

# IHE Bachelor Performance Report

## Fayetteville State University

2013 - 2014

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### Overview of the Institution

Founded in 1867 as the Howard School by seven black men for the purpose of educating black children, Fayetteville State University (FSU) is a public comprehensive regional Historical Black College and University (HBCU) that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina (NC) and beyond. FSU is a member of the 16-campus University of North Carolina System. The primary mission of FSU is to provide students with the exemplary learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. FSU is North Carolina's oldest teacher preparation institution and second oldest state-supported institution of higher education. FSU has a tradition of excellence in teacher education. FSU provides services and learning opportunities to eleven-counties in the Sandhills Region of North Carolina and strives to fulfill its vision of providing diverse experiences that will prepare learned and responsible global citizens. FSU has a longstanding record of community partnerships and offers an extensive array of outreach programs.

FSU is the largest comprehensive university in North Carolina's Sandhills Region, serving 6,179 students, and is fully accredited by SACS as a Level V doctoral granting institution. The institution is organized into three major academic units (the College of Arts and Sciences [CAS], the School of Business and Economics [SBE], and the School of Education [SOE]). University College and The Graduate School are support units that are also managed by Deans. Baccalaureate degrees are offered in many program areas including banking and finance, biology, birth-kindergarten (teaching), birth-kindergarten (non-teaching), chemistry, criminal justice, elementary education, English, fire science, mathematics, middle grades education, music, health/physical education, psychology, Spanish, and visual arts among others. Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in over 20 programs including biology, elementary education, mathematics, middle grades education [language arts, mathematics, science, and social studies], psychology, reading education, school administration, and special education. A Master of Arts in Teaching degree is offered in secondary education, special education, and middle grades education [language arts, mathematics, and science]. FSU offers an Ed. D. in Educational Leadership with two tracks - P-12 (leading to Superintendent Licensure) and higher education.

The guiding documents of Fayetteville State University were developed through a shared governance and collaboration that involved participants from the faculty, staff, students, community, administrators, and Board of Trustees. The 2009-2014 "Future is Calling," a Strategic Plan for the Institution, was approved by the FSU Board of Trustees on Oct. 31, 2008. All units developed strategic priorities that are guided by this strategic plan.

On FSU's campus, the SOE/Educator Preparation Provider (EPP) prepares highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs offered. The SOE celebrated 60 years of full and continuous accreditation by the NCATE and is one of only seven institutions in North Carolina that is on the July 1, 1954 list of first NCATE Accredited Institutions. The SOE has a proud history of preparing professionals who are sensitive and responsive to the diverse needs of students, parents, and the community. The SOE has successful partnerships with public schools and community colleges in its service area. The SOE alumni, employed throughout the state and nation, are effective P-20 practitioners and leaders who possess the knowledge, skills, and disposition that are required to teach and lead diverse populations in a variety of educational settings and perform successfully in a technologically rich society.

### **Special Characteristics**

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus is located on 156 acres with a total of 48 buildings. The Southeastern North Carolina Nursing Education and Research Center was opened in spring 2011 and the new Science and Technology Building was opened in spring 2013. New residence halls were also constructed to accommodate 336 students. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of students. The majority of the 6,179 main campus and distance education students enrolled at FSU are first-generation college enrollees.

As incoming freshman or transfer students, candidates complete early courses across programs with the opportunity to interact with a diverse population of peers in CAS, SBE, and SOE. Of the 6,179 enrollees, 30% are males and 49% are over 25 years of age. While 5,864 are from NC, 1.5% are not US citizens. 18% are white; 65% African American; 2% American Indian; 1.5% Asian; 5.8% Hispanics; and 7.7% of other races, two or more races, or race unknown. This diversity provides great interactions and learning as enrollees become familiar with different cultures, nationalities, and races. Within the SOE, 83% of the 83 faculty, staff, and administrators are females while 84% are of color including Africans and other nationalities.

The SOE is led by a Dean who reports to the Provost and Vice Chancellor for Academic Affairs. The Dean is assisted by the Associate Dean, department chairpersons, and program directors in fulfilling the expectations of the SOE as reflected in its Organizational Chart. The Administrative Leadership Team and the Teacher Education Committee (TEC) constitutes the EPP's collaborative governance. The TEC has the responsibility to develop, recommend, and implement curricular policies and general administrative decisions that involve the preparation of teachers, educational administrators, and supervisory personnel. The TEC ensures adherence to state, regional, and national standards. The TEC includes representatives from across the university (including CAS and University College); Local Education Agencies (LEAs), community college partners; recent graduate; retired alumni; and graduate and undergraduate candidates. The Dean chairs the TEC and serves as liaison to the University of North Carolina General Administration Council of Education Deans, the Sandhills Regional Education Consortium of Superintendents, the Academic Affairs Leadership Team, the Deans' Council, and other groups that warrant SOE representation. The Associate Dean serves as the SOE's Director

of Accreditation, liaison to the North Carolina Department of Public Instruction and the Personnel Administrators of North Carolina (PANC) Committee, Sandhills Region.

The vision of the SOE is predicated upon the belief in preparing knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. The Conceptual Framework (CF) builds on the SOE's vision and mission statements with the intent to prepare *Facilitators of Learning*. Candidates complete programs of study and are knowledgeable about their subject matter, experienced in the teaching process, prepared to use their knowledge, skills, and abilities to help students succeed academically, and ready to strengthen family support of education in a technological and global society. The knowledge, skills, and dispositions represent and are organized around the philosophical and theoretical underpinnings of the seven key themes of the CF: Caring Dispositions and Ethical Responsibility; Communication; Knowledgeable and Reflective Professionals; Research and Leadership; Respect for Diversity and Individual Worth; Technological Competence and Educational Applications; and Working with Families and Communities.

Candidates develop proficiencies as they work with faculty who are experts in their field. A *Strategic Plan* guides the EPP's activities. Goals, strategies, findings, including Student Learning Outcomes (SLOs) are reported annually through an Operational Plan and Assessment Record (OPAR) developed and evaluated in the Accountability Management System (AMS) Platform of Taskstream data system, and reviewed by an Academic Affairs OPAR Committee using a predetermined rubric.

Teachers are monitored on effectiveness to implement Professional Teaching Standards (PTS) in the classroom through the North Carolina Educator Evaluation System. Beginning spring 2012, the EPP receives teacher effectiveness/value-added data from DPI that detail the effectiveness of graduates with up to three years of experience as measured on PTS 1-5 by the principal or assistant principal with proficient as the state required minimum rating. Standard 6 measures a teacher's impact on student growth. Spring 2013 results show that 87% of recent completers had a positive impact on student growth, up from 80% reported in the inaugural year. The 2013 state average on student growth was 75%, down from 80%. The data validate the positive impact of EPP completers on the children they teach. Since employer survey responses on teacher effectiveness have been limited, the EPP considered the standards 1-5 LEA evaluations of beginning teachers with 1-3 years in the classroom as evidence of employer feedback on teachers' readiness. The 2012 standard 5 data show completers were not reflecting on pedagogy. The EPP developed prompts to encourage reflection and documented a rating increase from 90% (the lowest rating that year) to 92%. The 2013 standards 1-5 data show candidates are 89% and 88% effective, at least a proficient rating, on standards 3 (content) and 4 (pedagogy) respectively. The SOE invited recent completers, current methods candidates, and student teachers to the 2014 EITC to participate in professional development sessions designed to address content and pedagogy with presentations from partner LEAs, SOE, and CAS faculty.

The SOE collaborates with 13 public and federal school systems in the design, delivery, and evaluation of its field experiences and clinical practices through the University-School Teacher Education Partnership (USTEP)/Professional Development School (PDS) Coordinator (Coordinator). Educational Partnership Agreements (EPA), designed by the SOE and school partners, delineate the roles and responsibilities for candidates, faculty, school partners, and all other parties were revised to include more collaboration regarding the placement process. The

EPAs include specific assignments and experiences to help candidates at the initial and advanced levels develop content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in the conceptual framework and aligned with state and national standards. These PDS are selected to provide support to schools with a high percentage of low performing P-6 students. Most of the school systems are located in urban settings and the remaining are in rural settings. The average racial makeup of these 13 school systems is 25.17% African American, 5.01% American Indian, 1.12% Asian, 8.65% Hispanic, and 60.05% Caucasian.

The SOE continues its relationship with Cross Creek Early College High School, a News Schools Project High School located in the Butler School of Education Building. CCECHS was selected as a Learning Laboratory Initiative (LLI) site and was a partner in a funded New School Project Research and Engagement Grant with the SOE. In order to facilitate easy and seamless access to higher education opportunities, the SOE has increased the number of signed dual enrollment agreements with additional community colleges. Revised agreements with existing community college partners now include areas of elementary education and middle grades education in addition to the existing birth through kindergarten agreements.

The SOE is supported by the Dean's Advisory Board, established in 2011. Membership includes FSU/SOE alumni, business leaders, school superintendents, and faith-based representatives. The Board provides support to the EPP, its program, candidates, and faculty. Board members advise the dean in the overall development of the School, serve as role models for our students, assist the dean in fundraising, and promote a positive image of the School. A fundraising event is held each November as a capstone activity to the American Education Week series of activities. Funds raised are used to supplement Praxis I scholarships, sponsor Praxis I workshops, and offer student teaching stipends.

The SOE has extended its support of military dependent children. The SOE has membership with the Military Child Education Coalition (MCEC) and partner with the Coalition to offer PD to faculty, teachers, and in-service teachers to address the needs children of military families bring to the classroom. PD activities began in summer 2012. These strategies are infused into program curriculum. A Graduate Certificate Program applying modules developed by MCEC is being developed. Discussions are ongoing with Wake County and Cumberland County Public School Systems to implement a Troops to Teachers Hire in Advance Program.

Fayetteville State University's Noyce Scholarship Program recruited 5 Noyce Scholars for the 2012-2013 Academic Year: 2 mathematics/Secondary Mathematics Education, 2 Biology/Secondary Biology Education, and 1 MAT Middle Grades Mathematics. The Noyce Scholar's, along with their Mentor Teachers, attended monthly seminars focused on Self-Awareness and the use of Technology. The Self-Awareness Seminars, through the use of videos and scenarios, forced participants to investigate their personal opinions, beliefs, thoughts, and possible actions, as they relate to themselves, the students they will teach, and teaching. The technology seminars focused on a variety of different Ipad apps that could be utilized in the mathematics and/or science classrooms. Noyce Scholars tutor and co-teach in the classroom with their respective mentor teachers, who are practicing teachers in the Cumberland County and Robeson County School Systems. Noyce Scholars and their mentor teachers attend conferences, such as National Council of Teachers of Mathematics (NCTM) Regional Conference; Southeastern Noyce Regional Conference; and the National Science Teachers Association

National Conference. Noyce Mathematics and their mentors co-presented with Dr. Shelton Ford at the NCTM National Conference in front of an audience of 55 participants. Two FSU Noyce Scholars were selected participate in the National Noyce Conference in Washington, DC to present a poster highlighting their co-teaching experiences and the FSU Noyce Program. There are 13 sophomores who are also participating in the Noyce program with the intent to become mathematics and/or science teachers. FSU Noyce Scholars are preparing for their summer internship designed to strengthen their content knowledge and/or pedagogical knowledge and strategies.

### Program Areas and Levels Offered

The School of Education serves 610 students – 462 at the initial program level and 148 at the advanced program level. The SOE is organized into three departments: Educational Leadership; Elementary Education; and Middle Grades, Secondary, and Specialized Subjects. These departments offer initial, including Licensure Only, and advanced programs. Support service units include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, Office of Research Initiative, Teacher Education Recruitment Office, and the SOE Academic Advisement and Retention Center (SOEAARC). Programs offered by the SOE are:

Bachelor of Science Degree	Master’s Degree	Doctoral Degree
Birth–Kindergarten *	Master of Arts in Teaching - Middle Grades, Secondary Education, Special Education)	Educational Leadership
Elementary Education *	Master of Education – Reading, Elementary Education, Special Education, Middle Grades, Secondary Education	
Middle Grades (Language Arts, Science, Social Studies, Mathematics) *	Master of School Administration	
Secondary Education (English, Biology, Mathematics) *		
Specialized Subjects (Art, Music, Health/Physical Education)		

\* Also Includes Licensure Only

## 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
North Carolina Science Olympiad	Increasing Achievement of All Students	Coordinated science events; Facilitated activities in scoring room	March 29, 2014	50 Public School Teachers; 200 Public School Students; 20	Volunteered to run scoring room, concessions; Coordinate science presentation

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				Principals and Administrators	events; Contributed to literacy aspects
Cumberland County ~ Reid Ross Classical Howard Hall Elementary	LEA/SOE Collaboration	Proctored EOC	December 11, 2013 May 28, 2014 May 29, 2014	2 Public School Teachers; 85 Public School Students; 2 Principals and Administrators	Assessments successfully proctored and administered
Cumberland County ~ Ferguson Easley	LEA/SOE Collaboration  Reading/Literacy	Tutoring/Enrichment	July 1, 2013- June 30, 2014	1 FSU Faculty; 15 Public School Students	Students created PowerPoint presentations related to select reading materials
NC Special Educators/Administrators	Closing the Achievement Gap	Workshop	January 30, 2014 – June 30, 2014	2 FSU Faculty; 6 Public School Teachers; 2 Principals and Administrators	Presented “Specialized Instruction: What’s So Special About It?”
NW Region NC/Appalachian State	Closing the Achievement Gap  Increasing Achievement of All Students  SPED; Behavior Management; Technology Resources; Diversity	Conference	November 16, 2013-June 30, 2014	4 FSU Faculty; 5 Public School Teachers; 8 Others	Collaborated in mini-conference presentation “New Ideas for a New Curriculum” Co-presented to approximately 13 participants
Cumberland County ~ Howard Hall Elementary	Increasing Achievement of All Students	Judge for Oration Contest	February 21, 2014	12 Public School Students	Judged contest
Cumberland County ~ Cross Creek Early College	Closing the Achievement Gap  Increasing the Achievement of All Students	On-site New School Project Campus Visit	July 1, 2013- June 30, 2013	48 Public School Teachers; 32 Principals and Administrators	Collaborative/instructional strategies are viewed and report back to campus to improve achievement, involvement, and collaboration
Cumberland County ~ Cross Creek Early College	Increasing the Achievement of All Students	Serve on SIT	July 1, 2013-June 30, 2014	9 Public School Teachers; 2 Public School Students; 2 Principals and Administrators	Assist in moving school forward to achieving goal of student achievement
Cumberland County ~ Bill Hefner Elementary  College Lakes Elementary  Margaret Willis	Increasing Achievement of All Students  Reading/Literacy	Judge for Oration Contest	February 28, 2014 March 1, 2014 March 7, 2014	39 Public School Teachers; 352 Public School Students; 9 Principals and Administrators; 25 Other	Used given rubric to score finalists on topic “The Importance of Healthy Living”
Cumberland County Schools	Closing the Achievement Gap	Consultant  Raising a Reader Family Workshops	December 7, 2013; January 11, 2014; February 8, 2014	15 Public School (P-K) Teachers; 35 Public School Students; 40	Family literacy events, part of Raising A Reader Collaborative Program between FSU and CCS to

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				Others (parents)	encourage reading to Pre-K children
Butler Avenue Elementary School (Clinton, NC)	LEA/SOE Collaboration  Reading/Literacy	Analyzed 3 <sup>rd</sup> grade middle of the year TRC benchmark data, placed every student who was below proficient in a reading instructional level class. Outlined concerns based on DIBELS data. Created materials for centers and provided to 6 3 <sup>rd</sup> grade teachers.	March 17, 2014 – April 30, 2014	1 FSU Student; 1 FSU Faculty; 6 Public School Teachers; 142 Public School Students; 1 Principals and Administrators	Students were more engaged during intervention and enrichment time. Students received instruction in areas of need based on assessment data.
Ashley Elementary School	LEA/SOE Collaboration  Reading/Literacy	Disaggregated data; Created remediation groups and tutored 25 minutes per day	February 24, 2014 – May 25, 2014	1 FSU Student; 1 FSU Faculty; 4 Public School Teachers; 71 Public School Students; 1 Principals and Administrators	An additional pathway to proficiency was created by improving the reading skills of 3 <sup>rd</sup> graders. 11 additional students labeled as proficient as a result of participation in the program.
Cumberland County Schools System	Closing the Achievement Gap  Increasing Achievement of All Students	Workshop	November 26, 2013; December 3, 2013	14 Public School Teachers; 1 Principal and Administrator	Provided activities/lessons for classroom implementation ; Focused on Reading Comprehension and Formative Assessment
E.E. Smith High School	Increasing Achievement of All Students  Teacher Recruitment/Retention	Serve on SIT	September 13, 2013  October 7, 2013	1 FSU Faculty; 12 Public School Teachers; 3 Public School Students; 2 Principals and Administrators	Updated information regarding candidates and pre-service teachers securing placements; Voted to keep E.E. Smith a choice school (Academy of Math and Science)
Cumberland County	LEA/SOE Collaboration	Judge for the E.E. Smith District Teacher of the Year	August 8, 2013	11 Public School Teachers; 4 Other	Chose the TOY for the E.E. Smith District
Cumberland County Schools ~ E.E. Smith +11 others	Closing the Achievement Gap  Increasing the Achievement of All Students  Healthy Children	LEA/SOE Collaboration: Parent Empowerment Presentation	January 23, 2014	15 Public School Teachers; 100 Public School Students; 20 Principals and Administrators; 300 Others	Conducted parent empowerment presentations on math skills, reading skills, and preparing children for college
Cumberland County ~ E.E. Smith	Increasing the Achievement of All Students	Serve on SIT	July 1, 2013-June 30, 2014	1 FSU Faculty; 23 Public School Teachers; 3 Public School Students; 3 Principals and Administrators; 4 Others (parents)	Assist in moving school forward to achieving goal of student achievement
Coulwood Middle School/Charlotte, NC	Closing the Achievement Gap  Increasing the Achievement of All Students	LEA/SOE Collaboration: Classroom Management Workshop	January 21, 2014	60 Public School Teachers; 10 Principals and Administrators	Conducted classroom management workshops to enable educators to increase efficacy with African American students

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	Healthy Children				
Cumberland County Schools ~ Stedman Primary	Increasing the Achievement of All Students  Reading/Literacy	Serve on SIT	July 1, 2013-June 30, 2014	6 Public School Teachers; 25 Public School Students; 2 Principals and Administrators	Assist in moving school forward to achieving goal of student achievement
Cumberland County Schools	Closing the Achievement Gap  Increasing the Achievement of All Students	LEA/SOE Collaboration: Provided Supplemental Instruction Services to identify "at risk" students in targeted schools	July 1, 2013-June 30, 2014	4 FSU Students; 3 FSU Faculty; 1 Public School Teacher; 6 Public School Students	Students display significant progress in academic performance through the use of evidence-based instruction, intervention strategies, and research based progress monitoring
Margaret Willis Elementary School	LEA/SOE Collaboration  Increasing Achievement of All Students	Provide 3 <sup>rd</sup> grade teachers with an analysis of assessment results and provide resources in response to Read to Achieve.	January 17, 2014 – April 30, 2014	45 FSU Student; 1 FSU Faculty; 3 Public School Teachers; 45 Public School Students; 1 Principals and Administrators	Proficiency improved by 5.8% for 3 <sup>rd</sup> grade as measured by benchmarks
William T. Brown Elementary	LEA/SOE Collaboration  Reading/Literacy	Implemented plan to increase reading interest for K	September 4, 2013 – April 23, 2014	1 FSU Student; 1 FSU Faculty; 6 Public School Teachers; 132 Public School Students; 1 Principals and Administrators	Student interest in reading increased dramatically, according to pre- and post- measurements and surveys
William H. Owen Elementary	LEA/SOE Collaboration  Reading/Literacy	Reciprocal teaching was implemented in collaboration with university faculty, MSA students, and public school partners.	February 17, 2014 – April 4, 2014	1 FSU Student; 1 FSU Faculty; 1 Public School Teachers; 4 Public School Students; 1 Principals and Administrators	Increased second grade reading comprehension through Reciprocal Teaching; Met with students 3 times a week, 40 minutes each
Rockfish Hoke Elementary	LEA/SOE Collaboration  Reading/Literacy	Conducted a PLC Effectiveness survey for all students; Attended 3 <sup>rd</sup> grade PLCs, presented interventions and strategies based on low areas on the survey; Re-administered survey after intervention	January 17, 2014 – March 31, 2014	1 FSU Student; 1 FSU Faculty; 6 Public School Teachers; 106 Public School Students; 1 Principals and Administrators	Increase in PLC Effectiveness and in student achievement was documented
Cumberland County Action Program	Reading/Literacy	Volunteered at a Headstart Preschool Classroom; Read 1:1 with children	May 15, 2014	2 Public School Teachers; 18 Other	Students were actively engaged in developmentally appropriate activities
FSU Spring 2014 Open House	Other (Recruitment of High School Students to FSU)		March 22, 2014	6 FSU Students; 3 FSU Faculty; 10 Public School Students; 5 Other	
FSU Fall 2013 Preview	Other (Recruitment of High School Students)		October 12, 2013	5 FSU Students; 3 FSU Faculty; 8	



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	to FSU)			Public School Students	
Pre-College Program at Raleigh, NC	Closing the Achievement Gap	Students traveled to NCSU to compete in Math and Science competitions at the annual MSEN Day	April 12, 2014	58 Public School Students; 18 Other	Increased access to college for average middle and high school students; Broadened the students' knowledge in STEM disciplines
Pre-College Program at Fayetteville, NC	Closing the Achievement Gap	Coordinator/Students attend four different classes in math, science, and STEM designs	September 28, 2013 October 19, 2013 November 2, 2013 November 16, 2013 February 22, 2014 March 8, 2014 March 22, 2014 April 5, 2014	9 FSU Students; 44 Public School Teachers; 374 Public School Students; 83 Other	Increased access to college for average middle and high school students; Broadened the students' knowledge in STEM disciplines
Pre-College Program at Fayetteville, NC	LEA/SOE Collaboration	Assisted with the Annual for the Love of Children Parent Conference with GEAR UP.	October 12, 2013	6 FSU Students; 8 FSU Faculty; 4 Public School Teachers; 8 Public School Students; 12 Other	Broaden the awareness of college readiness resources
Pre-College Program at Fayetteville, NC	LEA/SOE Collaboration	Coordinator/Students took a timed ACT test; Tests were scored by Cambridge Educational Services	July 12, 2013	1 FSU Student; 9 Public School Students; 1 Other	Increased access to college for average middle and high school students; Broadened knowledge in STEM disciplines
Pre-College Program at Fayetteville, NC	LEA/SOE Collaboration	ACT BOOT CAMP: Coordinator/Students taught techniques necessary to succeed on examination in Critical Reading, Writing, and Mathematics	July 8, 2013 July 9, 2013 July 10, 2013 July 11, 2013	4 FSU Students; 8 Public School Teachers; 41 Public School Students; 4 Other	Increased access to college for average middle and high school students; Broadened knowledge in STEM disciplines
Pre-College Program at Fayetteville, NC	LEA/SOE Collaboration	SUMMER SCHOLARS: Coordinator/Students complete various STEM designs	July 8, 2013 July 9, 2013 July 10, 2013	3 FSU Students; 6 Public School Teachers; 64 Public School Students; 6 Other	Increased access to college for average middle and high school students; Broadened knowledge in STEM disciplines
Cumberland County Schools	Closing the Achievement Gap	Workshop	June 2012 – June 30, 2014	4 FSU Faculty; 40 Public School Teachers; 2 Principals and Administrators	Positive impact on student learning, improvement in teacher evaluations, increase teacher content knowledge
Stedman Primary	Increasing Achievement of All Students	Facilitated activities during Science Olympiad	May 23, 2014	1 FSU Student; 25 Public School Teachers; 340 Public School Students; 3 Principals and Administrators	Volunteered to run scoring room, concessions; Coordinate science presentation events; Contributed to literacy aspects
Cumberland County Schools	Closing the Achievement Gap  Increasing Achievement of All Students	Conference	January 2014 – May 2014	90 Public School Teachers; 4 Principals and Administrators	Conference Topic: <i>How to handle change (effectively) in an organization</i>
Westover High School	Increasing Achievement of All	Consultant	January 6 <sup>th</sup> , 2014 – April 20 <sup>th</sup> , 2014	30 Public School Teachers; 500	Career Fair and Recruitment to Teacher

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	Students			Public School Students; 4 Principals and Administrators	Education at FSU

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

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

Teachers must employ a variety of presentation techniques in their instruction; one is the use of technology through Digital Learning. Digital Learning allows the teachers to bring experiences in the classroom that they otherwise could not, and it creates an engaging and relevant learning experience for students. Therefore, as we prepare our candidates to become the nation’s teachers for 21st century students, our candidates are engaged in various Digital Learning requirements, such as developing skills to make web pages, power point presentations, smart boards, digital tool, and submission of evidences through electronic assessment system. The required Digital Learning course has been revised. The new course, *EDUC 331 Instructional Design and Assessment of Learning*, was implemented in fall 2013 to provide specific strategies in using various technological advances to analyze student data and to design and provide classroom instruction. Candidates receive instruction designed to guide them to flip their classrooms, to use Smart Technologies and portable technological resources, including iPods and iPads. Teacher education majors also learn to use Blogs, Wikkis, Twitter, ScreenCast, Adobe Creative Cloud, and Illuminate, Digital Scripts. As a result, our candidates are poised to promote instruction and student participation in the classroom. Candidates are also presented information about Home Base, which enables them to select developmentally appropriate lessons and other instructional resources. The SOE has invited DPI and partnership school representatives to support candidates’ knowledge of Common Core Standards and Home Base data/assessment system.

In methods courses, candidates use technology to develop daily lesson plans and unit plans that incorporate the use of technologies such as Smart Board, Blogs. They create various types of Digital Learning activities, including podcasts, multimedia projects, Digital Scripts, Webquests, vocabulary games and activities, power point, and video presentations. Candidates use technology to improve teaching and learning by connecting parents and the community to the classroom through social technologies. They create web pages and use software to create newsletters to inform parents and the community of classroom activities.

Candidates use a variety of technical sources to research and collect data to improve teaching and learning. They use the Internet and Webinars or Podcasts. They participate in online discussion forums and complete collaborative web based projects. They also attend conferences, workshops, and other opportunities provided by PDS Partnership Sites to learn about and apply technology across the curriculum. Candidates in elementary education are prepared to use Ipads

as part of the mClass and Reading 3D assessment required by the state for K-3 students. Smartboards have been installed in classrooms where methods instruction occurs. Candidates are required to demonstrate use of these resources as they present in-class activities. Additional trainings are provided for students and faculty outside the course classroom. Candidates use technology to manage and analyze teaching and learning by creating digital portfolios activities and use software to create cloze procedures, readability estimators to select appropriate grade level reading materials. Candidates will be involved in using 3D technology resources to assist in the enhancement of reading instructions. Faculty members in the Department of Elementary Education are trained in the effective use of the Reading 3D assessment and interpretation of data.

Candidates use electronic grade book for record keeping and the electronic portfolio to assess and report their progress as well as document K-12 students' progress. They also identify online assessment tools and use word process to produce tests and assessment activities. For example, in ELEM 491, emphasis is placed on strengthening and enhancing the candidates' technological competence and skill in using Digital Learning. Candidates are instructed and trained to use a variety of educationally useful technologies to include productivity tool (Power Point presentation software, PREZI), internet, web page construction, the Elmo projector, e-mail, on-line course applications, grade book, video camera, instructional websites, and the Smart Board. At the end of their internship, candidates are required to submit a portfolio of their teaching experience. The portfolio, submitted to Task Stream Assessment System, must include, with explanation, the use of multiple types of technological resources. A candidate must be fully capable of using technology before employing it in the classroom. New websites, programs, software, and hardware should be tested prior to using with children so that its appropriateness and usability can be understood. To help with this task, candidates are afforded professional development workshops to further understand new technologies, how they can be used, and what benefits they have in the classroom. The candidates must ensure that any technology that is used is supporting current classroom objectives.

The methods curriculum incorporates differentiated instruction. In addition, candidates attend professional development workshops, and in class activities with a variety of experts from the field, focusing on differentiated instructions and meeting the needs of diverse learners. Candidates develop lesson plans that address a variety of abilities including learning and physical needs. The Madeline Hunter Six Point Lesson Plan has been adapted to include a component to provide for learning that is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials-they are not added on after-the-fact.

- 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.**

Considerable Special Education resources are dedicated to meeting the needs of area alternative licensure lateral entry teachers who are seeking their actual licenses through the Regional Alternative Licensure Centers but are taking multiple courses through our programs. In addition, School of Education undergraduate candidates from the areas of elementary and middle grades education may opt to select special education as a concentration area and take 18 hours of course work in SPED. While approximately 30-40 % of special education resources are spent on the above programs, no credit is given to special education for the graduates or licensure completers. The department has worked toward establishing a more efficient system to track potential student applications, admissions, enrollments and completions.

Our programs prepare general education teachers to teach effectively students with disabilities, including providing training related to participation as a member of individualized education program teams, as defined in section 614(d) (1) (B) of the Individuals with Disabilities Education Act , and to teach effectively students who are limited English proficient. Candidates enrolled in an undergraduate degree program are required to complete at least one comprehensive course in special education. The School of Education at Fayetteville State University does not offer a BS in Special Education Program but offers a post baccalaureate licensure only program, as well as MAT and M. Ed programs in special education. Candidates in the B.S. programs in Elementary Education and Middle Grades Education may also select Special Education as an area of concentration. The required and concentration courses, at the undergraduate and graduate levels for both general education and special education teachers, provide content and behavior management information and hands-on experiences to help pre-service and in-service teachers enhance their skills for effectively instructing and managing all students in general, inclusive, and self-contained educational settings, as appropriate to their licensure area(s).

In these special education courses offered to general educators, candidates are expected to: a) discuss the history and special forces that shape special education in the U.S., and specifically the IEP; b) discuss high-incidence exceptionalities; c) discuss low-incidence exceptionalities d) identify the principles of inclusion in the general education curriculum for children with exceptionalities; e) discuss the concept of least restrictive environment for children with exceptionalities; and f) analyze policy decisions related to children with exceptionalities, and specifically Response to Intervention. The Council for Exceptional Children (CEC) standards are interwoven in these courses as candidates complete activities that are aligned to the CEC standards, NCDPI professional Teaching Standards, and the Unit's Conceptual Framework.

Some courses offered by the SOE focus on providing a broad range of content for all candidates on the importance of special education services. This training informs pre-service teachers on best practices for instruction, assessment, behavior management, and collaboration between general and special educators, as well as updates on the laws regarding the education of all students in the least-restrictive environment, and multidisciplinary team processes. They provide opportunities for class members to engage in projects that are centered on helping them to problem solve education issues related to today's schools and communities. The courses provide training on how to teach all types of students with diversities, including those who are limited English proficient (LEP), effectively by infused content, differentiated, and use of research validated practices. The training is often provided by both a special education professor and a general education professor to model the collaborative teaching process often recommended by individualized education program teams to meet the needs of students with disabilities in today's

schools according to IDEA (2004). In addition to providing training in the importance of the Special Education and IEP process in class, candidates receive workshop training in the statewide North Carolina Comprehensive Exceptional Children's Assessment System (CECAS), which is an on-line IEP data management system used in most NC school systems.

To prepare candidates for the new licensing exams requirements for elementary education, several strategies were employed this year. First, members of the department attended several sessions presented by NCDPI in order to obtain current information. The faculty then returned to the department, debriefed, and presented information to the entire SOE faculty. Second, the elementary education faculty met together to look closely at the content of the exams in order to ascertain what would be the best course of action for candidate preparation. Thirdly, the department planned and presented four professional developed sessions for our candidates. These sessions were presented by department faculty and included description of the tests; the specific content (objectives) covered, and test taking strategies. Fourth, the faculty in the department also presented a session for candidates at the Annual Excellence in Teaching Conference, entitled, *Ready, Set, Go, Getting Ready for the New Licensure Tests*. The department will place study resources and other supportive materials on Blackboard Site for elementary education candidates. Fifth, the Foundation of Reading test was given as a pre-test in *ELEM 400, Teaching Communication Skills in K-6 course*, to assess candidates' knowledge in this area. It is proposed that the mathematics subtest of the General Curriculum test be used as a pre-posttest in ELEM 335- Mathematics for the 21st Century Teacher.

**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.**

For Elementary Education (K-6) candidates, *EDUC 331-Instructional Design and Assessment* is a required course. This course provides an exploration of instructional design and assessment principles and their application to the problems of teaching and learning, including the design of instruction, task analysis, curriculum development, instructional match, assessment of learning, types of assessment, and the alignment of curriculum, teaching, and assessment. This course is taken prior to admission to teacher education.

Once admitted to teacher education, the elementary education candidates complete methods courses. In *ELEM 400- Teaching Communication Skills in K-6*, candidates are trained on the state literacy assessment for K-3- Reading 3-D, which includes the DIBLES (Dynamic Indicators of Early Literacy Skills) assessment. They receive training on the use of IPADS for assessment and on interpretation of assessment data.

Once the candidates enter student teaching, they are required to complete a case study during their student teaching in *ELEM 491- Student Internship*. The case study is one of the major evaluations/assignments for this class. A teacher candidate must make a score of a (3) which means "Proficient" on the each measure of the valuation rubric in order to satisfy completion of this evidence. The case study requires that the candidate select a student who may be struggling in a content area, collect pre-data on the student, implement at least 10 lessons and conduct a post-test to determine the effectiveness of the intervention.

The Birth-Kindergarten program provides the courses *EDUC 308 - Observation and Assessment of the Young Child* and *EDUC 303 - Teaching Young Children with Special Needs*. Both courses provide instruction on formal observation, formative, and summative assessments within early childhood classroom, and field work that allows candidates to engage in assessing young children through a case study and a content project.

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

Elementary Education (K-6) candidates are provided instruction to integrate arts into curriculum development through their methods course *ELEM 402: Social Studies and the Arts; Music, Dance and Visual Art in the Elementary School*. The unit plan is theme based and interdisciplinary includes activities that require cooperative learning strategies and technology, addresses content from a global perspective and exemplify multicultural education, and includes a description a variety of inter-disciplinary teaching strategies and a variety of materials. During the spring 2014 candidates' presentation of the Unit Plan, the candidates demonstrated units that incorporated arts, music, and visual arts in a meaningful and developmentally appropriate manner.

Candidates preparing to teach in Birth-Kindergarten environments are provided instruction to integrate the arts into curriculum development through methods courses, *EDUC- 309 Infant and Toddler Curriculum Development and Field Study* and *EDUC 314 - Preschool/Kindergarten Curriculum Development and Field Study*. Candidates are encouraged to incorporate music, puppetry, drama, and movement into their curriculum design and lesson plans. Efforts are being made to establish collaboration with Cumberland County Schools Arts Director to expand our opportunities for guest speakers in the arts field for our method courses.

## 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	8
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	45
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	28
	Other	1	Other	6
	<b>Total</b>	<b>24</b>	<b>Total</b>	<b>90</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	22
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other		Other	4
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>35</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>8</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>4</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)		
Elementary (K-6)		
Middle Grades (6-9)	8	9
Secondary (9-12)	3	5
Special Subject Areas (k-12)	1	2
Exceptional Children (K-12)	1	2
<b>Total</b>	<b>13</b>	<b>16</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,300
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.39
Comment or Explanation:	
*-Less than five scores reported.	



#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	1	1	
Elementary (K-6)	17	17	3	1
Middle Grades (6-9)	4	7		
Secondary (9-12)	1	3		
Special Subject Areas (K-12)	2	10	2	
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>25</b>	<b>38</b>	<b>6</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	33	94
Institution Summary	33	94
* 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	42	13	1	2	1	1
U Licensure Only	4					
<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	5					
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	71	69	56
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>
Cumberland Co Schs	1,048
Harnett Co Schs	126
Robeson Co Schs	109
Hoke Co Schs	101
Sampson Co Schs	92
Wake Co Schs	73
Charlotte-Mecklenburg Schs	54
Bladen Co Schs	48
Johnston Co Schs	30
Durham Public Schs	28
Lee Co Schs	28

**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>
39	4	11