

2015-2016

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) 2015-2016 total enrollment was 10,852. This included 9,354 undergraduate students of which 83% 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 eight academic units: College of Arts and Sciences, College of Engineering, School of Agriculture and Environmental Sciences, School of Business and Economics, School of Education, School of Nursing, School of Technology, and School of Graduate Studies. 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. School of Education's enrollment is 1,238.

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 School of Education (SOE) 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 teacher education program at North Carolina A&T is 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&T 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 Trade and Industrial Education are the two add-on areas at the bachelor level; School Administrator (MSA) and Elementary Mathematics are offered at the graduate level (MAED). 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),

Secondary Social Studies (A,M),

Reading (M),

Art (A),

Music (A),

Physical Education and Health (A,M),

Spanish (A),

Exceptional Children General Curriculum (A,M, add-on),

CTE Agricultural (A,M),

CTE Family and Consumer Sciences (A,M),

CTE Industrial Cooperative Training (A,M),

CTE Technology Education (A,M),

CTE Trade Preparatory Programs (A,M),

CTE Business Education (A,M),

CTE Workforce Development Director (add-on),

School Administrator (M),

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
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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.

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 543 Educational Media, and CUIIN 542 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 310 Assessment in 21st Century Classrooms and CUIIN 440 Methods of Teaching courses. 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 Praxis II Prep 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 CUIN 310 Assessment in 21st Century Classrooms and graduate candidates in the MAT program enroll in either CUIN 715 Assessment and Evaluation 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 544 Diagnostic and Prescriptive Reading 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 511: Reading in Elementary Education Classrooms, ELED 544: Diagnostic and Prescriptive Reading, ELED 611: Balanced Literacy I, and ELED 615: Balanced Literacy 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 310: Assessment for 21st Century Classrooms, CUIIN 715: Assessment and Evaluation, 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 316: Creative Arts in the Elementary Classroom, MUSI 220: History of Black Music, 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 School 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. **To encourage and spur this type of thinking and action, program coordinators were invited to participate in the first annual School of Education Program Institutional Effectiveness Summit. This was a two-day event held on Tuesday, May 31st and Wednesday, June 1st.** Each day, faculty coordinators engaged in different “hands on” activities that familiarized them with the SACS Program Area Self Study report as well as supported them with composing specific components of their respective program report. Most importantly, this summit allowed participants the space and opportunity to think futuristically about our programs based on data they analyzed. This time was dedicated to posing critical questions such as “What areas of my program appear ‘weak’ given these data outcomes?” and “How can I sustain and enhance strong elements of my program while improving the overall quality of the entire degree program?” Participants were

compensated for attending both days and expected to produce one key deliverable.

The unit also relies on its Teacher Education Council (TEC), which is comprised of undergraduate and graduate teacher education degree 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 TEC Assessment Committee and the TEC Teacher Education 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 Teacher Education Interview 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 teacher education 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 PLCs. 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) Professional Learning Communities (PLC's).

PLC 1 Interns – Introduction to the Profession (Emergent Phase: The primary purpose of the PLC 1 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 2 Interns – Impact of Diversity on Teaching and Learning (Developing Phase): The primary purpose of PLC 2 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 school (P-12) setting. Intern involvement activities include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, designing, presenting, and assessing student learning.

PLC 3 Interns – Pedagogical Planning (Developing/Proficient Phase): The primary purpose of PLC 3 field experiences is engagement via differentiated instruction. Candidates participate in a minimum of forty (40) hours. Each candidate is assigned in a school (P-12) 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 class on field trips, proctoring tests and becoming familiar with educational terminology.

PLC 4 Interns – Professional Year (Proficient/Accomplished Phase): The primary purpose of PLC 4 field experiences are increased engagement and participation, allowing the candidate to demonstrate planning, delivering, assessing, diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours in PLC 4 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 Educator Preparation governance council. Specifically, a Field and Clinical Experience committee has been formed to lead this process to ensure our unit is 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 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 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 work 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 teacher 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 teacher 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	RCS High Schools
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	Advisory Board Member
Start and End Dates	9/1/2015; 06/01/2017
Number of Participants	1000 students; 1500 parents; 100 teachers; 50 Other School Professionals; 30 administrators
Summary of the Outcome of the Activities and/or Programs	Provided advising to Randolph County Schools Career Development Program
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Child Development Laboratory, NC A&T State University
Priorities Identified in Collaboration with LEAs/Schools	Literacy; Math and Science; Teacher Leadership; Student Development
Activities and/or Programs Implemented to Address the Priorities	Concepts Learning through Music and Movement
Start and End Dates	4/11/2016
Number of Participants	34 students; 4 teachers; 1 administrator
Summary of the Outcome of the Activities and/or Programs	Facilitated instruction of music and movement to two classrooms (toddlers at 2 1/2 to 3 years old; preschoolers at 4 to 5 years old) during Week of the Young Children
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All junior high and high schools in North Carolina
Priorities Identified in Collaboration with LEAs/Schools	Beginning teacher support/meeting new mentor standards; Teacher Leadership; Teacher Recruitment; Student Development

Activities and/or Programs Implemented to Address the Priorities	Judge at National History Day
Start and End Dates	4/30/2016
Number of Participants	500 students; 100 teachers
Summary of the Outcome of the Activities and/or Programs	Recruited students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Washington Montessori School
Priorities Identified in Collaboration with LEAs/Schools	Beginning teacher support/meeting new mentor standards; Teacher Leadership; Teacher Recruitment; Student Development; Literacy
Activities and/or Programs Implemented to Address the Priorities	Pop Open A Book with Popcorn
Start and End Dates	2/16/2016
Number of Participants	120 students; 45 parents; 6 teachers; 4 Other School Professionals; 2 administrators
Summary of the Outcome of the Activities and/or Programs	Pop open a book with popcorn included a play for 4th and 5th graders to increase reading, vocabulary, and to heighten their interest in attending colleges and universities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	STEM Early College
Priorities Identified in Collaboration with LEAs/Schools	Math and Science
Activities and/or Programs Implemented to Address the Priorities	Judging Senior Projects
Start and End Dates	5/12/2016
Number of Participants	20 Students
Summary of the Outcome of the Activities and/or Programs	Judged senior projects and presentations
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various statewide schools
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	Technology Student Association Board of Directors
Start and End Dates	4/12/2016
Number of Participants	580 students; 100 teachers

Summary of the Outcome of the Activities and/or Programs	Leadership
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various statewide schools
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	Technology Student Association, Competition Coordinator
Start and End Dates	4/13/2016
Number of Participants	580 students; 100 teachers
Summary of the Outcome of the Activities and/or Programs	Leadership
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Various statewide schools
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	e3 Robotics Competition
Start and End Dates	3/12/2016
Number of Participants	50 students; 50 parents; 10 teachers
Summary of the Outcome of the Activities and/or Programs	Content Knowledge
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Starmount HS; Northwood H.S.; BC Swan; Cleveland High School; West Iredell H.S.; Myers Park high School; Wake County Public School System; Northwest Halifax HS; Southeast Halifax; East Wilkes H.S.; Catawba H.S.; North Davidson H.S.; Granville Central HS; Bunker Hill High School; Highland Middle School; Southern Nash H.S.; Bertie Middle College; Granville Central HS
Priorities Identified in Collaboration with LEAs/Schools	General Teacher Professional Development
Activities and/or Programs Implemented to Address the Priorities	Small Engines - In Service School Professional Development Workshop For North Carolina Agricultural Education Teachers
Start and End Dates	7/22/2015
Number of Participants	25 teachers

Summary of the Outcome of the Activities and/or Programs	On July 22, 2015, Outdoor Equipment Distributors and The Department of Agribusiness, Applied Economics and Agriscience Education at NC A&T State University sponsored a professional development workshop for North Carolina Agricultural Education Teachers on chainsaw engine diagnosis, disassembly, maintenance, and safety. The workshop was conducted by representatives from Outdoor Equipment Distributors located in Raleigh, North Carolina. The workshop consisted of an opening general session followed by the interactive workshop comprised of hands-on activities. Workshop facilitators were additionally provided information about other exciting opportunities for collaboration with Outdoor Equipment Distributors.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	1. North Buncombe Middle School 2. Spring Creek Middle School 3. West Lee Middle School 4. Madison Middle School 5. Greene County Middle School 6. Dillard Middle School 7. Harrell's Christian Academy 8. Midway Middle School 9. Northeastern Randolph Middle School 10. Southwestern Randolph Middle School 11. McGee's Crossroads Middle School 12. Lowe's Grove Middle School 13. Gray's Creek Middle School 14. Brogden Middle School 15. MacWilliams Middle School 16. Grantham Middle School 17. Contentnea Savannah Middle School
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	NC FFA Middle Grades Rally
Start and End Dates	3/11/2016
Number of Participants	240 students; 20 teachers
Summary of the Outcome of the Activities and/or Programs	On March 11, 2016, the Agricultural Education program at NC A&T State University hosted the Eleventh Annual North Carolina FFA Middle Grades Rally. This is the state level contest for all middle school level agricultural education programs in North Carolina. Two hundred and forty students from seventeen different middle schools competed in the following Career Development Events: Prepared Public Speaking, Parliamentary Procedure, Exploring Biotechnology Quizbowl, and Exploring Biotechnology. Other attendees including Mr. Gerald Barlowe – State Agricultural Education Coordinator, Mr. Jason Davis – State FFA Coordinator, and the North Carolina FFA State Officer Team, teachers, and contest judges. NC A&T State University Collegiate FFA members assisted with the contest program as well.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Vandalia Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Family development, Parenting strategies
Activities and/or Programs Implemented to Address the Priorities	Guilford Parent Academy workshop entitled "Healthy Parenting: How to G.R.O.W. Healthy Kids"
Start and End Dates	5/12/2016
Number of Participants	5 students; 7 parents; 1 teacher; 3 Other School Professionals
Summary of the Outcome of the Activities and/or Programs	Facilitated parenting education workshop to parents of school-age children at Vandalia Elementary. Discussed positive parenting strategies related to

	nutrition, physical activity, and academic success.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dudley High School
Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	Dudley Day
Start and End Dates	4/8/2016
Number of Participants	5 teachers; 2-3 Other School Professionals
Summary of the Outcome of the Activities and/or Programs	Each semester 75-89 students from Dudley High School spend a day in the School of Business and Economics. In Fall 2015, they visited on November 6; and this past semester, they visited on April 8, 2016. Students participate in a college class, a demonstration in our Financial Trading Room, a student presentation about study abroad experiences, and an hour-long Q&A with college students about university life. They also tour Craig and Merrick Halls, tour campus, eat in Williams Cafeteria, and shop at the bookstore.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Eastern Guilford High School
Priorities Identified in Collaboration with LEAs/Schools	Special technical/career-specific skills
Activities and/or Programs Implemented to Address the Priorities	Student Mentoring (of Kyla Lawlor)
Start and End Dates	09/15/2015; 11/15/2015
Number of Participants	1 Student
Summary of the Outcome of the Activities and/or Programs	Met with student as part of senior project to design and construct a garment.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Grimsley High School, Ben Smith High School, Eastern Guilford High School, Andrews High School
Priorities Identified in Collaboration with LEAs/Schools	Special technical/career-specific skills
Activities and/or Programs Implemented to Address the Priorities	Recruiting students
Start and End Dates	9/1/2015; 04/20/2016
Number of Participants	95 students; 6 teachers
Summary of the Outcome of the Activities and/or Programs	Coordinated and met with high school groups interested in FCS. Groups visited Child Development Lab and Apparel Construction Lab, met with FCS faculty and students, and were provided a walking tour of campus.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Multiple schools in Guilford county and other counties
Priorities Identified in Collaboration with LEAs/Schools	Math and Science; Student Recruitment
Activities and/or Programs Implemented to Address the Priorities	Outreach
Start and End Dates	11/14/2015
Number of Participants	200 students; 200 parents; 10 teachers; 10 Other School Professionals; 10 administrators
Summary of the Outcome of the Activities and/or Programs	We participated in the University Day with Physics boot
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Multiple schools in Guilford county and other counties
Priorities Identified in Collaboration with LEAs/Schools	Student Recruitment
Activities and/or Programs Implemented to Address the Priorities	Physics Day
Start and End Dates	11/14/2015
Number of Participants	200 students; 200 parents; 10 teachers; 5 Other School Professionals; 5 administrators
Summary of the Outcome of the Activities and/or Programs	University Day
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	A statewide event with high school students from different schools across NC.
Priorities Identified in Collaboration with LEAs/Schools	Math and Science
Activities and/or Programs Implemented to Address the Priorities	NC HOSA Competition Judge.
Start and End Dates	4/1/2016
Number of Participants	30 students
Summary of the Outcome of the Activities and/or Programs	Served as a judge for the high school students' competition in Health, Occupation, and Science Competition.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Dudley HS and Thomasville HS

Priorities Identified in Collaboration with LEAs/Schools	Student Development
Activities and/or Programs Implemented to Address the Priorities	Mentoring students
Start and End Dates	10/1/2015-12/15/2015; 02/01/2016-04/25/2016
Number of Participants	2 students
Summary of the Outcome of the Activities and/or Programs	Volunteered as a consultant for two African American males' senior projects. Both projects focused on the impact of music in students' lives.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sarah Alston Center-Northwest Child Development
Priorities Identified in Collaboration with LEAs/Schools	Teacher Leadership
Activities and/or Programs Implemented to Address the Priorities	Workshop
Start and End Dates	9/12/2015
Number of Participants	300 students; 300 parents; 100 teachers; 12 Other School Professionals; 15 administrators
Summary of the Outcome of the Activities and/or Programs	Professionalism in the Workplace
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McNair Elementary
Priorities Identified in Collaboration with LEAs/Schools	Student Development; Math and Science; Literacy
Activities and/or Programs Implemented to Address the Priorities	Spelling Bee Judge (McNair Elementary School)
Start and End Dates	11/20/2015
Number of Participants	40 students
Summary of the Outcome of the Activities and/or Programs	Spelling Bee
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Took place in the NC Piedmont Region
Priorities Identified in Collaboration with LEAs/Schools	Beginning teacher support/meeting new mentor standards; Teacher Leadership; Teacher Recruitment; Student Development; Exceptional Children; Math and Science; Professional development for lateral entry teachers; Literacy

Activities and/or Programs Implemented to Address the Priorities	Professional Development Training for the Department of Exceptional Children
Start and End Dates	08/2015-07/2016
Number of Participants	50 to 85 teachers; 5 Other School Professionals; 3 administrators
Summary of the Outcome of the Activities and/or Programs	Organized and facilitated a number of professional development trainings for general and special education teachers in Guilford and Randolph County
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheboro City Schools; Hampton Elementary School
Priorities Identified in Collaboration with LEAs/Schools	Literacy
Activities and/or Programs Implemented to Address the Priorities	1)Parental Support: A Reading Initiative; 2) ACS 12th Annual Junior Battle of the Books Competition; 3) Literacy Rich Home Environments: A Valued Resource for Learning; 4) Parental Support: A Summer Reading Initiative
Start and End Dates	06/01/2015-05/15/2016
Number of Participants	500 students; 100 parents; 50 teachers; 10 Other School Professionals; 3 administrators
Summary of the Outcome of the Activities and/or Programs	NA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McLeansville Elementary
Priorities Identified in Collaboration with LEAs/Schools	Literacy; Student Development
Activities and/or Programs Implemented to Address the Priorities	McLeansville Elementary PTA
Start and End Dates	7/1/2015-06/30/2016
Number of Participants	350 students; 200+ parents; 25 teachers; 10 Other School Professionals; 1 administrator
Summary of the Outcome of the Activities and/or Programs	NA
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Science Fair
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Judge
Start and End Dates	08/2009-Present
Number of Participants	

Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Seven-day workshop
Start and End Dates	
Number of Participants	12 students
Summary of the Outcome of the Activities and/or Programs	Hosted 12 high school students to a seven-day workshop from Guilford County Schools in Engineering Graphics and 3D Printing
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wayne County; Goldsboro, NC.
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Volunteer
Start and End Dates	01/2016-Present
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina K-12 School Disticts, Greensboro, North Carolina
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Workshop Organizer
Start and End Dates	02/2015-2016
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County, Greensboro, North Carolina

Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Volunteer
Start and End Dates	February 2015 – Present
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Regional; Greensboro College, Greensboro, NC
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Board of Advisors
Start and End Dates	August 2014 - Present
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Greensboro, North Carolina
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Program Coordinator
Start and End Dates	January 2012 - Present
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	Coordinator for Bethel Campus Fellowship
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County, Greensboro, North Carolina.
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Program Coordinator
Start and End Dates	January 2007 - Present

Number of Participants	
Summary of the Outcome of the Activities and/or Programs	Mentor for Troubled Young Men
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Ragsdale Senior High School, Jamestown, North Carolina.
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Judge
Start and End Dates	12/10/2015
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	Graduation Project Speeches
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Knoxville, Tennessee
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Panel Presenter
Start and End Dates	4/17/2016
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	Academic Careers
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Greensboro, North Carolina
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Member
Start and End Dates	2015-2016
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	General Greene Elementary Leadership Team

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bluford STEM Academy Greensboro, NC
Priorities Identified in Collaboration with LEAs/Schools	
Activities and/or Programs Implemented to Address the Priorities	Volunteer
Start and End Dates	11/1/2015
Number of Participants	
Summary of the Outcome of the Activities and/or Programs	

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	46
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other	1	Other	3
	Total	9	Total	56
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	6

B. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree	Undergraduate Licensure Only
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PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten	1			
Elementary		5		
MG				
Secondary	1			
Special Subjects				
EC				
VocEd	1	1		
Special Services				
Total	3	6	0	0

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NC A&T	33	88	70
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
Guilford County Schools	668
Winston Salem/Forsyth County Schools	168
Charlotte-Mecklenburg Schools	157
Wake County Schools	124
Rockingham County Schools	94
Alamance-Burlington Schools	87
Randolph County School System	77
Durham Public Schools	76
Cumberland County Schools	47
Davidson County Schools	38

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

Measure	Baccalaureate
MEAN SAT Total	1,197

MEAN SAT-Math	568.33
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	24.6
MEAN ACT-English	*
MEAN PPST-Combined	531
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	494.93
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.29
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	5	100
Elementary (grades K-6)	18	100
English	2	*
Math	1	*
Music	2	*
Social Studies	1	*
Institution Summary	29	100

* 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)		
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.		

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	1	6	1	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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
26	18	2