

2015-2016

IHE Bachelor Performance Report

North Carolina State University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. Since July 1, 2015, Dr. Mary Ann Danowitz has provided leadership for the unit's 44 licensure programs. All licensure programs are administered and housed in the College of Education with the exception of three programs housed in two other colleges. The College of Education consists of three departments: Educational Leadership, Policy and Human Development (ELPHD), Science, Technology, Engineering, & Mathematics Education (STEM), and Teacher Education and Learning Sciences (TELS).

Special Characteristics

The College of Education at NC State is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Science, Technology, Engineering, & Mathematics graduates more STEM teachers than any other university in the state of North Carolina and the Department of Teacher Education and Learning Sciences houses the only STEM-focused elementary education program in the state. Our focus on content and pedagogical practice results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas in which the pre-service teachers will be licensed. Clinical experiences typically begin in the sophomore year, continue in the junior year, and conclude with year-long student teaching in the

senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students’ preparation and to bring the latest advances to public school classrooms in North Carolina.

Program Areas and Levels Offered

The College of Education at NC State offers initial licenses at the bachelor’s level in the following areas: Elementary Education, Middle Grades Education (Language Arts, Social Studies, Math, Science), Secondary Education (Mathematics, Science, Business and Marketing Education, Technology Education, Special Education: General Curriculum, English as a Second Language). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts & Social Studies (M, S, D), Middle Grades Mathematics (M, S, D), Middle Grades Science (M, S, D), Secondary English (M, S, D), Secondary Mathematics (M, S, D), Comprehensive Science (M, S, D), Comprehensive Social Studies (M, S, D), Reading (add-on, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M, S, D), Business & Marketing (M), Technology (M, S, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, S, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences the College of Education offers initial licenses at the bachelor’s level in the following areas: Secondary English, Second Language Studies – French, Spanish, English as a Second Language (add-on), School Psychologist, and School Social Work. In addition to the undergraduate programs the College offers graduate degree programs in the following: Second Language Studies – French, Spanish, in conjunction with the College of Humanities and Social Sciences and in conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor’s level and graduate degrees in Agricultural Education (B, M, S, D).

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
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X		X
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Brief description of unit/institutional efforts to promote SBE priorities.

For the 2015-2016 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

The College of Education at NC State believes that technology integration and digital learning are at the heart of a 21st century education degree. The College's focus is to move toward teaching and learning in technology-enabled environments to foster high achievement for all students. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to school classrooms. Our technology goals also align with the North Carolina State Board of Education goals in that teacher candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. As a 1:1 college each of our candidates comes to NC State with his/her own laptop and is instructed throughout the course of their program in the effective use of technology in the classroom for collaborative knowledge construction. Pre-service teachers in the College of Education have the opportunity to experience digital learning embedded in coursework, participate in a college-wide 1:1 computing environment, take online asynchronous and blended courses, develop technology-rich lesson plans, practice technology skills in productivity and presentation, and more to help them become technology savvy teachers ready to embed digital learning in their content and classrooms. Our conceptual framework includes a focus on educating students with content-specific strategies including technology integration.

For more information please visit:

<http://ced.ncsu.edu/student-life/11-laptop-initiative>

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.*

The College of Education has taken several steps to ensure elementary and special education candidates are prepared in scientifically based reading and mathematics instruction and that they are prepared for the new Foundations of Reading and General Curriculum licensure exams. Immediately upon approval of the legislation, the faculty engaged in a curriculum review to ensure appropriate content coverage and adjustments were made to the Readings Methods course (ELM 330 and ELM 335) to infuse content from the Foundations of Reading test into these courses. Simultaneously, the Assistant Dean and Elementary Education Department Head met with all students subject to the new licensure exams to discuss the how the college would ensure their preparation. An additional elective course in linguistics was added to the curriculum, students will take the General Curriculum test prior to formal admission and student teaching (sophomore year) and the Foundations of Reading Test prior to student teaching and right after their Teaching of Reading course (Spring of Junior Year). Students who do not pass the test will have the option of completing a 0 credit remedial course in the summer or fall before re-taking the exam. Additionally, three NC FRGC Study Hall sessions were offered during which Elementary Education volunteered their time to help answer specific questions from the practice tests. The NC State College of Education is one of the only programs in the state with a 100% pass rate on the NC FRGC tests.

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.

All candidates in the College of Education including those preparing to teach in elementary schools are prepared to apply formative and summative assessments within the school and classroom setting. Candidates begin instruction in assessment practice early in their career in their Introduction to Teaching course. Following the Introductory course candidates take two assessment courses. The first course provides instruction in formative and summative assessment and analysis. The second course is structured as a “professional learning team” where candidates work with practicing teachers who instruct them in how to use class and school level data to drive instructional practice. Finally, while in their year-long student teaching placement candidates are required to engage in every professional aspect of teaching including the use of technology-based assessment systems located in NC public schools that measure and predict expected student improvement. Additionally, evaluation of pre-service teacher ability to utilize formative and summative assessment practices is done using the edTPA (Task 3).

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

Elementary Education candidates in the College of Education are required to pass ELM 450: The Arts for Elementary Education. The course is offered each Fall and students complete it prior to full-time student teaching. The course is designed to prepare candidates to integrate the arts; visual, music, dance, and drama into the content areas. This course is taught by an A+ Arts Education Specialist. Student evaluations of this course have been consistently at or above the department mean.

Explain how your program(s) and unit conduct self-study.

Each August the Offices of Professional Education (OPE) and Knowledge Management & Assessment (KMA) host the college’s Professional Education Faculty Meeting. This convening serves as the Unit’s annual assessment meeting and is where unit and program data are disseminated and discussed. Based on the data collected from the prior academic year, each program responds to a

series of questions related to program continuous improvement. Programs identify areas of strength and areas for improvement and discuss how the faculty will address those areas in the coming academic year. These reports are called Program SnapShots and are a compilation of program and unit data as well as an analysis of that data. Progress toward program goals is monitored on a yearly basis. At the conclusion of the academic year, the OPE and KMA review the program reports and develop a unit report highlighting strengths and areas for improvement and discuss how the college will support the continuous improvement process. During the academic year the OPE and KMA convene the Council of Education Program Coordinators (CEPC) where initiatives and policy are discussed, developed, and plans for implementation developed based on state requirements, such as HB 97, CAEP requirements (a review of field experiences), or college priorities.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Currently, all candidates begin field placements during their initial teacher preparation course (ED 204: Introduction to Teaching). This 10 hour experience consists of structured observations in a North Carolina Public School. A second experience for all candidates occurs during the Junior year (ED 311/ED312: Classroom Assessment Principles and Practices). During this course candidates complete approximately 20 hours at a minimum in a field placement where they teach with formative assessment, administer a summative assessment, evaluate data collected from the assessments, and determine instructional decisions based on an analysis of student data. Each program also requires a placement during the methods course. This placement duration varies from 20 hours to 50 hours over the course of a full semester. Elementary education begin their field placements in the sophomore year and complete a placement each year in alignment with their methods courses. Prior to student teaching these candidates complete approximately 552 hours of field experiences. To ensure candidates are placed in a variety of settings, the college tracks all placements in our assessment system. Each candidate will have a placement in an urban, rural, and suburban setting as practicable.

This academic year, the college will engage in a systematic review and revision of all clinical experiences. Among the revisions will be ensuring that all candidates are placed in a low performing

school prior to student teaching. We will also work to ensure a field placement each semester. The challenge for our college is primarily in our middle and secondary programs. Due to the high number of content hours (e.g. math education completes 59 hours of content work outside of our college) many of these candidates are not enrolled in courses in our college some semesters. Ensuring placements for middle and secondary candidates during these semesters are extremely challenging.

How many weeks are required at your institution for clinical student teaching?

Our candidates complete a year-long placement. In the fall, candidates begin on the first day of school, attend their placement 1 or more days per week. In the second semester, candidates complete a full semester (15 weeks) of student teaching.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Currently, all candidates experience the beginning of the year. Candidates complete their student teaching at the end of April. Candidates are unable to see the conclusion of the school year, because they graduate prior to the end of the public school academic year.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Yes.

**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	Wake County Schools (Combs)
Priorities Identified in Collaboration with LEAs/Schools	Enhance guided reading instruction in Grades 3-5
Activities and/or Programs Implemented to Address the Priorities	Professional Development: Guided Reading
Start and End Dates	September 4, 2015 - March 4, 2016
Number of Participants	40
Summary of the Outcome of the Activities and/or Programs	Teachers applied what they learned about how to teach and support text comprehension in their work with their students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools (Underwood)
Priorities Identified in Collaboration with LEAs/Schools	To prepare them to pursue a four-college degree in STEM or STEM education
Activities and/or Programs Implemented to Address the Priorities	11 Saturday Academy dates from October through March of each year, a statewide math and science competition day held in late April of each year, an annual awards day in May of each year, an annual two week summer program, a one week ACT test prep summer program, A group of our middle school students participated in the NC-DOT annual bridge building competition.
Start and End Dates	August 1, 2015 - July 15, 2016
Number of Participants	392
Summary of the Outcome of the Activities and/or Programs	At this time, outcomes have not been completed for the year. Our annual report is due c 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bertie, Wake, Warren, and Durham Counties
Priorities Identified in Collaboration with LEAs/Schools	online and blended professional learning, STEM, Common Core, open education resources, deeper learning, digital learning, effective leadership, learning differences, instructional coaching, disciplinary literacy
Activities and/or Programs Implemented to Address the Priorities	During the 2015-2016 school year, the following MOOC-Ed courses were offered to educators from North Carolina (as well as nationally and globally): Summer 2015: Learning Differences Fall 2015: Learning Differences, Coaching Digital Learning, Leading the Digital Learning Transition, Teaching Statistics through Data Investigations Spring 2016: Coaching Digital Learning, Disciplinary Literacy for Deeper Learning, Fraction Foundations, Teaching Statistics through Data Investigations Summer 2016: Teaching Statistics through Data Investigations

Start and End Dates	July 13, 2015 - June 6, 2016
Number of Participants	1301
Summary of the Outcome of the Activities and/or Programs	From the executive summary of our evaluation report sent to the Hewlett Foundation: The purpose of the evaluation was threefold: 1) to understand the characteristics of the participating educators and how they engage with MOOC-Eds; 2) to provide formative feedback to inform the ongoing improvement of the design and implementation; and 3) to examine the impact of participation on educators'™ knowledge and professional practices for integrating deeper learning in their classrooms. The findings show the Friday Institute has been largely successful in designing professionally relevant learning experiences with opportunities for both personalization and peer- support. As a result, educators have reported improvements in their knowledge and skills, as well as positive changes to their professional practice. The findings also illustrate that even well-designed MOOC-Eds face significant challenges in scaling learning that embodies the principles of effective professional development.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WCPSS 71st District/Cumberland County Schools (NC) Alamance Burlington Alexander County Schools Anson County Schools Archer Elementary School Artspace charter Asheboro City Schools Asheville City Schools Avery County Schools Beaufort County Schools Bertie County Schools Bethany Community Middle School Bladen County Schools Brunswick County Schools Buncombe County Schools Bunn Middle School Burke County Public Schools Cabarrus County Schools Caldwell County Schools Carteret County Public School System Cary Academy Caswell County Schools Catawba County Schools Cedar Creek Middle School Chapel Hill-Carrboro City Schools Charlotte Mecklenburg School District Charter School-Cabarrus County Chatham County Schools Cherokee County Schools Chesterfield County Schools Clay County Schools Cleveland County Schools Clover School District Community School of Davidson Covenant Day School

	Craven County School District Cumberland County Schools Cumberland County/LNJMS Currituck County Schools Dare County Davidson County Davie County Schools Diocese of Charlotte Diocese of Raleigh Duplin County Schools Durham Public Schools East Middle School/ Monthomery County Schools east wake academy ECPPS Edenton - Chowan Schools Edgecombe County Public Schools Education Services for the Deaf and Blind Elizabeth City Pasquotank Public Schools Elizabeth City/ Virginia Beach Parks and Recreation Forsyth County Schools Franklin Country Schools Gaston County Schools Georgetown County Schools Glenn High School Graham County Schools Granite Falls Middle School Granville County Public Schools Greene County Schools Guildford County Schools Halifax County Public Schools Harnett County Schools Haywood County Schools Henderson County Hertford county Hertford County Early College Hickory Public Schools Hoke County Schools Hope Academy Hyde County Iredell Statesville School District Jackson County Public Schools James B. Dudley High School Johnston County Schools Kannapolis City Lake Stevens Lee County Schools Lenoir County Public Schools Lexington City Schools Lincoln Charter School Lincoln County Schools Magellan Charter School MAIS Marjorie Williams Academy Martin County Schools
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	McDowell MGSD Montgomery County Schools Montgomery County Schools and North Carolina Virtual Public School Moore County Schools Mooresville Graded School District Morganton Day School Mountain Island Charter NAIS Nash Rocky Mount Public Schools National Heritage Academies NC Charter School NCVPS Neuse Charter New Hanover County Schools Newton Conover City Schools NHCS North Carolina Connections Academy North Carolina School of Science and Mathematics North Raleigh Christian Academy North Topsail Elementary School Northampton County Schools NRCA NRMPS Oak Ridge Military Academy Onslow County Schools Orange County Schools Orange County Schools, Efland Cheeks Elementary Oxford Preparatory School Pamlico County Schools Pender County Schools Perquimans County Schools Person Person County Schools Pitt County Schools Public Charter - Avery County Public Schools of Robeson County Rabun County Schools Randolph County School System Ravenscroft School Roanoke Rapids Graded School District Robert B. Glenn High Rockingham County Schools Rowan Salisbury Schools Rutherford County School Sallie B. Howard School Sampson County School District Sandhills Theatre Arts Renaissance School Scotland County Schools South Harnett Elementry Stallings Elementary Stanly County Schools Stokes County Schools Sugar Creek Charter
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	Surry County Public Schools Swain County Schools Thales Academy The Daniel Center for Math and Science The Epiphany School of Global Studies The Expedition School The Hill Center Tiller Charter School Triad Math and Science Academy Trinity School of Durham & Chapel Hill Tyrrell County Schools UCPS Union County Public Schools Vance County Schools VLACS Wake County Public School System Warren County Schools Washington County Washington Elementary Watauga County Schools Watauga High School Wayne County Public Schools Weldon City Public Schools West Alexander Middle School White Oak Wilson County Public Schools Winston Salem Forsyth County Schools Yadkin County Schools
Priorities Identified in Collaboration with LEAs/Schools	Digital Learning Leadership
Activities and/or Programs Implemented to Address the Priorities	NC Superintendent Digital Institute was a 2 day event bringing together NC Superintendents from around the state to help prepare them to lead digital initiatives in their districts. https://tackk.com/NCSSA2015
Start and End Dates	October 21, 2015 - October 23, 2015
Number of Participants	40
Summary of the Outcome of the Activities and/or Programs	Participants focused on the following areas: Digital Leadership, 21st Century Learning Environments, Professional Learning and Networking.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public Schools (Middle Creek)
Priorities Identified in Collaboration with LEAs/Schools	Coordinate all aspects of the Science Olympiad Program: Increase interest in science Increase interest in science for girls Expose more students to science
Activities and/or Programs Implemented to Address the Priorities	Science Olympiad is a curricular and co-curricular program designed to increase student interest in science in elementary grades and continue through high school.
Start and End Dates	August 1, 2015 - March 30, 2016

Number of Participants	80 students, 10 teacher coaches and 22 parent coaches
Summary of the Outcome of the Activities and/or Programs	The school has seen a 15% increase in students participating in the Science Olympiad program over the past year. There was also a 60% increase in teacher coaches.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Granville, Wake, and Cabarras
Priorities Identified in Collaboration with LEAs/Schools	STEM
Activities and/or Programs Implemented to Address the Priorities	Research demonstrations, lab tours, presentations
Start and End Dates	May 20, 2016 - May 20, 2016
Number of Participants	400
Summary of the Outcome of the Activities and/or Programs	Increased awareness of STEM careers. Increased knowledge of science and engineering. College readiness education
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham County, Creekside Elementary
Priorities Identified in Collaboration with LEAs/Schools	increase engagement with mathematics
Activities and/or Programs Implemented to Address the Priorities	On Pi Day, March 16th, taught 3 different lessons in first grade, fourth grade, and fifth grade about the relationship between the circumference and diameters of circles.
Start and End Dates	March 16, 2016 - March 16, 2016
Number of Participants	70
Summary of the Outcome of the Activities and/or Programs	Students engaged in hands-on math lessons and teachers got lesson plans and needed materials for the activities so they can implement in the future.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County. Athens Drive, Middle Creek, Sanderson, Millbrook, Enloe, Panther Creek
Priorities Identified in Collaboration with LEAs/Schools	Preparing teachers to teach CCSS-M

Activities and/or Programs Implemented to Address the Priorities	The purpose of this project is to support high school mathematics teachers'™ implementation of the Common Core State Standards in Mathematics (CCSS-M). Professional development focused on mathematics content and research-based pedagogical strategies specific to mathematics will be provided in the form of five, three-credit hour courses over a fifteen-month period. 18 teachers from five high-needs high schools in the Wake County Public School System were recruited as MAP:TICCS Fellows. The project will develop a cohort of teachers at several schools who have a deep understanding of the content they are teaching, who utilize effective pedagogical practices, and who utilize peer coaching to assist and support other mathematics teachers in their schools. Project PIs, instructors, and evaluators from Wake County and NC State Colleges of Science and Education met regularly to plan the project and continue to meet to discuss progress the project is making and plan for future work. Faculty from the departments of STEM Education and Mathematics at North Carolina State University have developed and taught (or are teaching) the courses for the Fellows. To date, Fellows have taken three classes (EMS 514: Geometric Thinking; MA 510: Special Topics: Connecting Algebra and Geometry; EMS 513: Algebraic Thinking) and are currently enrolled in two courses (EMS 519: Statistical and Probabilistic Thinking and MA 510: Special Topics Statistics and Probability). Five high needs high schools in Wake County were identified by the project principal investigators in advance (Athens Drive, Broughton, Enloe, Millbrook, Middle Creek). After funding was received one school declined to participate due to teacher turnover (Broughton). Three schools were added because of teacher and principal interest (Sanderson, Panther Creek) and teacher transfer (Leesville Road). 18 teachers began in the summer, but one teacher is not participating this semester given personal family issues.
Start and End Dates	May 15, 2015 - June 30, 2016
Number of Participants	18

Summary of the Outcome of the Activities and/or Programs	Goal 1: Teachers will increase their understanding and knowledge of algebra, geometry, probability, and statistics content needed to teach students the CCS-M. To date the teacher participants have completed EMS 514 and MA 508 during the second summer session of 2015 and EMS 513 during Fall 2015. EMS 514 addressed the learning and teaching geometry in high school and MA 508 focused on geometry and algebra with an emphasis on the connections between the two topics. The Mathematical Knowledge for Teaching Geometry (MKT-G) test (Herbst & Kosko, 2012) was administered at the beginning and end of the five week summer session. IndividualTMs scores were calculated using item response theory (IRT). 80% of the Fellows improved their mathematical knowledge for teaching geometry. In particular, of the 15 Fellows, who took both pretest and posttest, 12 Fellows received a higher IRT score on the posttest than the pretest. Two Fellows received lower IRT scores on posttest than pretest. One Fellow received the same IRT score on posttest and pretest. One Fellow experienced technical difficulties when completing the test and two Fellows did not take EMS 514, because they had recently completed the course. During Fall 2015 and the class EMS513, focusing on the learning and teaching of algebra in high school, the Fellows completed the KAT (Knowledge of Algebra for Teaching) assessment at the beginning and end of the EMS513 class. This assessment included 17 multiple choice items (each worth one point) and three constructed response items (each worth four points), yielding a total of 29 points. The results of the assessments are below. Mean Standard Deviation Minimum Maximum Pre- EMS 513 administration 19.83 6.27 7 29 Post-EMS 513 administration 19.89 4.83 7 27 It is important to highlight that the assessment focused on several areas of algebra that were not emphasized in EMS513. As can be seen, there was little difference in the mean scores for the teachers before and after the class. It is interesting to note, however, that the standard deviation is smaller during the second implementation, so some of the teachers came much closer to the mean, while the teachers scoring higher may not have done as well. Additional analysis of this test will be conducted this semester
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	SAMPLE of counties from which course participants work: Wake, Durham, Forsyth, Burke, Alamance, Johnston, Onslow, Davidson, Rockingham, Montgomery, Dare, Mooresville, Orange, Charlotte, Carteret, Graham, Rutherford, Buncombe, Guilford
Priorities Identified in Collaboration with LEAs/Schools	Increase teaching strategies for teaching statistics and data literacy instruction in grades K-12 and community college introductory courses.

Activities and/or Programs Implemented to Address the Priorities	A 5-unit free online professional development is offered through the Friday Institute for participants around the world. IN 2015-2016 school year, about 1400 participants enrolled in the course, 91 of which lived and worked in NC schools. To help ensure students are future ready to use data for making informed decisions, many countries around the world have increased the emphasis on statistics and data analysis in school curriculum“from elementary/primary grades through college. This course allows educators to learn, along with colleagues from other schools, an investigation cycle to teach statistics and to help students explore data to make evidence-based claims. Course Objectives Strengthen understanding of how to engage students in a statistical investigation process; Explore a framework for guiding teaching of statistical investigations to promote deeper data explorations for your students; Use rich data sources and dynamic graphing tools to support investigations of questions that are of interest to students; Examine the ways students reason with data to make evidence-based claims; Personalize applications of statistical investigations to students; Collaborate with colleagues near and far to gain different perspectives on data investigations and to build a library of teaching resources.
Start and End Dates	September 2015 - May 2016
Number of Participants	91
Summary of the Outcome of the Activities and/or Programs	91 educators in K-12 mathematics and statistics, and community college instructors from across NC participated in the free professional development course offered online. They had opportunities to learn about new teaching strategies, get access to instructional resources, and connect with educators from around the world to discuss issues in teaching and learning statistics. The course was highly rated by participants for adding value and new skills and knowledge that they could use to transform their classroom practice.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Nash-Rocky Mount Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Digital Conversion: Provide participants with opportunities to move from simple knowledge accumulation to the transfer of knowledge into practice in their schools and across the district. Develop an understanding of how digital learning is integral to K-12 teaching and learning and continue to develop a growth mindset. Interact and collaborate with peers who are implementing student-centered digital learning. Engage educators in professional learning communities by establishing and growing their professional learning network.
Activities and/or Programs Implemented to Address the Priorities	Field-based Professional Learning Field-based professional learning is targeted for local schools and districts planning and/or implementing digital learning initiatives. All customized sessions are developed and designed in collaboration with local school and district leaders to specifically address critical professional learning needs. Engaging, research-based sessions provide teachers and instructional support staff with a deeper understanding of the intersection of curricular standards and sound pedagogy through the use of content-specific/appropriate digital tools.
Start and End Dates	August 1, 2015 - February 29, 2016

Number of Participants	45
Summary of the Outcome of the Activities and/or Programs	To meet the goals and objectives of this project, we provided six F2F sessions for administrators and six coaching sessions for iInnovators.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ashe Beaufort Bladen Chatham Clinton City Craven Davidson Davie Edenton-Chowan Elizabeth City:Pasquotank Gates Greene Jackson Jones Mitchell Montgomery Moore Mt. Airy City NCSSA: Johnston Person Pitt Richmond Rowan-Salisbury Rutherford Scotland Surry Union Weldon City Wilson
Priorities Identified in Collaboration with LEAs/Schools	Digital Learning

Activities and/or Programs Implemented to Address the Priorities	CCRESA Mission Critical sought to create a network of school district leaders devoted to creating and implementing a vision for digital learning and engage in continuous learning. District leaders engaged in collaboration, reflection, and strategic planning within their teams and across school districts. MISSION CRITICAL includes the following activities: 1) CCRESA Face-to-Face Convenings: Five opportunities for district teams offered by the CCRESA in conjunction with suggestions for maximizing the other opportunities available to districts. The district team should include the district superintendent, leaders of curriculum & instruction, finance, human resources, public information, assessment, technology, and digital learning. The superintendent should attend, at least, the first full day session. 2) Suggested Focus Groups and Other Job-Embedded Activities: Following each of the face-to-face convenings, districts will be guided to conduct focus groups and other activities in their own schools to inform their work. 3) Collaborative Time: Teams will have opportunities to share and learn with other districts in order to bring the best practices to their districts and grow their network.
Start and End Dates	August 2015 - May 2016
Number of Participants	120
Summary of the Outcome of the Activities and/or Programs	More than 100 district leaders from districts within the Central Carolina Regional Education Service Agency participated in five sessions designed to build knowledge related to digital learning, create a shared vision, plan for implementation, and build educator capacity to implement digital learning in their districts.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Chapel Hill Carrboro City Schools, Durham County, Edgecombe County, School for the Deaf and Blind, Franklin Co., Granville Co., Greene County, Halifax County, Nash-Rocky Mount, Northampton County, Orange County, Person County, Roanoke Rapids Graded School District, Vance County, Wake County, Wilson County
Priorities Identified in Collaboration with LEAs/Schools	Leadership in Blended and Digital Learning: As a result of this course, principals will know and be able to: -Understand and differentiate between various models of blended learning -Create clear goals for blended learning in their schools -Establish a culture in their school community that supports blended learning -Engage stakeholder support for blended learning -Identify digital tools and curriculum that support blended learning in their schools -Develop systems that support the transition to blended learning -Use digital tools and social media for their own professional practice and lifelong learning so that they can model the use of blended/digital learning -Support teachers' transition to blended learning with ongoing professional development and evaluation -Understand the infrastructure needs blended learning programs require -Develop and implement a Blended Learning Road Map for their schools -Participate in a network of principals implementing blended learning -Learn to use data for program evaluation and continuous improvement

Activities and/or Programs Implemented to Address the Priorities	Leadership in Blended and Digital Learning, LBDL, is designed to train a team of facilitators at the Friday Institute on the content that has been developed for school leaders and support facilitators as they deliver the content. Leadership in Blended and Digital Learning core components also include: Three-day facilitator training at the Friday Institute for a team of 5 educators who will be prepared to deliver Leadership in Blended and Digital Learning for principals and other leaders in their state, district or organization Curriculum and materials for Leadership in Blended and Digital Learning for trained facilitators to deliver for multiple cohorts of school leaders Technology and infrastructure to deliver Leadership in Blended and Digital Learning using Friday Institute's professional learning management system Ongoing support for organization leaders and trained facilitators through coaching, individual support and a facilitated national online community National online community for principals and other school leaders who complete the Leadership in Blended and Digital Learning course to share questions, ideas, reflections and resources Micro-Credentials and Certificates of Completion for facilitators who complete facilitator training and for principals who complete the Leadership in Blended and Digital Learning course Live Events and ongoing professional learning focused on leadership and blended learning
Start and End Dates	September 29, 2015 - August 30, 2016
Number of Participants	20
Summary of the Outcome of the Activities and/or Programs	Understand and differentiate between various models of blended learning Create clear goals for blended learning in their states, districts and schools Establish a culture in their school community that supports blended learning Engage stakeholder support for blended learning Identify digital tools and curriculum that support blended learning Use digital tools and social media for their own professional practice and to model the use of blended/digital learning Support teachers' transition to blended learning Understand the infrastructure needs blended learning programs require Develop and implement a Blended Learning Road Map for their schools Participate in a network of principals implementing blended learning Learn to use data for program evaluation and continuous improvement
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Winston/Salem-Forsyth
Priorities Identified in Collaboration with LEAs/Schools	Create a community of learners who can support each other in their roles as instructional technologists, media coordinators, and instructional coaches across the state; Elevate best practices in collaboration and coaching; Provide educators with inspiring opportunities to move from simple knowledge accumulation to the transfer of knowledge into practice in their schools; Build capacity among these key educators within their schools and establish a growth mindset among participants; and, Address Problems of Practice (job embedded) through extensive work with the North Carolina rubrics for evaluating media coordinators and ITFs.

Activities and/or Programs Implemented to Address the Priorities	Building upon research on effective professional learning, this program seeks to ensure that instructional technologists, coaches, mentor teachers, and media coordinators have access to personalized and sustainable opportunities centered around pedagogy and digital learning with a significant emphasis on strategies that allow them to apply that knowledge to build capacity among educators, administrators, and students in the school. The program includes: A year-long, blended program with a cohort of peers from across North Carolina to provide professional networking and collaboration within a blended and sustainable community for the sharing of ideas and strategies; Ongoing interaction with experts and community through monthly face-to-face convenings and online interactions; Participation based upon an application process to ensure interest and commitment to fully participate and collaborate with peers; and, Alignment with the North Carolina Media Coordinator, Instructional Technology Facilitator & Coaching Evaluation Instruments and Standards
Start and End Dates	October 14, 2015 - June 17, 2016
Number of Participants	78
Summary of the Outcome of the Activities and/or Programs	During this year-long program coaches: -Explored the role of the coach within their school context - Set a vision for teaching and learning for their students - Used data to develop an action plan - Explored emerging technologies and the potential impact on student learning - Developed an understand of strengths-based coaching

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Alamance-Burlington Beaufort Bertie Bertie Middle Bladen Burke Cabarrus Chapel Hill Carrboro City Schools Charlotte-Mecklenburg Schools Cumberland Currituck Dare Davidson Durham Edgecombe Forsyth County Greene Guilford Harnett Henderson Lake Norman Charter McDowell New Hanover Newton-Conover City Schools Orange Perquimans Randolph County Rockingham Surry County Schools Union Wake Watauga Wilkes Wilson
Priorities Identified in Collaboration with LEAs/Schools	Evaluation of NC Proof of Concept: Through Grade Testing - Goals: • Document the process used to implement proof of concept for through-grade testing • Provide evaluation of training for teachers to implement proof of concept for through-grade testing • Evaluation of process used to implement proof of concept for through-grade testing • Gather data to inform short and long-term continuous improvement on implementation of proof of concept and through-grade testing.
Activities and/or Programs Implemented to Address the Priorities	http://www.ncpublicschools.org/docs/accountability/policyoperations/assessbriefs/pocassessbrief15.pdf
Start and End Dates	April 2016 - July 2016
Number of Participants	3500 - 4500 students

Summary of the Outcome of the Activities and/or Programs	State Board of Education Approved Start of Project in July • Aggressive timeline and comprehensive/collaborative process Training for Teachers • Training had lower reaction scores but higher learning, behaviors, and changes • Suggest a blended instructional format; for shared concepts provide professional development together; for subject specific keep separated training for differences in pacing and instructional practices; share all documents in one repository for easy teacher access. • Train teachers with best practices on use of interim results such as to communicate with parents and changes to instruction. • Change training based on results from current evaluation to make improvements Development of Materials • Pacing guides were at the local level however, teachers would like details • Highly structured pacing may be a direction to examine in the future that aligns with using through-grade testing; explore with low performing schools first; conduct study to explore results on student success • Test specifications were developed collaboratively with DPI and teachers • Interims were continuously developed and should continue to be Interims • All items were reviewed and DPI reviewed form and made sure of alignment with standards • Teachers involved in the process (teachers or not always aware that other teachers worked on the items and reviewed) • Teachers reported using interims for improvement and for communicating with parents but we are not sure how at this point Short term improvements • Ensure teachers get training and communications directly and timely • Continuously assess quality of items and refine items • Use feedback from teachers improve the processes being used such as changes to pacing • Explore how teachers are specifically using interim results and incorporate in training. Long term improvements • Ensure implementation is done according to DPIs suggestions • Gather data from teachers to continually improve the assessments and the process • Positive climate to keep this for improving performance and don't use it as high stakes if it reduces the relevance for improving student success Suggestions • Make sure that all individuals in the process are provided information need to make the change process successful such as creating an urgency to implement, form a coalition that supports through-grade testing, create a vision for through grade testing, communicate vision, remove obstacles, create wins, build on change, and create a culture of through-grade testing for improvement. (Much of this could be done in the training) • Expand to include additional grades and/or more teachers • Explore how timely teachers are receiving communications and remove gatekeepers at the local level • Create and delivery student reports, teacher reports, and item reports in electronic
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	format delivered in a timelier manner. - â€¢ Get feedback from teachers to improve the processes of through-grade testing using a design thinking model and create models to test to see the impact on student learning - â€¢ Explore instructional practices and methods used by teachers with the results of the interims to explore increases in student learning. - â€¢ Assess the process local schools are using to implement the proof of concept study. Schools should not be doing other assessments that have potential to impact the results and need clear process to examine impact; possible reduce other testing. - â€¢ Explore and conduct a propensity score study to examine the impact on student achievement. - â€¢ Explore how teachers are specifically using interim results and explore which are working best.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Montgomery County Schools, Franklin County Schools, Stokes County, Caswell County, Elizabeth City-Pasquotank, Alamance-Burlington, Edenton-Chowan, Tyrell
Priorities Identified in Collaboration with LEAs/Schools	1:1 Digital Learning Initiative - Provide participants with opportunities to move from simple knowledge accumulation to the transfer of knowledge into practice in their schools and across the district. Develop an understanding of how digital learning is integral to K-12 teaching and learning and continue to develop a growth mindset. Interact and collaborate with peers who are implementing student-centered digital learning. Engage educators in professional learning communities by establishing and growing their professional learning network.
Activities and/or Programs Implemented to Address the Priorities	Field-based Professional Learning Field-based professional learning is targeted for local schools and districts planning and/or implementing digital learning initiatives. All customized sessions are developed and designed in collaboration with local school and district leaders to specifically address critical professional learning needs. Engaging, research-based sessions provide teachers and instructional support staff with a deeper understanding of the intersection of curricular standards and sound pedagogy through the use of content-specific/appropriate digital tools.
Start and End Dates	Vary by LEA, August 1, 2015 - June 30, 2016
Number of Participants	160
Summary of the Outcome of the Activities and/or Programs	To meet the goals and objectives of this project, we have provided four sessions for educators in grades 9-12; four coaching sessions for educators in grades 9-12; participation in the Coaching Digital Learning Institute and the Innovation Boot Camp. We have provided six sessions for educators in grades 9-12 at North Stokes High School; participation in the Coaching Digital Learning Institute and the Innovation Boot Camp. To meet the goals and objectives of this project, we have provided four sessions for educators in grades 6-8; participation in the Coaching Digital Learning Institute and the Innovation Boot Camp. To meet the goals and objectives of this project, we have provided four sessions for educators in grades 3-12; focused on math and science.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County (Wake Young Women's Leadership Academy)
Priorities Identified in Collaboration with	Innovation Exploration of Science and Technology (iNEST)

LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	This project establishes an after-school Maker Club at the Wake Young Women's Leadership Academy. Students in the club transition between three units annually, including circuitry, programmed robotics, and fabrication of 3d objects and digital textiles, with close ties to the state's math/science curriculum. Each unit includes foundational and interest-driven quests, supported by the 3d GameLab gamification learning environment in which students document their design processes and earn points and badges consistent with youth clubs.
Start and End Dates	January 1, 2016 - December 31, 2018
Number of Participants	50
Summary of the Outcome of the Activities and/or Programs	surveys and data collected late spring, not analyzed yet

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	2	American Indian/Alaskan Native	1
	Asian/Pacific Islander	5	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	17
	Hispanic	3	Hispanic	3
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	286
	Other	4	Other	18
	Total	72	Total	331
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	0
	Other		Other	0
	Total		Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	28	Black, Not Hispanic Origin	36
	Hispanic	1	Hispanic	9
	White, Not Hispanic Origin	47	White, Not Hispanic Origin	61
	Other	2	Other	1
	Total	78	Total	113

B. 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				
Elementary	45			
MG	30		13	
Secondary	40		22	
Special Subjects	5		7	
EC				
VocEd	29		23	
Special Services				
Total	149	0	65	0

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCSU	305	79	60
Bachelor	State	3918	85	59

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.

LEA	Number of Teachers
Wake County Schools	1578
Johnston County Schools	312
Durham Public Schools	145
Charlotte-Mecklenburg Schools	128
Guilford County Schools	121
Winston Salem/Forsyth County Schools	71
Cumberland County Schools	64
Harnett County Schools	64
Chapel Hill-Carrboro City Schools	55
Franklin County Schools	54

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

Measure	Baccalaureate
MEAN SAT Total	1,216.63
MEAN SAT-Math	573.33
MEAN SAT-Verbal	565
MEAN ACT Composite	26.96
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	533.22
MEAN PPST-Reading	179.76
MEAN PPST-Writing	176.24
MEAN PPST-Math	180.63
MEAN CORE-Combined	517.13
MEAN CORE-Reading	184.86
MEAN CORE-Writing	173.14
MEAN CORE-Math	172.5
MEAN GPA	3.33
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2014-2015 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Education	28	96
Elementary (grades K-6)	57	98
English	18	100
French	3	*
M.G. Language Arts	24	79
M.G. Math	14	100
M.G. Science	7	100
M.G. Social Studies	21	95
Marketing Education	12	75
Math	13	85
Science	10	100
Social Studies	6	100
Spanish	4	*
Spec Ed: General Curriculum	5	100
Technology Education	6	100
Institution Summary	228	94
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	23	23
Secondary (9-12)	152	152
Special Subject Areas (K-12)	16	16
Exceptional Children (K-12)		
Total	191	191
Comment or Explanation: Secondary Includes CTE Programs		

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	14	120	0	15	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	54	10	0	1	0	0
Comment or Explanation:						

I. 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
89	0	29

J. Teacher Effectiveness

Teacher Effectiveness						
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	1.8%	66.2%	29.8%	2.1%	379
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	1.9%	58.9%	36.6%	2.7%	372
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	1.3%	72.8%	24.5%	1.3%	372
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	2.4%	65.2%	30.6%	1.8%	379
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	1.1%	65.9%	30.6%	2.4%	372
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	18.6%	62.1%	19.3%	290		
State Level:	20.6%	63.2%	16.2%	3788		