, 2015	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 at ENCSD.
Eastern North Carolina School for the Deaf	To provide Barton students with an understanding of the work of an educational audiologist and to	Students in EDU 337 Teaching Oral-Aural Skills to Deaf and Hard of Hearing	September 17, 2014	Six students from Barton College.	Students wrote reflection papers in which they discussed what they had learned from this

	view audiological practices used with deaf children at ENCSD.	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.			experience.
Eastern North Carolina School for the Deaf	To expose Barton students to a residential school for the deaf.	Students in EDU 202 Educational and Psychological Foundations of Deafness, an introductory course, took a tour of ENCSD.	September 22, 2014	Twenty-three students from EDU 202 and the Educators of the Deaf Club toured ENCSD.	Barton students benefitted from the experience of touring ENCSD as a first exposure to a residential school for deaf children.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to interact with deaf children and to give ENCSD students the opportunity to experience life on a college campus.	Barton students and ENCSD students together watched two captioned children's movies—Black Sand and Wrong Game—on the Barton College campus.	September 25, 2014	Forty-six ENCSD students and eight Barton students participated.	Barton students gained experience interacting with deaf children, and deaf students benefitted by experiencing life outside the confines of a residential school environment.
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	Barton students in EDU 430 Teaching Language to the Deaf assisted ENCSD	September to December, 2014	Four students from Barton College and four 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

	<p>writing. This is an important goal since deaf children typically have many problems with written language.</p>	<p>students by writing back and forth on a weekly basis during the fall semester through a dialogue journal project.</p>			<p>on-going relationship with a Barton student, 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.</p>
<p>Eastern North Carolina School for the Deaf</p>	<p>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.</p>	<p>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.</p>	<p>September to December, 2014</p>	<p>Four students from Barton College and four students from ENCSD.</p>	<p>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.</p>
<p>Eastern North Carolina School for the Deaf</p>	<p>To provide Barton students with the opportunity to interact with deaf children and to support a social event at ENCSD.</p>	<p>Barton students helped with face painting at ENCSD's homecoming.</p>	<p>October 3, 2014</p>	<p>Twenty students volunteered for face painting, with about 70 ENCSD students in attendance.</p>	<p>The event helped Barton students to further develop sign language skills and gain comfort in working with deaf students.</p>
<p>Eastern North Carolina School for the Deaf</p>	<p>To help develop the literacy skills of children at ENCSD.</p>	<p>Participants gathered for an after-school long-distance webinar with a</p>	<p>October 8, 2014</p>	<p>About 15 ENCSD personnel—administrators and teachers—as well as the Barton</p>	<p>Participants felt that the Fairview program has potential applicability for</p>

		trainer from the Fairview Reading Program to discuss its feasibility at ENCSD.		program coordinator participated. The project had been introduced to ENCSD personnel several weeks before by the Barton College program coordinator.	ENCSD. A tentative date was set for a workshop at the beginning of the next school year, and funding sources were discussed.
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 21 and November 20, 2014	Thirteen Barton students and nine 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 and to provide interaction with deaf students for Barton students.	Student volunteers from both Barton and ENCSD spent the morning clearing the riverbank behind ENCSD of accumulated trash and other debris.	October 22, 2014	Twenty-seven Barton students and 14 ENCSD students.	Because Barton volunteers came from many different majors, many students benefitted by exposure to a population they were, for the most part, unfamiliar with. Deaf education majors and sign language students gained greater exposure to deaf students. The ENCSD physical facilities were improved as a result of the assistance provided by Barton students.
Eastern	To provide Barton	Barton	October	Forty-five ENCSD	Barton students

North Carolina School for the Deaf	students with the opportunity to interact with deaf children and to give ENCSD students the opportunity to experience life on a college campus.	students and ENCSD students together watched a signed movie—ASL Scary Movie—on the Barton College campus.	28, 2014	students and five Barton students participated.	gained experience interacting with deaf children, and deaf students benefitted by experiencing life outside the confines of a residential school environment.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to interact with deaf children and to support a social event at ENCSD.	Barton students assisted with ENCSD's fall carnival/Halloween party.	October 29, 2014	Eighteen Barton students participated, with about 70 ENCSD students in attendance.	The event helped Barton students to further develop sign language skills and gain comfort in working with deaf students.
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.	November 11, 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 students' rights on campus.
Eastern North Carolina School for the Deaf	To provide an opportunity for Barton students to do an extended practicum at ENCSD in two different areas.	Sophomores 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	November and December, 2014; March and April, 2015	17 students total—13 in EDU 202 and four in EDU 364.	The sophomores 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 in which reading is emphasized.			deaf children needed experience with this population.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD 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.	Deaf students who had written in dialogue journals with Barton students came for a Christmas candlelight dinner at Barton.	December 2, 2014	Four students from Barton College and four students from ENCSD. A teacher and a teacher assistant from ENCSD also participated, as did two Barton College faculty members and about 20 students in American Sign Language classes.	Teachers note the value of this event for meeting their 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 provide Barton students with the opportunity to assess the language 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 carried out language assessments on selected children.	December , 2014	Four students.	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 issues facing deaf children, learning how to give assessments, and communicating this information in a coherent manner.
Eastern North Carolina School for	To expose Barton College students to the use of running records	The reading specialist at ENCSD spoke to students in	February 12, 2015	Four students.	Students in the class did their own running record and were evaluated on

the Deaf	with deaf and hard of hearing students.	EDU 364 Teaching Reading to the Deaf about how to do running records with deaf children.			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 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 spring and words with multiple meanings.	March 18 and May 1, 2015	10 Barton students and 11 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 through interaction with ENCSD students.
Eastern North Carolina School for the Deaf	To help develop the literacy skills of children at ENCSD.	Barton College released \$1080 of funds to help ENCSD pay for materials for implementation of the Fairview Reading Program during the 2015-16 academic year.	March 27, 2015	Exchange of funds involved two participating institutions-- Barton College and ENCSD.	With financial help from Barton College, ENCSD will have materials related to the Fairview Reading Program.
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	April 9, 2015	Four students.	Barton students gained additional insight into helping deaf children overcome reading obstacles through this reading program.

		about how Failure Free Reading is used with deaf children at the school.			
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 an ENCSD teacher in her classroom talking about modifications used to teach deaf students.	April 20, 2015	Six Barton students participated, along with three ENCSD students.	Students benefitted from seeing firsthand 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 School for the Deaf	To help develop the literacy skills of children at ENCSD.	The coordinator of the Education of the Deaf and Hard of Hearing program spoke during the Day of Scholarship regarding Barton's role in supporting the Fairview Reading Program with ENCSD students.	April 15, 2015	About 200 students, faculty, staff, and invited guests.	The general public has a better understanding of some of the literacy challenges facing deaf and hard of hearing students and Barton's role in supporting the literacy efforts of children at ENCSD.
Eastern North Carolina School for the Deaf	To express support for ENCSD and to interact with ENCSD students and staff.	Students and faculty at Barton participated in a five kilometer Heart Walk around the ENCSD track along with ENCSD students and	April 25, 2015	Twenty Barton students and one faculty member participated, along with many ENCSD students, staff, and friends.	The event provided an opportunity to interact informally with ENCSD students and staff while participating in a fundraising effort.

		staff.			
Eastern North Carolina School for the Deaf	To express support for ENCSD and to interact with ENCSD students and staff.	Barton students served lunch to guests at ENCSD's 50 <sup>th</sup> anniversary gala event.	April 25, 2015	Nine Barton students participated, and one Barton faculty member was formally recognized as an honored guest. Approximately 250 guests were present.	The event provided an opportunity to provide support to ENCSD in a tangible way by serving lunch to guests.
Eastern North Carolina School for the Deaf	To share stories with children at ENCSD and to provide Barton students with practice in translating children's books into American Sign Language.	Barton students in the EDU 364 Teaching Reading to the Deaf read children's books to students in selected classrooms at ENCSD.	Four separate dates in April, 2015	Four Barton students participated in each of four separate classrooms.	The stories read by Barton students were evaluated 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.	Four separate dates in April, 2015	Four Barton students worked individually with four 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 for selected students.

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
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>Faculty members from Hearne and Barton, who had attended “Train the Trainer” professional development in the use of “Thinking Maps” as instructional tools provided staff development to all Hearne faculty members and to faculty in the Barton College School of Education. The faculty used thinking maps to help the elementary students develop higher level thinking skills and to help the Barton College teacher candidates learn how to integrate Thinking Maps as instructional tools.</p>	August 18, 2015 – June 11, 2015	9 Barton College School of Education faculty, the Hearne Elementary School administration, all faculty members at Hearne Elementary School	Teachers posted thinking maps in their classrooms, in the halls, on students’ iPads, and on SMART Boards as this tool was regularly included in instruction. The teachers reported that this tool helped students to see connections and to think more deeply about the content.
Hearne/Barton Partnership	Improve the achievement	Hire a full-time faculty	8/15/2012 –	502 students and 34 teachers	Barton-Hearne Liaison works with

<p>with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)</p>	<p>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>member employed by Barton College who serves as a full-time instructional 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.</p>	<p>6/20/2014 (and ongoing through the 2014-2015 academic year)</p>		<p>teachers on teaching methods, planning co-teaching. This liaison is in the classrooms with the teachers on a daily basis. Review of test scores showed small improvements in the overall growth of the Hearne students. Teachers reported that they improved their teaching skills, and they expect to continue to benefit from the professional development and the materials that were purchased.</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 to Barton College)</p>	<p>Improve the achievement scores of Margaret 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 areas.</p>	<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 increase the achievement of the Hearne students.</p>	<p>August 26, 2014 – May 6, 2015</p>	<p>2 Hearne teachers, 2 Barton College student teachers, Hearne students in the two classes</p>	<p>The Hearne teachers and students benefitted from the co-teaching experiences and from the special support provided by this grant. The principal plans to hire one of the student teachers to work at Hearne Elementary School in 2015-16, which the principal views as a great asset for next year.</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 to Barton College)</p>	<p>Improve the achievement scores of Margaret Hearne Elementary students in science.</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>	<p>October 29, 2014 through November 19, 2014</p>	<p>85 Hearne students, 4 fifth-grade teachers, a Barton College professor, and 16 Barton College teacher education candidates</p>	<p>The Hearne teachers noted that the students learned content related to the selected objectives from the Essential Standards for the unit on ecosystems. The Hearne teachers also received boxes of instructional materials that they can use with students next year.</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 to Barton College)</p>	<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</p>	<p>The Barton College School of Education provided a Family Literacy Night 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</p>	<p>April 16, 2015</p>	<p>Three Barton College School of Education professors, 12 Barton College teacher education candidates, 133 Hearne students, accompanying family members, the Hearne administrative team, and several Hearne teachers participated in this event.</p>	<p>Hearne students benefitted from the interaction with the Barton College students, who provided a variety of reading 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.</p>

	community to improve student achievement.	and their families.			
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>A Math Carnival was presented at Hearne Elementary School. The teacher education candidates prepared and presented 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>	October 30, 2014	Two Barton College School of Education professors, 18 Barton College teacher education candidates, approximately 200 Hearne Elementary School students, family members who attended with the Hearne students.	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.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson County Schools (with support from a grant provided by the Golden	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.	Barton College awarded a \$5000 scholarship to a Hearne teacher to attend the Master of Education Program in Elementary Education.	May 2015	1 Hearne Elementary teacher	A teacher at Hearne Elementary School has been accepted in the M.Ed. in Elementary Education program at Barton College and will receive a \$5,000 scholarship over the course of the program. She will learn research-based practices that

LEAF Foundation to Barton College)					she will use in her classroom.
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 Margaret Hearne Elementary students in Reading	Each student received a free book bag and a hard-cover book to keep.	April 2016	Two Barton College professors, a Barton College staff member, 2 Barton College students, and all students at Hearne Elementary School. (approximately 500 elementary school students)	Students were very excited about receiving a book to keep. They were encouraged to read 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)	Incorporate the use of evidence based practices and innovative teaching to facilitate improvement of student achievement in all academic areas.	Attendance at the National Professional Development Conference and a presentation made by Barton and Hearne faculty and principal	March 26-30, 2014	3 Hearne Teachers and 1 Barton College teacher education faculty member	Members of the team learned new ideas to increase the effectiveness of the Hearne-Barton partnership school. They also made a presentation at the conference.
Hearne/Barton Partnership with Margaret Hearne Elementary School in Wilson	Teach Hearne students about health and nutrition. Teach 5th grade students to read nutrition labels and be able to apply that	Activities provided by the Barton College School of Nursing faculty and students: Visual Acuity,	September 2013 – May 2014	The Barton College School of Nursing provided instruction related to health and nutrition.	Students learned about the importance of managing their health.

County Schools (with support from a grant provided by the Golden LEAF Foundation to Barton College)	information to making healthy food choices.	physical assessments, Height and weight, Lice assessments, Teaching: Personal Hygiene, Hand washing, Germ prevention, Musculoskeletal system, repository 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 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.
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	April 21, 2015	85 fifth grade students from Hearne, 4 Hearne teachers, two Barton College School of Education faculty	The teachers and the admissions counselors report that the students expressed interest in attending college one day. The

		provides a day on the college campus which orients 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.		members, the Barton College Campus Visit Coordinator, and 5 members of the Admissions Team	students also demonstrated what they learned by answering questions related to the topics presented.
Wilson County Schools	Promote professional growth of teachers	Art teachers exhibited their artwork in the Hallway Gallery, Case Art Building, Barton College.	Fall semester 2014	4 art teachers from Vick Elementary, Vinsom-Bynum Elementary, Jones Elementary and New Hope Elementary Schools, 2 Barton art professors	The teachers were able to share their work with the community and to benefit from the professional acknowledgement of their work.
Wilson County Schools	Integrating arts in the curriculum; Promote learning of students in the arts and in communication skills.	Elementary students participated in the performance of Paperhand Puppet with Intervention artist Donovan Zimmerman in the Barton Theatre.	February 27, 2015	240 third graders from 4 Wilson County Public Schools (Vick Elementary, Vinsom-Bynum Elementary, Jones Elementary and New Hope Elementary), 2 Barton College Art Professors, Barton College Art staff member, guest presenter. “This project received support from the Caldwell Arts Council and the North Carolina Arts	Students learned to express themselves through paperhand puppetry as they watched a presentation and created their own puppets or masks.

				Council, an agency of the Department of Cultural Resources, and the National Endowment for the Arts, which believes that a great nation deserves great art.”	
Wilson County Schools	Integrating arts into the curriculum	Students toured the art exhibition at Barton Art Galleries and interacted with the Director of Exhibitions.	February 27, 2015	75 second graders from Vinsom-Bynum and Vick Elementary Schools, Barton Director of Exhibitions	Students learned about art and how it is a form of communication.
Wilson County Schools	Integrating arts into the curriculum	Students toured the art exhibition at Barton Art Galleries and interacted with the Director of Exhibitions.	March 24, 2015	85 fifth graders from Vinsom-Bynum Elementary School, Barton Director of Exhibitions	Students learned about art and how it is a form of communication.
Wilson County Schools	Integrating arts into the curriculum	Students toured the art exhibition “Reckless Fun” at Barton Art Galleries and interacted with the Director of Exhibitions. They also participated in a hands-on collage-making activity, and wrote a letter to the artist, Megan Marlatt.	March 27, 2015	:25 6th and 7th graders from Forest Hills Middle School, Barton Director of Exhibitions	Students learned about art and how it is a form of communication.
Wilson County	Integrating arts into the	Students toured the art	April 2, 2015	84 2nd graders from Margaret	Students learned about art and how

Schools	curriculum	exhibition “Reckless Fun” at Barton Art Galleries and interacted with the Director of Exhibitions. They also participated in a hands-on collage-making activity, and wrote a letter to the artist, Megan Marlatt.		Hearne Elementary School	it is a form of communication.
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 citizenship, including education designed to help prevent students from joining gangs and participating in bullying tactics	Presentations were made to the Hearne students. Officer Reggie Smith provided a program on May 7, and he and Harlem Globe Trotter Anthony “Ant” Atkinson, a graduate of the Wilson County Schools and Barton College, made a presentation to the students.	May 7 and May 21, 2015	85 fifth graders participated in both programs; All students were able to hear a presentation from Ant Atkinson	Students received information from a police officer and from a Harlem Globe Trotter related to developing citizenship and appropriate behavior for school success. Ant especially talked about the importance of success in school for success in life.
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, 2014 to June 10, 2015	38 Wilson County juniors and seniors from Fike, Beddingfield, and Hunt High Schools.	Students benefitted in doing their research with the resources available at Barton’s Hackney Library.
Beddingfield High School, Wilson	To help students do research for their IB project.	Students came for an orientation	September 22, 2014	7 students	Many students checked out material from the Barton

County Schools		session and then used library resources to conduct research using the Barton library catalog, NCLIVE databases, and other online resources.			College collection and did research via the computer.
Hunt High School, Wilson County Schools	To help students 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.	January 16, 27, and 30, 2015	12 students	Many students checked out material from the Barton College collection and did research via the computer.
Fike High School, Wilson County Schools	To help students 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 databases, and other online resources.	February 4 and March 16-19, 2015	12 students	Many students checked out material from the Barton College collection and did research via the computer.
Fike High School, Wilson County Schools	To provide a facility for IB interviews and oral presentations.	Students used group study rooms in Hackney Library for IB interviews and	February 20, 23, and 27, 2015	12 students	Having IB interviews at Barton rather than in the high school itself created a more professional atmosphere for the

		oral presentations.			students and caused them to treat the task more seriously than they otherwise might have.
Hunt High School, Wilson County Schools	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 14 and 15, 2015	12 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.
Beddingfield High School, Wilson County Schools	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 24 and 25, 2015	7 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.
Daniels Learning Center, Wilson County Schools	Provide library services to students.	The library at this alternative school was closed. Barton College's Hackney Library partnered with Daniels to provide library services for the students. The Director of Hackney Library worked with a Barton College student to staff Daniels' Library. They established a	January 2015 – May 2015	Director of Barton College's Hackney Library, one Barton College student, and all students at Daniels' Learning Center.	Students at Daniels Learning Center were able to check out books, and one class learned research skills. Due to this partnership, the Daniels Media Center was staffed for approximately 120 hours.

		book checkout system, and are currently in the process of doing a complete inventory for the purpose of arranging the books in a shelf-list order. They also worked with a language arts class to teach them research skills.			
New Hope Elementary School, Wilson County Schools	Support local teachers with quality professional development	Met to facilitate the journey through Carol Tomlinson's text on differentiated instruction and to plan differentiated instructions for the classrooms.	January 20, 2015 – May 15, 2015	One Barton College School of Education faculty member, 12 teachers from grades 3, 4, and 5.	Teachers gained skills to help them plan differentiated instructions for the classrooms.
Wilson County Schools, Johnston County Schools, Nash-Rocky Mount Schools, Eastern North Carolina School for the Deaf	Support beginning teachers	Provided free materials to beginning teachers	August 2015 – May 2015	12 beginning teachers, 2 faculty members at Barton College	Beginning teachers appreciated receiving free supplies for their classrooms.

## **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.**

All teacher education candidates are required to take CIS 110 Information and Communication Technology and EDU 334 Instructional Technology. The M.Ed. and the MSA 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 access to 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 four 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. and M.S.A 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 and made updates to the curriculum requirements, which included adding some courses and revising the content in some of the existing courses. These changes were implemented in the 2013-2014 academic year. The School of Education continues to monitor the courses to assure that the curriculum meets the needs of the candidates. A summary of curricular changes included requiring students in these programs to take a biology course, a course designed to meet the physical and earth science content requirements, and a literature course, in addition to the content courses that were already required, including political science, two history courses, world regional geography, and two mathematics courses, among other content-related courses. The content and objectives of one of the two required mathematics courses was revised to align more closely with the objectives of the math sub-test. In 2014-2015, the School of Education restructured some of the methods courses to help candidates develop the competencies needed for success on these tests. The mathematics methods course has been expanded from 3 semester hours to 4 semester hours. The science

methods course was reduced from 3 semester hours to 2 semester hours to allow for the addition of a 2 semester hour social studies methods course for Elementary Education and Special Education. There are three courses related to teaching reading and the English language arts. The instructors of these courses are ensuring that the courses include the objectives from the tests. They assess the candidates' progress toward the goals and offer support to candidates who need it. They also incorporated material from the Reading Foundations program to help candidates develop effective skills. In the Education Capstone course, the instructor provided directions for candidates to access free preparation test materials and made recommendations of materials that could be purchased if desired. This faculty member also provided additional class sessions, beyond those required for the course, that candidates could choose to attend to receive free support related to reviewing material, assessing their progress, and preparing for the 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.**

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. This year, the faculty member added an assignment where the candidates created two case studies based on the assessment of 3D test data. Thus, candidates were required to create plans for improving reading instruction based on data.

**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 that arts education was integrated in courses. Beginning of the arts in education are taught in EDU 334 Curriculum, as candidates learn that the arts are important elements 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. This year, the School of Education faculty member who teaches EDU 361 Elementary Reading included 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.

<b>Full Time</b>			
	<b>Male</b>	<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	2
	Hispanic	1 Hispanic	1
	White, Not Hispanic Origin	7 White, Not Hispanic Origin	36
	Other	1 Other	
	<b>Total</b>	<b>9</b>	<b>Total</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>
<b>Part Time</b>			
	<b>Male</b>	<b>Female</b>	
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	4
	Other	Other	2
	<b>Total</b>		<b>Total</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	6
	Hispanic	Hispanic	
	White, Not Hispanic Origin	1 White, Not Hispanic Origin	4
	Other	Other	
	<b>Total</b>	<b>2</b>	<b>Total</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)	1	1
Elementary (K-6)	1	1
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>2</b>	<b>2</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,161.25
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	530.31
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	485.75
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.13
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	2
Elementary (K-6)	8	5		
Middle Grades (6-9)		2		
Secondary (9-12)		1		
Special Subject Areas (K-12)	1	1		
Exceptional Children (K-12)	3	4		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>12</b>	<b>13</b>	<b>1</b>	<b>2</b>
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
Elementary Education (grades K-6)	13	100
Special Education: General Curriculum	3	*
Institution Summary	16	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	17	3				
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	1					
U Licensure Only	1	1	1			
Comment or Explanation						

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	34	91	65
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Wilson Co Schs	175
Johnston Co Schs	128
Wake Co Schs	101
Wayne Co Schs	84
Nash-Rocky Mt Schs	80
Franklin Co Schs	39
Edgecombe Co Schs	29
Granville Co Schs	20
Pitt Co Schs	20
Martin 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