

IHE Bachelor Performance Report

Fayetteville State University

2014 - 2015

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 5,870 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 is a support unit that is also managed by a Dean. 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 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 2015-2020 Strategic Plan for the Institution, was approved by the FSU Board of Trustees in Spring 2015 for Fall 2105 implementation. 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 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 5,870 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 5,899 enrollees, 30% are males and 49% are over 25 years of age. Ninety-five percent (95%) are NC residents. 19% are white; 62% African American; 3% American Indian; 1.5% Asian; 6.3% Hispanics; and 8.2% 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, 80% of the 79 faculty, staff, and administrators are females while 85% 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) constitute the EPP's collaborative governance. The TEC has the responsibility to review, approve, recommend, and implement curricular policies and general administrative decisions that involve the preparation of teachers, educational administrators, and supervisory personnel based on programs offered by the unit. 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 and 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 2013-2014 Professional Teaching Standards results (based on principals' evaluations of completers who have earned a rating of at least proficient), which were posted by the Department of Public Instruction for FSU are: Standard 1 = 99% proficient; Standard 2 = 97%; Standard 3 = 97%; Standard 4 = 98%; and Standard 5 = 97% proficient. All measure have reflected an increase over previous years levels of proficiencies.

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, 60.05% Caucasian, and 12.40 Special Education participation (statewide).

The SOE continues its relationship with Cross Creek Early College High School, a New 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 candidates and pre-candidates, 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 scholarships.

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.

Fayetteville State University's Noyce Scholarship Program consisted of 4 Noyce Scholars (4 mathematics/Secondary Mathematics Education) and 1 Noyce Fellow (MAT Middle Grades Mathematics graduate and licensed teacher). The Noyce Scholars attended monthly seminars focused on Effective Lesson Planning 101, GeoGebra 101: Math Using Technology and Ethics in Teaching. The Ethics in Teaching seminar gave participants an ethical dilemma and tasked them with going through the decision making process that involves one's thoughts and belief system to make the right decision. The Noyce Mentors attended monthly seminars focused on Mentoring New Teachers: Teaching Diverse Subgroups and Mentoring for Success. The Mentoring New Teachers: Teaching Diverse Subgroups and Demographics seminar was designed to assist mentor teachers in preparing pre-service and beginner teachers to navigate and understand how to deal with the exceptional children subgroups within the regular education classroom setting. Noyce Mentor teachers participated in scenario discussions related to equipping pre-service/beginner teachers with the proper tools and techniques to handle difficult student behavior while maintaining a safe and orderly classroom environment. The Noyce Fellow and Noyce Fellow Mentors attended monthly debriefing sessions to provide the Noyce Fellow with feedback from their classroom observations of the Noyce Fellow during the first year of teaching. Noyce Scholars tutored and co-taught in the classroom with their respective mentor teachers, who are practicing teachers in the Cumberland County and Robeson County School Systems. FSU Noyce Scholars also participated in summer internships designed to strengthen their content knowledge and/or pedagogical knowledge and strategies.

Program Areas and Levels Offered

The School of Education serves 543 students and 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
E.E. Smith High	LEA/SOE Collaboration Closing the Achievement Gap	SAT Preparation for students	February 9, 2015 - May 1, 2015	10 FSU Students; 3 FSU Faculty; 1 Public School Teacher; 26 Public School Students; 1 Principal/ Administrator	Administered pre and post assessments, as well as instruction to prepare students to take the SAT. Sessions focused on reading comprehension, grammar, and writing.
Lakewood Montessori Middle Durham Public Schools	Reading/Literacy	Judge for Oration Contest	April 17, 2015	1 FSU Faculty; 10 Public School Teachers; 50 Public School Students; 2 Principals/ Administrators; 20 Other	Judged contest Topic: Landmarks School competition which selects students to move to district, county, and eventually, national levels to determine the best speech/orator
North Carolina	To promote interest in	Directing people to	February 7,	50 Public School	Regional competition,

Science Olympiad – Southeast Raleigh Magnet High School	STEM subjects	events, selling science kits, providing general support	2015	Teachers; 800 Public School Students; 50 Principals/ Administrators	which selects middle and high school students to advance to state, and eventually, national levels to determine the best and most innovative new scientists.
John Griffin Middle	Reading/Literacy	Judge for Oration Contest	February 13, 2015	1 FSU Faculty; 25 Public School Students; 300 Public School Students; 2 Principals/ Administrators;	Judged contest Topic: Landmarks
Westover High School	Teacher Recruitment/Retention	LEA/SOE Collaboration	August 15, 2014 – May 31, 2015	7 FSU Students; 6 FSU Faculty; 1 Principal/ Administrator	Met with parents/guardians of BMT members
28 th Annual NC Council for Exceptional Children Annual Conference	Closing the Achievement Gap Healthy Children Military Connected Children with Disabilities	Conference	January 30, 2015	1 FSU Student; 3 FSU Faculty; 6 Public School Teachers; 2 Principals/ Administrators	Presented at the conference
E.E. Smith High	LEA/SOE Collaboration Closing the Achievement Gap	SAT Preparation for students – math	February 1, 2015 – March 12, 2015	21 Public School Students	Administered pre and post assessments, as well as instruction to prepare students to take the SAT. Sessions focused on math.
Long Hill Elementary	Increasing Achievement of All Students	Tutoring	April 20, 2015 – May 20, 2015	1 FSU Faculty; 1 Public School Teacher; 5 Public School Students	Long Hill Elementary recruited faculty and students to help prepare students for End of Grade tests.
Ferguson Easley Elementary	LEA/SOE Collaboration	Career Fair	April 24, 2015	2 FSU Faculty; 1 Public School Teacher	Annual Career Fair; Dr. Phillips and Dr. Hudson worked the display table
Ferguson Easley Elementary	Increasing Achievement of All Students	Lesson plans geared towards Science involvement	March 19, 2015	6 FSU Students; 1 FSU Faculty; 3 Public School Teachers; 45 Public School Students; 2 Principals/ Administrators	Methods candidates developed science lesson plans. Methods instructor coordinated the science circus presentation as part of the methods students' exposure to science stations and presenting to 5 th grade students.
Westarea Elementary	Reading/Literacy	Reading to students	March 2, 2015	2 FSU Faculty; 3 Public School Teachers; 70 Public School Students; 1 Principal/ Administrator	Participated in Read Across America Day, honoring Dr. Seuss's birthday.

Bladen County Schools	Increasing Achievement of All Students	Expand the CORE model and implement a rigorous research study of approximately 40 classrooms in 8 th – 12 th grades	January 12, 2015	2 FSU Faculty; 40 Public School Teachers; 300 Public School Students; 20 Principals/ Administrators	The partner universities will work with local school systems to implement the CORE model, which is comprised of partnership building, technology, professional development, project-based learning, classroom support and dual enrollment
Cape Fear High	LEA/SOE Collaboration	Proctored EOC	May 2015	1 FSU Faculty; 1 Public School Teacher; 30 Public School Students	Assessments successfully proctored and administered
AH Snipes	Closing the Achievement Gap Increasing Achievement of All Students	Consultant	August 15, 2014 – May 15, 2015	45 Public School Teachers; 550 Public School Students; 3 Principals/ Administrators	Assisted in developing an assessment management system to analyze performance data for school planning. Decision making matrix to analyze the effectiveness of school intervention.
Mabel Elementary Watauga County Schools	Increasing Achievement of All Students	Conference	January 12, 2015 – April 30 th , 2015	1 FSU Student; 1 FSU Faculty; 4 Public School Teachers; 1 Principal/ Administrator	Shared latest research – grant tips, military child, and SPED programs
Jack Britt High	Closing the Achievement Gap Increasing Achievement of All Students	ISTA of Engineering Board Member	August 1, 2014 – June 30, 2015	7 Public School Teachers; 4 Other	Served as board member of ISTA of Engineering
Cross Creek Early College High	Closing the Achievement Gap Increasing Achievement of All Students	Ex-Officio Member to SIT	July 1, 2014 – June 30, 2015	11 Public School Teachers; 3 Public School Students; 1 Principal/ Administrator	Participate in discussion of plans to move school forward to achieving goal of student achievement; Participate in discussion of students' planned activities; discuss strategies and activities of SOE e.g. CCECHS support to student teachers and field experience students
Jack Britt High	Increasing Achievement of All Students	ISTA of Engineering Advisory Board Meeting	March 18, 2015	7 Public School Teachers; 30 Public School Students	Serve as a volunteer on the Advisory Board, provide ideas for activities to enhance Academy; students complete on-site

					internships, job shadowing, etc.
Jack Britt High	Closing the Achievement Gap Increasing Achievement of All Students	Proctored EOC	January 14, 2015 – January 15, 2015	2 Public School Teachers; 8 Public School Students; 1 Principal/ Administrator	Support to classroom teachers who are required to have a proctor during testing
Upchurch Elementary	Reading/Literacy	Consultant	May 14, 2015 – May 15, 2015	1 FSU Faculty; 1 Public School Teacher; 1 Public School Student	Served as consultant on second grade student for writing disability; Provided recommendation for classroom teacher on intervention strategies for student
E.E. Smith High	Increasing Achievement of All Students	Volunteer Service to the 100 Black Men of America (Cape Fear Area Chapter)	September 2014 – April 30, 2015	25 Public School Students	Provide support for the selected students at risk of failure or needing professional role models
E.E. Smith	Presentation to E.E. Smith's 100 Black Men Academy	Workshop – Achieving Despite Stereotypes	October 24, 2014	25 Public School Students	Provided evidence of how to make decisions based upon principles and to overcome negative stereotypes of Black men
E.E. Smith	Closing the Achievement Gap Increasing Achievement of All Students	Chaperone	March 10, 2015	2 Public School Teachers; 28 Public School Students; 1 Principal/ Administrator	Attended College Fair in Raleigh, NC; Visited St. Augustine and Peace University; NHL game was rewarded to the 100 Black Men participants
North Moore High	Increasing Achievement of All Students	Volunteer	September 3, 2014 – December 17, 2014	1 Public School Teacher; 27 Public School Students	Provided information and support for substitute science teacher; Students were more engaged in classwork
North Moore High	LEA/SOE Collaboration	Student recruitment/mentoring efforts	September 3, 2014 – December 17, 2014	2 Public School Students; 1 Principal/ Administrator	Mentoring student in regards to college decision
Teresa C. Berrien Elementary	Increasing Achievement of All Students Reading/Literacy	Classroom Volunteer	February 5, 2015 – April 30, 2015	2 Public School Teachers; 24 Public School Students; 1 Principal/ Administrator; 10 Other	Collaborated with administrators and focused on a school improvement issue during Beginner's Day; Parents remained for workshop and provided contact information for future parent workshops
Cumberland County Action Program	LEA/SOE Collaboration	Support for beginning teacher	November 28, 2014 –	1 Public School Teacher; 16 Other	Revised lesson plans to meet the needs of all

	Teacher Recruitment/Retention Mentoring Beginning Teacher		April 28, 2015		learners; Teacher developed informal assessment booklets; Teacher's evaluation improved after implementing the suggestions from this meeting
E.E. Smith High	LEA/SOE Collaboration	Recruit Juniors and Seniors to FSU	February 3, 2015 – May 7, 2015	4 FSU Students; 3 FSU Faculty; 26 Public School Students; 3 Principals/ Administrators	Partner with 100 Black Men to sponsor a SAT Preparation Program at EE Smith High School on Tuesdays and Thursdays
Fayetteville State University	Recruitment of high school students to FSU	Fall Open House for FSU	March 21, 2015	6 FSU Students; 4 FSU Faculty; 15 Public School Students; 7 Other	Recruited high school students to FSU
Fayetteville State University	Recruitment of high school students to FSU	Fall Open House for FSU (Preview)	October 11, 2014	5 FSU Students; 3 FSU Faculty; 10 Public School Students; 4 Other	Recruited high school students to FSU
E.E. Smith High	LEA/SOE Collaboration	Serve on SIT	August 2014-April 2015 (attended meetings on 8/11/14, 9/8/14, 10/27/14, 12/15/14, 1/26/15, 3/23/15, and 4/27/15)	1 FSU Faculty; 15 Public School Teachers; 2 Public School Student; 3 Principals/ Administrators; 6 Other	Participate in discussion of plans to move school forward to achieving goal of student achievement; Participate in discussion of students' planned activities; discuss strategies and activities of SOE e.g. EESHs support to student teachers and field experience students
Westover High	LEA/SOE Collaboration Closing the Achievement Gap Increasing Achievement of All Students Reading/Literacy Teacher Recruitment/Retention	Question and Answer Session held for parents	April 20, 2015	3 FSU Faculty; 1 Public School Teacher; 9 Public School Students; 1 Principal/ Administrator; 9 Other	Held a Q&A session for parents regarding the Black Men Teaching Program initiated by the SOE; Westover High School is the pilot school
Luther Nick Jeralds Middle	Reading/Literacy	Judge for Oration Contest	March 5, 2015	1 FSU Faculty; 4 Public School Teachers; 9 Public School Students; 2 Principals and Administrators	Judged contest Topic: Landmarks School competition which selects students to move to district, county, and eventually, national levels to determine the best

					speech/orator
College Lakes Elementary	Reading/Literacy	Judge for Oration Contest	February 13, 2015	1 FSU Faculty; 5 Public School Teachers; 12 Public School Students; 2 Principals and Administrators	Judged contest Topic: Landmarks School competition which selects students to move to district, county, and eventually, national levels to determine the best speech/orator
E.E. Smith High	LEA/SOE Collaboration	E.E. Smith Teacher of the Year Committee	August 6, 2014	11 Public School Teachers; 4 Other	Served as judge on Teacher of the Year Committee; Other judges included Curriculum Specialists and Literacy Coaches; The selected district TOY was from Cumberland International Early College
Luther Nick Jeralds Middle	LEA/SOE Collaboration Healthy Children	Class Activity Facilitator	September 2014 – May 2015	1 FSU Faculty; 2 Public School Teachers; 60 Public School Students	Volunteered in the Physical Education classroom (multi-outdoor active class)
Stedman Elementary	Increasing Achievement of All Students	Volunteer Teaching	May 1, 2015	1 Public School Teacher; 18 Public School Students; 2 Principals/ Administrators	Assisted in a third grade classroom
Long Hill Elementary	Increasing Achievement of All Students	Tutor	April 2015 – May 2015	12 Public School Students	Remediate 5 th grade students in science for the EOG testing; 7:30 a.m. – 8:30 a.m., Tuesday – Thursday, weekly.
Cape Fear High	Increasing Achievement of All Students	Tutor/Sponsor	June 7, 2014 – March 9, 2015	1 Public School Teacher; 15 Public School Students	Tutor and sponsor members of the JV Basketball Team
Cumberland County Schools	Closing the Achievement Gap Increasing Achievement of All Students	Conference	January 2015 – May 2015	90 Public School Teachers; 4 Principals/ Administrators	Discussed how to handle change in an organization and effective change
Cumberland County Schools	Support MSA Internship Assignments	CCS assigns MSA interns to high performing principals as mentors	June 1, 2014 – June 30, 2015	13 Public School Teachers; 13 Principals/ Administrators	13 MSA students completed action research projects designed to assist host schools to improve the educational environment for students
Robeson County Schools	Support MSA Internship	RCS assigns MSA interns to high	June 1, 2014 – June 30,	1 Public School Teacher; 1 Principal/	1 MSA student completed action

	Assignments	performing principals as mentors	2015	Administrator	research projects designed to assist host schools to improve the educational environment for students
Harnett County Schools	Support MSA Internship Assignments	HCS assigns MSA interns to high performing principals as mentors	June 1, 2014 – June 30, 2015	2 Public School Teachers; 2 Principals/Administrators	2 MSA students completed action research projects designed to assist host schools to improve the educational environment for students
Howard Hall Mrs. C. Thomas	Closing the Achievement Gap Increasing Achievement of All Students	Proctored EOG	May 28, 2015	1 Public School Teacher; 19 Public School Students	Support to classroom teachers who are required to have a proctor during testing
Jack Britt High Dr. Leontye Lewis	Closing the Achievement Gap Increasing Achievement of All Students	Proctored EOC	June 1 & 4, 2015 (4 hours per day)	2 Public School Teachers; 52 Public School Students	Support to classroom teachers who are required to have a proctor during testing
Stedman Elementary Dr. Shari Herring	Healthy Children	Field Day Civil War Learning	May 2015	18 Public School Teachers; 290 Public School Students; 2 Principals/Administrators	Provided history of hopscotch game and demonstrated how to play
Cumberland County Schools – Art Department Dr. Brian Phillips	LEA/SOE Collaboration Increasing Achievement of All Students	Developing Partnership with CCS' Art Department	May 1, 2014 – Present	?	?
Carthage Elementary Dr. B. Phillips	Reading/Literacy	Tutor	September 12, 2014 – October 24, 2014	?	Tutor in reading

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 the North Carolina Standard Course of Study (NCSCS) and the 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 and Blogs. Candidates 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 the SOE and LEAs with whom the SOE has partnerships to learn about and apply technology across the curriculum. Faculty members in the Department of Elementary Education are trained in the effective use of the Reading 3D assessment and interpretation of data. 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. Candidates are involved in using 3D technology resources to assist in the enhancement of reading instructions. 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 candidates 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 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 elementary education and middle grades education, 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 the internship, candidates are required to submit a e-portfolio of their teaching experience. The e-portfolio, submitted to Task Stream Assessment System Learning Achievement Tools (LAT) platform, 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. Strategies to enhance reflection have been implemented and reflection is a required component of each area of the e-portfolio. 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 Themes.

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).

To prepare candidates for the new licensing exams requirements for elementary education, several strategies were employed this year. Members of the department collaborated with neighboring Institutions of Higher Education to develop plans for meeting the needs of candidates and implemented those plans collaboratively. The department planned and presented multiple professional development 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. The faculty in the department also presented a session for candidates at the Annual Excellence in Teaching Conference. This focused primarily on strategies for responding to the open-ended questions on the tests. The department has placed 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. The mathematics subtest of the General Curriculum test is being used as a pre-posttest in *ELEM 335-Mathematics for the 21st Century Teacher*.

To prepare candidates for the two new and one existing licensure examination requirements for special education: general curriculum, members of the Department of Middle Grades, Secondary,

and Specialized Subjects engaged in the following activities during the 2014-2015 academic year: a) developed an information sheet about licensure assessment changes for dissemination to candidates; b) developed workshop training materials including two PowerPoint presentations, collated extensive information about the tests, what they cover and how they are graded, and developed a list of additional study resources for the tests; c) provide five workshops sessions on the licensure assessments (three on the Foundations of Reading and General Curriculum test and two on the Praxis I 5543 test) during which the training materials were presented and candidates engaged in practice test activities. The workshops were open to candidates from special education as well as those from elementary and middle grades education who were interested in special education licensure as well.

- 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. This training takes place during the fall and spring semesters. The elementary education candidates also have been involved in fall and spring workshops that focus on *Flipping the Classroom*. Faculty presented educational applications and useful, appropriate websites for classroom implementation.

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 evaluation 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 or demonstrate behavioral concerns, collect pre-data on the student, implement lessons/interventions 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 2015 candidates taught two lessons from their ten-lesson unit plan, which incorporated the arts, music, and visual arts. The lessons demonstrated meaningful and developmentally appropriate activities.

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.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	30
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	29
	Other		Other	3
	Total	18	Total	62
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	39
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	10
	Other		Other	4
	Total	12	Total	56
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	2	Total	3
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	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	3	Total	5

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,241.67
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525.52
MEAN PPST-Reading	180.32
MEAN PPST-Writing	176.23
MEAN PPST-Math	177.86
MEAN CORE-Combined	N/A
MEAN CORE-Reading	183.80
MEAN CORE-Writing	173.40
MEAN CORE-Math	171.64
MEAN GPA	3.36
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	
Elementary (K-6)	17		3	
Middle Grades (6-9)	9	2		
Secondary (9-12)	1	1	1	
Special Subject Areas (K-12)	2	2		
Exceptional Children (K-12)	3	1	1	
Vocational Education (7-12)				
Special Service Personnel				
Total	33	6	6	
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)	31	87
Special Education: General Curriculum	5	100
Institution Summary	36	89
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	51	2	1	1	1	
U Licensure Only	3					1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	1	1			
U Licensure Only						1
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	81	85	69
Bachelor	State	4,369	92	63

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

LEA	Number of Teachers
Cumberland Co Schs	1,016
Harnett Co Schs	113
Hoke Co Schs	110
Robeson Co Schs	110
Sampson Co Schs	92
Wake Co Schs	78
Charlotte-Mecklenburg Schs	51
Bladen Co Schs	41
Johnston Co Schs	33
Guilford Co Schs	32

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
40	1	7