

2017-2018

IHE Bachelor Performance Report

North Carolina A&T State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

North Carolina Agricultural and Technical State University's (North Carolina A&T) 2017-2018 total enrollment was 11,877. This included 10,341 undergraduate students of which at least 81% are people of color. North Carolina A&T is a public, doctoral research, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. Our unique legacy and educational philosophy provides students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. North Carolina A&T is accredited by the Commission on Colleges

of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its nine academic units: College of Arts, Humanities, and Social Sciences, College of Engineering, College of Agriculture and Environmental Sciences, College of Business and Economics, College of Education, College of Health and Human Sciences, College of Science and Technology, The Joint School of Nanoscience and Nanoengineering, and the Graduate College. The synthesis of teaching and research is fundamental to North Carolina A&T. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. North Carolina A&T is ranked third in the UNC system with respect to funded research. The College of Education's enrollment at North Carolina A&T is 769.

Special Characteristics

With the demand for a teaching force that reflects the diversity of our society, North Carolina A&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the College of Education (CEd) has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The Educator Preparation programs at North Carolina A&T are supported by special initiatives that focus on recruitment and college preparation. These programs include: (a) the \$1.2 million US Department of Education grant-funded Project CREED, which is designed to increase the number of initially licensed special education teachers; (b) the \$1.2 million US Department of Education grant-funded Project PAPERS, which is designed to increase the number of initially licensed physical education teachers with adaptive physical education certification; (c) the \$1.19 million National Science Foundation grant-funded Project North Carolina A&Teach, which is designed to increase the number of ethnic/racial minority STEM teachers who enter high-need urban schools.

Program Areas and Levels Offered

North Carolina A&T licenses candidates through 13 state-approved bachelor's programs and seven graduate programs. One of the seven graduate programs is a Master of Arts in Teaching (MAT). This program includes 12 different content areas and offers both the initial and advanced license. Other teaching licensure graduate programs include MS in Agricultural Education, MAEd in Elementary Education, and MAEd in Reading Education. Non-teaching licensure programs include School Administration, Instructional Technology, and the Joint Masters in Social Work (JMSW). The JMSW is a joint program with the University of North Carolina at Greensboro (UNCG). The unit also offers two add-on licensure tracks at the bachelor level and two add-on licensure tracks at the graduate level. Special Education: General Curriculum and Elementary Mathematics (Grades K-6) are the two add-on areas at the bachelor level; School Administration (Certificate) and Trade and Industrial Education are offered at the graduate level.

Birth through Kindergarten (A,M),

Elementary Education (A,M),

Secondary English (A,M),

Secondary Mathematics (A,M),

Secondary Biology (A,M),

Secondary Chemistry (A,M),

Secondary Physics (A),

Comprehensive Social Studies (History Education) (A,M),

Reading (M),

Art (A),

Music (A),

Health and Physical Education (A,M),

Special Education: General Curriculum (A,M, add-on),

CTE Agricultural (A,M),

CTE Family and Consumer Sciences (A,M),

CTE Technology Education (A,M),

CTE Trade & Industrial Education (A, M, add-on),

CTE Business Education (A,M),

CTE Director (add-on),

School Administrator (M, add-on),

School Counselor (M,S),

School Social Worker (A,M,S),

Media Coordinator (M), and

Instructional Technology Specialist (M).

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

Traditional	RALC	Lateral Entry
X		X

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

For the 2017-2018 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.

Elementary Education candidates at the undergraduate level enroll in three courses that explicitly address digital and instructional technologies: CUIIN 101 Technology for the 21st Century Classroom, CUIIN 443 Educational Media, and CUIIN 442 Children’s Literature and Instructional Media. All undergraduate candidates who seek an initial teaching license must successfully complete the CUIIN 101 Technology for the 21st Century Classroom course or a discipline-specific equivalent within their content area. Moving forward, a primary focus of the Educator Preparation Program is strategic integration of digital technology in CUIIN 255 Assessment & Technology in P-12 and ELED 415 Curriculum Design and Instructional Planning in Elementary School. Faculty in these courses will integrate digital teaching tools like apps, Google Docs, and PowerSchool to orient pre-service candidates to the various technological tools available to impact student learning. The unit also has a newly constructed model classroom available for both faculty and candidates. This space is an actual 21st century classroom which includes a smart board, various content centers, and a two way camera system to assist with instruction.

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.

- Curriculum mapping has taken place to ensure current course work in the Elementary Education and Elementary Education/Special Education curricula are sequenced appropriately and align explicitly to professional organization standards, Foundations of

Reading and General Curriculum licensure examination outcomes, and State Board of Education Professional Teaching Standards.

- Our unit contracted with practitioner partners to provide instructional support to our elementary and special education students via Piedmont-Triad Residency Educator Program & Recruitment Efforts (PREPARE) sessions. These sessions are designed to engage candidates in core content concept review sessions (i.e., reading, language arts, mathematics, social studies, science) and engage in test preparation practice. A committee analyzed baseline test data and developed an instructional plan to support students.

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 undergraduate candidates enroll in CUIIN 255 Assessment & Technology in P-12 and graduate candidates in the MAT program enroll in either CUIIN 715 Assessment and Evaluation of 21st Century Learners or ELED 714 Standards and Accountability to ensure candidates explicitly learn concepts and skills related to the alignment between learning outcomes and assessments, informal and formal assessments, and formative and summative assessments.
- Candidates enrolled in the ELED 444 Diagnostic-Prescriptive Reading Instruction in Elementary Education course engage in activities related to assessing students using digital technology such as DIBELS and READ 3D.
- Future plans to address the integration of technology in the assessment and evaluation of students includes continuing to work closely with Amplify Education to integrate Foundations of Reading software into its curriculum particularly in the ELED 605 Reading in Elementary Classrooms, ELED 444 Diagnostic-Prescriptive Reading Instruction in Elementary Education, ELED 611 Balanced Literacy for Elementary Learners I, and ELED 615 Balanced Literacy for Elementary Learners II.

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- The unit purchased a class set of iPads or tablets for formative and summative assessment. In addition, future plans for formative and summative assessment instruction include the integration and use of these tablets and digital technology in the CUIIN 255 Assessment & Technology in P-12, CUIIN 715 Assessment and Evaluation of 21st Century Learners, and ELED 714 Standards and Accountability courses.

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

- All undergraduate candidates enroll in ELED 216 Creative Arts, Healthful Living, and Movement Activities for the Elementary Classroom, MUSI 220 History of Black Music in America, and a Fine Arts Elective to orient them to various forms of arts education for the K-6 classroom. In the Methods of Teaching course, candidates learn to integrate these subject areas into their core content subject matter to engage students from culturally and linguistically diverse backgrounds.

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

Both unit and program-level institutional effectiveness is critically important for the health and long-term viability of our degree programs within the College of Education. It is imperative that program coordinators spend time analyzing and interpreting data collected throughout the academic year to think critically about ways to improve the program.

The unit also relies on its Council of Educator Preparation Programs (CEPP), which is comprised of undergraduate and graduate Educator Preparation program coordinators, to examine and discuss candidate performance data for continuous improvement. These conversations have led to program improvements such as the redesign of the Master of Arts in Teaching (MAT) degree program. Additionally, the CEPP Assessment Committee and the CEPP MAT Admissions Committee use data to examine if and where changes should occur within the degree program structure. For example, these committees have recommended enhancements to data collection instruments such as the Educator Preparation protocol and rubric as well as to candidate disposition instruments. Administrators also engage in ongoing analysis of Praxis Core, Praxis II,

and Pearson assessment data to gauge where program improvements are needed or where special interventions may be needed. The FastTrack Preparatory sessions, which contracted K-12 public school teachers to assist pre-service candidates with their preparation for the Praxis II and Pearson examinations, emerged from these types of data analysis efforts.

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

Our current field experience configuration ensures that all educator preparation candidates at North Carolina A&T complete a minimum of four (4) field experiences prior to student teaching in at least two (2) different diverse school settings. The field experiences are sequentially planned, supervised, and formal evaluations are completed. Through these sequentially planned field experiences, candidates are given opportunities to (1) observe, (2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) implement critical teaching behaviors that enhance the intensity and/or quality of classroom instruction. Therefore, the overall goal is to provide sequentially planned field experiences that will develop professional educators who are catalysts for learning, who reflect on their teaching, and who have the knowledge, skills, and dispositions to become masters in their field. Field experiences are a major component of our educator preparation program; these experiences are concentrated in professional education and specialty area courses. The candidate begins their field experiences early in their program of study and continues until the clinical practice experience. These experiences are divided into four (4) Professional Learning Communities (PLC's). As students matriculate through the educator preparation professional core curriculum they participate in these developmentally designed PLCs. Early field experiences are divided into the following four (4) PLC's. PLC I Interns – Introduction to the Profession (Emergent Phase): The primary purpose of the PLC I field experience is observation and participation with the focus on the moral purpose of education. Intern's responsibility is to build citizenship and envision teachers as good stewards with an obligation that extends beyond the classroom. Candidates are assigned a minimum of twenty (20) hours of observation and participation to complete. Candidates observe and assist the teachers within and outside the

classroom, tutor, and engage in service learning experiences. PLC II Interns – Impact of Diversity on Teaching and Learning (Developing Phase): The primary purpose of PLC II field experiences is engagement via a lens of culturally relevant pedagogy. Candidates complete a minimum of thirty (30) hours. Each candidate is assigned in a (P-12) school setting. Intern involvement activities include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, designing, presenting, and assessing student learning. PLC III Interns – Pedagogical Planning (Developing/Proficient Phase): The primary purpose of PLC III field experiences is engagement via differentiated instruction. Candidates participate in a minimum of forty (40) hours. Each candidate is assigned in a (P-12) school setting. Intern involvement activities include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, making instructional materials, assisting with classroom displays and lesson planning, analyzing teaching and management styles, accompanying the class on field trips, proctoring tests and becoming familiar with educational terminology. PLC IV Interns – Professional Year (Proficient/Accomplished Phase): The primary purpose of PLC IV field experiences are increased engagement and participation, allowing the candidate to demonstrate planning, delivering, assessing, and diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours in the PLC IV field experience. This is the beginning of the yearlong internship experience during the senior year. During the first semester of the yearlong internship, the candidate is enrolled in his or her methods course and in the second semester they are enrolled in clinical practice. Additional information about our current structure is available at <http://www.ncat.edu/CEd/student-services/earlyfieldexperiences.html>. A major goal is to implement field experiences that occur every semester. This would include a full a semester in a low performing school prior to student teaching. We plan to engage our P-12 partners, revise core curriculum, and appropriately vet the process via our established Council of Educator Preparation. Specifically, a Field and Clinical Experience committee has been formed to lead this process to ensure our unit was prepared for full implementation in Fall 2017. We do not anticipate any delay in implementation of field experiences occurring each semester, including a full semester in a low performing school.

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

Our institution currently requires fifteen (15) weeks of clinical student teaching.

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

Our Council of Educator Preparation Programs (CEPP) is working to redesign a student teaching experience that will allow for experiences to occur at both the beginning and end of the school year. Our institution has always worked to ensure supervised clinical practice is integrated within coursework while maintaining a close relationship with partnership schools that serve diverse learners. The Field and Clinical Experiences subcommittee is currently conducting research, exploring models, and engaging our stakeholders in conversations about the educational preparation of our educator preparation candidates.

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

Yes, our institution requires all educator preparation candidates to pass all tests required by the North Carolina State Board of Education prior to recommendation for licensure.

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	Guilford Preparatory Academy
Start and End Dates	2/28/2018-3/21/2018
Priorities Identified in Collaboration with LEAs/Schools	The goals were for our students to teach lessons and improve their classroom management skills.
Number of Participants	12 5th graders and 8 university students

Activities and/or Programs Implemented to Address the Priorities	Supervising and delivering science lessons related to robotics.
Summary of the Outcome of the Activities and/or Programs	Our students increased their efficacy related to classroom management.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools/McNair Elementary
Start and End Dates	12/7/2017
Priorities Identified in Collaboration with LEAs/Schools	STEM Initiative
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Science Fair Judging
Summary of the Outcome of the Activities and/or Programs	Some of the projects were thoroughly developed; others needed guidance on a practice project prior to completing one independently.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The College of Science and Technology at North Carolina A&T State University presents SciTech Week, March 12-16. The theme for the event is "STEM: Prepare, Learn, Succeed." The week consists of visits by high school and community college students who will tour and witness STEM demonstrations conducted by College of Science and Technology students and faculty. The purpose of SciTech Week is to educate, inform, and display the field of STEM and its place as a career choice. STEM academic preparation is important in the 21st century as we continue to face both a knowledge-based and diverse workforce.
Start and End Dates	3/12/2018-3/16/2018
Priorities Identified in Collaboration with LEAs/Schools	Computational Modeling
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Computational Modeling
Summary of the Outcome of the Activities and/or Programs	Students had a vision of how macromolecules(protein) look like.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina FFA
Start and End Dates	3/9/2018
Priorities Identified in Collaboration with LEAs/Schools	Agricultural Leadership
Number of Participants	350

Activities and/or Programs Implemented to Address the Priorities	Career Development Event- Leadership
Summary of the Outcome of the Activities and/or Programs	Students learned about the importance of agriculture and participated in career development events.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NSF Grant #1649263 The DISCUSSION Network Alamance Burlington County Schools Durham County Schools Guilford County Schools Orange County Schools
Start and End Dates	5/15/2017-5/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Positively impact student retention, knowledge, and quantitative skills in STEM across socio-economic divides and STEM disciplines. A collaboration between two Historically Black Colleges and Universities (HBCUs) – NC A&T and NCCU -already partnering with YMCA, 4H groups, Churches, and several middle schools in Guilford, Alamance, and Durham Counties. Represents a networked improvement community located within the Piedmont Region Counties (Guilford, Alamance, Orange, Durham Counties) of North Carolina that reaches neighborhoods where under-served families and students live.
Number of Participants	3000
Activities and/or Programs Implemented to Address the Priorities	Engage in culturally relevant socio-environmental frameworks. Focus on evidence-based teaching and learning approaches for middle and high school students. Serve as a platform to launch and guide other age and level-specific educational instruction, research, and assessment initiatives. Enhance student conceptual understanding of the nature of science by adapting structure, behavior, and function (SBF) theory and system thinking hierarchical (STH) models.
Summary of the Outcome of the Activities and/or Programs	Links university expertise to school systems to strengthen educational opportunities. Provides opportunities for students to envision and pursue careers in science. Empowers teachers with new approaches to increase science learning at minimal cost. Provides a powerful visual image of what science classrooms can and should look like now. Strengthens the education foundation necessary for economic development and prosperity.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Multiple Schools - Skills USA Conference
Start and End Dates	4/19/2018
Priorities Identified in Collaboration with LEAs/Schools	Evaluate contestants' understanding of employment procedures they will face in applying for positions in the occupational areas for which they are training.
Number of Participants	25 participants
Activities and/or Programs Implemented to Address the Priorities	Complete a 10 minute job interview that meets standards for the interviewing process including identified academic skills, math, science, language arts, and a prepared one page resume.
Summary of the Outcome of the Activities and/or Programs	Students were able to explain their occupational objectives, accomplishments, extracurricular activities, hobbies, and job related personal characteristics for obtaining employment.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	HOSA Conference
Start and End Dates	5/11/2018-5/12/2018
Priorities Identified in Collaboration with LEAs/Schools	Judged Parliamentary Contest at HOSA Conference
Number of Participants	80 participants
Activities and/or Programs Implemented to Address the Priorities	Provided rating sheet assessment for high-achieving juniors and seniors from across the country with STEM premier profiles that were rated and ranked the highest based on over 80 participants with Roberts Rules. Participants provided engaging meetings on how business is conducted in deliberative assemblies with Robert's Rules of Order, that included, meeting plans for the proper Study of Parliamentary Law metrics including achievements to the guide to smooth orderly and fairly conducted meetings.
Summary of the Outcome of the Activities and/or Programs	The overall take away is that all students need to have this training in order to be heard in meetings to make decisions without confusion and disturbance.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Black Child Development Institute
Start and End Dates	6/5/2017-6/8/2017
Priorities Identified in Collaboration with LEAs/Schools	To enhance summer leadership and literacy program. The key focus was on classroom development and cooperative strategies for working with school-aged students. Introduce strategies that will help tutors/coaches better prepare their students to identify and improve their literacy skills.
Number of Participants	6 tutors/coaches
Activities and/or Programs Implemented to Address the Priorities	Focused on the reading process; how to assess students, how to analyze and plan and make appropriate instruction that meet the individual needs of students. Selection of appropriate literature.
Summary of the Outcome of the Activities and/or Programs	Children will learn if tutors know their students and how they learn. The materials and activities were appropriate and students were let to enhance their learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	HOSA Leadership Conference
Start and End Dates	3/13/2018
Priorities Identified in Collaboration with LEAs/Schools	Judging Speech Project
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Judging content of address; Expression

Summary of the Outcome of the Activities and/or Programs	Students' speeches were judged on their preparation of speech, expression, and delivery.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Faulkner Elementary
Start and End Dates	11/9/2017
Priorities Identified in Collaboration with LEAs/Schools	Writing, Comprehension, Role of Characters
Number of Participants	19
Activities and/or Programs Implemented to Address the Priorities	Language Experience Approach. Students listen to the story. They were asked to express orally then write the responses to questions from the texts.
Summary of the Outcome of the Activities and/or Programs	Language Experience Approach. Students were able to learn how reading and writing are related. They were able to compose their essays by documenting the responses to the questions they were asked about the story.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Faulkner Elementary School
Start and End Dates	3/5/2018
Priorities Identified in Collaboration with LEAs/Schools	Reading Aloud
Number of Participants	19 students
Activities and/or Programs Implemented to Address the Priorities	Listening, Comprehension, Story Grammar
Summary of the Outcome of the Activities and/or Programs	Students were able to ask questions, identify characters in the story, follow actions in the story, model reading strategy, and comprehend roles of characters.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Recruitment Collaborative at Guilford Child Development (NC Pre-K and Head Start programs) (10/18/2017) Music and Movement with Numbers and Sight Words, Week of the Young Child at Child Development Laboratory (4/16/2018)
Start and End Dates	10/18/2017 & 4/16/2018
Priorities Identified in Collaboration with LEAs/Schools	Enhance teachers' professional growth and development. Enhance early literacy and numeracy skills
Number of Participants	100 participants, approximately. 34 children participants across two classrooms (2 - 3 year olds and 4 - 5 year olds).
Activities and/or Programs Implemented to Address the Priorities	Provided information to increase education level in child development and early education at the B.S. and M.A.T. levels. Provided activities on 2-digit number identification and provided activities on sight words recognition through use of music and movement.

Summary of the Outcome of the Activities and/or Programs	Teachers were informed about two educational pathways, Early Education and Family Studies (B-K) and Child Development and Family (non-licensure) at the B.S. level, as well as the MAT Early Education and Family Studies (B-K) at the graduate level. Children were able to recall and identify 2-digit numbers such as 11, 14, 18, and 17. Children were able to identify sight words such as see, and, me, the, I, and an.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	8/15/2017-5/3/2018
Priorities Identified in Collaboration with LEAs/Schools	Mentored STEM Early College Student in Book Editing and Designing
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Mentoring
Summary of the Outcome of the Activities and/or Programs	She edited a raw manuscript, designed a cover, laid out the book, and produced a chapbook. She also did research on e-publishing versus regular publishing, and studied book design. She is now entering the publication track at Appalachian State University.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	4/11/2018-4/12/2018
Priorities Identified in Collaboration with LEAs/Schools	Presentations and Discussions on History and Historical Research
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Opportunity for students to learn history, present on historical topics, and share their research.
Summary of the Outcome of the Activities and/or Programs	Students learned about important historical topics. How to present research and how to select a historical topic and conduct research.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Level Cross Elementary School Summer Reading Camp
Start and End Dates	8/1/2017-8/2/2017
Priorities Identified in Collaboration with LEAs/Schools	During this summer reading camp, I collaborated with faculty from UNCC and Pfeiffer University to host a Summer Reading Camp for all upcoming 3rd graders at Level Cross Elementary School. The students (16) engaged in literacy activities across various content areas (science, social studies, math, art). It was our hope that this camp would encourage a love of reading and deter summer slide.

Number of Participants	16 student participants; 3 Elementary School Teachers from Level Cross Elementary
Activities and/or Programs Implemented to Address the Priorities	<p>During the 2017 Summer Literacy Camp, all second graders (N=75) at Level Cross Elementary School were invited to participate. The population of students at this school is diverse, with approximately 55% of students receiving free or reduced lunch. Each student was provided six books to take home at the end of the school year; these included both fiction and nonfiction and involved various content areas such as science, math, technology, and social studies. These books were leveled according to reading achievement so that students reading above grade level would be challenged while those reading below grade level would not be discouraged. In August 2017, second grade students (n=16) from Level Cross Elementary School participated in the 2-day summer literacy experience at their school. Of the 16 students, 8 (50%) were male and 8 (50%) were female. The student population was diverse with 9 (56.25%) Caucasian students, 1 (6.25%) African American student, 5 (31.25%) Hispanic students, and 1 (6.25%) student that identified as Other. This project has encouraged students' engagement in reading content-specific texts and increased the comprehension strategies that they could use while reading. We will not know if students remained on the same reading level or increased/decreased until the beginning of October when reading assessments are completed for all students. At this time we will compare reading levels at the end of the school year with the October assessment scores.</p>
Summary of the Outcome of the Activities and/or Programs	<p>During the 2017 Summer Literacy Camp, all second graders (N=75) at Level Cross Elementary School were invited to participate. The population of students at this school is diverse, with approximately 55% of students receiving free or reduced lunch. Each student was provided six books to take home at the end of the school year; these included both fiction and nonfiction and involved various content areas such as science, math, technology, and social studies. These books were leveled according to reading achievement so that students reading above grade level would be challenged while those reading below grade level would not be discouraged. In August 2017, second grade students (n=16) from Level Cross Elementary School participated in the 2-day summer literacy experience at their school. Of the 16 students, 8 (50%) were male and 8 (50%) were female. The student population was diverse with 9 (56.25%) Caucasian students, 1 (6.25%) African American student, 5 (31.25%) Hispanic students, and 1 (6.25%) student that identified as Other. This project has encouraged students' engagement in reading content-specific texts and increased the comprehension strategies that they could use while reading. We will not know if students remained on the same reading level or increased/decreased until the beginning of October when reading assessments are completed for all students. At this time we will compare reading levels at the end of the school year with the October assessment scores.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brooks Global Studies 4th Grade Classrooms
Start and End Dates	8/1/2017-6/19/2018
Priorities Identified in Collaboration with LEAs/Schools	Instructional Support of Teachers/Students

Number of Participants	69 4th graders
Activities and/or Programs Implemented to Address the Priorities	Field Trip Supervision, Classroom Support
Summary of the Outcome of the Activities and/or Programs	There's a greater need for the presence of higher education professionals in the P-12 setting. The students in P-12 need to see the many faces of higher education in their classrooms, hallways, cafeterias, libraries, and etc. The teachers, students, families, and others benefit from having the lens and engagement of our higher ed colleagues in the P-12 environment.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	AAUW Greensboro STEM Poster Presentations Judger
Start and End Dates	2/10/2018
Priorities Identified in Collaboration with LEAs/Schools	n/a
Number of Participants	~20
Activities and/or Programs Implemented to Address the Priorities	Judging Students' Poster Presentations
Summary of the Outcome of the Activities and/or Programs	n/a

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	50
Female	214
Race/Ethnicity	Number
Asian/Pacific Islander	1
African American	218
Hispanic	3
American Indian/Alaskan	0
White	36
Other	6
Comment or Explanation: These numbers include our students who applied and/or were enrolled in our undergraduate educator preparation programs during Summer 1 2017 - Spring 2018. These students are currently in the pipeline as educator preparation students.	

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

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	71
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	13
	Other	0	Other	2
	Total	12	Total	86

Part-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	1

C. Program Completers and Licensed 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	2			
Elementary	4	8		
MG				
Secondary	1	1		
Special Subjects		1		
EC		2		
VocEd	1	5		
Special Services				
Total	8	17	0	0

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

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCAT	31	90	61
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.

LEA	Number of Teachers
Guilford County Schools	706
Charlotte-Mecklenburg Schools	183
Winston Salem/Forsyth County Schools	164
Wake County Schools	132
Alamance-Burlington Schools	99
Durham Public Schools	84
Rockingham County Schools	82
Randolph County School System	72
Cumberland County Schools	56
Davidson County Schools	29

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

Measure	Baccalaureate
MEAN SAT Total	1,160.00
MEAN SAT-Math	*
MEAN SAT-Verbal	558.75
MEAN ACT Composite	25.60
MEAN ACT-Math	24.40
MEAN ACT-English	*
MEAN PPST-Combined	535.60
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	494.88
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.33
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Education	1	*
Elementary (grades K-6)	12	100
Social Studies (grades 9-12)	2	*
Spec Ed: General Curriculum	5	100
Institution Summary	20	100

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

H. 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: Since Fall 2010, the majority of our lateral entry people have been admitted through our MAT program. These students are continuing to matriculate and are working toward their degrees. NC A&T SU occasionally has some students taking a class or two in some programs however, we do not recommend these students for licensure, as they are usually working toward alternative licensure through the Regional Alternative Licensure Centers.

I. 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	5	5	7	2	1	3
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	0	0	0	0	0	0
Comment or Explanation:						

J. 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
18	20	12

K. 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 2017-2018 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%	4.6%	86.2%	0.092	0.0%	65
State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
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%	3.1%	75.4%	21.5%	0.0%	65
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	7.7%	86.2%	6.2%	0.0%	65
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	9.2%	81.5%	9.2%	0.0%	65
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	7.7%	89.2%	3.1%	0.0%	65
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
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:	40.0%	44.0%	16.0%	50		
State Level:	19.6%	64.7%	15.7%	4,570		