

**REICH COLLEGE OF EDUCATION**

**ANNUAL REPORT**

**2008-2009**

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## **Major Achievements**

The examples below represent a number of the most important accomplishments listed by the chairs and directors in the Reich College of Education. Many more accomplishments are described within the separate reports. (See reports online at each department site.)

### **Curriculum**

Participated with approximately two-thirds of the faculty in LES in a group called the AET Zone Work Group which is exploring the development of learning activities in a 3D virtual world. Many faculty have begun putting learning activities into the Activeworlds 3D world and others in the Qwaq 3D world. As a group they are working aggressively toward non-traditional online learning experiences and toward a collaborative experience that will engage faculty and students from different programs working together through the 3D world. A group is piloting 8 courses from 4 different program areas (School Administration, Library Science, Instructional Technology, and the Doctoral program) that will engage students in projects that ask them to bring the knowledge and dispositions of their academic area to the table such that all learn more about the areas they are not pursuing in their degree program. Included in this group are two members of the Library Faculty who are helping the group build library resources and access for courses.

Revised the Higher Education program in LES, over the course of the last two years, combining concentrations in Adult and Developmental Education into one concentration and reworking the Administration concentration into a concentration in Community College and University Leadership. The new program will be implemented in fall 2009. Work continues on re-visioning the Teaching Concentration.

Engaged all undergraduate teacher education programs as well as the Master's in School Administration in the process, to be implemented beginning in fall 2009, of re-visioning their programs to meet new DPI standards and procedures. In many cases entirely new curricula are going into place and in other instances major revisions in existing courses are being made. The Professional Core for all undergraduate teacher education programs has been re-visioned as a part of the overall change process. Twenty-one undergraduate programs in and outside of the RCOE are involved in the re-visioning process.

Purchased a new electronic data management system called TK-20 which is being used as the primary means for collecting data on student performance in all teacher education programs in the university as well as providing data related to such areas as early field placements, student teaching placements, diversity of schools served, admissions, etc.; the system is being designed to meet the overall data needs of the college as well as provide evidence for use in both state and NCATE accreditation requirements.

Engaged in an effort to capture the framework that has already been developed by the existing relationships with schools in our partnership for placing student teachers and interns; ASU and the RCOE have developed a three-tiered approach for the levels of engagement. This approach is informed by the standards set forth by NCATE for Professional Development Schools (PDS) and the nine essential factors that constitute a PDS for the National Association of Professional Development Schools.

Maintained a highly active off-campus presence, with 112 undergraduate, 298 graduate, 32 specialist, and 6 doctoral courses for a total of 448, and total registrations of 6, 698.

Hosted fall 08 and spring 09 doctoral symposia featuring scholarly presentations and discussions centered around program students' works.

Presented the first Alice P. Naylor Outstanding Dissertation Award to Angie Wright ('08) as part of the Spring Symposium.

Accepted the invitation to the Communication Disorders Program to become a charter member of the new University College of Health Sciences and Allied Professions. The transition will occur when a new Dean is hired and the administrative structure is implemented.

Maintained a perfect pass rate (100%) again, this year, for graduates of the Communication Disorders Program on the American Speech-Language and Hearing Association Certification Examination, the nationally recognized certification credential. Graduates are highly sought after and the CDP boasts a five year record of 99% successful placement of graduates in the work force and 100% for the past two years. Continued the excellent preparation of students in the Special Education Program as reflected in the Praxis II exam for Special Education. During the past five year period, 100% of graduates successfully passed the examination.

Increased the number of male students in the Teaching Fellows program. Last year's freshman class and the incoming freshman class for Teaching Fellows have 22 males and 28 females. That translates to 44% males entering the program over the last two years.

Developed and submitted coursework to DPI for approval for an add-on license in gifted education K-12. The four-course sequence was implemented in fall 2008 and will end in fall 2009.

Provided emotional support and information about resources through the Parent to Parent Program to some 450 families with special needs in Watauga, Allegheny, Ashe, Avery and Wilkes counties. In addition the program received approximately 800 requests for information and other services. The program is funded by a variety of sources including: Appalachian State, the Boone Developmental Evaluation Center, Watauga County United Way, and the North Carolina State Legislature through the Family Support Network, University of North Carolina School of Medicine at Chapel Hill.

Hired a full-time elementary education advisor in the Department of Curriculum and Instruction who began working in fall 2008.

Gained approval to offer a health education program course in general education beginning fall 2009. This is the first time a course in the college has been offered in general education.

Revised all undergraduate teacher education programs, where appropriate, to align with new General Education requirements.

### **Outreach**

Welcomed the transfer of the ASU Math/Science Center from the College of Arts and Sciences to the RCOE; director now reports to the RCOE dean. The Center sponsored programs for all 15 school systems in the MSEC area of responsibility plus many from outside the area; activities included the following:

Offered 29 courses, workshops and institutes to 1607 teachers

Generated 51.6 license renewal credits for teachers

Enrolled 292 teachers in license-renewal workshops/institutes

Offered 7 graduate mathematics courses with a total of 14 graduate credit hours in cooperation with the Mathematics Education Leadership Training program

Enrolled 18 students in graduate mathematics courses with the MELT program

Sponsored 35 programs for 1715 students

Involved 1300 participants in community outreach efforts

Generated 516 hours of instruction in all license renewal programs combined

Involved a number of teachers in the Darwin Bicentennial Celebration

Published fall and spring newsletters which were distributed to more than 2000 educators in the region and state

Had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms

Involved over 200 teachers and over 100 faculty in RCOE ASU-Public School Partnership professional development activities—workshops, seminars, grant supported activities.

Placed 587 student teachers, compared to 509 last year, in K-12 public school settings. Twenty-two students, compared to 15 last year, participated in international student teaching. Fall placements involved 36 districts and 139 schools while spring placements involved 42 districts and 186 schools.

Continued Professional Development School (PDS) relationships at the middle grade level in Avery County Middle School with similar partnerships underway in Alleghany, Ashe, Avery, Burke, Caldwell, Wilkes, Watauga counties. Similar PDS relationships in the secondary social studies program area continue in Avery and Ashe Counties. A pilot partnership between the elementary block 2 program and the Blowing Rock Elementary School is scheduled to begin in fall 2009. Therein, all classes in one block will be offered on site in Blowing Rock.

Assisted with a six-week training program for 12 Pakistani secondary-level biology teachers. The program involved Appalachian faculty from multiple fields and teachers from public schools; also hosted a Jordanian school administrator who shadowed the principal of Hardin Park School and the principal of Watauga High School to learn more about American school administration policies and practices.

Supported 12 Teacher Cadet programs in ASU-Public School Partnership districts by hosting campus visits, providing elective credit, and sharing resources.

Sponsored two ASU Scholar Weekends for 145 gifted and talented students from the region, grades 7-12; ASU faculty provided the instruction.

Sponsored, with the ASU Athletic Department, the Mountaineers Reading Program, a summer reading enrichment program that involved over 11,000 Grades 1-7 students who read over 28,000 books; recognition for those from each district who read the most books occurred at a home ASU football game.

Required all Teaching Fellows freshmen to complete ten service hours per semester. This year's freshman class completed over 2500 total hours of service for an average of over 50 hours per freshman. Service projects included cooking meals at a homeless shelter, Habitat, the Diversity Festival on campus, festivals at local schools, Adopt-a-Highway, Relay for Life, and Haunted Horn.

Provided services by the Communication Disorders Clinic in 2008-09, that included speech, language and hearing screenings for 7,665 children and adults. The Preschool Language and Communication Center (PLCC) provided both group and individual therapy for 24 children between the ages of 3 and 5 years for a total of 348 treatment hours. Audiological services were rendered to 583 clients for a total of 421 hours. In addition, 2,868 children were provided with Audiological Screenings in the Public Schools. The cumulative grand totals for all service hours for the year 2008-09 (including 5 outreach facilities) was 7,554 hours of service.

Provided direct service through the Reading Clinic to 165 children with reading disabilities for a total of 2,475 treatment hours. The Clinic, based on the Appalachian Campus, operates two off-campus branches in Davie County and Burke County.

Entered into a Partnership with Yadkin County and our Reading Program that will result in all the K-3 teachers in Yadkin County being supported by the county to enroll in ASU coursework and experiences that will lead to additional certification in Reading.

Handled over 700 requests for assistance and information through The Appalachian Transition to Teaching Program, which is designed to provide support to lateral entry and licensure only candidates on behalf of the UNC system and ASU.

Provided support and resources through the ASU Beginning Teacher Support Network (BTSN) to ASU beginning teachers in order to increase teacher expertise and retention. The BTSN originally supported ASU graduates in partnership districts. Support has increased to include other teachers in our partnership districts and districts outside of the partnership. The BTSN has offered (1) electronic connections including a web site with access to upcoming events and teacher resources, monthly newsletters, and on-line book study groups; (2) professional development offered at the university related to specific grade level issues and the topics of classroom management and differentiation; (3) professional development offered at district locations including Conscious Discipline®, differentiation, lesson planning, and 21<sup>st</sup> Century Skills; (4) special teacher activities including a Teacher Supply Sale and Alumni Connections, and (5) individual teacher support. Resources and support have been provided to more than 230 teachers.

### **Facilities**

Completed renovation of University Hall as the new home for the Communication Disorders Clinic and held the formal dedication and naming of the Clinic during the Spring Term; the clinic was named for longtime supporters Charles and Geneva Scott.

Held Ground-breaking ceremony for new education building in December 08; awarded bid to Hickory Construction Company in June 2009; estimated completion of building is Fall 2011.

### **Advancement**

Established a memorial scholarship in the name of Dr. Janet Bloodgood, former member of the Reading faculty, and a memorial Reading Alcove has been designated in the new College of Education building.

Received a total of \$788,238.44 in cash gifts as of June 1, 2009 for the Reich College of Education. Another \$130,345 was raised in pledges. The college engaged over 130 new donors since July 1, 2008. Highlights include a \$160,000 commitment to the Appalachian ACCESS Scholarship Program for Teachers, the creation of the Bob and Thelma Alexander Scholarship as well as a \$25,000 commitment to the Davie County Reading Clinic.

Created The Bob and Thelma Alexander Scholarship as a result of a \$100,000 commitment from an anonymous donor. This scholarship is available to students through the Reich College of Education and is similar to the highly competitive N.C. Teaching Fellows Scholarship. The scholarship is a four year, \$20,000 scholarship that will be awarded to five outstanding high school seniors who have demonstrated academic achievement, financial need and a desire to teach. Recipients of this scholarship will be required to teach for a minimum of four years in a North Carolina public, charter or government school and will have seven years after graduation to fulfill this requirement.

Raised more than \$25,000 for teacher education scholarships through The 3rd Annual Swing for Scholarships Golf More than 150 golfers played the Jones Course at the Rock Barn Golf & Spa on October 6<sup>th</sup>. The 4<sup>th</sup> annual tournament will be held Monday, October 12, 2009.

Inducted Judy Mays, Robert Killian, and Peggy Badget Rickert into the Rhododendron Society in recognition for their service to education and ASU. The awards were presented at the Alumni Black and Gold Reunion in July 2008.

Launched fourth annual Education Day during fall home football game where ASU Partnership *Teachers of the Year* were recognized on the field at half-time and all alumni and family were provided with discounted tickets. An Education Day is planned for November 2009.

Hosted Library Science alumni on July 12, 2008 to celebrate the program's 70<sup>th</sup> anniversary; more than 125 attended.

### **Major Challenges**

Seek additional faculty to address continued growth in programs, especially off-campus, and revisions in curriculum. Projections call for the addition of at least 5-6 faculty over the next year, not counting replacements for retirements, etc.

Seek additional staff positions in several departments; projections call for the addition of at least 4-5 staff positions over the next two years to address growth in student enrollment and increasing requirements related to program approval and accreditation.

Address low enrollment undergraduate and graduate programs on campus

Recruit minorities for all programs, especially those on campus.

Increase operating budgets which remain at levels in effect in 2001, leaving departments and the college as a whole without adequate resources to support the increases in operating expenditures due to rising costs and an increased complement of faculty.

Promote increased giving to scholarship endowments which have dropped 59 percent in value during the past year, making it difficult to provide sufficient scholarship aid to needy students.

Find additional funding support for the Math/Science Center, the ASU/Public School Partnership, the Beginning Teacher Support Network, and the Appalachian Transition to Teaching Program to permit the outreach activities of these programs to be enhanced.

Respond to constantly changing state and national accreditation/approval requirements while minimizing the impact on administrative staff and faculty.

Secure housing space for the Teaching Fellows program to make it possible for freshman and sophomores to live in a common residence.

Develop and expand early field experiences for all candidates in the re-visioned teacher education program with corresponding staff support.

Implement the TK-20 electronic data management system to encompass all programs in the college.

Complete the implementation of the 21 re-visioned undergraduate teacher education programs.

Begin the re-visioning of all teacher education graduate programs to meet new DPI standards (to be completed in 2009-2010).

## **APPENDIX A**

### **UNIT MISSION STATEMENT**

The Reich College of Education exists to prepare its students (traditional and non-traditional) to assume positions as educational and human services personnel in both school and non-school settings. The various professions represented include teachers, school administrators and other human service personnel. At the core of their preparation is a strong practitioner orientation that complements their theoretical and research based learning experiences.

To accomplish its mission, the College offers a broad range of comprehensive degree programs at the Baccalaureate, Masters, Specialist, and Doctoral levels, as well as programs leading to particular certificates and licenses. The Reich College of Education seeks to provide a well-balanced program of classroom and clinical experiences.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best;
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge;
3. Supporting the integration of multi-cultural and global orientations in all program areas;
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors;
5. Engaging in an active program of exchange and interchange with its varied publics;
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research.

As one of the five degree granting colleges/schools at Appalachian State University, the Reich College of Education reports to the Office of Academic Affairs. (Revised March, 1992)

### **Vision Statement**

In Pursuit of Knowledge: A Community of Scholars

Linking the Past and Present to the Future

Faculty and students come together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthy educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities that reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service.

We envision graduates of the Reich College of Education as thoughtful professionals, characterized by a love of learning and the capacity to adapt to change. Such professionals also reflect upon the moral nature of their work, and take seriously the

public trust placed in them to make knowledgeable and ethically justifiable decisions concerning what is best for their students and clients.

Original 3/20/89

## **APPENDIX B**

### **PERSONNEL**

1. Changes in key personnel

Dr. Richard Riedl was appointed chair of the Department of Leadership and Educational Studies, effective fall 2008.

Dr. Richard Culatta, chair of the Department of Language, Reading, and Exceptionalities, retired, effective June 30, 2009

Dr. Monica Lambert was appointed chair of the Department of Language, Reading, and Exceptionalities, effective July 1, 2009.

2. Changes in faculty and staff positions

Faculty

Curriculum and Instruction

Dr. Chrystal Dean was appointed Assistant Professor, Fall 2008

Dr. Shanan Fitts was appointed Assistant Professor, Fall 2008

Dr. Robert Heath was appointed Assistant Professor, Fall 2008

Dr. Wanda Calvert was appointed Assistant Professor, Fall 2008; resigned effective May 2009.

Ms. Mary Ferrell was appointed Instructor for a three year term 2008-2011.

Language, Reading and Exceptionalities

Dr. Richard Culatta, Professor, retired effective June 30, 2009.

Dr. William Barber, Associate Professor, retired effective June 30, 2009.

Elin Hoffman was appointed Instructor, fall 2008

Dr. Sharon Richter was appointed Assistant Professor, fall 2008.

Leadership and Educational Studies

Dr. Ralph Hall, Professor, completed phased retirement effective May 2009.

Dr. Barbara Howard was appointed Associate Professor, Fall 2008

Dr. Les Bolt was appointed Assistant Professor, Fall 2008

Dr. Vachel Miller was appointed Assistant Professor, Fall 2008

Dr. Paul Wallace was appointed Assistant Professor, Fall 2008

Dr. Terry McClannon was appointed Assistant Professor, Fall 2008

Staff

Lynn Compagnone accepted a position in Office of Field Experiences

Susan Musilli accepted a position in the Dean's Office

Jackie Ward accepted a position in LES

Eveline Watts accepted a position in LRE

Denise deRibert became the director of the Kellogg Institute  
Terry McClannon resigned as Director of RCOE Technology Facilities and  
accepted a faculty position in the Department of Leadership and Educational Studies  
Anthony Santucci was hired as RCOE Director of Technology Facilities, effective spring 2009  
Robert Dodd was hired as Research Associate in Teacher Education Assessment, effective fall 2008

## **APPENDIX C**

### **EQUAL OPPORTUNITY AND DIVERSITY**

The college conducted 13 faculty searches and filled 12 for 2009-10; 4 women were hired with one minority represented; 8 men were hired. The college also conducted 6 SPA searches and filled 5 positions with women, and one with a male; one EPA position search resulted in a male hire.

Continued the "tile project" with local schools to feature the diversity of the region; the developing display is mounted in Duncan Hall as a means of recognizing the diversity in the ASU-Public School Partnership.

Promoted addressing issues of diversity through faculty/staff/student reading groups. In addition, a variety of other activities occurred and these are summarized below.

#### **a. Personnel**

Mentored new faculty members as well as students in many programs.  
Served as advisor to student organizations with minority constituencies.  
Used special mailings, e-mail and personal contacts for recruiting students and potential faculty members from institutions with substantial minority populations.  
Continued awarding the Cannon Scholarships to students from underrepresented populations.  
Hosted visitors from Jordan, Egypt, and Pakistan who spent time in RCOE classes as well as in the public schools of the region.

#### **b. Curriculum**

Emphasized inclusion of multi-cultural topics in all classes.  
Offered symposia, panels, guest speakers focusing on diversity issues and stressed student attendance at these events as well as at university sponsored forums on diversity-related topics.  
Participated in a curriculum development project with faculty from Kurdistan as a result of a grant from the ASU Office of International Education and Development  
Sponsored study trip to English for graduate students in HPC as a pilot experience for establishment of a regular class offering taught on site summers in England.

#### **c. Professional Activities**

Provided faculty reviewers for multicultural journals.  
Authored articles and books on diversity topics.  
Made presentations and conducted workshops/seminars focused on diversity issues.  
Authored grants focusing on working with minority populations as well as recruiting them into the profession.  
Maintained a college-wide diversity committee.  
Encouraged faculty to become members of appropriate professional organizations such as Gamma XI, the ASU chapter for Phi Beta Delta, Honor Society for International Scholars.  
Conducted research on perceptions about minorities and the effects these have on teaching and learning.  
Maintained internships, practica and clinical experiences for bringing RCOE students to sites which enhanced their understanding of and involvement with minorities and minority issues.

Continued to support student teaching experiences in Mexico, Costa Rica and Ireland and assisted with placements in other countries.

Offered off-campus programs to attract minority students.

Conducted special field trips for students to schools and agencies serving diverse populations such as the Cherokee Reservation spring break trip.

Promoted the use of the Internet to connect ASU students with students in other cultures.

Made presentations at a variety of meetings of international organizations.

## **APPENDIX D**

### **DEAN'S OFFICE—**

#### **STAFF PROFESSIONAL ACTIVITY**

##### **I. Teaching**

Dr. Charles R. Duke

Taught EDL 7065, doctoral course, Fall 2008.

Served as Kellogg Institute Practicum Advisor 2008

Dr. Doris Jenkins

NA

Dr. Roma Angel

*Working on the Work: A Workshop for Cooperating Teachers*

Designed curriculum, planned instruction for eight sessions

*Student Teaching Seminar Day (Fall and Spring Semesters)*

Designed, organized, and facilitated instruction for six professional development sessions emphasizing formative assessment, classroom management and lesson planning and, as well, a variety of additional 21<sup>st</sup> century skills and standards-centered sessions

*Student Teaching Orientation Meeting (Fall and Spring Semesters)*

Designed, organized, taught, and facilitated three major orientation and professional development offerings and, in addition, provided sessions with university supervisors and program faculty

*Professional Development Activities for University Supervisors*

Designed and taught or co-taught ten professional development workshops for university supervisors. Sessions focused on 21<sup>st</sup> century skills, North Carolina Professional Teaching Standards and Teacher Candidate Rubric, Department of Public Instruction re-visioning efforts, the ASU Teacher Candidate Evaluation Instrument, and computer assisted supervision skills

Dr. Linda McCalister

Taught FN 3800 Spring, 2009

Taught FN 5840 Summer, 2009

##### **II. Student Advisement Responsibilities**

Dr. Charles R. Duke

NA

Dr. Doris M. Jenkins

Responsible for College of Education advising program  
Advising all students referred to the Dean's Office  
Conducted orientation sessions for Freshmen and Transfers  
Advised licensure only students  
Served on the University Advising Committee  
Advised lateral entry and students with programs through the Regional Alternative Licensure Center  
Participated in University Admissions Receptions  
Served on Leadership Team for Teacher Education Transfer Learning Community

Dr. Roma Angel

Advised students about placement opportunities for regular student teaching  
Directed the international student teaching program and supervised student teachers  
Coordinated all the out-of-area student teachers  
Handled the problems of student teachers in the field in collaboration with university supervisors and cooperating teachers.  
Facilitated an advisement meeting with secondary education students, faculty, dean, and Secondary Education Committee  
Advised various students about impact of criminal background check history and teaching profession  
Held placement and orientation meetings for teacher candidates each semester  
Participation on doctoral committees—member on two committees, chair of two committees

Ms. Bobbi Taylor

Recruited and advised students on the requirements of the ATTP and mentored candidates in the field

Ms. Diana Beasley

Recruited and advised students on admissions process to the university

Ms. Jean Edwards

Assisted with student teaching placements, applications, and licensure requirements

Ms. Lynn Compagnone

Assisted with student teaching placements, applications, and licensure requirements

Mrs. Karen Rhymer

Assisted with student records, licensure and related activities

Mr. John Spagnolo

Assisted students with meeting the NETS-T

### **III. Research/Creative Efforts**

Dr. Charles Duke

NA

Dr. Doris M. Jenkins

NA

Dr. Roma Angel

*Life Events and Principal Understandings of Power and Purpose: Implications for Principal Preparation Programs* (Refereed, acceptance for University Council of Education Administration annual meeting, November 2009)  
*Re-visioning Observation Technologies for 21<sup>st</sup> Century Teacher Candidates 2008-09* (SALT grant award: \$20,000)

Surveyed supervisors of 587 teacher candidates for ratings of dispositional growth during student teaching.  
(Paper in process)

*Acquiring Global Competencies for Teaching: An Analysis of International Student Teaching Blogs*  
(Analysis in process)

Dr. Linda McCalister

*EnSCOPE-Enhancing and Sustaining Communities of Practice in Education*

(SALT). Award \$11,000. Grant for development of on-line communities of practice in the Public School Partnership.  
Continued Research and Development of Co-Teaching Model for pre-service training

#### **IV. Publications**

Dr. Charles Duke

NA

Dr. Doris M. Jenkins

Jenkins, K., Zimmerman, S., & Jenkins, D. (2009). You can get there from here: Using distance learning to facilitate and enhance school improvement through distributed leadership. *Southeastern Teacher Education Journal*. 2(2), 105-117.

Dr. Roma Angel

Reitzug, U.C., West, D.L., & Angel, R.B. (2008). Conceptualizing instructional leadership: The voices of principals. *Education and Urban Society*, 40(6), 694-714. (Refereed)

Gilman, R., Tashner, J.H., Riedl, R.E., Bronack, S.C., Cheney, A., Sanders, R.L., & Angel, R.B. (2008). Teaching IT through learning communities in a 3D immersive world: The evolution of online instruction. In S. Negash, M. Whitman, A. Woszczynski, K. Hoganson, & H. Mattford (Eds.). *Handbook of Distance Learning for Real-Time and Asynchronous Information Technology Education*. Hershey, PA: IGI Publishing. (Refereed)

Dr. Linda McCalister

NA

#### **V. Papers/Talks Presented at Professional Meetings**

Dr. Charles R. Duke

“Dealing with Revisions in the NCTE/NCATE Program Review Process,  
“Converse College Education Department, Converse, SC, September 12, 2009

“When Realities Unite: Non-Traditional Students Embrace the Collaboration of University Program Delivery in Community Colleges,” (with Belinda Ballew-Schrag). 26<sup>th</sup> Annual North Carolina Teacher Education Forum, Raleigh, NC September 19, 2008.

“Preparing the NCTE/NCATE Program Report,” *Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference, Washington, DC, September 20, 2008. (2 workshops)*

“Invitational Training Workshop for Institutions on Preparing for the NCTE/NCATE Program Review,” (with Leni Cook), National Council of Teachers of English Convention, November 19, 2008. (all day)

“Training for New NCTE/NCATE Reviewers,” (with Leni Cook), National Council of Teachers of English Convention, November 20, 2008

*“Preparing the NCTE/NCATE Program Report,” Newberry College Education Department Regional Conference, Newberry, SC, February 27, 2009 (all day workshop)*

Dr. Doris Jenkins

NA

Dr. Roma Angel

Angel, R. B., & et al. (2008, September). *Creating Supervision-focused Communities of Practice through Successful Applications of Learning Technologies, Year Two*. North Carolina Association of Colleges of Teacher Education. Raleigh, NC (Refereed)

*History of American Public Education*, Pakistani Fulbright Workshop, August 2008, Appalachian State University, Boone, NC

Dr. Linda McCalister

*Co-Teaching: An Emerging Model for Successful Student Teaching* 2008 Teacher Ed Forum, Raleigh NC

## **VI. Attendance at Professional Meetings**

Dr. Charles R. Duke

North Carolina Teacher Education Forum, September 22, 2008, Raleigh, NC

National Council of Teachers of Education Conference,

American Association of Colleges of Teacher Education, February 6-8, Chicago, IL

SASB Standards Task Force Meeting, March 23-24, 2009, Washington, DC

NCATE Executive Board Meeting, May 15, 2009, Washington, DC

NCATE State Partnership Clinic Meeting, May 20-22, Louisville, KY

SASB Standards Task Force Meeting, June 15, Washington, DC

Dr. Doris M. Jenkins

Teacher Education Forum. Raleigh, NC. September, 2008

Re-Visioning: Candidate Rubric and Evidences Workshop (DPI). Hickory, NC. October 3, 2008.

AACTE National Conference. American Association of Colleges of Teacher Education. Chicago, IL, February, 2009.

Re-visioning Teacher Education Update. NC DPI Webinar. February 19, 2009

Re-visioning Teacher Education Specialty Area Webinars. NC DPI. March 2-4, 2009.

North Carolina Association of Colleges and Teacher Educators Spring Forum. Greensboro, NC. April, 2009

Dr. Roma Angel

North Carolina Teacher Education Forum, September 2008, Raleigh, NC

University Council of Education Administration, October 2009, Orlando, FL

North Carolina DPI Re-visioning Workshop, Hickory, NC

AACTE National Conference, February 2009, Chicago, IL

North Carolina Teacher Education Forum, April 3, 2009, Greensboro, NC

North Carolina DPI Re-visioning Teacher Education Update, February 2009, Webinar

North Carolina DPI Re-visioning Teacher Education Webinars, Spring 2009, (English, Middle Grades, Elementary Education, etc.)

Dr. Linda McCalister

NC-Teacher Education Forum, Raleigh NC, Sept. 19,20, 2008

AACTE Conference, Chicago February 2009

PDS Professional Development Conference-Orlando, Fla. April 11-15, 2009

**VII. Off-Campus Scholarly Activity**

Not Applicable

**VIII. Released Time**

Not applicable.

**IX. Proposals for External Funding**

Dr. Charles Duke

**2009-10 - International Leaders in Education; project proposal submitted to IREX;** Appalachian State University proposes to implement a one semester International Leaders in Education Program (ILEP) for 18 outstanding secondary school teachers from the Near East, the Pacific, South and Southeast Asia, Sub-Saharan Africa, and the Western Hemisphere. The proposed program will take place at Appalachian in Boone, North Carolina from January 8 – May 17, 2010; (co- projector director with Dr. Jesse Lutabingwa; \$238,504.)

**2007-09 - Appalachian State University Beginning Teacher Support Network;** this grant funded by the Z. Smith Reynolds Foundation, focuses on a pilot project to explore the feasibility of a state-wide beginning teacher support network that would connect ASU teacher education graduates with the campus during their first three years of teaching; the pilot effort will focus on the 8 districts comprising the ASU-Public School Partnership, providing a variety of services to ASU beginning teachers in those districts. (\$130,000 + \$60,000 match over two years).

**Off-Campus Recruiter/Advisor for Alternative Licensure;** this contract from the UNC General Administration is to support an off-campus recruiter advisor housed at a community college (Caldwell Community College) to work with alternative licensure candidates in the region. Contract includes salary and benefits plus travel and office expenses (\$76,000).

**Sustaining Services for Special Populations;** project is funded through the North Carolina Department of Public Instruction to support the services of a full time consultant to 17 districts in the region to assist with teaching and supporting exceptional children. (\$182,140)

**X. Instructional/Faculty Development Activities**

Dr. Charles R. Duke

(see attendance at professional meetings)

Dr. Doris Jenkins

(see attendance at professional meetings)

Dr. Roma Angel

(see attendance at professional meetings)

Dr. Linda McCalister

(see attendance at professional meetings)

**XI. Curricular/Departmental Activities**

Dr. Charles R. Duke

Chaired the Professional Core Task Force for Re-Visioning of Teacher Education

Dr. Doris Jenkins  
ASU Re-visioning Teacher Education

Dr. Roma Angel  
Wrote Capstone Course application for 22 ASU teacher education licensure programs--accepted

Dr. Linda McCalister  
NA

## **XII. Creative/Scholarly Activity**

Dr. Charles R. Duke  
NA

Dr. Doris M. Jenkins  
NA

Dr. Roma Angel  
*Life Events and Principal Understandings of Power and Purpose: Implications for Principal Preparation Programs*  
(Refereed, acceptance for University Council of Education Administration Annual Meeting, November 2009  
Reviewer for CIE (online journal) and AERA, Division A  
Reviewer, University Council of Educational Administration  
Reviewer, Journal of School Leadership

## **XIII. Student Activities**

Dr. Roma Angel  
Director, ASU International Student Teaching Program  
Becoming a Teacher in India: Looking into University Preparation and Teaching as a Vocation (ASU Study Abroad, May 2010), Co-director with Max Dass.

## **XIV. Leadership/Regional Services/Activities**

### **A. List instances of cooperation with/assistance to the public schools.**

Charles R. Duke  
PDS Partnership Committee for Ashe and Avery High School, ex officio member  
ASU-Public School Partnership Governing Board, member  
ASU-Public School Partnership Coordinating Council, member  
Mountaineer Readers Summer Reading Program Advisory Committee, member  
ASU Scholars Weekend Advisory Committee, chair  
Watauga County Committee on Ageism Education, member

Dr. Linda McCalister  
PDS Partnership Committee for Ashe, Watauga and Avery High School  
ASU-Public School Partnership Governing Board, member  
ASU-Public School Partnership Coordinating Council, member  
ASU-Public School Partnership Director

Dr. Roma Angel  
Collaborative efforts to systematize the criminal background check system

Collaborative efforts to fill vacancies in public schools  
PDS Partnership efforts at Avery and Ashe  
PDS Focus Group participation  
Collaborative efforts to systematize field experiences and student teaching placement systems

**B. List other instances of leadership or active participation in regional service activities not listed in XIV.A.**

Dr. Charles R. Duke

Member, Northwest Regional Educational Service Alliance Executive Council

Dr. Linda McCalister

Member, Math Science Advisory Committee. Math Science Center

Dr. Roma Angel

Attended and participated in regional PANC meetings

Designed and implemented Working on the Work: A Workshop for Cooperating Teachers (eight one-day sessions in partnership and placement districts)

**C. List professional activities on and off campus related to international studies or programs (including brief notations of appropriate items which also appear in other sections of this report).**

Charles R. Duke

Member of Phi Beta Delta International Honor Society

Hosted and provided support for faculty members from Mexico, Costa Rica, and Kurdistan

ACE International Study Project ASU Executive Committee and chair of subcommittee on curriculum

Dr. Doris Jenkins

Dr. Roma Angel

ASU Delegation to Costa Rica, September 2008, Member

ASU Faculty-led International Program Selection Committee, Member

ASU Trier, Germany Committee, Member

ASU South Asia Committee, Member

ASU India Meet and Greet Event, May 2009, Sponsoring Committee Member

ASU RCOE International Student Teaching Program, Director (22 student teachers)

RCOE International Committee, Member

Presider, RCOE International Committee Sponsored Lunch/Learn Programs

RCOE Diversity Reading Groups, Participant

Administrator, International Student Teaching Blog/ASU RCOE

Dr. Linda McCalister

Organized and coordinated visits with area public schools for Pakistani biology teachers.

**XV. Leadership Roles**

Dr. Charles Duke

Reviewer and Auditor, NCTE/NCATE Program Review, National Council of Teachers of English

Chair, NCATE's Specialty Area Studies Board 2008-2010

Dr. Doris M. Jenkins

Member, State Evaluation Committee, NC State Board of Education

Chair, NCATE BOE University of St. Francis, Joliet, IL. February 23-27, 2008.

Member, NC SBE Program Approval Advisory Group for Teacher Candidate Process and Rubric

Member, NCDPI Associate Deans Committee  
Member, Graduate/Non-Teaching Work Experience Credit Appeals Panel  
Trainer, Re-Visioning: Candidate Rubric and Evidences Workshop (DPI). Winston-Salem, NC. October 8, 2008.  
Member, DPI Program Approval Team, UNC-CH, Chapel Hill, NC. November 15-19, 2008.  
Facilitator/Discussion Leader, Re-visioning Teacher Education Specialty Area Webinars. NC DPI. March 2-4, 2009.  
Facilitator/Discussion Leader, Re-visioning Teacher Education Specialty Area Webinars (5 Webinars). NC DPI. March 2-4, 2009.  
Member, NCATE BOE, Madonna University, Livonia, MI. April 4-8, 2009.

Dr. Roma Angel

Founding Coordinator of NC University Field Experience Directors' Council  
Chair, ASU Field Experience Advisory Council

**XVI. Committee Assignments**

**College/University**

Dr. Charles Duke

RCOE Administrative Council, Chair  
RCOE Technology Advisory Committee, Ex officio  
RCOE Teaching Fellows Advisory Board, Member  
RCOE Faculty Development Committee, Ex Officio  
RCOE Diversity Committee, Ex officio  
RCOE International Activities Committee, Ex Office  
Appalachian State University/Public School Partnership Governing Board Member  
Appalachian State University/Public School Partnership Coordinating Council, Ex Officio  
RCOE Field Advisory Council, Ex Officio  
RCOE Doctoral Program Policy Committee, Ex Officio  
MSA Advisory Council, Member  
ASU Scholars' Weekend Committee, Chair  
Deans' Council, Member  
Academic Policies and Procedures Committee, Ex officio  
Summer School Advisory Council, Member  
University Council on Teacher Education, Chair  
Graduate School Council, Member ex officio  
Search Committee for Dean of the College of Health and Allied Sciences, member  
University Institutional Competitiveness Committee, member  
ASU-Caldwell Community College Steering Committee, member  
ASU Extension Advisory Committee, member

Dr. Doris Jenkins

University Teacher Education Council, Member  
RCOE Undergraduate Studies Committee, Chair  
RCOE Graduate Studies Committee, Chair  
RCOE Administrative Council, Member  
RCOE Teaching Fellows Advisory Committee, Member  
RCOE Scholarship Committee, Chairperson  
RCOE Assessment Committee, Chairperson  
MSA Advisory Council, Member  
Provost Council on Math/Science Education, Member  
University Advising Committee, Member  
University Commencement Committee, Member

University Scholarship Committee, Member  
University Summer School Advisory Council, Member  
Teacher Education Re-Visioning Committees  
Leadership Team for Teacher Education Transfer Residential Learning Community, Member

Dr. Roma Angel

RCOE Field Services Advisory Committee, Chair  
RCOE Administrative Council, Member  
University Teacher Education Council, Member  
University Trier Committee, Germany Committee  
University Mexico Committee  
RCOE International Committee  
University Faculty-led International Programs Committee, Member  
RCOE Task Force on Assessments 4 and 5  
ASU Electronic Reporting System Review Committee, Member

Dr. Linda McCalister

ASU-Public School Partnership Governing Board, Member  
ASU-Public School Partnership Coordinating Council, Member  
University Teacher Education Council, member Ex officio  
ASU Scholars' Weekend Committee, Member  
Gear UP Advisory Board, Member  
Math/Science Advisory Board, Member  
Cultural Arts Advisory Board, Member  
Middle School Advisory Board, Member  
ASU Community Outreach Committee

Mr. John Spagnolo

RCOE Technology Advisory Committee, Chair  
NC Teacher Education Technology Council, Member

Ms. Lynn Church

RCOE Staff Council, Chair

**Off Campus (state or national)**

Dr. Charles Duke

NCATE SPA Advisory Committee, Member  
NCTE Task Force on NCATE Affiliation, Member  
NCTE Standing Committee on Teacher Preparation and Certification, Member  
NCTE/NCATE Audit Committee, Member  
SACS Substantive Change Committee, member, for Eastern Kentucky University, March 13-15, 2009.  
NCATE Executive Committee, member  
NCATE's SASB Task Force Standards Committee, member  
NCATE Specialty Area Studies Board, member

Dr. Doris Jenkins

NCATE Board of Examiners, Member  
State Evaluation Committee, NC State Board of Education, Member  
Program Review Approval Committee, NCDPI, Member  
Graduate/Non-Teaching Work Experience Credit Appeals Panel, Member  
NCDPI Associate Deans Committee, Member  
NC SBE Program Approval Advisory Group for Teacher Candidate Process and Rubric Member

NC SBE Graduate/Non-Teaching Work Experience Credit Appeals Panel, Member  
NC SBE Re-Visioning and Program Approval Ad Hoc Committee, Member

Dr. Roma Angel

Chair and Founding Coordinator, NC University Field Experience Directors' Council

**XVII. Honors Received**

Not applicable.

**XVIII. Miscellaneous Professional Activities**

Dr. Charles R. Duke

Manuscript Reviewer, English Journal, English Education

Book Reviewer, ALAN Review, Signals

Dr. Roma Angel

Reviewer for CIE (online journal) and AETA, Division A

**XIX. Publications/Presentations by Majors/Graduates**

Not applicable.

**XX. Honors Received by Majors/Graduates**

Not Applicable.

**XXI. Diversity Related Efforts and Activities**

Dr. Charles R. Duke

RCOE Diversity Committee, Chair

Monitored all position advertisements to insure that language was appropriate for addressing diversity and monitored the search processes for all positions to insure that pools were diverse; provided funding to purchase books for reading groups focused on diversity issues; provided support for Elementary Education Program off-campus diversity initiatives in schools; provided support for after- school enrichment program for international students from Hardin Park Elementary School; provided support for Blue Ridge Literacy initiative. Assisted with visits of Jordanian school administrator, Pakistani teachers, and Egyptian educators

Dr. Doris Jenkins

Assisted with identifying candidates, reviewing applications, and awarding scholarships for students from under-represented groups.

Dr. Roma Angel

Monitored student teaching placements for diversity

Assessed student teaching placements for classroom diversity

Began field experience tracking system for diversity comparisons

Provided intercultural placements for student teachers to enhance understandings of cultural diversity

Participated in diversity reading groups

Organized seminars on diversity (special education, ELL, AYP descriptors, etc.) for student teachers

Rewrote Impact on Student Learning Project to emphasize classroom diversity factors

Rewrote policy on visitation to non-placement schools to include diversity reflection

Promoted International Student Teaching Program

Dr. Linda McCalister

Assisted in planning, coordination, development and implementation of ASU Public School Partnership Tile Project. (Project highlights the cultural diversity of the area served by Appalachian State University)

## DEPARTMENTAL STAFF ACTIVITY

### **Department of Human Development and Psychological Counseling**

#### **Barbee, Diana**

Attended monthly Departmental Research Administrator training meetings  
Attended monthly ASU Staff Council meetings  
Participated in Children's Shopping Spree, Dec. 11, 2009  
Served on Staff Council subcommittee for Children's Shopping Day Program  
Served on Staff Council subcommittee for Staff Scholarship Awards  
Participated on Steering Committee for Faculty/Staff Christian Fellowship  
Attended Performance Management Training Sessions for SPA employees  
Attended Facility Max Training, June 10, 2008  
Attended Chi Sigma Iota Induction Ceremony on March 19, 2009  
RCOE Administrative Staff Council  
SEANC member

#### **Hardin, Margaret**

Attended the following:  
Facility Max Training, 6-10-08  
HRS AppState Jobs Training, 12-11-08 and 1-21-09  
AppLeap Training, 10-13-08 and 10-30-08  
MBTI Workshop, 12-8-08  
Chi Sigma Iota Induction Luncheon, 1-26-09  
"Inside Prison Walls", A Presentation by Noyes Capehart, 3-25-09  
"Saving Time with Word 2007 Styles" workshop presented by LTS, 3-27-09  
RCOE Administrative Staff Council, member

### **Department of Language, Reading and Exceptionalities**

#### **Teresa Riedl**, Administrative Assistant

Faculty Services for the department.  
RCOE Diversity Committee and participates in the Diversity Book Group.  
Attended training for Career banding.

### **Department of Curriculum and Instruction**

#### **Charyn Richards**, Administrative Support Specialist

Attends Administrative Assistants Meeting, hosted by Amy Roberts, on the last Friday of each month.  
Took the Myers Briggs assessment  
Attended the Career Banding training in the RCOE

#### **Regina Parnell**, Administrative Support Specialist,

Participated in the *Glass Castle* Summer Reading Program,  
Attended a Career Banding Workshop on August 21, 2008  
Attended the Myers-Briggs Work Style Workshop on December 8, 2008.

### **RCOE Dean's Office**

#### **Joyce Reese**, Administrative Support Specialist

Attended Adobe Acrobat – Part 1 on June 29, 2009  
Attended Adobe Acrobat – Part 2, on June 29, 2009  
Attended CurricUNET Training on June 25, 2009  
Attended Appstate Jobs/Performance Management on January 21, 2009  
Attended Mail Merge Word 2007 on August 27, 2008  
AppState Jobs Career Banding Workshop on April 3, 2008

**Elaine Berry**, Administrative Support Specialist

Attended Excel & More

Attended Using Access 2007

Attended Banner Training

Attended CurricUNET

Attended TK-20

Attended Career Banding

ASU LearnCourses, CI 5642 Introduction to Web Page Design and Development

ASU Staff Council, member

WCF Presbyterian Campus Ministry, Treasurer

**Lynn Campagnone**

AsU Learn Quickstart, 6/25/09

More Excel 2007 for Windows, 12/8/08

Mail Merge with Word 2007, 8/27/08

Using Access 2007, 7/30/08

AppState Jobs 7/30/08

CurricUNET training, 6/25/09

**Lynn Church**, Business Officer

Appstate Jobs training for the RCOE Staff in Jan. 2009

Webinar for Forms and Supply office supply ordering in April 2009

CurricUNET training in June 2009

**Robert Dodd**, RCOE Research Associate for Teacher Education Assessment

Tk20 Unit Administrator Training

Banner Training

PLSQL training

Webfocus Training

6 credit hours completed toward Ed.S. in Higher Education Administration (RES6000; HE6650)

Currently enrolled in 6 credit hours (College Finance; Leadership in Higher Ed)

Serving on working group led by Dr. Haney on Gen Ed assessment

**Diana Beasley**, ASU Teacher Education Recruiter

*ASU committees:*

Teacher Education Recruitment Team, director

Teacher Education Council, member

Transfer Task Force, member

Student Achievement Team, member

Early Intervention Team, member

Enrollment Services Committee, member

Admissions Leadership Team, member

Summer Bridge Team, member

Community of Future Educators Learning Community, chair of leadership team

Transfer Teacher Education Learning Community, member of leadership team

ASU-Public School Partnerships, member

*State Responsibilities:*

NC State Board of Education (21<sup>st</sup> Century Professionals Committee), advisor

NC Ethics/Licensure Task Force, member

Licensure Appeals Commission, member

National Board Certification Committee, member

Milken Award Selection Team, member

Wachovia NC Principal of the Year selection team, member

Alltel NC Teacher of the Year selection team, member  
Catawba Co. Champions of Education-Scholarship Committee, member

*Memberships:*

NC Association of Educators (NCAE)  
Alpha Delta Kappa Teaching Sorority  
Association of Supervisors and Curriculum Development  
SACAC, Southern Association for College Admission Counseling  
NACAC, National Association for College Admission Counseling  
NC Association of Teacher Educators  
National State Teachers of the Year

*Conferences attended:*

NC-ACTE Teacher Education Forum, Raleigh, NC (Sept '08)  
Future Educators of America National Conference, Denver, CO ( Feb'09)  
NCAE State Conference, Greensboro, NC (Mar '09)  
Teacher Cadet State Conference, Raleigh, NC (Nov '08/Mar'09)  
SACAC Regional Conference, Raleigh, NC (April '09)

*Awards received:*

Residential Learning Community Partner of the Year, ASU (April '09)

**Tammie Gelderman, Administrative Support Specialist**

Using Access 2007

Excel and More

Banner

Saving Time with Word Styles

CurricUNET

Mail Merge

Career Banding

FacilityMax Training

Performance Management Training

Completing Business Management degree (Bachelors) Completed March 2009.

**Alice Kruger, Director of Beginning Teacher Support Network**

*Professional meetings/Conferences attended:*

NC Teacher Education Forum, September 20 & 21, 2007

Symposium on Teacher Induction, February 3 - 5, 2008

Mentoring 21<sup>st</sup> Century Educators, March 5 & 6, 2008

Working on the Work, June 17, 2008 (Seminar for Cooperating Teachers)

Mentoring in the 21<sup>st</sup> Century, March 10 & 11, 2009

Symposium on Teacher Induction, February 1 – 3, 2009

*Special Training Workshops:*

Microsoft Access, September 26, 2007

Introduction to Microsoft Excel, December 3, 2007

Mail Merge with Microsoft Word , December 17, 2007

Word Processing With Style, January 25, 2008

PowerPoint 2007 Design, March 11, 2008

More with Excel, March 12, 2008

Conscious Discipline Training, July 20 – 26, 2008

Differentiated Instruction Trainer, August 11 – 15, 2008

NC SIP II Reading Foundations, Sept. 29, Oct. 6, Nov. 3 &20, Dec. 11, 2008

Mentoring the Novice Teacher, October 8, 22, 27, 2008

NC Teacher Evaluation Training, November 17 & 18, 2008

Words Their Way: Word Study, December 3, 2008

Love and Logic Parenting Class, December 2, 2008

Grant Writing, March 26, 2009  
Rock, Rhyme, and Read, May 16, 2009  
AsU Learn Training , June 17, 2009  
*Membership/Office Held in Groups:*  
Advisor, SNCAE, Fall 2007 - present

**Bobbi Taylor, Director of Appalachian Transition to Teaching Program**

*Professional meetings/conferences attended*

NC state-wide Recruiters Meeting at the UNC Center for School Leadership in Chapel Hill on September 29, 2008.  
Attended and presented at four Northwest Personnel Administrators of North Carolina (PANC) monthly meetings, one SW PANC, and two NC Statewide PANC meetings (Asheville-October 5-8, 2008 and Wilmington-April 5-8, 2009) to learn and to share information pertaining to Lateral Entry teachers and Human Resources in NC LEAs.  
Attended two NC Teacher Education (NC ACTE) Forums (Raleigh-September 18 & 19, 2008 and Greensboro-April 3, 2009).  
Attended the National Association for Alternative Certification Conference in San Antonio, Texas January 28-31, 2009.  
Participated in Statewide Conference Call re: New RALC-February 11, 2009.

*Special training workshops:*

BANNER  
BANNER Finance  
What's New in Word 2007?  
Excel  
Teacher Cadet Training

*Membership and/or office held:*

Member of Personnel Administrators of North Carolina  
Member of National Association of Alternative Certification

**John Spagnolo, Technology Curriculum Specialist**

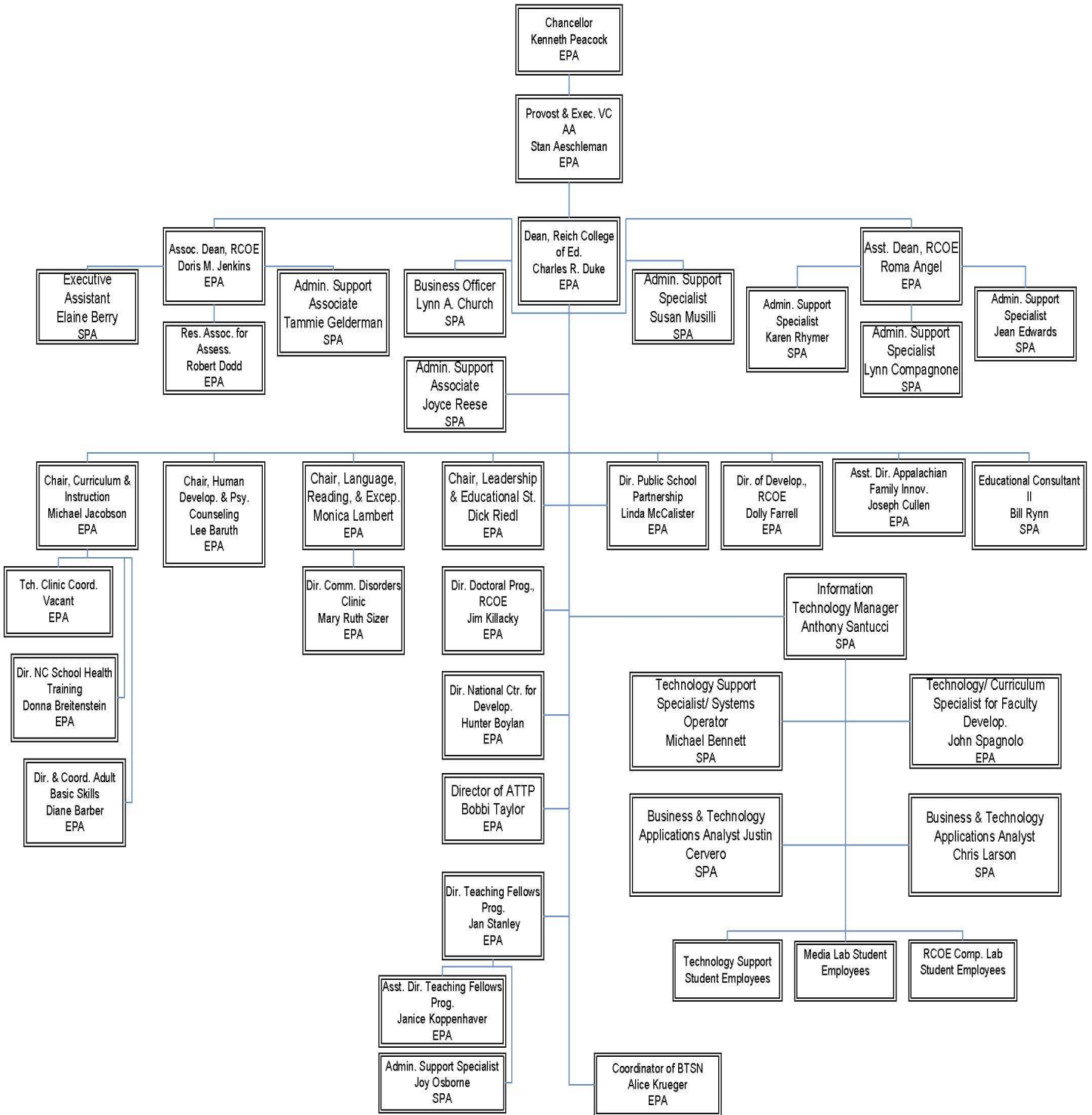
Presenter, North Carolina Teacher Education Forum, , September 18-19, 2009, Raleigh, NC.  
Infusing K-12 Curriculum with Global Perspectives, Nov. 7<sup>th</sup>, 2008, Broyhill Inn and Conference Center, Boone, NC.  
Second Annual Qualitative Research Roundtable, Nov. 14<sup>th</sup>, 2008, Broyhill Inn and Conference Center, Boone, NC.  
ASU Early Intervention Team ([EIT](#)) training with Maurice Soulis, January 9<sup>th</sup>, 2009.  
Pedagogy Review Team member Math/Science, UNC Joint 2+2 Online Course Development Initiative, Spring, 2007 thru present.  
Distance Education Certificate Program ([DECP](#)) , University of Wisconsin-Madison, Ongoing classes and activities.  
Northwest Directors and Technicians Meeting/Workshop, Ashe County High School, West Jefferson, NC, April 23<sup>rd</sup>, 2009  
Media Technology Advisory Committee (MTAC), Feb. 9<sup>th</sup>, 2009, Ashe County Schools, NC  
Adult Basic Skills Professional Development (ABSPD) Summer Institute team member, June 2009, ASU.

# APPENDIX E – ORGANIZATIONAL CHART

Appalachian State University

Reich College of Education

July 2009



## APPENDIX F

### INSTITUTIONAL EFFECTIVENESS

The data upon which programs, policies, and procedural changes are based are gathered from several sources. Formally, individual programs conduct yearly surveys of past graduates, current employers, and conduct exit interviews with graduate and undergraduate students. In addition, Program Advisory Committees are utilized by all programs as a means of soliciting feedback from external constituents. Comments from class evaluations are also collected by the chair and shared with program faculty when appropriate. Peer review and post tenure review are also used as a means to strengthen faculty development. Informally, information is gathered during scheduled meetings with field-based supervisors and other interested personnel. In addition, some modifications are based on responses to certification agencies and governmental boards. The college participates each year in the state required Institution of Higher Education report on undergraduate and graduate teacher education; part of the assessment includes surveys of graduates who have completed the programs within the last year. Survey results are provided to all programs. In addition, the college collects PRAXIS scores for all students admitted and exiting its undergraduate programs. Results of these tests are shared with departments across campus as an indicator of student performance. Comparable assessments occur at the graduate level in a number of programs.

During the past year, the following major and minor changes were made in programs as a result of data collected in the manner detailed above or mandates. Among those changes were the following:

- All 21 of the teacher education programs at ASU underwent a re-visioning process mandated by the State Board of Education and the North Carolina Department of Public Instruction; Assessment Task Forces and a Professional Core Task Force were formed to recommend common assessments for programs and curricular changes. The process led to significant curricular and assessment changes and caused each of the 21 programs to submit a “program blueprint” to the Department of Public Instruction by June 30, 2009 for review and approval.
- RCOE purchased an electronic data base management system called TK-20 which will become the management system for all data related to teacher education at the university; it will also serve as the system for housing the necessary candidate performance data for six state mandated assessments; a series of pilot projects are currently underway to test the design and reliability of the system.
- The Office of Field Experiences and Student Teaching revamped databases, operational policies and procedures with the goal of increasing effectiveness and efficiency as district requirements become increasingly stabilized. In addition, all surveys were put on-line and accompanied by a database indicating completion for each student, providing easy access to submissions.
- In response to the NC Department of Public Instruction requirement for re-visioning programs, a Student Teaching Re-visioning Task Force and the Student Teaching Pilot Task Force were initiated. The Student Teaching Re-visioning Task Force work resulted in a new Student Teaching Handbook, new policies and procedures, new operational frameworks, as well as new documented evidences and assessments. A greater emphasis was put upon the Instructional Design/Impact on Student Learning Project and formative assessments related to classroom teaching and providing frequent and transparent indication of student progress—all areas previously identified by students, supervisors and cooperating teachers as needing revision and strengthening.
- The Student Teaching Pilot Task Force designed processes, evidences and rubrics for use during the pilot year (2009-10) with a sample of students from each licensure program. Assessments from the pilot year will determine required revisions for the first official year of the new re-visioned student teaching program in 2010-2011.
- This past year, 20 of the 22 licensure programs joined College of Education in adopting CI/SPE 4900 as the capstone course for teacher education programs to meet the new General Education requirements.
- The Doctoral Program undertook a major articulation effort between coursework in the various ASU Ed.S degree programs and the Ed.D to determine what Ed.S courses could be transferred to the Ed.D

- The Doctoral Program conducted a survey of area school superintendents and community college presidents to develop a data base of current research issues and needs from our constituent practitioner perspective
- The Doctoral Program created a college wide data base featuring faculty research interests to serve as a resource for doctoral students and other faculty
- The Doctoral Program developed a self-assessment document on understanding elements of a dissertation for use by doctoral students and faculty advisors.
- The MSA program completed revisions of its MSA and Ed.S. programs to meet new state licensure requirements that will be implemented in the upcoming academic year. These revisions have been presented to the Leadership in School Administration advisory group and modified based on feedback. The faculty are currently in the process of piloting the use of TK20 to track the progress of students against rubrics created for the new standards.
- The Higher Education Program successfully completed major revisions to both the MA and Ed.S. concentrations, merging Adult Education and Developmental Education into a single Adult and Developmental Education Concentration and modifying the Administration concentration to a more robust Community College and University Leadership concentration.
- LES received a free upgrade (\$23,000 value) of Activeworlds on which AET Zone, the department 3D online environment, and has increased faculty use to members from Research and Leadership and School Administration in addition to faculty from Library Science and Instructional Technology who have been using it.
- LES acquired a Qwaq server as its next evolution of 3D environments in which to offer online education. Faculty have engaged in bi-weekly meetings to explore the possible uses of 3D online environments and a research team has been established to provide substance and a research agenda for discovering the most effective uses.
- Library Science, consulting with their advisory group, has begun a complete curriculum review to meet to state and national standards.
- Human Development and Psychological Counseling contributed the following:
  - Completed CACREP Mid-Cycle Report
  - Changed program name from Community Counseling to Clinical Mental Health Counseling
  - Eliminated the College Counseling concentration in the College Student Development Program
  - Departmental approval of the curricular revisions in the Professional School Counseling Program
  - Updated the Community Counseling website
  - Initiated the AAMFT Self-Study
  - Participated in providing services through the Institute of Health and Human Services (IHHS)
- The Teaching Fellows Program received a positive review of its annual report from the North Carolina Teaching Fellows Commission.
- Efforts to promote and market the Teaching Fellows Program with emphasis on recruiting and retaining males and minorities has resulted in last year's freshman class and the incoming freshman class having 22 males and 28 females. That translates to 44% males entering our program over the last two years.
- The Communication Disorders Program (CDP) maintained a perfect pass rate (100%) again, this year for its graduates on the American Speech-Language and Hearing Association Certification Examination, the nationally recognized certification credential. Graduates are highly sought after and the CDP boasts a five year record of 99% successful placement of graduates in the work force and 100% for the past two years.

- The Special Education Program (SPE) continues its excellent preparation of students as reflected in the Praxis II exam for Special Education. During the past five year period 100% of graduates successfully passed the examination.
- All elementary education majors, during their semester prior to student teaching, participate in a block of courses (Block II) with an integrated field component. These courses include all subject area methods and an intensive 150 hour internship. In Fall 2009, the Elementary Education program will pilot two new block structures: *Site-Based Block*: Based on a PDS model, students will take course work and participate in their internship on site at an elementary school. The instructors will teach courses on site, and students will be expected to be an integral part of the day to day teaching and learning at the elementary school. The coordinator and other instructors of this program will organize and engage in professional development with the school staff and serve like a faculty in residence at the elementary school. *Math Concentration Block*: This block will consist of students with a secondary academic concentration (SAC) in the area of mathematics. These students will be given differentiated mathematics methods instruction that will provide them with a better understanding of content pedagogy in mathematics. In addition, this group of students will begin to develop skills which will enable them to become teacher leaders in the area of mathematics in their elementary schools upon graduation. This aligns with the new state standard concentrating on teacher leadership and the direction of the state advocating for an add-on license for elementary education mathematics specialists.
- Data gathered from elementary education students during the Block I and Block II provide evidence that students are attaining higher ratings on their dispositions over the course of time. The disposition evaluations given to candidates, cooperating teachers, and university supervisors at the conclusion of the student teaching semester indicate that elementary education majors, on average, score above “meets standards.”
- A detailed questionnaire is given to all students during their student teaching semester to gather quantitative and qualitative data about the program . Students rate the overall program and each course within the program on a Likert scale. Further, students respond to open ended questions such as the following: What are the strengths of the program? What are your suggestions for improvement? During the academic year of 2008-2009 a couple of questions were added to specifically gather more information about the 20/20 Service Learning Program. Data gathered from approximately 200 students suggest that, overall, students believe that their pre-service education program was effective and that they are prepared to teach. While responses to individual courses varied, most courses were rated as having a “strong positive impact”. Qualitative comments were helpful for program improvement and are located with the program coordinator.