

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

| Full-time Students | | | | | | |
|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 24 | 17 | 36 | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 4 | 3 | | 2 | 1 | |
| Master's degree | | | | 2 | | 2 |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 127 | 68% | 46% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Alamance-Burlington | 329 |
| Guilford | 136 |
| Wake | 49 |
| Randolph | 49 |
| Durham Public | 41 |
| Forsyth | 41 |
| Charlotte-Mecklenburg | 39 |
| Orange | 35 |
| Person | 31 |
| Rockingham | 29 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.69 | 3.57 | 3.67 |
| preparation for managing the classroom | 3.06 | 3.43 | 3.36 |
| preparation for using technology as an instructional tool | 3.06 | 3.47 | 3.57 |
| preparation for meeting the needs of diverse learners | 3.13 | 3.47 | 3.60 |
| preparation in curriculum content and delivery strategies | 3.44 | 3.60 | 3.71 |
| | | | |
| Number of surveys received | 16 | 16 | 15 |
| Number of surveys mailed | 48 | 48 | 48 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 11 | 10 | 2 |



IHE Performance Report

1999-2000

**Fayetteville State
University**

IHE Performance Report

Fayetteville State University

1999-00

Overview of the Institution

Fayetteville State University (FSU) is a public comprehensive regional university, offering degrees at the baccalaureate, master's and doctoral levels. The primary mission of the University is to prepare its students and graduates to lead meaningful and productive lives. Fayetteville State University provides services and learning opportunities to a nine-county service area in the Sandhills Region of North Carolina. FSU also provides services to Fort Bragg, Pope Air Force Base and ten county schools systems through a special collaborations and partnerships. The School of Education is one of three academic degree-granting units at the university and is committed to educating and preparing pre-service teachers and other educational professionals as facilitators of learning. It is organized into four academic departments: 1) Elementary Education, 2) Middle Grades, Secondary and Special Education, 3) Educational Leadership, and 4) Health, Physical Education and Human Services. Support services are provided by six other units within the School: the Curriculum Learning Resource Laboratory, the Office of School Services, the Office of Teacher Education, the Office of Testing, the Early Childhood Learning Center, and the School of Education Research Center. Presently, fifteen (15) teaching field options are offered at the baccalaureate and master's degree levels, in addition to a Master of School Administration degree and a Doctorate in Educational Leadership.

Special Characteristics

Fayetteville State University (FSU) is a historically black university established in 1867 and is located in Fayetteville, North Carolina, the fourth largest city in the state. It is also North Carolina's oldest teacher training institution and the second oldest state-supported institution of higher education located on 156 acres with a total of 47 buildings. The proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows for the accessibility of university programs to military personnel and a diverse population of prospective students. FSU is among the most ethnically diverse campus communities in the state with a population that is 74% black, 20% white, 1% American Indian, 3% Latino and 2% Asian. The majority of the 4,133 students who attend FSU are first-generation students who otherwise would not have an opportunity to earn a degree from a comprehensive liberal arts university. FSU is the largest four-year, comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a Level V doctoral granting institution making it one of only eight Level V SACS accredited institutions in North Carolina. The School of Education is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

Program Areas and Levels Offered

As a public comprehensive university, degrees are offered at the bachelor's, master's and doctoral levels. Fayetteville State University is organized into the College of Arts and Sciences, the School of Business and Economics, and the School of Education. Baccalaureate degrees are offered in the following program areas: (accounting, banking and finance, biology, biology education, business administration, chemistry, computer science, criminal justice, elementary education, English, English education, geography, health education, history, managerial economics, marketing education, mathematics, mathematics education, middle grades education, music education, nursing, physical education, political science, psychology, social sciences, sociology, Spanish, speech-theater, visual arts, and vocational business education. Master's degrees are offered in the following program areas: biology, biology education, business administration, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education, political science, political science education, psychology, reading education, school administration, sociology, sociology education and special education and also offers a doctoral degree in Educational Leadership. In the School of Education, licenses are also offered in twenty-four teaching field options. A university-wide Teacher Education Committee and a Graduate Council govern all teacher education degrees and licenses.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The School of Education is currently involved in numerous collaborative activities and has successful partnerships among public schools in its service area. The following list is not exhaustive, but evident of that fact: 1) Professional Academic Training Highway (PATH), a service and research program for training teacher assistants to meet the requirements of an undergraduate degree and become fully licensed teachers in North Carolina, the focus of which addresses the teacher shortage and retention of qualified teachers; 2) The Seamless Educational Highway Initiative (SEHI), a partnership among six major public education agencies (Cumberland County, Robeson County Schools, Fayetteville Technical Community College, Robeson Community College, UNC Pembroke, and Fayetteville State University) who have made a commitment to building a seamless educational highway in southeastern North Carolina that facilitates a smooth way for student academic success from early childhood through the community college and university levels, 3) Project READ provided an opportunity for 30 students enrolled each semester in READ 320, Reading in the Content Areas, to serve as tutors in reading at Nick Jeralds Middle School, Terry Sanford High School, Pauline Jones Elementary School and Ferguson Easley Elementary School. 4) Public school faculty assisted in developing the proposed Elementary Education Program. 5) Clinical teaching experience and methods classes in math, science, reading and language arts are conducted at the professional development school sites each semester. Math and language arts faculty at Nick Jeralds conduct classes for University methods classes, 6) A series of workshops on classroom management, best practices, school violence and technology are held for public school teachers and PDS interns each semester, 7) University faculty provide shadowing experiences for middle grades students in the after-school program at Fayetteville State University, 8) The special education faculty in collaboration with Pine Forest Middle School and College Lakes Elementary School to provide clinical teaching experiences, and 9) The collaborative development of undergraduate and graduate courses on school safety with public school teachers and administrators. Ten university graduate faculty and five graduate students participated in learning style training sponsored by Landmark School in Massachusetts and team up to share these experiences with students in the designated schools. Work groups of public school teachers and university professors are currently engaged in designing curricula focused on identifying discontinuities in reading and mathematics K-16. The goal is to develop a seamless delivery of instruction consistent with the North Carolina Standard Course of Study. This delivery of instruction is being piloted in Robeson and Cumberland County Schools.

B. Brief description of efforts to assist low-performing schools.

Schools designated as low-performing and/or "no recognition" receive special assistance such as professional development experiences in teaching and learning strategies, technical assistance with data analysis, support with technology applications, and assistance in securing grants for additional resources. A 3.2 million dollar, five-year GEAR-UP grant was recently received to improve college going rates in a middle school in Cumberland County. A standing mathematics and science academy committee has also been established with an area high school involving a cross-section of university faculty, public school teachers and administrators to advance successful learning in mathematics and the sciences. Two formerly designated low-performing schools are now professional development schools in FSU's University-school Teacher Education Partnership. Teacher interns are assigned to both schools on a full-year basis and these schools are given priority when assigning 378 tutors to schools as a part of their service learning requirement during 1999-00.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

All teacher education majors are required to develop a technology portfolio beginning in the course, (EDUC 210, Computers in Education), and culminating during the teacher intern experience where students are required to demonstrate advanced technology competencies. The course content includes designing power point presentations, electronic report cards and selecting appropriate software for teaching and learning. EDUC 490, Professional Education Seminar, provides the forum for all technology portfolios to be presented and evaluated. The Instructional Technology Specialist for pre-service and inservice teachers conducts a series of technology seminars on campus and in

the schools. A new initiative -NC Catalyst- will provide opportunities for enhanced technology training for in-service and pre-service teachers in all professional development schools. Fayetteville State University has invested extensively in providing resources (personnel, software and hardware) to faculty and students to ensure the technological competence of pre-service and inservice teachers. Pre-service and inservice teachers have access to four computer laboratories (30 stations each), a multi-media presentation laboratory and a professional development computer laboratory (10 stations). The Division of Information Technology Services has been completely restructured and works closely with all academic units on campus. In addition to the Instructional Technology Specialist in the School of Education, software and hardware consultants are assigned to the School of Education and provide inservice development for faculty and classroom demonstrations for preservice and inservice teachers. The requirement that all preservice teachers complete a comprehensive technology portfolio, is greatly enhanced by our students' easy access to three computer labs in the School of Education, multi-port internet access in each classroom, StarNet access for professional development, and complete internet access throughout the entire campus and from their homes. A plan has been implemented to create "smart" classroom learning environments in the School of Education. Each "smart" learning environment will have TV monitor/VCR, computer/LED projector capability. Five classrooms are being equipped initially and all classrooms in the School of Education will be completely equipped by 2002.

D. Brief description of efforts to serve lateral entry teachers.

Fayetteville State University successfully hosted the first intensive summer institute for the NC TEACH program, an alternative licensure initiative for mid-career professionals. Twenty-four (24) lateral teachers were selected for the program, eighteen of whom (18) accepted the opportunity to participate and become fully licensed teachers in North Carolina. A valuable component of NC TEACH was the use of two master teachers from Cumberland County Schools, one from Harnett County schools who was national board certified, and one from Robeson County Schools. Four master teachers and 10 university professors worked together to plan and deliver the curriculum. In addition to the successful NC TEACH, other strategies included FSU-sponsored conferences on lateral entry attended by teachers, and school administrators; the distribution of lateral entry handbooks; the development of the course, EDUC 525, Introduction to Teaching for Lateral Entry Teachers; offering evening and weekend courses; and the continued affiliation with the NC Model Teacher Education Consortium), a well-established infrastructure and system for processing, advising and monitoring lateral entry teachers are used to ensure the successful completion of all licensure requirements. On-line and off-campus course offerings have increased the opportunity for lateral entry teacher to become fully licensed. Lateral entry teachers are also given access to the PRAXIS Learning plus lab at no cost to them. They are also able to take advantage of all PRAXIS Specialty Area Seminars at times convenient for them. The Office of Teacher Education in the School of Education is a full-service office with a full-time Director of Teacher Education and two full-time academic support staff. This office is the initial contact for licensure-only and degree-seeking teacher education majors. The university has served over 800 lateral entry teachers in the past six years. During the 1999-2000 academic year, 326 lateral entry teachers have requested programs of study and 162 have been issued programs, all of whom are enrolled in one or more courses leading to licensure. A majority of the lateral entry teachers have been in special education and secondary education and are employed in Cumberland County.

E. Brief description of special efforts to improve NTE/Praxis scores.

Fayetteville State University has conducted a complete review and assessment of the performance of its students on the PRAXIS I and PRAXIS II Test Series. Seven important lessons have been learned and form the basis for a well-conceived university-wide plan to improve PRAXIS scores. They are: 1) Teacher education majors at FSU need more structure earlier in their programs of study; 2) Strategies must begin during the freshman year for our students; 3) Our students should not take the PRAXIS as a dry-run exercise; 4) Our students should take PRAXIS I no later than the second semester of the sophomore year; 5) The PRAXIS Learning Plus Lab requires guided practice; 6) More control is needed for students taking the actual PRAXIS test; and 7) More emphasis must be placed on test-taking skills. An initiative entitled PRAXIS 2000 (and Beyond . . .) has been implemented at Fayetteville State University. This initiative is a prescriptive and collaborative effort among the School of Education, The College of Arts and Sciences and the School of Business and Economics. Major strategies and special efforts include: 1) All students are required to declare majors

by the end of the freshman year; 2) All students must take sample pre-and post-PRAXIS I and II tests. 3) Learning modules for all PRAXIS test disciplines are being developed. 4) Course tests are being reformatted to parallel PRAXIS test formats. 5) All students are encouraged to engage in writing experiences out side of formal classroom instruction; 6) All students are required to attend PRAXIS workshops, 7) Students are provided individual and small group PRAXIS tutorial sessions; 8) Writing across the curriculum is infused throughout the delivery of instruction university-wide; 9) The first-year mathematics course emphasizes the fundamentals of mathematics; and 10) The first-year English emphasizes grammar and error recognitions. PRAXIS specialists have been identified in mathematics, reading, and English. Each specialist works closely with faculty to develop PRAXIS learning modules and a test item bank and conduct PRAXIS workshops. Faculty development workshops are conducted by an ETS consultant for the College of Arts and Sciences, the School of Business and Economics and the School of Education.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

A very successful recruiting initiative continues to be the Professional Academic Training Highway (PATH). It is a service and research program for training currently employed teacher assistants to become fully licensed teachers in North Carolina. There are 137 students currently enrolled in the program since its beginning fall 1997. A total of 19 students have completed the program and all are employed as fully licensed teachers. A marketing consultant firm has assisted in the development of a view book for the university and a section on teacher education is included to highlight the importance of teaching and the profession adds to the entire community. Other special efforts include conducting information sessions at community colleges, public schools, and other community agencies, participating in the annual Youth Motivational Task Force, and participating in the Teacher Cadet Program with Cumberland County Schools. The School of Education works very closely with the Office of Admission, the College of Arts and Sciences, and the School of Business and Economics to recruit students into teacher education programs. Strategies include: 1) The distribution of printed material on teacher education; 2) marketing strategies such as bookmarks, School of Education pens, buttons, and cups; 3) Annual teacher fairs; 4) Annual teacher education major meetings; and 5) Active faculty participation in the local chapters of the student professional education associations. The School of Education also works very closely with alumni who received a degree or teaching license from FSU to identify teacher candidates. A speakers' bureau is available to public schools, community colleges and community agencies. Graduate students, especially principal fellows and doctoral students serve as valuable resources to recruit students into the professional. A dean's advisory council has also been established to assist with this effort.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Fayetteville State University is proud to note it is among the most ethnically diverse universities in North Carolina and we are confident that no other university has been more successful at recruiting minority students into teacher education as a profession. FSU is currently 74% black, 20% white, 1% American Indian, 2% Latino and 1% Asian. Presently, 401 students have been admitted officially to the School of Education for teaching and administrative licensure. Of that number 51% of the students are black, 42 % are white, 3% American Indian, 3% Latino and 1% Asian. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. In addition to the strategies outlined in Section F, the School of Education works closely with the public schools of the ten-county service area to recruit minority students into teacher education. The use of scholarship funds, minority presence funds, and the quality of our teacher education program have proven to be very effective recruitment strategies for attracting white students into the teacher education program. Another critical strategy used to recruit minority students is the concerted effort made to maintain a very diverse and international faculty. Fayetteville State has been very successful recruiting professors of all ethnicities and nationalities all of whom are actively engaged in recruiting minority students (formally and informally). The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, " . . . Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students."

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

A major focus of the university has been the enhancement of partnerships with the public schools, the business community and other agencies. Two new initiatives focus on enhancing our commitment of services. The National Science Foundation (NSF) awarded a five-year \$6,000,000 grant to Fayetteville State University entitled the Coastal Rural Systemic Initiative (CRSI). The grant is housed in the School of Education at FSU and focuses on improving the mathematics and science achievement of rural students of 35 school districts in three states (NC, VA, SC). Another new initiative is a five-year \$3,200,000 Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) award from the U. S. Department of Education. The grant is a partnership among Cumberland County Schools, Wachovia Bank and Trust, Coca Cola, Inc., Fort Bragg, and Phi Beta Sigma Inc. The grant will provide early college preparation and awareness through comprehensive mentoring, academic instruction, tutoring, counseling and other support services to low-income students at the middle and high schools. The School of Education has expanded the successful implementation of its professional development initiative with Cumberland County Schools to include seven schools (5 elementary schools and 2 middle schools). All elementary education majors are involved in the professional development schools and are required to have a full-year internship, beginning with their enrollment in methods of teaching courses and field experiences.

I. Brief description of programs designed to support beginning teachers.

The School of Education sponsors workshops on classroom management, student characteristics, parental involvement, safe school initiatives and end-of-grade testing strategies for beginning teachers. All teacher interns who will begin their teaching career are provided a handbook T.O.P.I.C.S. (Tips on Performance in The Classroom Setting) that includes information on teaching strategies, diversity, classroom management and current research initiatives in education. They are also provided two resource books, Bulletin Boards That Teach, and A Public School Law Primer for Prospective Teachers. Curriculum Laboratory resources and an instructional specialist are available for beginning teachers to assist them in preparing teaching aids. The Beginning Teacher Academy (BTA), a monthly seminar for beginning teachers is held for student interns enrolled in EDUC 490, Seminar in Education. BTA focuses on first year teachers by mentoring them during their initial teaching experiences. The School of Education has also entered into a successful partnership with NASA in Hampton, Virginia in preparation for a successful induction of students as beginning teachers. During the 1999-00 year, a mathematics and science academy committee of university faculty, public school teachers and administrators was formed to assist recently assigned and beginning high school math and science teachers in a partnership school with improving teaching strategies and providing university exposure and additional resources. Fayetteville State University provides free assistance for any first-year teacher recommended by the LEA for additional training.

J. Brief description of programs designed to support career teachers.

The School of Education revised its Master of Arts in Education (M.A.Ed.) and Master of Arts in Teaching (M.A.T.) degree programs into the Master of Education (M.Ed.) degree with teaching field options in elementary education, reading education, middle grades education, secondary education and special education. (See the Section on Program Areas and Levels for specialty areas). The M.Ed. degree leads to an "M" license and is congruent with the core competencies required for advanced licensure. Teachers who are admitted in the program must have a valid Class "A" level teaching license. In support of career teachers, the program can be completed on a part-time or full-time basis. In addition to providing opportunities for improving content proficiency in a specialty area, career teachers learn to understand and address the needs of diverse student populations, develop leadership skills and effective interactive strategies, and apply research skills effective to solve educational problems. The M.S.A and Ed.D. Programs are also offered on a part-time and full-time basis and provide critical support and opportunities to career teachers. In addition, teaching, professional development, consultative and research support are provided by the Center for Continuing Education, the Curriculum Learning Resource Laboratory, the Distance Learning Center, the Fine Arts Resource Center and the Center for Economic Education. The School of Education works very closely with the Mathematics and Science Center and the Center of Continuing Education to provide graduate learning opportunities for career teachers in mathematics and science instructional strategies. Opportunities are also provided for residential two-week summer institutes

involving the use of laptop computers, calculators, and instructional manipulatives that can be used in K-12 instruction. Five continuing education credits are awarded to all career teachers who serve as partnership teachers for preservice teacher interns. The recognition and support have greatly enhanced the value of the university-school support and collaboration.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

During the 1999-2000 academic year, the Office of School Services documented 422 services to 272 public schools in the ten-county service area of Fayetteville State University. The total number of services provided reflects the faculty and staff involvement in the public schools by the entire university. This involvement included workshops for teachers, demonstrations and workshops for public school students, speakers in the public schools, planetarium programs, and university day for middle and high school students, and tutoring. Of the 422 services to public schools, 10,475 teachers and 16,559 students were served. The Office of Public Education Outreach at FSU documented a total of 57,000 hours of tutoring at the elementary and secondary levels by 388 Chancellor Scholars. A total of 475 students, 185 parents and 996 teachers were served by the mathematics and Science Center; the Curriculum Resource Laboratory served 2,000 teachers; the Center for Economic Education served 6,277 public school students and 300 teachers; and the Youth Motivation Task Force served 1,000 public students. The School of Education has entered into its third year of the University-School Teacher Education Partnership with Cumberland County Schools and has expanded the Professional Development Schools to a total of five elementary schools and two middle schools. All 45 full-time faculty and 2 part-time clinical faculty of the School of Education faculty have been individually involved with the public schools. Academic support staff has also been involved through a "Lunch Buddy" program with E. E. Smith High School. Methods classes continue to be taught in the public schools and the clinical experiences of preservice students have been increased significantly. The College of Arts and Sciences has been significantly involved in public schools. Seventy-five percent of the 165 full-time faculty and staff have been involved individually with public schools. The Upward Bound Program, Educational Talent Search Program and Student Support Program provided services in tutoring, program evaluations, workshops, and mentoring potential first generation college student beginning in the sixth grade.

II. CHARACTERISTICS OF STUDENTS

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

| FULL-TIME STUDENTS | | | | |
|--------------------|------------------------------------|-----------|------------------------------------|------------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 3 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | 9 | Black, Not Hispanic Origin | 61 |
| | Hispanic | | Hispanic | 7 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 55 |
| | Other | | Other | |
| | Total | 21 | Total | 127 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 5 |
| | Hispanic | 1 | Hispanic | 1 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 14 |
| | Other | | Other | |
| | Total | 4 | Total | 20 |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|-----------|------------------------------------|------------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 7 |
| | Other | | Other | |
| | Total | 1 | Total | 10 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Graduate | American Indian/ Alaskan Native | 2 | American Indian/ Alaskan Native | 4 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 3 |
| | Black, Not Hispanic Origin | 28 | Black, Not Hispanic Origin | 63 |
| | Hispanic | | Hispanic | 4 |
| | White, Not Hispanic Origin | 20 | White, Not Hispanic Origin | 52 |
| | Other | | Other | |
| | Total | 50 | Total | 126 |

COMMENT OR EXPLANATION:

The numbers included in this chart also reflect the headcount of 26 students who were formally admitted in the MSA program and 10 who were formally in the Ed.E. program during the 1999-2000 year, 25 of whom are full-time and 11 of whom are part-time. These represent licensure programs and should be captured in the data set.

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|-------------------------------------|--|--|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | 28 | 11 | 11 |
| Middle Grades (6-9) | 60 | 37 | 37 |
| Secondary (9-12) | 106 | 46 | 46 |
| Special Subject Areas (K-12) | 19 | 4 | 4 |
| Exceptional Children (K-12) | 75 | 39 | 39 |
| Vocational Education (7-12) | 38 | 25 | 25 |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 326 | 162 | 162 |

COMMENT OR EXPLANATION:

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

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 179 | |
| MEAN PPST-W | 176 | |
| MEAN PPST-M | 182 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 325 | |
| MEAN CBT-M | 325 | |
| MEAN GPA | 3.50 | 3.56 |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure-Only | |
|---|----------------------|-----------|------------------------------|----|-----------------|----|-------------------------|----------|
| | N | NC | N | NC | N | NC | N | NC |
| N = # Completing NC = # Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 60 | 49 | | | 34 | | | |
| Middle Grades (6-9) | 19 | 16 | | | 8 | | | |
| Secondary (9-12) | 27 | 22 | | | 12 | | 1 | |
| Special Subject Areas (K-12) | 10 | 4 | | | | | 1 | |
| Exceptional Children (K-12) | 1 | 1 | | | 37 | | 1 | 1 |
| Vocational Education (7-12) | 5 | 5 | | | | | 1 | 1 |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | 26 | | | |
| Total | 122 | 97 | | | 117 | | 4 | 2 |

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area/ Professional Knowledge | 1998-99 Student Teacher Licensure Pass Rate | |
|---|---|-----------------|
| | Number Taking Test | Percent Passing |
| Art (K-12) | | |
| Audiology | | |
| Biology (9-12) | 2 | * |
| Business Education | 2 | * |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 36 | 94 |
| English (9-12) | | |
| French (K-12) | | |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | 2 | * |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | 6 | 17 |
| Mathematics (9-12) | 3 | 33 |
| Music (K-12) | 1 | * |
| Physical Education (K-12) | | |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | 1 | * |
| Science (9-12) | | |
| Social Studies (6-9) | 3 | 0 |
| Social Studies (9-12) | 6 | 50 |
| Spanish (K-12) | | |
| Special Education Cross Categorical | 1 | * |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | | |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 60 | 88 |
| * To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed. | | |

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

| Full-time Students | | | | | | |
|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 75 | 30 | 3 | 6 | 2 | |
| U Licensure Only | 4 | 3 | 1 | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 7 | | | | | |
| U Licensure Only | | 22 | 18 | | | |
| Master's degree | | 11 | 12 | | | |
| G Licensure Only | | 3 | | | | |

COMMENT OR EXPLANATION:

Admission to professional education program is interpreted as formal admission to teacher education. The data for this chart were extracted from the 362 students captured in the DPI Excel file which reflects admission to teacher education beginning January 1999 through August 2000. Several observations are worth noting:

- 1) A significant number of our students are military, most of whom are still in the pipeline.
- 2) Students are able to enroll in professional education course before being admitted formally to teacher education, and
- 3) 172 students are presently in the pipeline as part-time who are licensure only and lateral entry.

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 79 | 82% | 70% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Cumberland | 1,199 |
| Hamett | 132 |
| Robeson | 122 |
| Sampson | 121 |
| Hoke | 102 |
| Charlotte-Mecklenburg | 76 |
| Wake | 67 |
| Bladen | 65 |
| Moore | 58 |
| Wayne | 54 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.18 | 3.18 | 3.08 |
| preparation for managing the classroom | 3.00 | 3.40 | 3.33 |
| preparation for using technology as an instructional tool | 2.75 | 3.27 | 3.25 |
| preparation for meeting the needs of diverse learners | 3.25 | 3.36 | 3.17 |
| preparation in curriculum content and delivery strategies | 3.25 | 3.45 | 3.42 |
| | | | |
| Number of surveys received | 12 | 11 | 12 |
| Number of surveys mailed | 50 | 50 | 50 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 45 | 5 | 4 |



IHE Performance Report

1999-2000

**Gardner-Webb
University**

IHE Performance Report

Gardner-Webb University

1999-00

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 20,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which *Business Week* referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide a learning of distinction in the liberal arts and in professional studies within a caring community based upon Christian principles and values. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1933 the College officially became Gardner-Webb University.

Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb's students prepare for service-related professions - teaching, the ministry, and nursing. One of the most notable programs on campus is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision and hearing disabilities to take part fully in the educational programs of the University at no additional expense to the students.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education, secondary education (English, mathematics, biology, chemistry, comprehensive social studies), special subject areas (physical education, Spanish education, French education, music education). Graduate licensure programs: elementary education, middle grades education, English education, school administration, school counseling. (The elementary, middle grades, and English graduate programs were revised during the 1999-2000 academic year to meet the new master's standards.)

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Gardner-Webb University enjoys a healthy relationship with our public school partners and continues to seek new ways to strengthen that partnership. Our public school involvement continues to include conducting workshops for public schools, serving on school district committees (e.g., TOY and Family Advocacy Coalition), serving on mentor teams, doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair), judging science fairs, judging athletic events, assisting teachers to prepare for the NBPTS process, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. Two public school personnel, a teacher and a counselor, sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator served as an adjunct in our undergraduate elementary education program and very capably taught our EDUC 313 class, *Teaching Students with Special Needs*. She took the students in her class into the schools and gave them many invaluable opportunities to observe and work with students with special needs. Each semester we have a day in which we interview candidates who have applied for admission into teacher education. Each semester our interview team included a public school representative (an assistant principal one semester and a school counselor the next semester). Their questions and perspectives about the

students being interviewed were extremely insightful. Local school personnel(administrators and teachers) continue to participate in several of our undergraduate and graduate classes as guest presenters and panelists. At the final student teaching seminar in the spring our special guest speaker was Mr. Doug Pruitt, the Cleveland County Teacher of the Year. Two public school personnel continue to serve as "permanent" adjuncts for us - one classroom teacher teaches our elementary science methods and one system technology coordinator teaches our computer education seminar. In addition to strengthening the presence of public school personnel on our campus, one faculty member continues to serve on the steering committee for a 21st Century Learning Center grant; with one of our middle schools we concluded a collaborative research project assessing the effectiveness of one-on-one instruction for at-risk readers. Our middle grades educator and mathematics education coordinator received a Duke Power grant and held a math camp on campus during the summer. The undergraduate and graduate middle grades program revisions were completed this year with valuable input from a variety of middle grades teachers and school administrators.

B. Brief description of efforts to assist low-performing schools.

In our seven county service area there was only one low-performing school during 1999-2000, Woodhill Elementary School in Gastonia. Gardner-Webb University has only worked with the system for one year and we have had no field experience or student teaching opportunities at Woodhill. Because this relationship is young, the Chair of the Department of Education made the decision to offer services to the school but not overpower them as they were planning their remediation efforts. A letter offering assistance and providing information regarding each faculty member's area of expertise was sent to the principal.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

All pre-service candidates are required to earn a C or better in a computer course (EDUC 301, Computer Education Seminar). In addition, the University has a technology competency assessment, which must be demonstrated by all students in order to graduate. Most classes within both the undergraduate and graduate teacher education program have requirements for research papers, projects, and/or presentations that require students to use technology not only for preparation and research but also production and presentation. Within the unit, lesson plans are transmitted electronically to the supervisors and student teachers/supervisors are in frequent e-mail contact. Gardner-Webb University is committed to supporting and enhancing the technological competence of its faculty and students. We have not at this time set up specific programs to enhance the technological competence of in-service teachers; we feel that the primary responsibility for the continuing development of in-service teachers resides with their employing school systems. However, all persons who act as cooperating teachers have access to one free course at Gardner-Webb (undergraduate or graduate) and that course may be a technology course; in addition, cooperating teachers have access to all technological, personnel, and media resources of the University.

D. Brief description of efforts to serve lateral entry teachers.

All lateral entry teachers who request programs of study receive a thorough evaluation of both their transcripts and their work experiences. These evaluations are completed by the content area coordinator and the Department of Education chair. When the evaluation is concluded, each person receives a letter from the Chair of the Department of Education outlining the program of study required to achieve the license sought. If follow-up contact is not made by the lateral entry teacher within approximately one month, the Chair (or her designee) contacts the teacher to find out the status of the inquiry. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Courses in their programs are offered in the late afternoons, evenings, and by special arrangement, if necessary, to meet the needs of lateral entry teachers. Courses can also be taken at other institutions and transferred into their licensure programs. Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms while ensuring that they have the knowledge and skills to serve their students. During the 1999-2000 year, Gardner-Webb University faculty completed 105 transcript evaluations from post-baccalaureate students seeking licensure. Thirty of those were from lateral entry teachers

and twenty-seven of those thirty have entered the University and are either taking undergraduate courses to meet the lateral entry requirements or have entered our master's program(s) to earn their graduate degrees as they fulfill the requirements of their lateral entry licenses.

E. Brief description of special efforts to improve NTE/Praxis scores.

To assist students in passing PRAXIS I, six computers and the Learning Plus software from ETS were purchased and a special PRAXIS lab was set up. Monitoring the lab and assisting the students to work through the tutorial is the prime responsibility of a graduate assistant. Special tutors may also be arranged to assist with particular sections of PRAXIS I. For students unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the student and his/her program coordinator review and prepare for another test administration. The Department of Physical Education, Wellness, and Sport Studies brought Dr. Donna Wollard to campus for a day. Dr. Wollard has done extensive research on the Physical Education PRAXIS II examination modules and provided valuable information as she worked with both faculty and students.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The Admissions Office sends to the Department of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. The Career Services Center sponsored a Teacher Education Job Fair, with over thirty school systems participating. The planning and publicity surrounding the event generated tremendous results both in the number of students who interviewed and in the number of systems interested in returning for the annual event. During the year several "VIP Days" were scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each VIP Day during which departments set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The Department of Education has an information sheet, which prospective students complete at that time and follow-up letters are sent to all interested students. Several sections of EDUC 201, Introduction to Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. That course is frequently a very positive tool for recruitment into teacher education.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

A scholarship which provides \$2000.00 annually was shifted in emphasis to provide assistance to culturally diverse undergraduates who wish to major in teacher education with up to 10 individual scholarships available annually. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to purchase names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population, most minority undergraduates choose business-related or sports-related majors rather than pursuing teacher licensure. During this year, our unit's minority recruitment plan was reviewed on both the undergraduate and graduate levels. On the graduate level, the application fee is waived for minority candidates who enter the master's program. On the undergraduate level, a plan was devised to disseminate information about teaching more widely through the Admissions Office.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

During 1999-2000 the unit continued to work closely with our seven partnership school systems - Cleveland County, Shelby City, Rutherford County, Kings Mountain City, Burke County, Gaston County, and Lincoln County. We placed students in these systems during the year for both early field experiences and student teaching and they had excellent experiences. On the graduate level, a special program was begun with Burke County to permit their teachers to work toward acquiring academically gifted (AG) add-on license. The AG program in Burke County is strong and the system

administrators approached the University about partnering with our master's program which was being offered in that area. Within the GWU master's program there are two elective courses and the agreement was reached that Burke County teachers in the program could take the two AG courses offered through the County which would then transfer into their graduate programs as the two electives. The two courses were approved by the University Graduate Council and the credit equivalencies for transfer were determined.

I. Brief description of programs designed to support beginning teachers.

The faculty at Gardner-Webb University serve on mentor teams and stay in frequent contact with newly licensed teachers, including making classroom visits. Beginning teachers are surveyed to determine their perceptions of readiness to teach as well as to determine needs that they have during the initial teaching assignment. Faculty also work with beginning teachers to help develop their Performance Based Licensure Product of Learning. Beginning teachers have access to faculty members and frequently make contact for individual needs such as advice, resources, graduate school recommendations, and lesson plan ideas. Because so many of our program completers teach within the local area, faculty members frequently see them during school visits.

J. Brief description of programs designed to support career teachers.

The faculty at Gardner-Webb University help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on the first attempt in obtaining National Board Certification. The faculty has also helped career teachers to conduct research in their classrooms and has always provided in-service opportunities and other consultation which career teachers have requested.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

The faculty at Gardner-Webb University volunteers in a number of capacities in the local school systems such as tutoring specific students (both at-risk students and those in special reading and/or math programs), working book fairs, telling stories during special literacy celebrations such as "book week" and "week of the young child," and making presentations at PTA meetings. Service to the local school districts includes participation in such activities as serving on Teacher-of-the Year committees; serving on Initial Licensure Program committees; working with teachers who are preparing to sit for National Board for Professional Teaching Standards certification; serving on committees and councils such as the Cleveland County Partnership for Children Committee and the Family Advocacy Coalition; and moderator at the "Battle of the Books." Going beyond her own individual volunteer efforts, in a continuing effort to raise reading readiness test scores, one professor requires a specific and prolonged tutoring field experience of all students in one of her classes. The faculty conducts workshops and training sessions with a variety of public school and community groups including Cleveland County Schools, Kings Mountain Schools, Shelby City Schools, Rutherford County Schools, the United Way Foster Grandparents Program, and VISTA. These workshops are built around such topics as current research in learning styles and brain research, inclusion in the classroom, improving reading skills in students, organizing a classroom to maximize student learning, and phonics as part of the balanced reading program. Our faculty members are constantly in the seven schools districts with which we have partnerships. Faculty members supervise student teachers and interns and during those visits we speak with principals, assistant principals, guidance counselors, completers who are teaching in the schools, and make every effort to have the schools realize the presence of Gardner-Webb University and our interest in being partners of excellence. Faculty members also attend both school faculty meetings, school board meetings, and district principals meetings as one very powerful way of keeping the lines of communication open and ensuring that questions are answered and perceptions accurate. Public school personnel are also invited to participate in campus activities as guest speakers in classes and receptions, and as participants in grant proposals and other collaborative projects such as evaluating the portfolios of our student teachers. All unit faculty are involved in some manner in the schools. Many arts and sciences faculty, particularly those who have an interest in teacher education or sit on the Teacher Education Committee, are also engaged in such public school activities as judging essay contests, musical events, athletic events, science fairs, mathematic bees, etc. In summary, the faculty members of

Gardner-Webb University commit much time, both personal and professional to collaborative activities with public schools and the greater profession. We continually seek new avenues of collaboration and make every effort to be receptive to and meet the needs of our local school districts, administrators, and teachers. By doing this, we better serve all of our students.

II. CHARACTERISTICS OF STUDENTS

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

| FULL-TIME STUDENTS | | | | |
|--------------------|------------------------------------|-----------|------------------------------------|-----------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 15 | White, Not Hispanic Origin | 61 |
| | Other | | Other | |
| | Total | 15 | Total | 62 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 3 |
| | Other | | Other | |
| | Total | | Total | 4 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 7 |
| | Other | | Other | |
| | Total | 2 | Total | 8 |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|------------|------------------------------------|------------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 6 | White, Not Hispanic Origin | 13 |
| | Other | | Other | |
| | Total | 6 | Total | 16 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | 1 | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 12 | Black, Not Hispanic Origin | 21 |
| | Hispanic | 1 | Hispanic | |
| | White, Not Hispanic Origin | 90 | White, Not Hispanic Origin | 244 |
| | Other | | Other | |
| | Total | 104 | Total | 266 |

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|-------------------------------------|--|--|--|
| Prekindergarten (B-K) | | | |
| Elementary (K-6) | 30 | 30 | 12 |
| Middle Grades (6-9) | 36 | 36 | 16 |
| Secondary (9-12) | 25 | 25 | 9 |
| Special Subject Areas (K-12) | 14 | 14 | 5 |
| Exceptional Children (K-12) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 105 | 105 | 42 |

COMMENT OR EXPLANATION:

The percentages of requests to admits range from 35% to 44%. Considering some of the requests that we get (turkey farmer to middle grades teacher; electrical engineer to elementary teacher) we feel that we do an excellent job of providing palatable, yet appropriate, programs of study.

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

| | Baccalaureate | Master's |
|--|---------------|----------|
| MEAN PPST-R | 180 | |
| MEAN PPST-W | 177 | |
| MEAN PPST-M | 179 | |
| MEAN CBT-R | 328 | |
| MEAN CBT-W | 325 | |
| MEAN CBT-M | 324 | |
| MEAN GPA | 3.21 | 3.07 |
| MEAN MAT | | 47 |
| MEAN GRE-TOTAL | | 1533 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | 8 |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | 108 |

** At time of admission to the master's program.

COMMENT OR EXPLANATION:

Our graduate programs had a very good year, beginning new elementary education and school administration clusters and admitting 128 new graduate students.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure-Only | |
|---|----------------------|-----------|------------------------------|----|-----------------|-----------|-------------------------|----|
| | N | NC | N | NC | N | NC | N | NC |
| N = # Completing NC = # Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 23 | 19 | | | 42 | 42 | | |
| Middle Grades (6-9) | 7 | 7 | 1 | | 6 | 6 | | |
| Secondary (9-12) | 2 | 2 | | | 2 | 2 | | |
| Special Subject Areas (K-12) | 6 | 4 | 1 | | 9 | 9 | | |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | 34 | 6 | 17 | |
| Other | | | | | | | | |
| Total | 38 | 32 | 2 | | 93 | 65 | 17 | |

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

One elementary education major chose not to be licensed in NC and returned to her home in Florida. Two elementary education majors were employed and recommended by their systems, pending passage of PRAXIS II. One Spanish major was recommended by his hiring system, although he had completed all requirements successfully. Two physical education majors were recommended by their systems, pending passage of PRAXIS II.

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

| Specialty Area/ Professional Knowledge | 1998-99 Student Teacher Licensure Pass Rate | |
|---|---|-----------------|
| | Number Taking Test | Percent Passing |
| Art (K-12) | | |
| Audiology | | |
| Biology (9-12) | 1 | * |
| Business Education | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 14 | 93 |
| English (9-12) | 7 | 86 |
| French (K-12) | 1 | * |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | 2 | * |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | | |
| Mathematics (9-12) | 5 | 20 |
| Music (K-12) | | |
| Physical Education (K-12) | 4 | 25 |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | 4 | 75 |
| Spanish (K-12) | 1 | * |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | | |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 39 | 95 |
| * To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed. | | |

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

| Full-time Students | | | | | | |
|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 31 | 5 | | | | |
| U Licensure Only | 2 | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | 4 | 8 | 53 |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 39 | 87% | 74% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-------------------------|--------------------|
| Cleveland | 235 |
| Rutherford | 229 |
| Gaston | 147 |
| Forsyth | 130 |
| Surry | 79 |
| Shelby City | 77 |
| Iredell | 71 |
| Burke | 64 |
| Kings Mountain District | 58 |
| Charlotte-Mecklenburg | 51 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.50 | 3.50 | 3.40 |
| preparation for managing the classroom | 3.50 | 3.50 | 3.60 |
| preparation for using technology as an instructional tool | 3.50 | 3.33 | 3.60 |
| preparation for meeting the needs of diverse learners | 3.33 | 3.33 | 3.20 |
| preparation in curriculum content and delivery strategies | 3.67 | 3.60 | 3.50 |
| | | | |
| Number of surveys received | 6 | 6 | 5 |
| Number of surveys mailed | 27 | 27 | 27 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 9 | 11 | 8 |



IHE Performance Report

1999-2000

Greensboro College

IHE Performance Report

Greensboro College

1999-00

Overview of the Institution

Greensboro College, an independent, coeducational college affiliated with the United Methodist Church, is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. The College is located on thirty acres of tree lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out Reverend Peter Doub's dream to found a preparatory school for young women and it became co-educational in 1954. The College now serves approximately 1000 men and women from 29 states and 12 different countries. About one-fourth of the students are adult learners. The College believes that a liberal education provides basic intellectual and communicative capabilities that enable a person to develop and to adapt throughout a productive lifetime. Consequently the liberal arts curriculum is thought to be the most appropriate context for professional, preprofessional, and career oriented programs and all preservice teachers receive this strong foundation.

Special Characteristics

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Active learning, critical reflection, disciplined inquiry are central to this program. Theory and practice combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The small, personable nature of the college and the nurturing qualities of the teacher education program provide traditional, non-traditional, and licensure-only students encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The teacher education program offers a flexible schedule and small class sizes making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic and competent faculty, strong advising programs, and supportive knowledgeable staff all combine to provide students with a quality collegiate program.

Program Areas and Levels Offered

Greensboro College offers licensure programs in the following areas: Birth through Kindergarten (temporary authorization); Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education in Specific Learning Disabilities (K-12), Mentally Handicapped (K-12) and Behaviorally and Emotionally Disabled (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12) and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been temporarily approved for Special Education and Elementary Education.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Greensboro College collaborates with the public schools through involvement in program development, grant writing, team teaching, resource advising, clinical experience partnerships, and committee service. Program development includes 1) the coordination and hosting of the Fourth Annual New Generations Character Education Conference in which 300 high school students developed "character" plans for their schools and communities; 2) the exploration of participation in the Teacher Cadet Program as a partner and program provider; and 3) the organization of the O Henry Festival during which time, in conjunction with the Greensboro Libraries and Literacy Programs, national speakers and writers visited the area for a week devoted to literacy and writing for preservice teachers, career teachers, and Guilford County School students. Through the effort of the English faculty, the O Henry Festival experienced a 300% increase in participation over last year.

Collaborative grants and resulting programs include: 1) Greensboro, Bennett, and Guilford Colleges and the Guilford County Schools capacity building grant, Preparing Tomorrow's Teachers to use Technology, through which college faculty, and Guilford County School personnel were funded to engage in technology development in Math, Science, and Special Education; and 2) the Duke Energy Grant, Tutoring and Enrichment for Advancing Math and Science (TEAMS) through which Greensboro College and Dudley High School faculty designed a peer tutoring program for students at risk of failing math. Through team teaching, public school teachers and administrators serve as guest speakers in seminars discussing topics ranging from teaching exceptional children to understanding Performance Based Licensure; consultants conduct special programs such as Project Wild during pedagogy classes; special guests, such as the Teacher of the Year, deliver inspirational speeches to students, cooperating teachers, and supervising faculty each year at the Student Teacher and Alumni Honors Banquets; and public school faculty teach courses in special education, math, history, and earth science. Resource advice includes faculty participation in a number of professional community events 1) the Music Department hosted the Piedmont All-Star High School Jazz Band; 2) the Theatre Department hosted the Fall 1999 North Carolina Theatre Festival; and 3) the Art program initiated internships at the Children's Museum and hosted art opportunities for special populations. Through clinical partnerships, preservice teachers engage in field and student teaching experiences and learn to serve students in a variety of diverse settings. Public School educators serve in advisory roles as they review instructional materials, provide guidance in selection of resources, make recommendations about Curriculum and Materials Center purchases and serve on the Technology Portfolio Review Team. Greensboro College participates with Piedmont area IHEs and LEAs in the Piedmont Alliance. This group collaborates on clinical and student teaching projects and examines legislative issues and policies affecting teachers.

B. Brief description of efforts to assist low-performing schools.

Greensboro College provides support to at risk students through several tutoring programs: 1) fieldwork students tutor ESL students who are at risk of being low performing on end of grade tests; 2) Faculty designed the Tutoring and Enrichment for Advancing Math and Science Program where Dudley High School students tutor 7th graders who are at risk for failing the math EOG; and 3) Preservice teachers tutor Jackson Middle School students who obtained low scores on the reading EOG. Greensboro College faculty attended a number of conferences to learn about accountability, achievement gap, and the Benchmarks: 1) the Assessment and Accountability Conference where accountability guidelines, intervention strategies (PEPs) for low performing (K-12) students, and the ABC Program were reviewed; 2) the Closing the Achievement Gap Conference; 3) a Guilford County Prioritized Curriculum workshop and 4) the Literacy Team training sessions. Greensboro College and Guilford County Schools will conduct 10 literacy facilitator training sessions for teachers involved in the Literacy Program serving low performing students.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Greensboro College established a Technology Task Force for Teacher Education that provides information, organizes in-service, and tracks the technological competence of preservice teachers. The task force revised the Technology Portfolio criteria and checklist for the Technology Portfolios required of all licensure completers to include specific guidelines, explanations and peer review components. All portfolio items are linked to the Teacher Education curriculum. The portfolios are reviewed by public school teachers and college faculty who work in teams to assess the quality of the portfolio items. Students are required to take Educational Technology I, II, and, III. During these courses, students learn and apply technology knowledge to teaching. Students are required to develop web pages, to prepare power point presentations, to use internet for on-line research and to evaluate technology and electronic information. Preservice teachers are required to demonstrate technological competence by developing, implementing, and evaluating technology rich lessons and all math students use TI-83 graphing calculators. Greensboro, Bennett, Guilford Colleges, and the Guilford County schools received a Department of Education capacity building grant to establish technology and curriculum specialization sites designed to serve teachers, teacher educators, and arts and science faculty with resources, models of instruction, and networking. This grant enabled Special Education faculty to attend an assistive technology conference, for professional studies faculty to use technology to analyze best practices, for arts and science faculty to learn ways to incorporate advanced technology competencies into pedagogy and general education courses, and

for math faculty and public school educators to attend Teaching Teachers with Technology Conference. Members of the Greensboro College Technology Task Force made a presentation about the GC technology portfolio process at the Second Advanced Technology Conference. Greensboro College faculty and staff were invited to attend the SIERTEC/SERVE SUNRAY Academy to focus on authentic task professional development in technology. Through participation in this academy, Greensboro College participants gained knowledge about web-page construction, video streaming, instructional software, on-line instruction, distance learning, and the latest technology hardware. They returned from the academy with the teacher education web-page designed. Greensboro College was invited to become a member of the SUNRAY Academy which will allow Greensboro College faculty to engage in technology workshops and professional development.

D. Brief description of efforts to serve lateral entry teachers.

Greensboro College is strongly committed to preparing traditional and non-traditional teachers to be the most qualified and competent teachers they can become. Consequently Greensboro College has provided many options for individuals seeking teacher licensure. In collaboration with Bennett College, Greensboro College received funding to develop a lateral entry program in the Piedmont, the PAL Program. Now in its second year, the PAL Program provides an accelerated developmental lateral entry training program for individuals either recently hired or anticipating employment as lateral entry teachers in the area schools. The PAL candidates take courses in a fast track program that incorporates all the state professional studies and advanced technology competencies. Cadre I concluded in May 2000 with 12 candidates completing the program and Cadre II began in April 2000 with 22 candidates enrolled. A survey indicates that the PAL candidates are all highly satisfied with the program. Greensboro College has developed and revised a handbook on Lateral Entry in North Carolina to assist students who contact our Teacher Education Office. Additionally the College provides a set flexible course offerings to meet the needs of employed students whether or not they are in the PAL Program. The education faculty have developed a schedule so that all licensure courses are intentionally rotated through morning, afternoon, and evening time slots on a predictable basis. Educational programs are designed on an individual basis to meet the needs of each licensure candidate including lateral entry candidates and other career change adults who wish to become teachers. The Director of Adult Education Program is informed of and responsive to the needs of lateral entry teachers. In June 2000, funding was approved to fill a new position, Coordinator of Alternative Licensure and Clinical Experiences. The new full-time coordinator joined the program in August. Special education faculty visited graduates who had been hired as lateral entry teachers and provided clinical support and made suggestions on behavioral management. Arts and Sciences faculty serve as advisors for Lateral Entry teachers and have provided independent studies for Lateral Entry Teachers needing upper level courses.

E. Brief description of special efforts to improve NTE/Praxis scores.

Students are carefully monitored by faculty who are aware of candidate's testing history. The program offers workshops and provides information to all students so they will be successful on the PRAXIS tests. Two faculty received a professional development grant to design a program to support and assist students the Praxis exams. The test-taking workshops were offered in the Fall and Spring and provided students with strategies for taking exams, ways to analyze content, creation of study groups, and learning relaxation techniques. All students are provided with the TAAG (Tests At A Glance) booklet and are also encouraged to purchase study guides if needed. Additionally LearningPlus, a computerized tutorial program in math, reading and writing, is available to students. The Teacher Education Office reminds students of LearningPlus and other resources. Students who do not pass the PPST are encouraged to take the CBT and vice versa. Students are informed of tests and support options in the Introduction to Education course, Early Fieldwork Seminar, and the Educational Foundations course. Faculty meet with students who fail the Specialty area of Praxis II exams and devise a plan for passing the tests. The teacher education program remains informed about testing requirements and reports regularly to the program area coordinators regarding changes and policies. Faculty and staff work collaboratively to inform students about workshops, campus resources and tutoring options. Many teacher education faculty have made course modifications to include constructed response test questions. Additionally courses have been revised to be more responsive to the needs of students taking PRAXIS I exams. Specifically, the Math department modified the content in MATH 101, Ideas in Mathematics, to include number sense, numeration, geometry, patterns, functions probability and statistics in order to correspond with PRAXIS PPST/CBT

mathematics exam. Faculty have attended workshops on the specialty area tests and several faculty have taken the PRAXIS exams in order to be better informed. Student test scores are monitored carefully and arrangements are made for students with specific disabilities to take the nonstandard administration of the exam.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Recognizing the need to recruit and retain good teachers, the teacher education faculty are present at all campus-wide advising sessions and participate in the admission open houses and scholarship interviews. The Teacher Education Office is responsive to contacts from the public. The Music Education faculty developed a brochure and personally contacted the parents of potential music education candidates. Music faculty also contacted students in introductory music classes who were undecided about a major and recommended they consider a teaching career. One First Year Seminar section is reserved exclusively for students who have expressed an interest in education. This seminar is instructed by a faculty member in teacher education. Active student education organizations communicate to student body about careers in education. The coordinator of B-K program was provided with release time to recruit high school students. Sessions were held with Day Care Directors informing them of educational opportunities for their employees. The Adult Education Program conducts recruiting meetings with prospective adult education students. Greensboro College is exploring the possibility of establishing a Teacher Cadet Program and the teacher education program has begun communicating with high school teachers about students who may want to teach.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Greensboro College is strongly committed to honoring diversity and has actively sought partnerships with programs that support the professional development of minority students and future teachers. The teacher education faculty in collaboration with the Dudley High School Math and Science Academy was funded by the Duke Energy Foundation for \$7,000.00 to design enrichment and peer tutoring opportunities for gifted high school math students who in return tutor 7th grade students experiencing math difficulties. The high performing math students who were trained as peer tutors, attended a summer enrichment program at Greensboro College where they engaged in mini-research projects with math professors and fellow students. Nineteen peer tutors from the Dudley Science and Math Academy were instructed in how to tutor at-risk students. We are hoping that some of these gifted minority students will select math education as a career and possibly choose Greensboro College for their education. Dudley High School is the Historically Black High School in Greensboro. Greensboro College Admissions Office purchased the names of all minority students, east of the Mississippi, expressing an interest in Teacher Education. The director of teacher education met with the new admissions director to develop a strategic plan that included recruiting minority students. The Greensboro College Teacher Education Program also developed a Task Force to address the complex "diversity" issues.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

Being a Private College, Greensboro College also values partnerships with private institutions. Greensboro College Teacher Education faculty worked with Greensboro Day School to co-host the Fall Parent Education Program. The October 1999 guest was Michael Thompson, author of Finding the Heart of the Child and Raising Cain: Protecting the Emotional Life of Boys. Thompson conducted sessions with Greensboro College students and faculty addressing gender issues and educational expectations. Richard Lavoie was the First Annual Special Education Proctor Symposium guest. This is a collaborative project between Guilford Day School and Greensboro College. Mr. Lavoie addressed parents, teachers, preservice teachers, faculty, inservice teachers, undergraduate students in March 2000. Topics included motivation, instruction and social implications of being a learning disabled person. Lavoie is recognized for his videos "How Difficult Can This Be?" and "Last one Picked and First One Picked On."

I. Brief description of programs designed to support beginning teachers.

Faculty support Greensboro College graduates who are new teachers by making phone calls and classroom visits, providing resource information, establishing "new teacher's network," providing Initially Licensed Personnel support and information about Performance Based Licensure, and advising sessions. Special Education Faculty have assisted Greensboro College graduates who are beginning teachers in the Guilford County area with behavior management, assessment, and IEP writing workshops and instruction. Special Education faculty have also established a network directory for first year teachers. Elementary faculty have developed e-mail tips for beginning teachers and have made the Harry Wong video available for beginning teachers to borrow. Art faculty visit first year teachers in the area and provide them with resource materials. The Music faculty have conducted workshops for inexperienced band teachers who are given jazz band responsibility by focusing on jazz literature for beginning jazz bands and improvisation techniques. In addition, the Piedmont Alternative Licensure (PAL) Program provides direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information, and exceptional children. The PAL Program also provides continuous support and networking opportunities for beginning lateral entry teachers. Greensboro College faculty provide support to beginning Lateral Entry Teachers by serving as advisors and conducting independent studies.

J. Brief description of programs designed to support career teachers.

The Teacher Education Program supports career teachers through a number of workshops, curriculum and instruction information, and continuing education opportunities. The College coordinates the O. Henry Festival Board, which sponsors speakers, workshops, and seminars and a writing contest for English and Language Arts teachers. Through the O. Henry Festival, noted children's literature author, George Ella Lyons, shared strategies with classroom teachers on how to use children's literature to integrate the curriculum and how to use of process writing for juvenile fiction. Ernest Gaines, author of Autobiography of Miss Jane Pittman, spoke to standing room only crowd of Guilford County Middle and High School students and teachers. Curriculum support for career teachers is provided by faculty who teach workshops on Character Education and organize Fine Arts Day for teachers and their students. During Fine Arts Day in preparation for festivals and contests, career teachers have their ensembles critiqued and focus on choral and instrumental issues. Education forums include: 1) the Greensboro Day School and Greensboro College Parent Education Forum which supports workshops for student teachers, cooperating teachers, parents and faculty with the featured forum guest, Michael Thompson and 2) the Guilford Day School and Greensboro College Proctor Special Education Forum includes workshops for student teachers, cooperating teachers, parents and Guilford Day School faculty with featured guest, Richard Lavoie. Continuing education opportunities are available though the evening course schedule and the add-on licensure programs. The Pre-Kindergarten Add-on program was temporarily authorized for licensed Elementary and Special Education teachers. The B-K coordinator in collaboration with colleagues from two other institutions received funding to provide courses during the summer to support the continuing education of career teachers. B-K faculty developed, implemented, and evaluated programs for the North Carolina Center for Advancement of Teaching. Through the Preparing Tomorrows Teachers to use Technology, math and special education faculty from Greensboro College joined Guilford County school teachers in attending conferences on teaching technology and assistive technology.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Greensboro College faculty are involved in the public schools in a number of ways. The Phi Delta Kappa officer (special education faculty) is responsible for maintaining news letter communications between PDK chapter and the local Revis Reading Center (GTCC, Alamance Burlington Schools, NCA&TSU, and Greensboro College). Faculty serve on the Guilford County Schools Advisory commission of Character Education and prepare assessment reports on the New Generations Character Education Conference. Middle Grade faculty also demonstrated creative writing lessons at area Middle Schools. The Elementary faculty volunteer to read to "at risk" students, conduct "Whole Language and Literacy" workshops, judge science fair projects, and participate in pen-pal programs. The Music faculty hosted the North Carolina District Middle School Choral Festival, critiqued public

school ensembles, conducted brass ensemble workshop for teachers and students, developed and hosted the Piedmont All star High school Jazz ensemble which involves auditions for high school musicians. The English faculty served as judges for the O. Henry "Short Fiction" contest, conducted workshops in "Process Writing and Holistic Assessment," served as editors of student writing booklets, and served as reader and consultant for Tennessee State Writing Assessment. The Theater faculty facilitated high school juniors' theater workshop in performance and design at the state level, evaluated senior high school auditions in performance and design, conducted theater audition workshops for high school students at the state level. The science faculty distributed letters to area school volunteering to serve as science fair judge. The Physical Education faculty organized "Education through Movement" workshop for teachers and student teachers. The Art faculty host the Scholastic Art Award National Program and teach art classes at a Global magnet school. The Math faculty worked on reviewing K-12 Math standard course of study for North Carolina and Math faculty spoke at a professional conference on "Examining Student's Understanding of Elementary Statistics." Additionally a number of faculty serve on PTA boards, school leadership teams, SACS teams, and advisory councils.

II. CHARACTERISTICS OF STUDENTS

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

| FULL-TIME STUDENTS | | | | |
|--------------------|------------------------------------|----------|------------------------------------|-----------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 8 | White, Not Hispanic Origin | 23 |
| | Other | | Other | |
| | Total | 8 | Total | 28 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 6 |
| | Other | | Other | |
| | Total | 1 | Total | 6 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|----------|------------------------------------|-----------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | 1 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 14 |
| | Other | | Other | |
| | Total | 4 | Total | 17 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

COMMENT OR EXPLANATION:

This information does not include 22 PAL Program candidates who are all lateral entry teaches enrolled in the Piedmont Alternative Licensure Program coordinated by the Greensboro College Teacher Education Program. We do not have specific information on the number of individuals inquiring about alternative licensure. At least three times as many individuals inquire about licensure as actually come to the College to have transcripts reviewed and programs developed. Many of the 73 students contacting the college during the 1999-2000 academic year will enroll in courses during the 2000-2001 academic year and will not be reflected in this report as having enrolled in programs leading to licensure.

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number Requesting Program of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|-------------------------------------|---|---|--|
| Prekindergarten (B-K) | | 1 | |
| Elementary (K-6) | | 30 | 12 |
| Middle Grades (6-9) | | 9 | 5 |
| Secondary (9-12) | | 11 | 1 |
| Special Subject Areas (K-12) | | 5 | 1 |
| Exceptional Children (K-12) | | 13 | 3 |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 210 | 69 | 22 |

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

| | Baccalaureate | Master's |
|--|---------------|----------|
| MEAN PPST-R | 183 | |
| MEAN PPST-W | 179 | |
| MEAN PPST-M | 181 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 324 | |
| MEAN CBT-M | 327 | |
| MEAN GPA | 3.30 | NA |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure-Only | |
|---|----------------------|-----------|------------------------------|----------|-----------------|----|-------------------------|----|
| | N | NC | N | NC | N | NC | N | NC |
| N = # Completing NC = # Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 9 | 5 | 3 | 2 | | | | |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | | | 1 | | | | | |
| Special Subject Areas (K-12) | 4 | 2 | 5 | 1 | | | | |
| Exceptional Children (K-12) | 4 | 3 | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 17 | 10 | 9 | 3 | | | | |

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area/ Professional Knowledge | 1998-99 Student Teacher Licensure Pass Rate | |
|---|---|-----------------|
| | Number Taking Test | Percent Passing |
| Art (K-12) | 2 | * |
| Audiology | | |
| Biology (9-12) | 1 | * |
| Business Education | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 17 | 94 |
| English (9-12) | 1 | * |
| French (K-12) | | |
| German | | |
| Health Education | 1 | * |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | 1 | * |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | 1 | * |
| Mathematics (9-12) | | |
| Music (K-12) | 1 | * |
| Physical Education (K-12) | 5 | 40 |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | 1 | * |
| Social Studies (9-12) | | |
| Spanish (K-12) | 1 | * |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | 3 | 100 |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 35 | 100 |
| * To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed. | | |

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

| Full-time Students | | | | | | |
|---------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 15 | 1 | 1 | | | |
| U Licensure Only | 2 | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 7 | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------------------|-------------------------|-------------------------|
| Baccalaureate | 38 | 97% | 71% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Guilford | 191 |
| Rockingham | 53 |
| Forsyth | 35 |
| Randolph | 31 |
| Charlotte-Mecklenburg | 24 |
| Wake | 24 |
| Alamance-Burlington | 23 |
| Davidson | 23 |
| Gaston | 11 |
| Asheboro City | 10 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.50 | 3.38 | 3.25 |
| preparation for managing the classroom | 3.14 | 3.25 | 3.00 |
| preparation for using technology as an instructional tool | 3.14 | 3.25 | 3.63 |
| preparation for meeting the needs of diverse learners | 3.00 | 3.13 | 3.00 |
| preparation in curriculum content and delivery strategies | 3.25 | 3.38 | 3.38 |
| | | | |
| Number of surveys received | 8 | 8 | 8 |
| Number of surveys mailed | 27 | 27 | 27 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 5 | 16 | 4 |



IHE Performance Report

1999-2000

Guilford College

IHE Performance Report

Guilford College

1999-00

Overview of the Institution

Guilford College is a four-year undergraduate educational community, which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education, which values academic excellence and stresses the importance to a free society of mature, broadly educated citizens; career development and community service, which value self and the worth of others; and Quakerism, which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

Special Characteristics

The Education Studies (ES) Program is a small program in a small liberal arts college built around the strengths offered by the intimate involvement of students with faculty; faculty whose guidance and support is based on deep understanding and knowledge of the strengths and needs of each individual student. The primary goal of the program is to develop educators who are grounded in the liberal arts and who are self-confident, inquisitive, and thoughtful in their practice. Special pedagogical features of the program include one-to-one video-taped faculty-student tutorials, cross-cultural internships, a mid-point portfolio review and a capstone experience. As a program of the "whole college," the ES department uses the core curriculum of the college to help our graduates achieve the competencies. Thus, all faculty who teach in the college core are considered faculty who educate teachers at Guilford College. The ES Program was cited by its NCATE accreditation team in February 1997 for exemplary practice for its continuous authentic embedded assessment.

Program Areas and Levels Offered

The Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in Elementary Education, Secondary Social Studies, Secondary English, and K-12 Languages (Spanish and French). We also offer a Licensure Only Program for students who have completed a degree in a subject area. Science and ES faculty have been working together to establish a program for science licensure. Spring 2001 is the targeted date for approval of this new area of licensure.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Collaboration with the public schools by Guilford College and the ES Department ranges from curriculum development and assessment to providing travel grants for study abroad by local teachers. A grant, "Preparing Tomorrow's Teachers to Teach Technology," from the Department of Education, enabled the Guilford County Schools, and Bennett College, Greensboro College and Guilford College to establish technology and curriculum specialization sites on each campus. These sites give teachers, teacher educators, and arts and science faculty the opportunity to develop and implement technology into the curriculum. A grant in support of Asian studies was awarded to the ES Program. This grant permitted a group of educators, one high school and three college teachers, to travel to Japan for five weeks to develop curriculum. The grant also supports consultation with Guilford county public school and community personnel in the creation of workshops to assist teachers in developing materials about Asia for their classrooms. Public school teachers regularly present to pre-service teachers on such topics as special education, dance, parent relationships and math education. Public school teachers are members of the team which assess the technology portfolios required for licensure. A college librarian attends the sessions for the NC School librarian association and works with the library curriculum committee to obtain appropriate resources for pre-service students. An ES faculty member regularly attends the area Institute of Higher Education (IHE) Piedmont Alliance meetings to discuss issues pertinent to local LEAs and policies and concern related to teachers and

teacher educators. Guilford College, Bennett College, Greensboro College, Page High School, and Mendenhall Middle School are discussing the creation of a collaborative professional development school. The project would enable the three independent colleges to place student teachers at Page and Mendenhall and the faculty from the colleges would co-teach curriculum design and pedagogy with teachers from Page and Mendenhall. An ES faculty member and teachers from the Parkview Elementary school designed and presented a series of multi-media workshops for in-service teachers based on recent developments in Howard Gardner's Theory of Multiple Intelligences. Photographs gathered from Parkview Elementary School, a Multiple Intelligences Magnet School, and from the Greensboro Montessori School provided examples of teaching toward Gardner's Intelligences.

B. Brief description of efforts to assist low-performing schools.

Guilford college faculty and students assist children and teachers in schools where achievement falls below the required standard. The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically and culturally diverse settings. Recognizing that community and parents play an important role in school achievement, parents and a community liaison from a school serving an "at-risk" population are invited to address elementary education students as part of a speaker series in the ES Licensure Program. ES students offered a drama workshop in a school, which serves a poor community. Guilford's Internship and Service Learning Center supervises a student-run Project Community. The Project organizes students to tutor public school students at several community sites. Students provide tutoring five days a week at the Montagnard Dega Association and the Greensboro Buddhist Center and five nights a week at the Pathways Program for homeless families. The children served are at risk of not passing the state end-of-grade tests. A department member taught a weekly class in math to a small group of children in one of the local schools. Critical to the ES Program and to teaching in our diverse schools, is a residential cross-cultural field study. In such sites as Guadalajara, London, Cape Coast (Ghana) and Beijing, working with some of those cities' poorest citizens, Guilford students are urged to develop awareness of educational and cultural bias and the need for sensitivity to different learning needs. Our graduates consistently comment on how important these experiences were in learning how to be responsive to their students when they return to NC to teach.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

The ES Program weaves the learning of technology throughout its courses to ensure that Guilford College students are technologically competent. An ES faculty member organizes and chairs meetings to review competencies and establish a plan whereby assignments are integrated throughout the program. Assignments are designed for every course in the ES curriculum; for example, one course requires the creation of a data base for children's literature, another requires a power point presentation. The Technology Portfolio required of each student is assessed by a team composed of public school teachers and ES faculty. Workshops provided by the college's Information & Technology Services Department and by faculty in the ES Program also support the learning of technological skills. The collaboration of Guilford, Bennett and Greensboro colleges with the Guilford County Schools to establish technology at curriculum specific sites provides opportunities for public school teachers, college faculty, and pre-service teachers to develop their use of technology in the classroom.

D. Brief description of efforts to serve lateral entry teachers.

Guilford College's ES Program has historically served a traditional college age student, but the increased need for well-prepared and well-qualified teachers in public school has incited serious discussion about alternatives. As a result, the ES Program has established a formal connection to the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. The ES Program has selected a coordinator to direct candidates interested in lateral entry or alternative licensure to this program. Further consideration of the increased need for licensed teachers has prompted an examination of scheduling and availability of departmental courses. Flexibility of scheduling, including more offerings in the evening and in the summer, could benefit more working people and non-traditional age students interested in ES and Guilford College. The college-wide committee for Strategic and Long-Term Planning and the Vice-President for Public

Affairs & Special Assistant to the President, as well as ES faculty, are discussing alternative possibilities for licensure.

E. Brief description of special efforts to improve NTE/Praxis scores.

ES Program faculty carefully advise students on the required test-taking procedures and overall schedule. Our students have consistently done well on the state required Praxis tests. Time is given in two courses for "prep" for the Praxis and a copy of preparation materials is on reserve in the Guilford College library. These materials are based on questions from past Praxis tests that can be obtained from the Educational Testing Service. Students who have learning issues or who need assistance with specific skills, for example grammar and spelling, are given support by the Academic Skills Center (ASC) on campus. ES faculty and faculty in the areas of secondary licensure take Praxis tests in order to understand what the students need to do and to advise them when appropriate.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Advising holds a central place in the life of Guilford College and the teacher education program. The ES faculty expend considerable effort to ensure that faculty advisors throughout the college have a sound knowledge of the ES Program and are able to answer students' questions during advising. We contact instructors of the First Year Experience (FYE), a set of courses serving all first-year students, and urge them to talk about the teacher education program with their students. Likewise, ES faculty frequently teach FYE courses, encouraging the interest in education of first-year students. The ES faculty meet regularly with Admissions staff to discuss recruitment. A new brochure details the ES Program to intensify recruitment efforts. ES faculty present classes at Preview Days for prospective students. ES faculty also interview honors students who express interest in education. Arrangements are made for applicants interested in education to visit ES classes and spend time with present ES students. A \$216,000 grant received by the ES department from the Freeman Foundation, which provides three full-semester scholarships a year for students to study and do educational internships in Asian countries, has been an attractive recruitment tool. Science faculty and ES faculty are currently creating a science licensure program and the college has new facilities for science. We look forward to this development as a very attractive means to recruit prospective science teachers.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

In the past three years the College has created the position of Director of African-American Affairs and has established a multi-cultural resource center, both of which have helped us double the number of new minority students since last fall. The admissions department's recruitment program also has new leadership, which helps all faculty. Faculty, including ES faculty, personalize and address the needs of the individual student, beginning prior to matriculation. The commitment to and support of workshops by the college's administration to analyze and undo institutional racism assists the efforts by ES faculty to advise minority students and students of color. The chair of the ES Department met with and continues email communication with the Director of African-American affairs in support of minority recruitment.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The ES Department has welcomed a new staff member, David Hildreth. Hildreth has broad experience in and intimate knowledge of the high school and of diverse populations. He has consulted with public schools, both elementary and secondary, has presented workshops to teachers and taught in a high school. He was Director of Region IV, Middle and Elementary School Academy of Science in South Carolina, which served economically disadvantaged students of color. He taught high school and completed his doctorate in Greensboro, NC so his knowledge of the Guilford County School System is direct and extensive. He has also written and received grants individually and as a member of a writing team. An ES faculty member is consultant to the American Montessori Society. As consultant she assists the Society with its teacher preparation in support of their interest in building public Montessori schools. Plans have been initiated to establish an institute for career teachers in Conflict Resolution.

I. Brief description of programs designed to support beginning teachers.

The ES Department formalized various systems of support, which had been conducted informally in previous years. An ES faculty member instituted a program of regular meetings for graduates who remained in North Carolina to teach. The initial "reunion" meeting, scheduled approximately one month after the novice teachers began their new jobs, provided graduates an opportunity to network with each other, discuss final policies and procedures for licensure, and share knowledge and ideas about how to adjust to their first semester as professionals. These reunion meetings are scheduled for the second month of each academic semester, and will include graduates in their first three years of teaching. In addition, a group of graduates who had been teaching for at least three years was contacted and agreed to become "buddies" or mentors for recent graduates. The "buddy" program, wherein the 12 mentor/mentees will schedule meetings and conversations, will continue with periodic "check-ins" between program faculty and mentors via email and telephone. Check-ins with mentees will occur during the reunion meetings. The ES Department convenes an annual gathering of Education Studies alumni on the Saturday of Homecoming weekend at the college. Roundtable discussions, designed to offer beginning and career teachers opportunities to share and reflect upon their experiences, explore topics of current interest to educators. During the 1999-2000 school year, faculty instituted an "Alumni Network" meeting in the spring as well. This meeting, scheduled for the last week of the Guilford college spring term, is focused upon examining the purposes and goals of the ES Program and how well it "translates" into the reality of teaching. As a result of the spring meeting, ES Program faculty and some alumni volunteers will be creating a web site with links to graduates. The new site, which will include digital photos of alumni classrooms and schools, will provide current students as well as recent graduates a way to view best practice among graduates and contact alumni with questions and comments. Additional technological links were instituted in the technology portfolio which required students in their final months of student teaching to sign on to various listservs recommended by the ES Program. These listservs provide student teachers with regular opportunities to "chat" with experienced teachers. Several graduates continue to use these listservs as beginning teachers. As they have done in previous years, ES Program faculty continue to visit graduates in their first classrooms, maintain contact via phone and e-mail, and provide informal support and professional contact for graduates in periodic conversations. This also provides faculty with a way to evaluate the effectiveness of program objectives.

J. Brief description of programs designed to support career teachers.

The ES Department's support of career teachers is reciprocal with ongoing assessment and examination of the ES Department's work. Often career teachers join department personnel at conferences, both as participants and as presenters. Recently (in January 1999) a faculty member and three ES graduates co-presented at the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) forum in Washington, DC. Graduates joined two ES faculty at an International Education Conference in Philadelphia. The ES Department gives classroom teachers an opportunity to share their knowledge with colleagues at all levels of the teaching profession. Collaboration with career teachers in the placement of undergraduates to do clinical assignments early in the ES Program provides opportunities for students to experience and analyze the relationship between theory and practice. The Buddy System, which is designed to support beginning teachers, also sustains contact and support of graduates. The department uses video tapes that it has made with excellent career teachers as teaching tools. Career teachers serve us, but this also gives the department the opportunity to participate actively in the classroom life of the teachers. The size of the college and the department permits us to maintain personal contact with graduates over time so that we not only can support their teaching careers but also can stay abreast of the personal events in their lives. The annual gathering of Education Studies alumni on the Saturday of Homecoming weekend centers on a roundtable discussion of topics of interest to teachers. Beginning and career teachers have the opportunity to talk about what they are doing, what they are excited about, to reconnect with friends and new teachers to establish a supportive network. Participation in Project Learning Tree workshop was made available to career teachers. A department member has served as Scoring Director for the National Board for Professional Teaching Standards (NBPTS) for two summers in NC. This familiarizes her with the standards and expectations for certification of career teachers. In addition, she supports the teachers who served as trainers and as evaluators through a process to learn and implement the criteria for NBPTS certification. The teachers frequently

describe this process as being the most valuable faculty development that they have ever experienced.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Programmatic as well as personal involvement of individuals from the college, faculty and students, is testimony to Guilford's commitment to public education. Several grants awarded to the Center for Continuing Education (CCE), the adult education program of Guilford College, are devoted to developing programs which address diversity. The Diversity Dramatists program model uses live interactive drama as a catalyst for discussion of complex and sensitive issues. A troupe of Diversity Dramatists formed by teachers in Rockingham County Schools, co-presents workshops with CCE. The Teacher Assistant Institute trains teacher assistants to serve as diversity advocates and peer diversity trainers in their schools. Fifty assistant teachers selected by school principals have participated in the Institute this year. The science faculty has been most outstanding in supporting public education: contributions include a third presentation at the NASA/NOVA Leadership Conference in Florida about the science curriculum the department is developing for pre-service teachers; supervision of college students who volunteer in public school; assistance to teachers with science experiments; attendance at career days; providing an information resource for science teachers; lending science equipment for science projects and giving lectures on particular topic. History faculty have presented classes in middle and elementary schools about China, given lectures in high schools on Quakerism, distributed information to high schools about women's issues, talked about their experiences in activism in the '60s to a high school class. One of our faculty has designed and conducted workshops for the NC Center for the Advancement of Teaching (NCAT) yearly since the '80s. A Music faculty member has gone into three local high schools to teach instrumental lessons. Faculty members have served as judges for High Schools Quiz Boards or for Leadership competitions. Faculty members tutor in elementary and middle schools. Language faculty have arranged for high school students to come to campus for dinner and exchange with college students. A faculty member offers a course for high school students in SAT preparation. Also, many faculty members are involved in the traditional activities of volunteers and parents: serving on PTAs, School Boards and School Committees.

II. CHARACTERISTICS OF STUDENTS

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

| FULL-TIME STUDENTS | | | | |
|--------------------|------------------------------------|----------|------------------------------------|-----------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 24 |
| | Other | | Other | |
| | Total | 7 | Total | 27 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|--|------------------------------------|--|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number Requesting Program of Study Leading to Licensure | Number 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) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | 30 | | |
| Total | | | |

COMMENT OR EXPLANATION:

We have not kept a count by Program Areas up to this time. We have directed inquiries to The PAL program sponsored by Bennett College and Greensboro College and directed by David Feagin. We have begun a systematic collection of inquiries which includes program areas.

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

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 179 | |
| MEAN PPST-W | 174 | |
| MEAN PPST-M | 182 | |
| MEAN CBT-R | 332 | |
| MEAN CBT-W | 326 | |
| MEAN CBT-M | 326 | |
| MEAN GPA | 3.25 | NA |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure-Only | |
|---|----------------------|----------|------------------------------|----|-----------------|----|-------------------------|----|
| | N | NC | N | NC | N | NC | N | NC |
| N = # Completing NC = # Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 6 | 4 | | | | | | |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | 1 | | | | | | | |
| Special Subject Areas (K-12) | 2 | | | | | | | |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 9 | 4 | | | | | | |

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area/ Professional Knowledge | 1998-99 Student Teacher Licensure Pass Rate | |
|---|--|------------------------|
| | Number Taking Test | Percent Passing |
| Art (K-12) | | |
| Audiology | | |
| Biology (9-12) | | |
| Business Education | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 14 | 100 |
| English (9-12) | | |
| French (K-12) | | |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | | |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | | |
| Mathematics (9-12) | | |
| Music (K-12) | | |
| Physical Education (K-12) | | |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | | |
| Spanish (K-12) | | |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | | |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | | |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 14 | 100 |
| * To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed. | | |

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

| Full-time Students | | | | | | |
|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 1 | 8 | | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 15 | 87% | 67% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Guilford | 134 |
| Forsyth | 40 |
| Randolph | 26 |
| Rockingham | 16 |
| Wake | 15 |
| Charlotte-Mecklenburg | 14 |
| Alamance-Burlington | 13 |
| Surry | 12 |
| Durham Public | 12 |
| Davidson | 10 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.00 | 3.50 | 3.50 |
| preparation for managing the classroom | 2.50 | 3.00 | 3.00 |
| preparation for using technology as an instructional tool | 2.50 | 3.00 | 3.00 |
| preparation for meeting the needs of diverse learners | 4.00 | 4.00 | 4.00 |
| preparation in curriculum content and delivery strategies | 4.00 | 4.00 | 4.00 |
| | | | |
| Number of surveys received | 2 | 2 | 2 |
| Number of surveys mailed | 9 | 9 | 9 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 3 | 6 | 1 |



IHE Performance Report

1999-2000

High Point University

IHE Performance Report

High Point University

1999-00

Overview of the Institution

High Point University is a private, liberal arts university affiliated with The United Methodist Church and dedicated to the Church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching.

High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. The University's distinctive academic approach imaginatively blends the liberal arts' interest in critical thinking and search for values with contemporary society's emphasis on innovation and competition across professional disciplines and national boundaries. High Point University is committed to responsible corporate citizenship and to playing a vital role in the educational and cultural life of the community.

Special Characteristics

The Teacher Education at High Point University prides itself on quality field experiences to supplement university classroom instruction. Students begin field experiences during the fall semester of the sophomore year and have a field placement each semester through their graduation. In addition, the program is able to provide experiences with diverse children from various socio-economic groups. The conceptual framework of the teacher education program (a cognitive developmental model) parallels the university core curriculum. Students are therefore able to make connections between the university core courses and their major. The Education Department also has several significant projects in place with local school districts.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

High Point University is in a major partnership with the Davidson County Schools. Faculty from the Education Department have offered on-site in the Davidson County Schools the add-on licensure programs in academically gifted and in exceptional children areas. Over 100 Davidson County teachers have been enrolled in these programs. In addition, faculty from the Education Department have also worked with Middle Grades Language Arts and High School English teachers to construct a vertically aligned curriculum. In-depth work has been done with Honors English and Advanced Placement English classes. Classroom follow-up visits have also been part of the program. High Point University faculty have also assisted the school system in the creation of a ninth grade strategic reading class. University faculty assisted in the development of the course, visited classes, and assisted with the evaluation of the course. Senior-level students who seeking licensure in secondary subjects now work with these reading classes as a part of the reading in the content area course.

High Point University is also in partnership with the Guilford County Schools. Students in the Teacher Education Program have been trained as tutors in schools where there is a high concentration of students who are performing below grade level in communication skills and/or mathematics. The school district has provided training for this project and works with students on-site. Also, faculty from the Education Department have offered on-site in the Guilford County Schools the add-on licensure programs in academically gifted. Over 100 teachers have now been licensed in AG through this agreement.

Students in Music 332 (Music in the Elementary School) present 30 minute programs at Northwood, Parkview and Johnson St. Elementary schools. These programs integrate music into broader

curriculum topics. The physical science and biology departments continue to loan chemistry and physics lab equipment, allow the utilization of HPU labs and equipment by public school students, and mentor for alumni teaching in the area of science.

PE 232 (Physical Education in the Elementary Schools) classes teach on-site at Jamestown Elementary School through an agreement with this school. In addition, PE 420 (Adaptive PE) has been taught at Jamestown Elementary and at Johnson Street Elementary Schools and students have taught Adaptive PE for both elementary and middle school students at the YMCA pool. One Education 232 class reviewed the PE program and facilities at Old Town Elementary school in the Winston-Salem/Forsyth County School System.

The special education program employs three adjunct professors who presently hold teaching/program facilitator positions in the public school systems. Each of the three adjunct faculty have assisted the coordinator of special education in the selection of texts and materials to enhance courses and have accompanied the coordinator to state and national conferences for the Council of Exceptional Children (C CEC). Through collaborative efforts, the classrooms of the adjunct faculty have been utilized as laboratory settings to enhance special education methods.

Through a collaborative venture of High Point University, Guilford County Schools, and the Association of Retarded Citizens (ARC), the Summer Choice Camping Project was developed and implemented during 1999. The program was written and fully implemented by a HPU senior majoring in special education. The goal of the program has been to provide transition opportunities during the summer months for adolescents with mental disabilities. Eligible students from High Point Central High School and Southwest Guilford High School have participated in the Summer Choice Program which is staffed by High Point University students who may earn college credit. Finally, several area teachers participated in the teacher education program's creation of a Statement of Ethics for Teacher Education Students. Area teachers also assist in the interviews of students applying for admission to the Teacher Education Program.

B. Brief description of efforts to assist low-performing schools.

High Point University Teacher Education majors work with Thomasville City Communities in Schools (CIS) program to assist at-risk students in grades K-12. HPU students were assigned to all four Thomasville schools (Thomasville Primary, Liberty Drive Elementary, Thomasville Middle, and Thomasville High) during 1998-99 and worked directly with students in the areas of language arts and mathematics.

All elementary majors have a semester internship at a High Point area school which has a high free-lunch rate and high levels of students performing below grade level. These students are purposefully placed at these schools (Fairview Elementary, Johnson Street Elementary, and Kirkman Park Elementary) in order to work with students in reading, writing, and mathematics.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Junior level students enroll in Education 311: Reading, Writing, and Technology in Education. The course is specifically designed to provide instruction and skill development in the use of technology. Ongoing guidance and assistance is provided to students in constructing the performance based product (portfolio) that is now a requirement for licensure.

Students are encouraged in their coursework and field experiences to use and to improve their technology skills via desktop publishing for papers, brochures, and so forth; video-taping of lessons and presentations; the use of Power Point presentations in Senior Seminar; and other opportunities as they arise.

Our faculty members look for ways to expose students to new forms of technology. We recently purchased a digital camera for that purpose. Our plans are continue improving our equipment by purchasing additional printers and scanners.

Our faculty and students regularly communicate via email and voice mail.

D. Brief description of efforts to serve lateral entry teachers.

The L.E.A.P. Program (Lateral Entry Assistance Program) is a major initiative of the Education Department. During 1998-99, High Point University had an active enrollment of 103 lateral entry teachers from area local school systems. (78 in special education; 25 in middle, secondary, and specialty area education). Licensure coordinators review transcripts, write programs of study, counsel/advice students, and communicate with area public school personnel offices (especially in Davidson, Randolph, and Guilford Counties). In an effort to serve the needs of our growing lateral entry population, coursework has been scheduled in the late afternoon, evening, and during two summer sessions. Lateral entry teachers all receive individualized advising. Each lateral entry candidate is also permitted to register for two of the required courses leading to licensure as directed/independent studies which further permit flexibility for program completion. During 1998-99, Education 480 (Lateral Entry Internship) was added to the program requirements. This opportunity enables education faculty to provide additional support to lateral entry teachers directly in their classrooms.

E. Brief description of special efforts to improve NTE/Praxis scores.

High Point University has purchased the Learning Plus System from Education Testing Service. This program assists students who have had difficulty with the PPST series. Several faculty have actually taken the PRAXIS specialty area tests. Tests in several methods courses are formatted in the manner of PRAXIS and strategies are taught to assist the students in selecting the "best" response. The Education Department also contracted with Dr. Grace Mitchell of the VADEC Corporation in Winston-Salem to conduct a full-day seminar for student teachers as they prepared to take the PLT and Specialty Area tests.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

In the licensure area of physical education, the Physical Education Major's Club was reorganized. This reorganization has helped to promote the degree and involvement in state and national professional organizations. The SNCAE chapter actively invites freshmen-level students for membership and has sponsored reading programs at local schools. Special bulletin boards and displays with photographs of student involvement in schools help to create visibility and awareness of the education majors. The new website being designed by the department will further enhance the program's presence on campus and in the area. Informative sessions for potential Evening Degree majors in Education are conducted each fall by the department chair. News of the program and professional activity and achievements of Education alumni are highlighted in the University Alumni Magazine and in the local media. Members of the Education Department faculty also hold information sessions five days a year during admissions visitation open houses. Finally, information sessions have been held for teaching assistants in the Randolph County Schools. Applications to the Evening Degree Program were distributed.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The enrollment of African American students in the physical education licensure program has quadrupled during the past 2 years. The program coordinator has made a special effort to inform students of the need of minority students to be teachers, coaches, and role models. A faculty member of the Education Department is a member of a task force in the Guilford County Schools which is studying minority recruitment in the district. Close advisement with minority students from faculty in the Education Department as well as from faculty from the College of Arts and Sciences has attempted to give students a renewed awareness of the need for minority teachers.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

A faculty member in the Education Department wrote a School-to-Work (JobReady) Grant that was funded by the State Department of Public Instruction. Faculty from the Education Department wrote

curriculum modules for pre-service teachers that were developed with teachers and business representatives from the Davidson County Schools. This faculty member also co-chaired a Curriculum Integration Committee made up of teachers from the three School systems in Davidson County and business representatives from the Davidson County School-to-Work partnership.

I. Brief description of programs designed to support beginning teachers.

The Education Department surveys program graduates immediately after the beginning of school to find out where they are working. The department makes their services available by asking students to contact them by phone, e-mail, or visit to let them know if they can assist in any way. Many graduates take advantage of this offer. Graduates are again surveyed at the end of their first year of teaching and asked to indicate how their preparation as teachers could have been better. This survey again reminds students to let the Education Department faculty know if they need assistance or advice. The new website being designed by the department will make available more direct assistance and provide the opportunities for questions and answers as well as chat room capabilities. In addition, members of the faculty of the Education Department are included in the ILP Plan for several area school districts. Some faculty members visited first-year teachers at their schools and have made themselves available for advice. With the new requirement for second year teachers to create a portfolio, Education Department faculty members will make their services and advice available as needed and requested.

J. Brief description of programs designed to support career teachers.

There are several programs on the High Point University to support career teachers. The Phoenix festival [literary festival] (English Dept) brings high school English classes to the campus for workshops and readings. Faculty and coaches from the Physical Education Department have assisted soccer coaches at Southwest Middle School in practice planning and content. One physical education instructor helped develop, review, and edit a project that an elementary physical educator completed for National Board certification. This instructor also helped an elementary physical educator organize the year-end field trip for the school's jump rope team and recruited volunteers and personally volunteered help in giving the Presidential Fitness test in an elementary school. She also helped organize and worked at an elementary school's field day. Modern foreign language professors participate in and attend the Foreign Language Association of NC (FLANC) conferences. One foreign language professor has organized a political action group through the Alliance for Language Learning that promotes the study of foreign languages and support for foreign language teachers and teaching. Another foreign language professor has graduated from "Training the Trainers" seminar delivered by DPI and is available to train foreign language teachers in the newly adopted state curriculum. An English professor conducts an afternoon-long workshop on Shakespeare for high school teachers called "Hands-On Shakespeare." It is co-sponsored by HPU and the NC Shakespeare Festival. He also delivered a workshop in Manteo for a similar audience. A member of the Education Department frequently visits AP English classes and discusses with them testing techniques, scoring methodologies, and writing strategies. Late afternoon/evening/summer classes give teachers the opportunity to add AG and other exceptional children licensure areas to their teaching licenses.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

One English instructor tutors students from Lexington City and/or Davidson Co. high schools and assists in putting college applications together, advise on writing, etc. Biology department members and students have served as science fair judges. A modern foreign languages professor tutors weekly in the Communities in Schools Program at High Point Central High School-work with Spanish speaking students for comprehension of assignments, English grammar, etc. A math professor tutors 8th grade pre-algebra students at the Downtown Middle School in Winston-Salem for an hour a week. A PE instructor presented to two classes on careers in Physical Education and Athletics at Southwest Elementary school. A history professor is frequent guest speaker for AP history classes and volunteers at Union Hill and Oak Hill Elementary school. A faculty member from the modern foreign language department also directs an afterschool mentoring program to ESL students at Oak Hill Elementary School. Another foreign language faculty member attends, sings for and accompanies

the French Club activities at High Point Central High School. The men's soccer team participated in Health and Fitness Fair at Southwest Middle School. A faculty member in social work was the external evaluator for the Davidson Co. Partnership for Children: funds from Smart Start programs within Davidson Co., Lexington and Thomasville schools.

Faculty members from the Education Department have worked at local, state, and national levels with public schools. One faculty member served as president of the North Carolina Science Teachers Association. Another faculty member serves as editor of the North Carolina English Teachers *Journal*. One faculty member is extensively involved with the College Board's Advanced Placement English program and more recently with the Vertical Team Curriculum Alignment program. Faculty in the Education Department continue to work with partnership opportunities (previously discussed) and look for new opportunities. Various faculty members have been involved with the Southern Association of Colleges and Schools and have served as facilitators and chaired program visits. In addition, one Education Department member has served as a member of a high school Leadership Team. Two faculty members have served as president of the PTA at their specific neighborhood school. Another faculty member serves as a member of the Montessori Advisory Committee, and another serves as a surrogate parent for students with special needs without legal guardianship. The Surrogate Parent participates in IEP team for students diagnosed with disabilities.

II. CHARACTERISTICS OF STUDENTS

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

| FULL-TIME STUDENTS | | | | |
|--------------------|------------------------------------|-----------|------------------------------------|------------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 10 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 21 | White, Not Hispanic Origin | 106 |
| | Other | | Other | |
| | Total | 21 | Total | 116 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 4 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 14 |
| | Other | | Other | |
| | Total | 3 | Total | 18 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|--|------------------------------------|--|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number Requesting Program of Study Leading to Licensure | Number 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) | 3 | 3 | 3 |
| Secondary (9-12) | 19 | 19 | 19 |
| Special Subject Areas (K-12) | 3 | 3 | 3 |
| Exceptional Children (K-12) | 78 | 78 | 78 |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 103 | 103 | 103 |

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

| | Baccalaureate | Master's |
|--|---------------|----------|
| MEAN PPST-R | 181 | |
| MEAN PPST-W | 176 | |
| MEAN PPST-M | 179 | |
| MEAN CBT-R | 328 | |
| MEAN CBT-W | 324 | |
| MEAN CBT-M | 325 | |
| MEAN GPA | 3.28 | NA |
| MEAN MAT | | NA |
| MEAN GRE-TOTAL | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE ** | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS ** | | NA |

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

| Program Area | Baccalaureate Degree | | Undergraduate Licensure-Only | | Master's Degree | | Graduate Licensure-Only | |
|---|----------------------|-----------|------------------------------|----------|-----------------|----|-------------------------|----|
| | N | NC | N | NC | N | NC | N | NC |
| N = # Completing NC = # Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 29 | 19 | 7 | 6 | | | | |
| Middle Grades (6-9) | 2 | 1 | | | | | | |
| Secondary (9-12) | 5 | | | | | | | |
| Special Subject Areas (K-12) | 6 | 1 | | | | | | |
| Exceptional Children (K-12) | 4 | 1 | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 46 | 22 | 7 | 6 | | | | |

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

| Specialty Area/ Professional Knowledge | 1998-99 Student Teacher Licensure Pass Rate | |
|---|---|-----------------|
| | Number Taking Test | Percent Passing |
| Art (K-12) | | |
| Audiology | | |
| Biology (9-12) | 1 | * |
| Business Education | | |
| Chemistry (9-12) | | |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | 3 | 67 |
| Elementary Education (K-6) | 25 | 96 |
| English (9-12) | | |
| French (K-12) | | |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | 1 | * |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | | |
| Mathematics (9-12) | 1 | * |
| Music (K-12) | | |
| Physical Education (K-12) | 3 | 100 |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | 1 | * |
| Social Studies (9-12) | 1 | * |
| Spanish (K-12) | | |
| Special Education Cross Categorical | | |
| Speech Communication | | |
| Speech-Language Pathology | | |
| Tching Emotionally Disturbed Students | 2 | * |
| Tching English as a Second Language | | |
| Tching Hearing Impaired Students | | |
| Tching Learning Disabled | 3 | 67 |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 38 | 97 |
| * To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed. | | |

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

| Full-time Students | | | | | | |
|----------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | 52 | | | | |
| U Licensure Only | | 2 | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Master's degree | | | | | | |
| G Licensure Only | | | | | | |

COMMENT OR EXPLANATION:

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 51 | 80% | 67% |

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Guilford | 199 |
| Davidson | 175 |
| Randolph | 110 |
| Forsyth | 95 |
| Thomasville City | 27 |
| Wake | 21 |
| Rockingham | 21 |
| Charlotte-Mecklenburg | 19 |
| Stokes | 18 |
| Asheboro City | 15 |

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

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.29 | 3.29 | 3.00 |
| preparation for managing the classroom | 2.86 | 3.57 | 3.50 |
| preparation for using technology as an instructional tool | 2.57 | 3.29 | 3.17 |
| preparation for meeting the needs of diverse learners | 3.00 | 3.43 | 3.50 |
| preparation in curriculum content and delivery strategies | 3.00 | 3.43 | 3.50 |
| | | | |
| Number of surveys received | 7 | 7 | 6 |
| Number of surveys mailed | 29 | 29 | 29 |

III. TEACHER EDUCATION FACULTY

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 6 | 5 | 10 |



IHE Performance Report

1999-2000

**Johnson C. Smith
University**

IHE Performance Report

Johnson C. Smith University

1999-00

Overview of the Institution

Johnson C. Smith University (JCSU), a private liberal arts university of more than 1,500 students with a solid reputation for seeking and creating new ways to educate and prepare students as future leaders, is one of the nation's oldest and strongest historically black colleges. Smith was one of six U.S. colleges selected as a 1996 recipient of the John D. and Catherine T. MacArthur Foundation "genius" grants. The grant was given in recognition of the innovative teaching programs developed by the University. Smith has not only innovative classroom experiences, but also partnerships with international universities, a strong emphasis on teaching and a student/faculty ratio of 17 to 1. The University offers a four-year Liberal Studies program and 28 major programs of study through the College of Arts and Sciences and the College of Professional Studies. A number of specialized programs, including pre-law and premedical are offered as concentrations from within the two colleges. The University also provides an alternate general studies program for students in the Honors College. In August of 2000, Johnson C. Smith University became the first and only HBCU IBM ThinkPad University in America.

Special Characteristics

Some special characteristics of the JCSU Teacher Education Program include Learning Across the Curriculum (writing, speaking, reading, and thinking), technology, diversity and service learning curriculum components. A semester of courses in the Elementary Education Program is offered as a learning community.

Program Areas and Levels Offered

JCSU offers the following programs: (1) Elementary Education K-12, (2) Mathematics Education 9-12, (3) English Education 9-12, (4) Social Studies Education 9-12, (5) Physical Education K-12, and (6) Health Education K-12. School/College/Department of Education (SCDE) Initiatives.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The following multiple year collaboratives continued during the 1999-2000 academic year: Charlotte Collaborative is a partnership between the National Board for Professional Teaching Standards (NBPTS), Charlotte-Mecklenburg Schools, Johnson C. Smith University and the University of North Carolina at Charlotte. Collaborating for Education Reform is a partnership between the Charlotte Mecklenburg Education Foundation, University of North Carolina at Charlotte, Central Piedmont Community College, N.C. Education and Law Center, Charlotte Mecklenburg Schools, Johnson C. Smith University and the Public School Forum. Another collaborative is Community Vision for Quality Public Education, a partnership between the Charlotte Mecklenburg Education Foundation, Johnson C. Smith University, First Union National Bank, Covenant Presbyterian Church, Retired Educators Association, Phi Delta Kappa (through CPCC), and the Chamber of Commerce among others. Johnson C. Smith University has several university partnerships that include faculty and students across disciplines. The Coca-Cola Academy offers work in mathematics, science, computer technology and communications. The half-day camp is free for any sixth, seventh, or eighth grade Mecklenburg County students who want to learn while having fun during the summer. Collaborating for Education Reform provided funds for this program to support fifteen middle school students from the West Mecklenburg Feeder Area. The Johnson C. Smith University/Thomasboro Elementary School Partnership provided tutoring for fourth and fifth grade children. During the 1999-2000 academic year, fifty children were provided instruction on Saturdays on the campus of Johnson C. Smith University to help prepare them for the end of grade test. Instruction is provided by elementary school teachers and JCSU students from all disciplines. The program also includes a parent education component.