

lateral entry teachers and first-time degree-seeking students who reside in geographical areas remote from 4-year teacher education programs. Our associate dean and licensure officer conduct and provide leadership to the academic advising sessions (2 sessions per semester) during the fall and spring semesters. The NCCU School of Education partners with UNC-Chapel Hill as the Triangle host site for NCTEACH, an alternative teacher education licensure program for lateral entry teachers. During the 1999-2000 academic year, NCCU actively recruited and enrolled twenty (20) lateral entry NCTEACHERs in the licensure areas of middle grades language arts and social studies, and special education. Further, the School of Education Licensure Office hosts on-campus and off-campus licensure workshops that provide information regarding various Praxis, licensure, and teacher education program requirements. On-campus licensure workshops are facilitated during classes [which include lateral entry teachers] during morning and evening hours. Off-campus licensure workshops are held during Consortium classes at Vance-Granville Community College. The Licensure Office itself is customer oriented providing interested persons with multiple means of obtaining information including voice mail email, walk-in appointments, scheduled evening appointments and web-based information. In short, NCCU not only serves potential lateral entry professionals, it desires to serve lateral entry candidates. Twenty-three percent (23%) of newly admitted persons to teacher education undergraduate licensure programs during 1999-2000 are lateral entry and provisionally licensed teachers. The majority of graduate students enrolling in our special education program also represent lateral entry and provisionally licensed teachers who are pursuing initial licensure in special education.

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

NCCU has made the improvement of Praxis II scores its number one priority since 1996. We began with an Emergency Action Plan to Improve Student Performance on Praxis II that was developed exclusively by the SOE. This plan, largely voluntary at that time, involved coaching, having faculty members take the exam, purchasing and studying Tests-At-A-Glance and interviewing students after than had taken the exam. This Emergency Plan was followed quickly by a Long-Term-Plan to Improve Student Performance on Praxis II. This plan included more systemic efforts such as curriculum alignment, rethinking and redesigning classroom assessments, building coaching sessions into classroom requirements, and attendance at various Praxis workshops designed for faculty. By 1998-1999 our plan had been significantly revised to include Arts and Sciences as well as a required checklist on which both Arts and Sciences and SOE faculty must indicate the activities that they had undertaken in accordance with the Collaborative Action Plan. During this third phase of the Praxis Action Plan, most improvement activities moved from a voluntary status to a required status. In addition to those actions already listed above, faculty are now required to develop an alignment matrix for course competencies and to include evidence of Praxis II Improvement Activities in their Promotion/Tenure and annual evaluation portfolios. During 1999-2000 academic year faculty members received a written reminder of their obligation to provide such evidence and that the evaluator would include this aspect of their work in the overall evaluation score. A major collaborative activity of 1999-2000 was the Level II workshop organized by the School of Education and provided by ETS representatives on our campus. The Dean of the College of Arts and Sciences attended the full day session and required the same of her faculty. Faculty reported that the study of test items and strategies for teaching and the materials disseminated were extremely valuable. NCCU's Collaborative Action Plan has now moved to its' final phase of individual faculty accountability for performance of their students. Faculty members in programs that do not meet the state pass rate will not be eligible for merit pay in teaching. To assist Arts and Sciences faculty in upgrading curriculum standards and alignment with Praxis II competencies, they may request monies from our Teacher Quality Enhancement Grant. Learning Plus Lab completion designed to improve performance on Praxis I is now a requirement of the Introduction to Teaching course if students are to receive a passing grade and be admitted to Teacher Education.

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

The School of Education at NCCU has undertaken a multifaceted multi-year plan to recruit students into professional programs leading to licensure. The plan, included in our Teacher Quality Enhancement Grant is entitled "The Talented Take To Teaching." This component of our grant is fully funded and will be implemented over the next four years. Components of this recruitment initiative include: (1) Edmonds Scholars Program to attract highly qualified high school graduates; (2) The

Community College Counts to attract qualified Associate Degree graduates by offering Edmonds stipends to cover tuition for two years; (3) NCTEACH collaborative to attract mid-year professionals to teaching through provision of a fast track; (4) A new MAT in special education leading to initial licensure in special education; (5) First Generation College; and (6) Teachers for a Diverse America, a high school club initiative. In addition we are active participants in the Model Teacher Education Consortium and offer classes at Vance Granville Community College to attract teacher assistants and other non-traditional students who reside in rural areas. A Learning Plus Lab has been funded by our grant and is scheduled to be installed at Durham Technical Community College and at Piedmont Community College to prepare community college graduates to pass Praxis I. We are currently advertising for a recruiter/liason to work with these two community colleges. As a participant in NCTEACH, NCCU in collaboration with UNC/CH enrolled the largest number of NC teach participants, all of who were hired by local school districts and are currently teaching. The faculty of the SOE is completing development of an evening/weekend MAT program for elementary licensure that it will present for approval before the end of this academic year. We envision this program to be a cohort program designed for mid-year persons with degrees in related fields such as psychology and human sciences. Finally, in addition to the specialized recruitment efforts designed in the School of Education, we have been active participants in the university's overall recruitment initiatives as a means of convincing undecided students of the advantages and rewards of teaching while assisting with the overall goal of the university to increase its enrollment.

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

As a historically black college/university (HBCU) with a long tradition of preparing teachers, North Carolina Central University is in a unique position to play a key role in preparing and graduating minority teachers. For a variety of reasons however, including its location amongst the major universities in the triangle, it has been increasingly difficult. Determined to resume its role as a leading producer of minority teachers, the Dean of the School of Education pursued, successfully, several major grant opportunities that will result in increased numbers of minority candidates for teacher licensure. The new Edmonds Scholars Program, named after the late Ron Edmonds, was designed to attract high quality minorities and males to teacher education at NCCU. The first cohort of twenty-five Edmonds Scholars was recruited, interviewed and selected during 1999-2000 and are now enrolled. These students receive full four-year scholarships including room and board and a laptop computer. The profile of the first class includes 22 African-Americans, one Vietnamese, one white and seven males. Their SAT average exceeds that of the overall university and they all are enthusiastic about the opportunity to teach in North Carolina. During each of the next three years a new cohort of Edmonds Scholars will enter NCCU's' teacher preparation program. A second major effort to attract more minorities to teaching includes a total revamping of our Teaching Fellows Program. Unable to attract more than a handful of these talented students to NCCU during the past few years, a new program director has been hired and a new approach to recruitment of Teaching Fellows is now underway. Many of the program activities will be combined with the Edmonds Scholars program activities in order to create a more dynamic program and one that has more adequate resources to support it.

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

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

Project ALOFT a three-year collaborative induction program for the Durham Public Schools was the centerpiece of our induction strategy and was to be a prototype for our work with other partnership districts. This model designed along with UNC/CH and senior staff of the DPS began its first year of implementation during 1998-1999. The curriculum was aligned with extended INTASC standards and National Board standards. New teachers completing the program would accumulate six hours of graduate credit while developing their PBL portfolio. An evaluation conducted after the first year of implementation, however, yielded feedback from new teachers and principals indicating a need to rethink and redesign the partnership's induction support effort largely due to the program's demanding schedule. Although disappointed at the need to temporarily discontinue this major project, we believe that our willingness to consider evaluative information and utilize feedback to modify programs is an example of meeting the SACS and NCATE standards which require program changes

based on evaluative data about program effectiveness. A redesign effort is now underway and we are back at the drawing board. Other induction work included the training of seventeen (17) veteran teachers from our PDS sites in the clinical supervision model. These teachers both mentor new teachers during their induction and supervise student teachers. Five student interns placed in the PDS were hired at the PDSs and therefore were supervised as interns and mentored as new teachers by the same trained mentor/supervisor. Recognizing a need to expand our induction support services, last year we were successful in having a new teacher strand added to the Model Clinical Consortium fall and spring meetings. Further, through a mini-grant provided to Mariam Boyd School in Warren County, they were able to develop and test a new teacher induction model, deemed highly effective by school-based administrators and the new teachers who participated.

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

In support of veteran teachers who are expected to take all students to grade level proficiency and above, our faculty has shifted its research and service focus to projects that will provide teachers with the additional skills they need to ensure that all students attain grade level proficiency. For example, our NC Middle School Achievement Project, designed and implemented by a professor in the School of Education, has reached more than 700 veteran teachers. Based on SOE research supported by the Z. Smith Reynolds Foundation, this initiative identified essential characteristics of exemplary middle schools in North Carolina and followed up by training veteran middle school teachers to enhance curricula, motivation and ABC test score performance. Further, ongoing technical assistance is provided to more than 500 of these teachers serving on core teams in their schools. All nine target schools improved their ABC performance and three improved African-American student achievement, responding to our responsibility to assist in closing the achievement gap. Veteran teachers are also the focus of a three-year federal grant awarded to the School of Education titled the Community Partners Grant. This grant, lead by a professor in our Special Education Program, is designed to help teachers and principals improve services to students with behavioral/emotional disabilities. This project involves work with veteran teachers in five schools of the Durham Public Schools. Evening lectures with nationally prominent speakers, including Dr. Martin Brokenleg and Dr. Lisa Delpit were open to all teachers in the Durham Public Schools. Finally, The Cooperative Teacher Institute, a new approach to combining professional development for veteran teachers with enhanced student teacher internships was implemented last during 1999-2000. Further, faculty members in the Visual Impairment Training Program have undertaken an extensive professional development initiative for veteran teachers. These efforts are implemented at the Governor Morehead Professional Development School and via distance education. A Low Vision Round Table is underway that involves veteran teachers in group interactions on such issues as case management strategies and intervention/treatment options. Further these sessions are designed to provide a platform for Networking, Collegial Mentoring and Consultation. Finally, throughout 1999-2000 the dean of the School of Education co-chaired and served as primary conveyer of the WCPSS Task Team on Professional Development for Teachers. In this capacity, she completed a literature review and a gap analysis comparing the professional development program in the Wake County Public Schools with national standards and formulating recommendations to be included in a major report on teacher quality, soon to be released to the public.

**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 1999-2000 academic year marked the beginning of a renewed and vigorous relationship between the entire university and its surrounding community, including its public schools. Under the auspices of the Eagle Village Community Development Corporation, a non-profit designed to promote economic development, improve health and overall quality of life in the community; NCCU initiated two major initiatives in its eight Eagle Village schools. The first, Tutoring-at-a-Distance, enables NCCU students to tutor public school students through the use of low technology. The second, Campus of Learners, works with students in Eagle Village public housing communities and provides education and training by the use of computers. These two initiatives, along with our America Reads initiative, Homework Hotline, and High School Tutoring combine to make up the Vivian Chambers Initiative - a university wide undertaking. Further, under the auspices of the Office of Continuing Education, University College, NCCU provided the leadership for the formation of the HBCU Consortium, made up of the twelve historically minority colleges and universities. The HBCU Consortium is supported financially by the Department of Public Instruction. The Consortium's

purpose is to implement aggressive efforts to close the achievement gap among minority and disadvantaged students and white students through the active involvement of every HBCU. NCCU's initial campus consortium' project was the Saturday Academy, a collaborative effort between NCCU and the Durham Public Schools. The first Saturday Academy involved 117 elementary students and eight teachers from four DPS schools. These initiatives are led by faculty and staff from across the entire university. Teacher education faculty in the School of Education are now involved in public school work through the projects listed under serving low performing schools and the initiatives detailed under collaborative activities. SOE faculty members who had not previously been involved are now required to be involved in accordance with the 100% involvement rule for SOE faculty. During 1999-2000 teacher preparation faculty members from Arts and Sciences initiated projects with public schools under our Teacher Quality Enhancement Grant. Mathematics faculty, biology faculty, and the theater arts faculty have all submitted public school involvement projects and Praxis II projects for funding.

## 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	16	Black, Not Hispanic Origin	83
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	40
	Other		Other	
	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>123</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	5
	Other		Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>8</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	33
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	40
	Other		Other	2
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>77</b>

PART-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	27
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	25
	Other		Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>52</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	16
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	8
	Other		Other	
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>24</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	43
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	25
	Other		Other	
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>69</b>

**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)	5	1	1
Elementary (K-6)	15	9	9
Middle Grades (6-9)	12	7	7
Secondary (9-12)	15	8	8
Special Subject Areas (K-12)	15	11	11
Exceptional Children (K-12)	20	12	12
Vocational Education (7-12)			
Special Service Personnel (K-12)	20	11	11
Other	10		
<b>Total</b>	<b>112</b>	<b>59</b>	<b>59</b>

**COMMENT OR EXPLANATION:**

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

	Baccalaureate	Master's
MEAN PPST-R	180	
MEAN PPST-W	176	
MEAN PPST-M	178	
MEAN CBT-R	329	
MEAN CBT-W	324	
MEAN CBT-M	325	
MEAN GPA	3.24	3.77
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
Prekindergarten (B-K)			5	4				
Elementary (K-6)	43	21	6	5	10	10		
Middle Grades (6-9)	8	2	3	2	5	5		
Secondary (9-12)	10	2	3					
Special Subject Areas (K-12)	4	1	2	1	1	1		
Exceptional Children (K-12)					13	12	4	3
Vocational Education (7-12)			1	1				
Special Service Personnel (K-12) **					12	12		
Other					2	1		
<b>Total</b>	<b>65</b>	<b>26</b>	<b>20</b>	<b>13</b>	<b>43</b>	<b>41</b>	<b>4</b>	<b>3</b>

**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/	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)	1	*
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	1	*
Elementary Education (K-6)	29	72
English (9-12)	1	*
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	33
Mathematics (9-12)	1	*
Music (K-12)		
Physical Education (K-12)	4	50
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)	1	*
Social Studies (9-12)	6	33
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students	1	*
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	53	83

\* 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**

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	4	3			34
U Licensure Only	4			1		
Master's degree	2	6	10	12	5	2
G Licensure Only	1		1			
<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1	2		3	10
U Licensure Only	7		1	1		2
Master's degree			4	7	4	31
G Licensure Only	3		1	1		2

**COMMENT OR EXPLANATION:**

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

<b>1998-1999</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Baccalaureate	79	84%	77%

**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
Durham Public	633
Wake	372
Charlotte-Mecklenburg	147
Cumberland	142
Vance	96
Guilford	95
Granville	92
Halifax	74
Forsyth	70
Warren	64

**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	3.00	3.33
preparation for managing the classroom	3.00	3.00	3.33
preparation for using technology as an instructional tool	2.33	2.50	2.83
preparation for meeting the needs of diverse learners	2.83	3.00	3.17
preparation in curriculum content and delivery strategies	3.17	3.50	3.33
Number of surveys received	6	2	6
Number of surveys mailed	44	44	44

**III. TEACHER EDUCATION FACULTY**

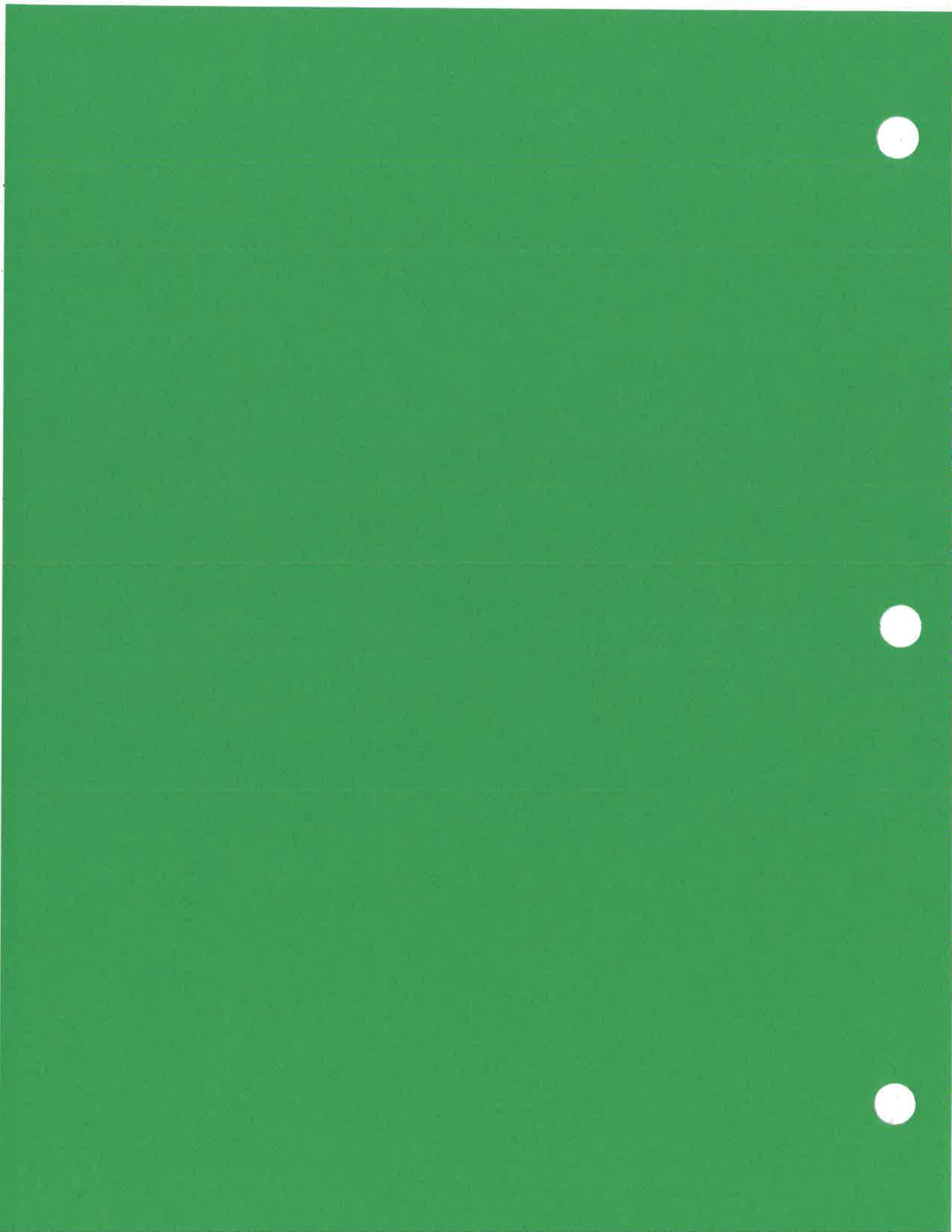
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
34	15	11



# **IHE Performance Report**

1999-2000

**NC State University**



## IHE Performance Report

### NC State University

1999-00

#### Overview of the Institution

As a land grant university, the mission of NC State is to serve the people of North Carolina. Likewise, the College of Education and Psychology is committed to serving the students, parents, teachers, and school systems of North Carolina through collaboration with the school systems and the preparation of quality professionals ready to enter the educational arena. The College of Education and Psychology is one of ten colleges at NC State University. It consists of five departments: Adult and Community College Education; Curriculum and Instruction; Educational Research, and Leadership and Counselor Education; Mathematics, Science, and Technology Education; and Psychology. All five departments offer master's and doctoral programs; three departments, Curriculum and Instruction; Mathematics, Science, and Technology; and Psychology offer undergraduate programs. The College has cooperative teacher education programs with the College of Humanities and Social Sciences, Agriculture and Life Sciences, Management, and Physical and Mathematical Sciences. The faculty of the College is engaged in research and outreach projects with faculty in the colleges cited above as well as with faculty in the Colleges of Design, Engineering, Forest Resources, Textiles, and Veterinary Medicine.

#### Special Characteristics

One special characteristic is that teacher preparation at NC State University focuses on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content. Typically, students are admitted to the program areas as freshmen; upon successful admission to teacher education candidacy, the students move forward through their professional semesters, graduation, and licensure. Academic advisers work with the students all four years as the students move through their respective programs, giving the advisers the chance to monitor the academic and professional growth of the candidates. A second special characteristic is that mission of the University is to advance the development and use of technology. The College of Education and Psychology, embracing this commitment and building on the expertise within the College, weaves the development and use of instruction technology throughout its pre- and in-service programs. The College's Center for Learning Technologies assists faculty in developing the use of advanced technology in the classroom. Consequently, teaching on-line courses and distance-learning courses has become the norm. Instructors and students rely on net-forums and list-serves to discuss and communicate. Technology is an integral part of each program offered by the College of Education and Psychology.

#### Program Areas and Levels Offered

NC State University offers both bachelor's and master's degrees in the following licensure areas: Middle Grades Language Arts / Social Studies, Middle Grades Mathematics / Science, English (9-12), Mathematics (9-12), Comprehensive Science (9-12), Comprehensive Social Studies (9-12), Agriculture (9-12), Business and Marketing (9-12), Technology Education (9-12) and School Social Work (K-12). Of these, doctoral level degrees are offered in English, Mathematics, Comprehensive Science, and Agriculture. French (K-12), and Spanish (K-12) are offered only at the undergraduate level; ESL is offered as an add-on license. Mentally Handicapped (K-12), Behaviorally/Emotionally Disabled (K-12), Specific Learning Disabilities (K-12), and Elementary (K-6) are offered only at the master's level. Reading Specialist, Instructional Technology Specialist, Curriculum Instructional Specialist, School Administrator, Vocational Director, and School Counselor are offered at both the master's and doctoral levels. Sixth year programs are offered for Reading Specialists and School Psychologists; School Psychologists may pursue doctoral degrees, as well.

## **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.).**

NC State University and the College engage in numerous activities of organized service and assistance to public schools. University-public school collaborations reach thousands of teachers and administrators. The opening of Centennial Campus Middle School in the summer of 2000 is the culmination of several years of collaborative planning between NC State and the Wake County Public School System. The faculty in science education has collaborated with middle school teachers in eastern North Carolina and K-12 teachers in Cumberland County to improve instruction through technology. With regard to the design and delivery of curriculum and courses, NC State relies on public school personnel to serve on the Committee for Teacher Education, a body that monitors and ensures program quality and compliance with NCDPI and SBOE mandates. In addition, NC State employs educators-in-residence/clinical educators to teach introductory education courses including two courses in the program for special education; to implement the Coach 2 Coach program; and to serve as assistant coordinator for Triangle East Partners in Education. NC State continues to collaborate with public school districts through the efforts of The Triangle East Partners in Education (TEPIE) and the Model Clinical Teaching Program (MCTP). TEPIE is a collaborative effort between the College of Education and Psychology and the Wake, Johnston, and Franklin County School Systems; its purpose is to bring together University resources and the unique needs of the partnership schools. The MCTP links school-based teacher educators and NC State faculty in a network for continuing interaction and professional development that focuses on mentoring and induction of new teachers in twelve partner districts; the primary goal of the program is to create a more effective process of preparing student teachers, inducting them into the profession, and offering them continuing staff development.

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

Of the 13 schools designated as low performing in 1999-2000, only one, Sankore Charter School, is in the immediate vicinity of NC State. However, several of our initiatives such as Coach 2 Coach and the grants implemented by science education reach out to underserved counties and their constituent populations.

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

There are a variety of opportunities at NC State University where pre-service and in-service teachers gain technological expertise. The College ensures the technological competence of pre-service teachers in the following ways: Mathematics, Science, and Technology Education and Agricultural Education require a technology applications course that exceeds the expectations of the required competencies. Students' mastery of the basic and advanced competencies is developed through coursework and assessed through testing, projects, and portfolio productions. Pre-service students in the Department of Curriculum and Instruction gain competence through a series of required courses that develop various aspects of the required skills. Additionally, many courses require that students use their technological skills to create instructional aids such as websites, and virtual field trips. In-service teachers benefit from several technology initiatives sponsored by NC State. The department of Mathematics, Science, and Technology has trained cooperating teachers to evaluate the student teachers' technology portfolios. Of particular note is MentorNet, a grant-funded project through science education, which trains public school and higher education faculty to better instruct pre-service teachers in the area of instructional technology. Empower, a NSF sponsored program, and a grant from Lucent have enabled NC State science education faculty to train and equip in-service teachers (see details in section J). The program in English as a Second Language, through the College of Humanities and Social Science, relies on distance learning for in-service teachers as a means of adding ESL licensure to their existing licenses; the program emphasizes web research and materials design. Business and Marketing Education has developed its program for lateral entry teachers to be delivered totally via the internet, thus ensuring an advanced level of technological competence.

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

Agriculture, Technology Education, Social Studies, Special Education and Marketing and Business currently serve lateral entry teachers and provide individualized licensure plans. In 1999-2000, NC State supervised the following numbers of lateral entry teachers: Special Education-10 in 7 LEA's; Agriculture-34 in 25 LEA's; Technology Education-6 in 4 LEA's; Social Studies-4 in 4 LEA's; Business and Marketing Education-18 in 6 LEA's. Notably, 12 of the Business and Marketing lateral entry teachers have transitioned into master's' programs at NC State. Mathematics and science education conducted an off-campus methods class for 23 lateral entry teachers representing 5 LEA's. Both areas, mathematics and science, are formalizing their lateral entry programs. Likewise, French, Spanish education have begun lateral entry programs beginning in fall 2000.

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

NC State University faculty have increased their efforts to help students with PRAXIS I and II. For PRAXIS I, Learning Plus is available to students both computer-assisted and in books. Tests-at-a-Glance booklets are distributed to students for use in preparation. Specialty area education faculty conduct sessions on PRAXIS II, and the College has purchased and made available in the Learning Resources Center any available materials and practice tests for use by students. Content areas conduct seminars for juniors and seniors prior to their taking the specialty area tests; counseling and individual tutorials are available. In conjunction with the College of Humanities and Social Science, the College of Education and Psychology has revised the secondary social studies curriculum. As licensure is granted for comprehensive social studies, course requirements are now aligned with the competencies required by NCDPI; this effort should result in improved PRAXIS II scores for NC State students in social studies. Faculty continue to review study materials, take the subject area tests, and prepare products designed to aid pre-service teachers as well as other faculty members.

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

NC State University makes numerous efforts to recruit qualified candidates into the various Teacher Education Programs. While individual departments have the primary responsibility for recruiting individuals into their programs, there are specific initiatives to increase enrollment. The College provided additional resources to expand the Teaching Fellows Program freshman class from thirty to forty students annually. The Student Recruitment Committee of the Teaching Fellows Program consists of current Teaching Fellows who return to their high schools during fall break to recruit future Teaching Fellows; current Teaching Fellows contact finalists in January to invite them to an interview skills workshop on Recruitment Day. Subject areas make recruitment efforts as well. Agricultural Education sponsors Agricultural Education Day where 600-800 high school students visit campus; the Institute for Future Agricultural Leaders is week-long summer conference for high school seniors that focuses on promoting careers in agriculture (42 attended in 2000); and the department recruits at the State FFA Convention which reaches approximately 1000 students. The Coordinator of Advising in the Department of Foreign Languages and Literatures meets with all new French and Spanish majors to publicize the teaching option. Technology Education recruits at secondary student conferences such as TSA and at NC State University's First-Year College career fair. Departmental representatives from Mathematics and Science attend career fairs at community colleges as well as NC State University's First Year College career fair. English Education contacts prospective students through the North Carolina English Teachers Association and the Capital Area Writing Project. Instructors travel statewide to promote the growing distance learning and lateral entry programs in Business and Marketing Education.

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

NC State University relies on the strategies mentioned above (see item F) in addition to efforts designed specifically to recruit minority students. The Assistant Dean for Student Services contacts high school counselors and forwards information about the College of Education and Psychology to all students of color who have applied to NC State University; letters are also sent directly to all students of color who have applied to NC State University informing them of programs and financial aid, with a special emphasis on Teaching Fellows. The College of Education and Psychology's pre-



college program of the Mathematics and Science Education Network collaborates with eleven schools (5 high schools and 6 middle schools in Wake and Johnston Counties) to increase the pool of graduates from North Carolina Middle and High Schools who are prepared to pursue careers in mathematics and science-based fields, including teaching. The Center for Research in Mathematics and Science Education conducts a pre-college program for middle and high school, Girls on Track; this program focuses on keeping talented middle school girls on the fast math track.

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

The ESL-Add-On license for pre- and in-service teachers has been implemented. The in-service is offered through distance learning; in 1999-00 20 teachers in 6 LEA's were served. The new program that combines the previous Marketing' Education with Business Education served 18 students in 1999-2000 and has already expanded to 41 students in the fall of 2000. Educational Leadership supervises two off-campus cohorts of students in the Master's in School' Administration program serving six rural counties: 30 in Johnston and Harnett and 33 in Franklin, Vance, Warren, and Granville. In January of 2000 the Coach 2 Coach program at NC State hired a teacher-in-residence to implement the goals of the statewide program, specifically to provide support and in-service training to mentors. Because of the high concentration of numbers, the College has been able to hire a second teacher-in-residence. Middle and high school science education has undertaken the support and supervision of lateral entry teachers and has recently written licensure plan for 11 teachers in 6 LEA's. The faculty in science education is collaborating with Johnston County to offer a master's program for a cohort of teachers beginning in fall 2000. The most' comprehensive initiative for the College is the full implementation of 16 revised master's programs. All new students are enrolled in the revised' programs, while several students from 1999-2000 have elected to complete transition plans for "M" licensure.

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

NC State supports beginning teachers through the Model Clinical Teaching Program (MCTP) and the Triangle East Partners in Education (TEPIE). The primary goal of MCTP is to support the growth of beginning teachers and to reduce the high rate at which ILT's leave the profession. The member districts link directly to the program at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the MCTP. Coach 2 Coach staff members collaborate with both MCTP and TEPIE to support the mentoring efforts for ILT 1's and ILT 2's. The TEPIE coordinator and one Coach 2 Coach teacher-in-residence have trained in PBL product assessment and TPAI BT 2000. In addition, both attended the INTASC I Academy with 3 partnership teachers. These efforts are intended to better serve the ILT's in our respective service areas. In Agriculture Education, the program coordinator visits each beginning agriculture teacher across the state to offer assistance with curriculum, classroom management, instructional delivery, facilities management, and youth organization management. At the newly opened Centennial Campus Middle School, there are 21 beginning teachers; to aid in mentoring, our middle-grades a faculty member meets weekly with the novice teachers to coach them and offer assistance as needed. It should be noted that all of the initiatives listed as available for career teachers are offered to beginning teachers as well.

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

NC State supports career teachers in various ways: online "Tools for Schools" includes Science Junction, Global Book Club, Middle Educators Global Activities, and Geographic Information Systems for Secondary Educators. Triangle East Partners in Education awarded over \$30,000 in mini-grants to its 6 schools for projects that ranged from professional development to the purchase of hardware and software; TEPIE funded teachers and administrators attendance at state and national conferences. Agriculture Education provided 25 teachers with 45 hours of instruction with the NC Biotechnology Center in RTP; 3 agricultural education interns held workshops for 60 teachers on instructional technology. The Model Clinical Teaching Program conducts meetings in the LEA's that focus on mentoring and retention and distributes 300+ copies of its newsletter and fact sheets that summarize current research in mentoring; MCTP donated copies of Mentoring and Supervision for Teacher Development (Reiman and Thies-Sprinthall) to 12 LEA's and developed and distributed a curriculum entitled, "Equitable Instruction Strategies for Diverse Learners" to 12 LEA's. Counselor Education

sponsors workshops for in-service professional development and preparation for the National Counselor Exam. Technology Education provided workshops for technology and vocational teachers at the NC Vocational Education Summer Conference; graphics communications instructors focused on drafting and graphics. For two years Special Education has held an institute for 20 special education teachers in Wake County on teaching reading; the teachers receive 3.0 hours of graduate credit for their study of theory and clinical practice. Through Science Education the MentorNet grant reached 52 K-12 teachers from Wake, Franklin, and Johnston counties who learned to develop multi-media materials for the classroom; Empower, a NSF funded program enabled 104 middle school math and science teachers in eastern NC to be trained and equipped with computers, calculators, micro-computer-based and calculator-based lab equipment, and software; a grant from Lucent served 30 science teachers in Cumberland County, to train and equip them with calculator and computer-based labs and software; this 84-instructional-hour project will continue for 2 years via the Internet.

**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 Office of School Services report for 1999-2000 documents for NC State \$3,306,328.00 of in-kind service to the schools of North Carolina. These services were delivered by faculty from all 10 of NC State's Colleges, with the most notable being the Colleges of Agriculture and Life Sciences, Education and Psychology, Humanities and Social Science, and Physical and Mathematical Sciences accounting for \$1.78 million. These services reached 4,391 administrators, 15,391 teachers, and 74,220 students across the state. Faculty in the College of Education and Psychology and faculty across campus are involved in public schools in a variety of ways. All methods faculty spend time in the schools supervising interns and student teachers, as well as consulting and collaborating with the cooperating teachers. Faculty members serve in advising capacities to school boards, participate on advisory committees, and fill positions on boards of directors for charter schools; they sponsor youth organizations and edit school newsletters; faculty collaborated with the counselor at Centennial Campus Middle School in a year-long program for parents that offers 6 hour-long sessions providing for interaction among parents, teachers, and counselors; teacher education faculty in the College of Humanities and Social Science actively participate in the Wake County Foreign Language Collaborative, sponsoring several meetings a year for K-16 foreign language teachers. Several faculty have secured grants for increasing instructional technology in the public schools, coordinating in-service training for the use of hardware and software, and providing materials for classroom use. Additionally, members of the teacher education faculty hold leadership positions in state and national teacher organizations, including NC Science Teachers Association, NC Science Leadership Association, the National Council of Teachers of Mathematics, and the National Council of Teacher Education.

## 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	3	American Indian/ Alaskan Native	5
	Asian/Pacific Islander	4	Asian/Pacific Islander	13
	Black, Not Hispanic Origin	19	Black, Not Hispanic Origin	33
	Hispanic	5	Hispanic	10
	White, Not Hispanic Origin	113	White, Not Hispanic Origin	208
	Other		Other	1
	<b>Total</b>	<b>144</b>	<b>Total</b>	<b>270</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	24
	Other		Other	
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>24</b>
Graduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	62
	Other	2	Other	3
	<b>Total</b>	<b>36</b>	<b>Total</b>	<b>85</b>

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	1	White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	15
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>16</b>
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	51
	Other		Other	
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>58</b>

**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)	4	4	4
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)	58	58	58
Special Service Personnel (K-12)	10	10	10
Other			
<b>Total</b>	<b>72</b>	<b>72</b>	<b>72</b>

**COMMENT OR EXPLANATION:**

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

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	177	
MEAN PPST-M	182	
MEAN CBT-R	331	
MEAN CBT-W	326	
MEAN CBT-M	329	
MEAN GPA	3.16	3.73
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
<b>N = # Completing NC = # Licensed in NC</b>								
<b>Prekindergarten (B-K)</b>								
<b>Elementary (K-6)</b>								
<b>Middle Grades (6-9)</b>	22	21			7	7	1	1
<b>Secondary (9-12)</b>	23	21	3	3	21	21	1	1
<b>Special Subject Areas (K-12)</b>	6	5			11	11	2	2
<b>Exceptional Children (K-12)</b>					15	15	3	3
<b>Vocational Education (7-12)</b>	6	6	4	4	17	16		
<b>Special Service Personnel (K-12) **</b>			4	4	24	18	3	3
<b>Other</b>								
<b>Total</b>	<b>57</b>	<b>53</b>	<b>11</b>	<b>11</b>	<b>95</b>	<b>88</b>	<b>10</b>	<b>10</b>

**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.

Agricultural Extension makes up a large portion of the program completers in vocation education; however, those completers do not seek licensure; this accounts for the smaller than average percentage seeking licensure.

**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)		
English (9-12)	10	80
French (K-12)	1	*
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	7	72
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	8	75
Mathematics (9-12)	11	82
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)	1	*
Science (9-12)	19	68
Social Studies (6-9)		
Social Studies (9-12)	4	75
Spanish (K-12)	7	57
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	7	100
PK/PLT	86	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**

<b>Full-time Students</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	29	19				
U Licensure Only						
Master's degree	5	8	2	7	1	
G Licensure Only					2	
<b>Part-time Students</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3					
U Licensure Only	2					
Master's degree	8	7	9	10	1	8
G Licensure Only	1	1	1			1

**COMMENT OR EXPLANATION:**

This data represents the candidates for licensure who are in the CPL database; however, there is greater number of program completers who are not in the database for various reasons.

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

<b>1998-1999</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Baccalaureate	106	78%	57%



**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.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake	965
Johnston	150
Durham Public	100
Guilford	83
Charlotte-Mecklenburg	82
Cumberland	69
Franklin	66
Forsyth	54
Harnett	49
Wayne	49

**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.**

<b>Satisfaction with...</b>	<b>Program Completer</b>	<b>Employer</b>	<b>Mentor</b>
the teacher preparation program in general	3.58	3.78	3.55
preparation for managing the classroom	3.25	3.67	3.36
preparation for using technology as an instructional tool	3.67	3.67	3.64
preparation for meeting the needs of diverse learners	3.33	3.56	3.36
preparation in curriculum content and delivery strategies	3.50	3.78	3.55
Number of surveys received	12	9	11
Number of surveys mailed	85	85	85

**III. TEACHER EDUCATION FACULTY**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
43	14	27



# **IHE Performance Report**

1999-2000

**NC Wesleyan College**



## IHE Performance Report

### NC Wesleyan College

1999-00

#### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. It opened in 1960. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, and Raleigh. The College offers undergraduate programs organized into 23 majors. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's institutional purpose states, "The College is proud of the leadership it takes in the larger community, and in the region, and affirms its continuing commitment to serve the people." One way it fulfills the purpose is by providing an undergraduate teacher education program. The College offers majors in elementary education and middle grades education. Persons who want to teach in high school major in biology, history, English, or mathematics and minor in secondary education. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

#### Special Characteristics

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. There are three full-time education faculty. The education program begins with courses in the sophomore year. Field experiences begin in these classes and continue throughout the teacher education program to provide students opportunities to be in different school settings. In addition, students complete a full semester of student teaching. Elementary education majors student teach in both a kindergarten and another grade level. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in northeastern North Carolina by making teacher education programs affordable and accessible.

#### Program Areas and Levels Offered

Undergraduate licensure and licensure-only areas: Elementary Education, Middle Grades Education with concentrations in Mathematics, Social Studies, Language Arts or Science, and English, Mathematics, Biology, History, and Social Studies at the 9-12 level.

#### 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.).

Twenty public school teachers and administrators from four school districts serve on the Wesleyan Teacher Advisory Committee which provides advice and support for the program. The committee met once each semester to discuss ways to improve the program and ways the program could better serve K-12 schools. The committee conducts mock interviews with our student teachers. Both students and teachers found this to be a worthwhile activity; students experienced real interview questions and the school personnel met students they could recruit. One principal hired two of the persons she interviewed. School personnel also serve as adjunct faculty; last year they taught the elementary music methods, exceptional children, technology, content reading and social studies methods courses. Area educators are invited regularly as guest speakers in our classes. For example, an English teacher conducted a Paideia seminar in a content reading course; special educators shared expertise about various exceptionalities; the area NCAE Uniserv representative talked about legal rights of beginning teachers; former graduates talked about classroom management; a director of IB programs shared this program; a parent educator presented a program; and a workshop on NC Learn and Wise Owl was conducted one Saturday. Cooperating teachers are surveyed and suggestions are used for improving the program; for example, the time for seminars was changed to avoid school conflicts. Five teachers serve on the technology portfolio review

committee, and their suggestions have improved the process and the technology course. Two faculty met regularly with Edgecombe County committees to write a 21st Century Learning grant and another grant; one reading improvement grant was funded and a faculty member attended the workshops provided by the grant. Edgecombe personnel have been active in implementing our federal Preparing Tomorrow's Teachers to Use Technology grant serving as instructors, workshop' leaders, and grant evaluator.

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

Faculty worked with educators in Edgecombe County to write grants to assist its lowest performing schools; one grant was funded to implement a literacy program in 2000-2001. A faculty member serves on the grant's board. Faculty and administrators met several times with the principal of a school in Nash County to identify ways to assist the school and its partner schools in Chicago; a special reading course was planned and then the school decided to delay it. Several Wesleyan personnel visited the Chicago schools, some of the poorest in the city, and made suggestions for ways the schools could collaborate with colleges in Chicago. Teachers and fifteen children from Chicago visited eastern NC in the summer and were housed on campus. The work with the Model Teacher Education Consortium is a service to lower-performing schools since many of the area schools have teachers who are out-of-field or lateral entry teachers needing to take courses. Providing the courses helps the schools maintain and improve their teaching force. Some of the tutoring conducted by various student groups targeted low performing students.

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

A grant to the US Department of Education in the Preparing Tomorrow's Teachers to Use Technology competition was funded for \$55,000 in the fall of 1999 and the College and grant partners provided a matching amount. The grant has supported the development of a small computer lab for education majors, the refurbishing of the resource center and education offices, the purchase of new software and equipment, and faculty and student development activities. Education faculty attended ISTE, NECC, and other technology conferences for the first time, bringing back ideas that were and are being incorporated in courses, such as the use of Webquests and Inspiration. Eight faculty attended a distance learning conference, and several faculty development workshops on the design of webpages, use of scanners, use of Powerpoint, and so on, have been provided. The grant has helped the College offer two sections of the technology course in the evening for lateral entry and other area educators. A workshop to introduce NC Learn and Wise Owl to the students and faculty was conducted by two area educators. The science methods instructor attended a workshop in Florida and incorporated several newly learned strategies in his classes. Wesleyan is a partner in the new PT3 grant awarded to General Administration in the summer of 2000. The instructor of the technology class worked with an advisory group to strengthen the technology portfolio process. Three professors attended the workshop on technology standards held at Appalachian State in May 2000. The education faculty added required computer activities in their classes. One example of a new activity was having each student prepare and give a Powerpoint presentation about a school law topic in the foundations course. A student teacher learned to use several math computer programs available in her school and demonstrated these for lateral entry and traditional students enrolled in a math methods class. Education students at Wesleyan complete six semester hours related to technology, an introduction to computer course and a technology in education course. All students have e-mail accounts and access to the Internet. Students can access computers in the library, in two computer labs, in the dorms, in the new education lab, and in the student center. Dorm rooms provide Internet access for students with computers. All faculty have networked computers in their offices. All students are taught to use NC Live to locate articles and other resources.

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

Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening and/or Saturdays both on campus and in area schools and at area community colleges. Faculty respond quickly to many calls about lateral entry and refer students to Colleges providing areas of licensure not offered at Wesleyan. Over 72 lateral entry teachers had programs of study prepared during the year. Despite our small size and our few areas of licensure programs, we serve lateral entry teachers affiliated with us and those affiliated with other colleges. Wesleyan hosts registrations

and other meetings of the Model Teacher Education Consortium. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees. From June 1999-August 2000 Wesleyan offered 27 courses either on-campus, at Nash Community College, or Halifax Community College that enrolled lateral entry teachers affiliated with Wesleyan, Barton, NC Central, Elizabeth City, Chowan, and East Carolina. Faculty participated in 11 special transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes. Wesleyan is a partner in the NC TEACH program at the East Carolina site. NC TEACH is a new grant-funded, statewide initiative to recruit new teachers. One faculty served on the curriculum development committee for NC TEACH and chaired the small group that prepared Module VI for the project. She also met with a group of educators in the Northeastern service region to plan a special course for lateral entry teachers; details are still being reviewed.

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

Wesleyan provides the Learning Plus tutorial system to help students prepare for the PRAXIS I exams. Students are introduced to the system during the sophomore education classes and are required to use the materials for a minimum of 10 hours. In addition, print materials are sold in the bookstore and other materials are placed on library reserve so students have access to available training materials. Faculty have incorporated testing strategies in sessions with student teachers and in the foundations class to better prepare them for the PLT and specialty exams. The College hosted preparation workshops provided by the Consortium and has encouraged its eligible students to take advantage of the workshops. Test-at-a-Glance booklets were provided in classes, and faculty worked with individual students to review performance on the exams and to make specific review suggestions. Tutoring was provided for students who requested help.

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

Faculty work with admissions and with the adult degree program to recruit students. On campus recruitment activities include calling students who indicate on their admission applications that they are interested in teaching, responding to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. We talk with students referred by other faculty. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and EDU 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its activities. Education faculty meet periodically with admissions counselors to keep them updated about the education program. A bulletin board displays information about careers in teaching and the need for teachers. Off campus recruitment is centered in efforts to enroll teacher assistants and other school personnel in our courses. The director visited a school in Franklin County to meet with assistants and staff expressing an interest in learning more about our program. Many teacher assistants and other prospects enroll in Wesleyan's Consortium courses provided in the evening. Assistants are encouraged to apply for the teacher' assistant scholarships provided by DPI. At advising sessions students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching. Offering courses in the evening has also allowed career changers and licensure-only persons to begin to take the professional education courses. To make courses financially accessible, Wesleyan has allowed Consortium students to enroll in on-campus courses at reduced tuition rates. Wesleyan is a partner school in the NC TEACH program.

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

Our recruitment efforts have focused on teacher assistants since many are African-American adults who are employed in education and who have the potential to become teachers. Faculty have met with assistants, provided special advising sessions, and worked with them to explore financial aid options. The activities of the Consortium also have as a goal the recruitment of minorities into teaching, and through our involvement in it we have been able to recruit persons from various backgrounds (Latino, Native American, and others) to become teachers. Faculty work with persons at area community colleges to assist students in making the transition to Wesleyan. The College recruits students along the east coast including Washington, DC, so efforts to encourage students to pursue

teaching across the pool of applicants assists in recruiting minority students to the education program. When opportunities arise to nominate students for scholarships, faculty try to identify deserving applicants who are minority students.

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

A faculty member has been taking courses and pursuing information about distance education programs. She has served on the college-wide committee exploring ways Wesleyan can begin to deliver courses via the Internet and will assist in evaluating the two non-education courses being offered in the fall of 2000 as consideration is given the possible delivery of education courses via the Internet.

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

During student teaching, the students prepare resumes and are encouraged to participate in job fairs as they seek employment. The interviews conducted by the Teacher Advisory Committee also assists students in making school contacts helpful in finding positions. Student teachers prepare a portfolio that is built around the INTASC standards. According to recent graduates, this has made the ILT process and the performance product much easier for them. First year graduates returned to speak in several education courses. This provided feedback about the program and an opportunity to assist both them and our current students. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. Faculty have served as guest speakers and readers when invited by beginning teachers. A meeting with recent graduates was held in the summer to begin to make plans for a formal support group for beginning teachers. Graduates are surveyed during their first year and encouraged to stay in contact and to seek help as needed. Graduates are encouraged to continue to use the College's library and the curriculum materials center, and they have borrowed math manipulatives and reading kits from the education resource center. Faculty provide books and resources as requested by our graduates who may be working on a graduate class; for example, a student borrowed several journals from a faculty member for use in a class. Information about graduate scholarships, conferences, and workshop opportunities is sent to all graduates; for example, NCTE is giving first year teachers a chance to join for a year for free. This information was sent to all of last year's graduates. One recent graduate did win the Botner Award (a scholarship from the NC Association of Teacher Educators) after being sent the information and a letter encouraging him to apply. Structured programs to support lateral entry and provisionally licensed beginning teachers are described in Section D.

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

Career teachers from area public and private schools have taken our undergraduate courses to renew their licenses or add an area of licensure. Career teachers who live in Consortium counties may take Consortium classes at the cost of only \$40 for the teacher; the Consortium furnishes books. Area teachers receive library privileges on campus; and library staff have assisted several in learning to use NC Live. Faculty at Wesleyan are responsive to requests from teachers to serve as speakers in their classes or to assist them in other ways. For example, letters of recommendation for graduate school or special scholarships and grants have been prepared. One area educator had his expenses paid to attend a national computing conference. A CIS instructor had her students work with area teachers and students to build webpages. (See the section on involvement in schools for other examples.) Teachers who supervise our student teachers receive a voucher for a three-hour course and two ticket vouchers for each of the three plays produced by the theater department. Several area teachers attended the weekend conference on the life and works of Randall Jarrell that was hosted by faculty in the English Department in the fall. A math professor helped revise math resource guides used by teachers, and she made a presentation at the state math conference. The director of teacher education provided transportation and encouragement to three career teachers to attend the state reading council's leadership training with her, and she serves as the president of the local reading council which provides CEU credit and activities for area teachers. She also presented a workshop or lecture for teachers on culturally diverse children's literature, on action research, and on charter schools.

**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?**

All education faculty and many from other disciplines are involved in schools and with programs to support school students. Voluntary tutoring of students is one way faculty and staff provide support. For example, an English professor tutors a small group of students one evening a week; a staff member tutored a student with learning disabilities. Faculty assisted parents who called seeking tutors for their children. Various athletic teams served as readers in schools; they also volunteered at various schools and other shelters during the floods. A biology teacher works with the LD organization that provides a summer school for students; she participated in various fundraisers. An English professor worked with students in English classes at two schools. A history and a math professor served as judges for the regional and district Quiz Bowl sponsored by public library. A math professor serves on the Executive Committee that coordinates the state math contest; she coordinated the regional event at Wesleyan and helped with the state contest. A business faculty spoke about her experiences in the Peace Corps for students at a local middle school. A staff member serves as a member of Durham's Human Relations Commission and assisted with a debate on teen issues and produced programs for K-12 students. The music teacher teaches part-time at a local private school. A biology teacher and her students taught environmental science lessons at a local elementary school. A staff member coordinated a new celebration for students moving to a middle school. Soccer coaches taught a clinic for area youth and helped with a camp for under privileged children. A staff member read to students in a class at the Early Childhood Center, covered lunch for teachers, spoke at schools for Black History month, and assisted with crafts. A physical science teacher worked with an earth science class. Staff served foundations designed to raise funds for schools in Nash County and also in Wake County. An art professor coordinated two high school art exhibits and produced an art exhibit related to Hurricane Floyd which had over 1400 entries. The Dunn Center staff coordinated plays and concerts for area school children. Faculty in math and science provided two summer science camps for area children; several coaches provided sports camps. The College hosted several music camps. Education faculty are active in professional organizations with area teachers such as the reading council.



**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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	27
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>30</b>
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	
	<b>Total</b>		<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	

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	
	<b>Total</b>		<b>Total</b>	
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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>5</b>
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	
	<b>Total</b>		<b>Total</b>	

**COMMENT OR EXPLANATION:**

Wesleyan serves a diverse student population and a mix of full-time and part-time students. Although the number of faculty is small, we try to offer courses to meet the needs of traditional and adult learners.

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number Requesting Program of Study Leading to Licensure</b>	<b>Number Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)			
Elementary (K-6)	32	32	25
Middle Grades (6-9)	26	26	22
Secondary (9-12)	14	14	10
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>72</b>	<b>72</b>	<b>57</b>

**COMMENT OR EXPLANATION:**

It is hard to tell exactly which of these students enrolled in courses since some took courses offered by adjacent colleges. Wesleyan provided courses that equaled 350 enrollees during the year; the majority of these were lateral entry students who took courses at Wesleyan. This number is double the number of persons served the year before. Wesleyan has about 25 lateral entry students affiliated with the program; eight finished the requirements during the year.

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

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	176	
MEAN PPST-M	181	
MEAN CBT-R	327	
MEAN CBT-W	323	
MEAN CBT-M	324	
MEAN GPA	3.36	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
<b>N = # Completing</b> <b>NC = # Licensed in NC</b>								
Prekindergarten (B-K)								
Elementary (K-6)	13	6	2	2				
Middle Grades (6-9)	1	1	4	4				
Secondary (9-12)	1	1	1	1				
Special Subject Areas (K-12)								
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>15</b>	<b>8</b>	<b>7</b>	<b>7</b>				

**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.

Of the baccalaureate degree candidates three received the license but had not finished the PRAXIS exam; four moved out-of-state without getting a NC license. One of the licensure-only continues under a lateral entry BK license.

**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)	12	75
English (9-12)	1	*
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)	2	*
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	2	*
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	17	94
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

**COMMENTS OR EXPLANATIONS FOR "E":**

Two of the students who did not pass all parts of the test on the first try moved out-of-state where the tests are not required, so they did not retake them. One non-native student who completed student teaching in elementary education is employed in a preschool class in an area school and is taking successfully graduate courses for the BK license, but she has not completed the specialty exams.

Two students have completed the specialty testing requirements, but after the time frame identified by the state for including the performance in the current report.

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

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

**COMMENT OR EXPLANATION:**

Students taking the longest to complete were lateral entry teachers who took one course per term.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	19	89%	79%

**COMMENT OR EXPLANATION:**

Two student teachers returned to their home states and are employed in schools. One graduate had a second child and has worked as a substitute rather than full-time. One graduate decided not to enter teaching due to personal and medical problems; she is working in a local tutoring business.

**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
Nash	143
Halifax	45
Edgecombe	32
Wayne	27
Roanoke Rapids City	27
Wake	19
Lenoir	16
Wilson	16
Northampton	12
Craven	9

**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	3.33	4.00
preparation for managing the classroom	3.00	3.33	4.00
preparation for using technology as an instructional tool	3.33	3.33	3.00
preparation for meeting the needs of diverse learners	3.33	3.67	3.00
preparation in curriculum content and delivery strategies	3.67	4.00	3.67
Number of surveys received	3	3	3
Number of surveys mailed	10	10	10

**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	3	8



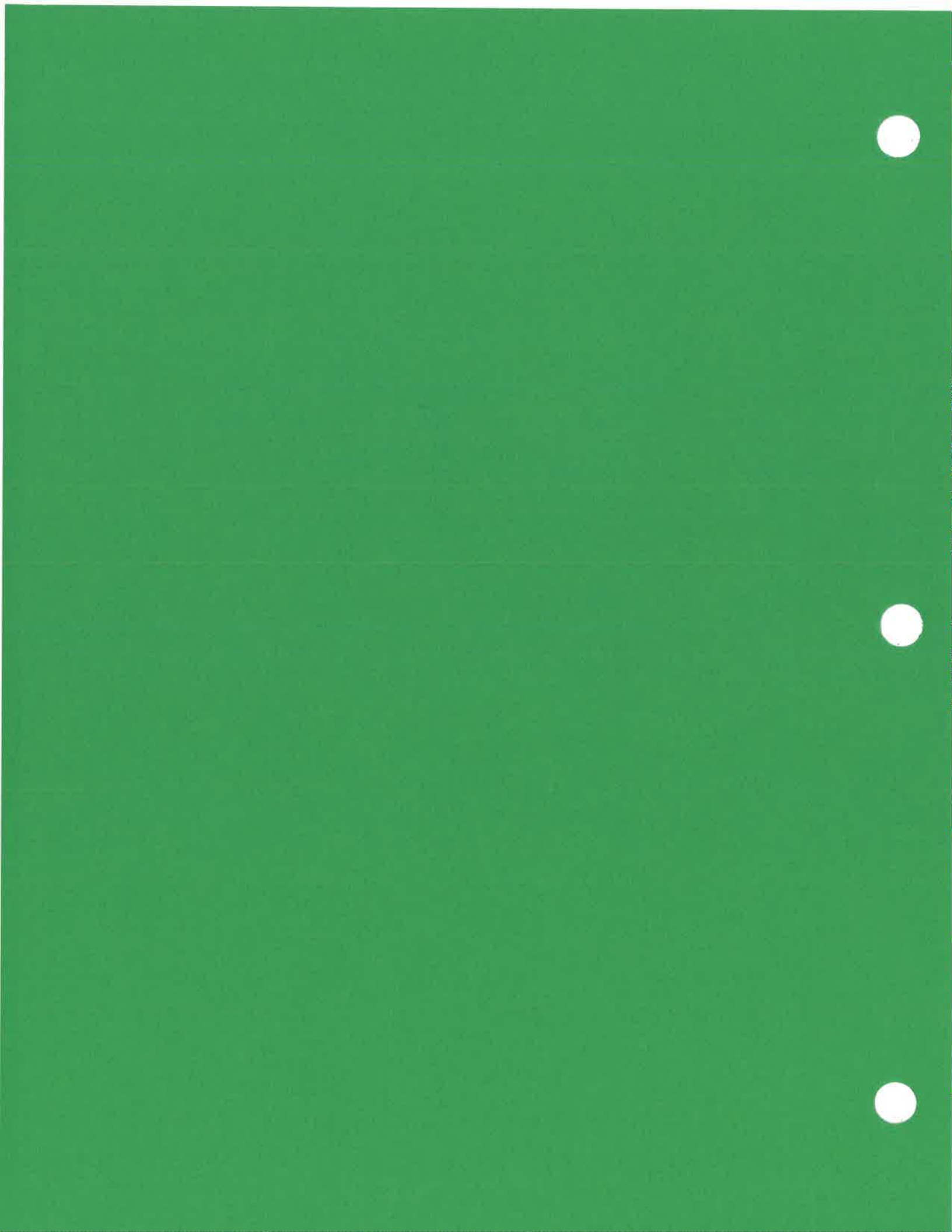




# **IHE Performance Report**

**1999-2000**

**Pfeiffer University**



## IHE Performance Report

### Pfeiffer University

1999-00

#### Overview of the Institution

Pfeiffer University is a coeducational institution serving about 800 students, located in a rural setting in the Piedmont region of North Carolina. The University is affiliated with the Western North Carolina Conference of the United Methodist Church and is committed to the concept that educational achievement can best be realized within a community of learners that fosters collegiality, Judeo-Christian values and shared responsibility for learning. The mission statement of Pfeiffer University addresses the human need for a sense of purposeful belonging, shared values, and the responsibility for self and others. Since the founding of the school in 1885 by Miss Emily C. Prudden, Pfeiffer has served students who prefer a personal education endowed with a full range of activities and opportunities for growth, removed from the stresses and anonymity of life in a larger college or university. The primary focus of this liberal arts institution is on the academic preparation of the student.

#### Special Characteristics

Pfeiffer is a member of the Charlotte Area Education Consortium, the Corridor Consortium, and is the higher education partner for the Rowan-Salisbury School's continuous improvement initiative. The teacher education faculty has developed an evening program specifically targeted to teacher assistants, and other working adults who wish to earn an elementary education degree and licensure. This has expanded to enable us to work with a large number of lateral entry candidates in Special Education and in secondary education areas. Pfeiffer has also entered into a partnership with GRAY STONE DAY SCHOOL which has developed a proposal for a new charter school to be submitted to the NCDPI in the fall of 2000.

#### Program Areas and Levels Offered

Pfeiffer University offers programs leading to licensure in the following areas: Elementary Education (K-6, English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Physical Education (K-12), Special Education in LD & BED (K-12)

#### 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.).

Pfeiffer University participates in many collaborative efforts with public schools through program development, program evaluation, delivery of programs for public school students on campus, service on committees and boards, and the development of a proposal for a University, Charter School partnership. The Teacher Education faculty have worked closely with teachers in both Stanly and Rowan-Salisbury schools in the development of a Masters in Elementary Education program, conducting focus group discussions as well as meeting with individual teachers. Faculty from Pfeiffer University worked with faculty from Catawba College to plan and implement a four-day professional development workshop for lateral entry teachers. A faculty member also conducted a parent workshop in child develop for a local elementary school. Pfeiffer also works with public school teachers and administrators by aiding schools in developing reports for the State. One member of the Teacher Education Board is a public school principal, and principals and teachers serve as adjuncts and guest presenters for some of our classes. Public School teachers and administrators served as guest speakers approximately 12 times in the 1999-2000 semesters. Pfeiffer has LEA Agreements for placing student teachers with seven Lea's. Each year cooperating teachers are invited to Pfeiffer for a day-long workshop in which we conduct a formal evaluation of the teacher education program based upon their interactions with our student teachers. Pfeiffer faculty and students are also active in assisting local schools and school systems in evaluating their programs. Music faculty and students host a choral concert where they critique the high school chorus performance. In addition, the Speech Communication class at Pfeiffer conducted a communication audit for a local high school, and the

Small Group Communication class conducted a study of effectiveness of co-op programs for Stanly County Schools. A Pfeiffer professor also read AP Statistic exams for ETS and the College Board at the national level. Faculty also serve on the Richfield Student Improvement Team. Pfeiffer University collaborates with public schools in many curricular areas. Our Adapted PE classes work with students in local schools. An English faculty member helped a new elementary teacher set up a thematic unit on rain forests in her classroom. Students in the History Internship at the Stanly County Museum created a trunk full of artifacts and accompanying narrative to be used in presentations in public schools. Pfeiffer serves public schools through working with the SPEC (Southern Piedmont Educational Consortium) and through the NC Star, Communities in School program. Classes of local students visit Pfeiffer for art workshops and activities and to participate in music contests hosted by the Pfeiffer music faculty and students. The Music Education faculty and students also hosted a piano contest for the NC Music Educators Association and sponsored booth at NC Music Educators Association annual conference. Local students also participate in many of the music programs at Pfeiffer.

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

There are no low-performing schools in the counties surrounding Pfeiffer.

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

The Teacher Education faculty unanimously stress the importance of technology in all education classes. Faculty attended technology seminars offered during the 1999 Teacher Education Fall Forum, and in May of 2000, faculty attended a conference on the use of technology portfolios in Boone. Last year Pfeiffer, Catawba, and Belmont Abbey participated in a grant to develop the Corridor Consortium to enhance the development of technology skills for all faculty involved in teacher education. The project was funded by a grant from AT&T. Catawba College was the host location for a three-day summer (1999) series of workshops that included the instructional uses of databases and spreadsheets, web resources, and electronic portfolios. All education faculty participated in workshops designed to enhance their use of technology in each course taught. Every methods course at Pfeiffer includes a technology component, and each Teacher Education student is required to take an Educational Technology course. Students demonstrate their technological competence by developing a technology portfolio before graduation. The University has stressed and supported the development of Web-based components in courses. While the teacher education program does not offer courses that are solely web-based, many courses are supplemented with the use of web pages, e-mail, etc.

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

Pfeiffer University is committed to providing quality educational opportunities to both traditional and non-traditional students. Realizing the need to serve more lateral entry students, Pfeiffer has developed new policies which will help us in serving lateral entry candidates, and has increased the number of courses offered in the evening and summers in order to meet the needs of these students. Pfeiffer University and Catawba College have developed plans that allow for reciprocity for selected professional courses. Many of our professional education courses are offered in the evening hours, and other professional education courses are offered in the summer. We also work with lateral entry candidates to help them find content courses required for licensure. In response to the immediate needs of lateral entry teachers, faculty from Pfeiffer and Catawba presented a four-day professional development program to 26 first year lateral entry teachers in the Rowan Salisbury Schools. To address the test preparation needs of lateral entry teachers and pre-service candidates, Catawba, Pfeiffer and Belmont Abbey collaborated to offer a PLT preparation workshop conducted by consultant Dr. Grace Mitchell. Pfeiffer is currently working with approximately 50 lateral entry candidates.

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

Helping students through the Praxis testing requirements is a priority of teacher education faculty at Pfeiffer University. Testing histories and Praxis requirements are discussed when education students

are first registered, and recommendations for preparing for Praxis tests are made at that time. Pfeiffer has the Learning Plus program available for all teacher education students. This is provided at no cost for minority students. Education faculty offer individual and small group tutorials for students in math, reading, and writing to help prepare for Praxis I. Faculty frequently meet with students who have been unsuccessful on the first attempt at taking Praxis II exams to help identify strategies for increasing scores. In December of 1999, Catawba hosted a Praxis II (Principles of Learning and Teaching) workshop, led by guest educational consultant, Dr. Grace Mitchell. The workshop was opened to all teacher candidates and lateral entry teachers, with special invitations extended to our local school systems and in collaboration with our sister institutions of Livingstone, Belmont Abbey and Pfeiffer.

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

Pfeiffer actively recruits students into the profession in six ways. (1) The teacher education faculty meet annually with the recruitment office staff to talk about the teacher education programs as a way of helping them to specifically recruit students for our programs. (2) Teacher education faculty talk to perspective students when they are in the schools supervising student teachers. (3) Pfeiffer offers students who are working in the schools and pursuing teacher licensure half tuition. (4) The first Union Minority Scholarship provides approximately \$9000 per year to minority students in the teacher education programs. (5) Pfeiffer works actively to support lateral entry teachers. (6) Teacher education faculty are present at all admissions open houses.

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

Pfeiffer has actively recruited and supported minority candidates in three ways. (1) The first Union Minority Scholarship provides approximately \$9000 per year to minority students in the teacher education programs. (2) In an effort to increase the number of minority students who are successful with Praxis I, minority students are encouraged to use the Learning Plus program free of charge. (3) The Evening Program was developed as means to attract teacher assistants into the program as a way to increase the number of minority students in our elementary education program. (Many of the teaching assistants in our area are minorities).

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

N/A

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

Faculty are often asked to provide workshops for LEA's to help beginning' teachers during their first year of teaching. The School of Education maintains an Open Door policy for all teachers, beginning or otherwise, who need assistance. The materials in the Curriculum Library, including adopted texts, professional development books, classroom materials, and computer resources are available. Teachers are encouraged to utilize these materials as frequently as needed. In some cases, faculty have taken materials to teachers who cannot come to the campus. Pfeiffer has an agreement with LEA's to assist any Pfeiffer graduate needing help as a first year student. We were not asked for assistance in the 1999-2000 Year. Pfeiffer and Catawba College co-sponsored a motivational speaker to address beginning teachers, and developed a four-day summer professional development workshop for lateral entry teachers taught by faculty from Catawba and Pfeiffer.

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

The School of Education is currently developing a Master's in Elementary' Education program which will support career teachers. In addition, we provide an evening/summer program which enables teachers who are currently licensed in a non-special education area to complete the necessary courses to add licensure in learning disabilities and/or behavioral and emotional disabilities to their existing license. Most of these teachers have been assigned to exceptional children's programs, but lack the requisite areas of licensure. As an added benefit these teachers are provided with a

scholarship from Pfeiffer which reduces their tuition by one-half. Often the school districts are able to pay the remaining portion of tuition.

**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?**

Pfeiffer University is actively involved and committed to the improvement of education in our public schools. All Teacher Education (TE) faculty and many Art and Science faculty regularly participate in the local school systems. The following represents last years involvement: One faculty served as chair of the Rowan-Salisbury Board of Education. TE faculty provided workshops for Rowan County School teachers. Faculty volunteered to read and tutor at Richfield Elementary School. School students and PU faculty performed with the Pfeiffer bands and choral groups. TE faculty and students judged 5 science fairs in Stanly and Rowan County. Local school students actively participated in several art projects and Elementary Art Methods classes at PU. Methods faculty developed and monitored internships and clinical experiences. Communications faculty and students audited staff meetings in public schools. Faculty assisted in grant and report writing for the Cabarrus Communities in Schools program, which works with youth at-risk. Faculty and students in the History Internship created a trunk of artifacts and an accompanying narrative for the Stanly County Museum to be used for public school presentations. Faculty participated in a collaborative effort with the Charlotte Public Schools to review the manuscript for their "State of Education" report. Faculty presented a Parent Workshop at a child development" program at Wilson Middle" School in Charlotte, NC. Faculty served on the Richfield Student Improvement Team (SIT) '99-'00. Faculty were involved on the Richfield's New Construction Committee '99 - '00. Faculty read national secondary school AP Statistics Examinations for the Educational Testing Service (ETS) and the College Board in June 2000 at the University of Nebraska in Lincoln, NE. The Organizational Communication class conducted a communication audit at North Stanly High School. The Small Group Communication class was involved in a study collaborating with Board of Education personnel, faculty involved in co-ops, employers and students. The Director of Instrumental Music and the Director of Choral Activities served as adjudicators and clinicians for over 25 area schools. The Music Department hosted a Solo and Ensemble Contest for area high schools. The North Stanly High School Choir performed at PU and was critiqued by music faculty and majors. The Junior Choir Methods course included students from Richfield Elementary School. The Music Department sponsored a booth in the Exhibit Hall for the purpose of recruitment. The Music Department hosted the annual Piano Contest and Festival for the Stanly County chapter of the North Carolina Music Teachers Association (NCMTA). The Adapted P.E. faculty and students went to New London Elementary School every week to work one-on-one with students. Special Education(SPED) faculty consulted with teachers in Stanly County on conducting case studies and developing learning strategies. SPED faculty worked on the lateral entry process for teachers with the Director of Personnel for Montgomery County and the Director of Personnel for Rowan-Salisbury schools. The SPED faculty counseled a Cabarrus County school on providing a more efficient exception children's program. PU sponsored several conferences for cooperating teachers and principals to develop a strong TE program and actively solicited feedback on specific and general aspects of the TE programs.

**II. CHARACTERISTICS OF STUDENTS**

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

<b>FULL-TIME STUDENTS</b>				
	<b>MALE</b>		<b>FEMALE</b>	
<b>Undergraduate</b>	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	7	White, Not Hispanic Origin	30
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>31</b>
<b>Licensure-Only</b>	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	
	<b>Total</b>		<b>Total</b>	
<b>Graduate</b>	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	
	<b>Total</b>		<b>Total</b>	



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	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>
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	
	<b>Total</b>		<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	

**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)	6	6	2
Middle Grades (6-9)			
Secondary (9-12)	22	22	18
Special Subject Areas (K-12)	9	9	5
Exceptional Children (K-12)	6	5	6
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>43</b>	<b>42</b>	<b>31</b>

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	180	
MEAN PPST-W	176	
MEAN PPST-M	175	
MEAN CBT-R	329	
MEAN CBT-W	326	
MEAN CBT-M	324	
MEAN GPA	3.38	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
<b>N = # Completing</b> <b>NC = # Licensed in NC</b>								
Prekindergarten (B-K)								
Elementary (K-6)	10							
Middle Grades (6-9)								
Secondary (9-12)	2							
Special Subject Areas (K-12)	1							
Exceptional Children (K-12)	4							
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>17</b>							

**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/	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Professional Knowledge		
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)	4	75
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)	1	*
Music (K-12)		
Physical Education (K-12)	3	0
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)	1	*
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	1	*
Tching Visually Handicapped		
Technology Education		
PK/PLT	11	64

\* 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**

<b>Full-time Students</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	13	4	2			
U Licensure Only						
Master's degree						
G Licensure Only						
<b>Part-time Students</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	1	1				
Master's degree						
G Licensure Only						

**COMMENT OR EXPLANATION:**

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

<b>1998-1999</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Baccalaureate	13	85%	77%

**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
Stanly-Albemarle	165
Rowan	88
Cabarrus	59
Charlotte-Mecklenburg	44
Montgomery	26
Davidson	21
Randolph	21
Guilford	19
Anson	18
Forsyth	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	3.20	3.50	3.00
preparation for managing the classroom	3.00	3.25	2.80
preparation for using technology as an instructional tool	2.60	3.25	2.60
preparation for meeting the needs of diverse learners	2.75	3.75	2.60
preparation in curriculum content and delivery strategies	3.25	3.25	2.40
Number of surveys received	5	4	5
Number of surveys mailed	12	12	12

**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
4	7	3





# **IHE Performance Report**

**1999-2000**

**Queens College**





# IHE Performance Report

## Queens College

1999-00

### Overview of the Institution

Queens College is a diversified, co-educational, private, student-centered liberal arts college affiliated with the Presbyterian Church. There are three units of the College that serve the diverse needs of a variety of students. The College of Arts and Sciences offers traditional liberal arts majors, a unique interdisciplinary core program, an international experience, and career preparation through a required internship for a residential student body which is largely drawn from the eastern seaboard. The Hayworth College offers undergraduate and graduate courses of study to a primarily adult student body drawn from the Charlotte area. The McColl School of Business offers business programs in both undergraduate colleges as well as graduate business programs (MBA and EMBA). In all of its educational programs, Queens emphasizes active learning, close student-teacher relationships, and connections between the work of the classroom and the world of work, using the greater Charlotte area for experiential learning. The purpose of Queens College is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

### Special Characteristics

At both the undergraduate and graduate level, student teaching (K-6) at Queens College consists of two placements. For the first ten weeks, all elementary student teachers are placed in the Charlotte-Mecklenburg System through a traditional placement process. After the completion of this phase, for three additional weeks, student teachers are clustered in schools where a large percentage of the student body is considered "at-risk." In fall 1999, Queens began a unique Saturday cohort program for lateral entry secondary teachers. The third cohort group will begin in fall 2000. Lateral entry teachers from four counties are enrolled in this alternative route to licensure. In spring, 2000 Queens and the Charlotte-Mecklenburg School System formalized a partnership linking Myers Park Traditional Elementary School and Queens. The Queens campus adjoins the elementary school. The agreement includes sharing physical space and the establishment of a Professional Development School. A college-wide effort will combine the talents of Queens with those of the elementary school. Currently, the Education Division is the most active participant. In summer 2000, Queens began a two-phase, advanced degree program for those holding an undergraduate degree who wish to teach in elementary schools. At the completion of Phase I, which includes student teaching, students apply for initial licensure; then, as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of practicing teachers and administrators at an Action Research Symposium.

### Program Areas and Levels Offered

Queens College offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of Biology, English, History, Mathematics or Comprehensive Social Studies, and special subjects (K-12) in foreign language, French and Spanish. On the post-baccalaureate level, Queens College offers a Masters of Arts in Teaching (K-6) and licensure only in secondary (9-12) and special subjects (K-12) listed above.

### 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.).

Representatives of Queens College are found the largest school system in the state, Charlotte-Mecklenburg (CMS), and in the surrounding counties. Field placements and student teaching experiences are arranged in CMS. In the fall of their senior year, undergraduate elementary education majors are placed at Myers Park Traditional School, which is Queens Professional

Development Partnership School. During other semesters, students are placed at a variety of elementary schools. Systematic placements in a variety of surroundings offer students opportunities to work in diverse learning climates in CMS schools. Methods instructors require students to tutor, teach lessons, diagnose and aid in remediation of reading and mathematics difficulties and teach curriculum from Junior Achievement and the EcoTeam Environmental Education Program (Environment Leadership Center Warren Wilson College). Students in secondary licensure and special subjects are placed in field experiences at the level and in the content area appropriate to their licensure. Faculty visits to classrooms and conversations with classroom teachers about best practice are ongoing. Faculty members also volunteer as reading buddies and "Reading Day" volunteers. Evaluations are distributed to field experience teachers. Feedback from the evaluations is used by the faculty to assist preservice teachers in strengthening weaknesses exhibited before the student teaching semester. Suggestions from classroom teachers are added to the topics addressed in methods classes. During the student teaching semester, Queens College full-time faculty supervise students. At the elementary level, they are assisted by two former principals from CMS who have been principals at school with high "at risk" populations. In the secondary licensure program, effective secondary teachers are selected to teach specific subject matter methods in the four-week breakout portion of the secondary methods course. Permanent adjunct faculty from CMS and the Rock Hill School District in South Carolina teach in the program during the summer term. Plans are being made to have qualified members of the Myers Park Traditional School teach undergraduate courses in the Education division. National Board Licensed and other well qualified teachers and CMS administrators and staff speak to student teachers during seminars and are guest lecturers in regular courses. Topics range from Performance Based Licensure to meeting the diverse needs of students. Members of the education community are guest speakers at Queens College Future Teachers' Club meetings. A member of the Partnership school who is National Board Certified and a graduate of Queens is a member of Queens College Teacher Education Committee. The two former principals from CMS, employed by Queens, are also members of the committee. A faculty member from the Education Division serves on the Myers Park Traditional School Leadership Team. During the major revision of the MAT program, members of CMS worked with the faculty and staff at Queens College and presented the program to the state team. Technology coordinators from CMS assess the technology portfolios required by the state for initial licensure. CMS and surrounding districts' Professional Development Staff coordinate "Advanced Computer Competency" requirements with faculty in the division. At the graduate level, many students enrolled in the graduate program work as teacher assistants or as unpaid volunteers schools.

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

There is one low performing elementary school in CMS. This school is not located near the campus. However, Queens faculty have arranged for students to do field placements in several elementary schools that have been labeled "No Recognition." As part of the MAT program, students individually designed additional 10 hour field experiences. Many work in the summer CMS Literacy Program to bring children to grade level. Queens recognizes that working in high needs schools is often discouraging, especially for novice teachers. Therefore, in the second phase of the student teaching experience, both undergraduates and MAT student teachers work in clusters at a high needs school for three additional weeks. Experienced, effective teachers in these schools coach student teachers in strategies that work especially well for this population. Queens faculty believes that immersion in a high needs school with faculty encouragement and teacher coaching helps preservice teachers learn effective ways to meet unique needs of these students. In addition, children in the classrooms where student teachers are clustered receive three weeks of intense tutoring in basic skills. In all methods classes students are required to show how they differentiate instruction for children. All education students are directed to specific websites for ideas about effective ways to improve all students achievement. As part of the America Reads Program and the Chick-Fil-A grant, students work as tutors in schools to bring children up to grade level in reading. Students with community service scholarships work with needy children in strengthening academics in school and in after school programs.

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

The Education Division ensures the technology competencies of preservice/in-service teachers through specific technology courses, assignments in other required courses, faculty preferred ways of

communication with students, and preservice/in-service teacher communication using the Queens Webboard. Students have access to computers in several public computer labs: The Dickson Lab currently has 20 Pentium III computers, and Everett Library has nine Pentium workstations for public access. The library has three new iMAC computers. In addition, there are two to six computers for student use in each of the student dormitories. Four classrooms used by education students are dedicated to computer use: Dana 314 with 22 computers, Jernigan 211 with 21 computers, Jernigan 214 with 18 computers, and the Language Lab, which has 12 computers. There are currently 10 "lecture" classrooms equipped with computers. Each of these has Internet access. The Microsoft Office Suite of software applications is installed on all faculty, staff, and student access computers. Faculty can, therefore, make assignments knowing that all students have access to the same software. Many courses require the use of this software, including several that are required for all students, including all CORE classes and INTE297 World of Work. In a survey conducted in the Fall of 1999, 76.7% of the Queens faculty and 100% of the education faculty reported that they required students to use computers and other technology in their classes. Assignments using technology in required education courses on the undergraduate and graduate levels have been designed to demonstrate mastery of computer competencies at the advanced level. Assignments become part of the required technology portfolio. Members of the Education division and classroom teachers assess the completed portfolios of all program completers at Queens. In addition, the division works with local school district technology specialists to design and offer workshops for lateral entry and inservice teachers to meet state mandated technology requirements. Lateral entry and veteran CMS teachers may enroll in the graduate Computer for Teachers course at a reduced tuition rate on a space available basis. Lists of URL's of teacher resources sites and' evaluations of software are generated and distributed by education students. Media and technology specialists from CMS serve as advisors when the division purchases new software. Multimedia projects and power point presentations are required in the Computers for Teachers course. Both graduate and undergraduate students use NCLive as an extension of the library holdings at Queens. Classroom teachers and technology specialists are adjunct faculty members who teach sections of the Computers for Teachers course.

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

Queens most recent endeavor involves the training of newly hired, lateral entry secondary teachers in Charlotte Mecklenburg Schools (CMS). Beginning fall 1999, Queens and CMS entered into a partnership to provide required training leading to licensure for lateral entry teachers in biology, English, history, mathematics, social studies and foreign language. Instructors for the courses are Queens faculty and CMS staff. The program is a cohort model meeting on Saturdays. Queens is collaborating with CMS to offer the Queens approved secondary program at a reduced tuition in a "student friendly environment" to these newly hired teachers. In fall 2000, the third cohort group began the program. Because of demand by surrounding counties, lateral entry teachers from CMS, Union, Gaston and Cabarras Counties are represented in the Queens cohort model. In addition, Queens serves the needs of lateral entry teachers in a Post-Baccalaureate Program. Courses in this program are offered in the evening. The evening program appeals to lateral entry teachers who have had some education courses before coming to Queens College. Both programs follow the course of study previously approved by the state. While lateral entry at the elementary level is not common in CMS, students in the masters program have been hired to teach in CMS as lateral entry teachers before completing the program. The faculty is aware that these students have special needs. Often assignments are modified for those students so that they can be used immediately in the classroom. A more common practice at CMS is hiring Queens MAT student after all coursework is completed. While Queens strongly supports the student teaching experience, lateral entry teachers hired at this point have completed all required competencies. Faculty continue to make themselves available to support the needs of these teachers.

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

During the first class that students take in the undergraduate program, students learn about the testing requirement for licensure. They learn about ETS' Learning Plus software that is installed on 12 work stations in two computer labs on campus. Learning Plus Manuals are on reserve at the library. Another set of manuals is available in the division office. Students who are unsuccessful on components of PRAXIS I may meet with the college's academic advisor. Arrangements are made for a tutor if requested by the student. For PRAXIS II, faculty use case studies in class and open ended

response test items to prepare students for the Elementary Education: Content Area Exercises. Faculty in the academic areas have copies of "Tests-At-Glance" for their respective content specialty areas. In addition, faculty members in areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty have used this information to construct different types of test items for their class assessments. An "in-house, hand-written" writing sample is being piloted as an admission requirement for all MAT students during the first semester. The sample is scored by an education faculty member. Students are informed of weaknesses and suggestions for remediation are provided. Students must demonstrate competency before being allowed to register for another semester. Queens College Continuing Education offers courses in successful passing of PRAXIS I and II. There are limited funds available to help undergraduate students pay the required fees to retake PRAXIS I components. Members of the Future Teachers Club offer advice and test taking strategies to students before they take the tests.

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

The division holds "Open Houses" for post-bacc students interested in the MAT Program or the Licensure-only Programs in secondary and foreign language. Meeting times for the open houses are advertised in the Charlotte Observer newspaper and on the local Public Broadcasting System. Potential students can access the division through the Queens College Webpage. College recruiters meet with the division chair to discuss marketing techniques for the programs. Members of the faculty meet with potential students during individual campus visits. Faculty meet with potential students and families during Queens Parent Weekends. Faculty meet with incoming freshmen to discuss teaching as a career, to answer questions about the program, and to work with freshman advisors in planning programs. Transfer students meet with the division chair. Members of the Future Teachers Club invite others to be their guests to learn about careers in teaching. Because of Queens' reputation for quality service, many phone inquirers become students. On the post-baccalaureate level, tuition for education courses has been reduced and Graduate Assistantships have been funded. Because of the Queens/CMS Partnership, teachers in CMS receive reduced tuition for graduate classes. Teacher assistants at the Professional Development School have benefited from this arrangement. Finally, the Queens Lateral Entry Cohort Program continues to grow. Queens and Professional Development Staff from CMS work to inform lateral entry hirers about the need to affiliate early with an IHE. Since queens programs are limited, we steer lateral entry teachers to other IHEs. Several students in this program have reported that they would have quit teaching if it had not been for the support offered in the program.

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

In order for any student to consider teaching as a career, one must be successful in K-12. Students in all teacher education programs at Queens are our greatest resource. They work as tutors, aids and teacher assistants in diverse schools in CMS and surrounding counties. They are role models and offer encouragement to students on career choices. Community service scholars volunteer in before and after-school programs, in "Communities in Schools," and other community service projects. Students at Queens invite minority high school students to classes and to see what dorm life is like. In the division, resources have been made available to all students to help finance retakes of PRAXIS I and PRAXIS II tests. Minority students in the program make special efforts to invite their friends to Future Teacher Club meetings. One of the two college elementary student teacher supervisors is a minority. She represents Queens College in the community and serves on several leadership teams. Faculty have been involved in working with their students on ways to close the achievement gap for minorities. The Upward Bound Program takes place on Queens College campus each summer. In an effort to attract more minority students, Queens has increased the scholarship money for undergraduate minority students. Potential students are called by Queens Telecounselors (students) who answer questions about college life. 18% of Queens College 2000 freshman class is minority.

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

Queens has revised the MAT Program. The new two-phase program will allow candidates to apply for the "A" level license with fewer credits than the previous program. During the critical teacher shortage

in North Carolina, the ability to produce well qualified teachers through a shorter program is a strength. During Phase II courses, the students as new practicing teachers, receive support and guidance in completing Performance Based Licensure and in becoming action researchers. Queens undergraduate major in elementary education requires students to have two academic specialty areas designed to provide content if the student should later choose to pursue middle school licensure. (Queens currently does not offer middle school licensure). The division continues to find ways to integrate technology into courses using webboards, and email. The new Partnership with CMS and the Myers Park Professional Development School offers unique opportunities for students, faculty and staff to establish a learning community where theory is transformed into practice. Queens has reduced tuition for all post-bacc teacher education programs. Noting that many students in other graduate programs had tuition reimbursement, the administration decided to invest in the future by investing in preservice teachers.

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

Due to the revision of the MAT Program, faculty work with MAT students during the critical beginning years. In one of the Phase II courses, faculty will help new teachers through the Performance Based Licensure process; in another, faculty will guide students action research. Through Phase II, students will grow as professional educators. A requirement for completion of the MAT program is that students present at an Action Research Symposium at Queens College. The Cohort Lateral Entry Program has been designed to give students practical survival tools during the first two courses. Queens faculty relationship with graduates is close. Continued faculty encouragement is a strength of the programs. Faculty have office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. The division keeps a data base of schools where students are employed. Faculty often visit former students classrooms. Beginning teachers are invited back to be guest lecturers in courses. Principals in area schools and human resource personnel call for names of students to fill positions. The division has close relationships with local district personnel departments to clear licenses for beginning teachers. College supervisors visit Queens graduates when they do student teacher observations. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

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

Through the Queens CMS Partnership, career teachers, Education Division faculty and CMS Professional Development staff plan topics courses for career teachers renewal credit. Courses are offered free to teachers at the Professional Development School and at a reduced rate (65% of regular tuition costs) to other CMS teachers. Teachers can also regularly scheduled education classes at no or reduced tuition on a space available bases. National Board Licensed Teachers serve on the division's Teacher Education Committee and do demonstration lessons for preservice teachers. Career teachers teach specific subject area in the secondary methods breakout sessions with Queens faculty, Teachers work with MAT students on research projects. Classroom teachers worked with the division to restructure the new MAT program. Media and technology specialists assess technology portfolios. As part of the Charlotte Area Consortium, Queens hosts the Cooperating Teacher Conference. Queens covers the cost of the conference for their cooperating teachers. Cooperating teachers receive a voucher for one course at Queens for each student teacher supervised. The division has created a webboard to serve as a forum or chat room where local teachers can communicate about issues in teaching. The Psychology Department has also created a webboard forum for psychology teachers at the secondary level. A member of the Education division works with a member of the psychology department to keep the webboard current. Teachers have the use of Queens Curriculum Resource Center housed in Everett Library. Librarians assist career teachers to locate resources and do research. Frequently, faculty members are asked questions about licensure from teachers moving into the state and from teachers who are seeking endorsements, licensure level changes, or renewing lapsed 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?**

Queens Arts and Science faculty observe secondary student teachers to assess content area mastery. Division faculty supervise secondary and elementary student teachers. Faculty volunteer at local public schools as reading buddies, lunch buddies, big sisters and big brothers, and Senior Exit

boards. The foreign language faculty is available for consulting on how to effectively include ESL children in the regular classroom. They judge foreign language competitions. A member of the business faculty serves on the advisory board for the new Charlotte Technical High School. Faculty from Queens Speakers Bureau volunteer their time to present to high school classes and parent-teacher groups about topics of interest. Under the guidance of faculty from the Psychology Department, psychology majors conduct hands-on demonstrations of basic psychology concepts in high school psychology classes. They put on after school programs in anger control and self esteem. The psychology clubs at Queens College and University of North Carolina at Charlotte provide used psychology textbooks to Charlotte Mecklenburg High School teachers of psychology. Faculty provide support to high school teachers on a fairly regular basis, including giving guest lectures, sharing resources, finding information, and answering questions. The nursing department regularly offers programs in local elementary, middle and high schools, after-school programs and community centers. Topics this past year included germs, fire safety, first aid, teeth, "Risk Watch" and careers in health care. A "Health Fair" was held at Piedmont Court community center. Here children learned about safety and parents were educated about the need for immunizing their children.

## 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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	20
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>21</b>
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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
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		White, Not Hispanic Origin	17
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>18</b>



**PART-TIME STUDENTS**

	<b>MALE</b>		<b>FEMALE</b>	
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	
	<b>Total</b>		<b>Total</b>	
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	10
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	33
	Other		Other	
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>44</b>
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		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	47
	Other		Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>53</b>

**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)	54	54	40
Special Subject Areas (K-12)	10	10	8
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>64</b>	<b>64</b>	<b>48</b>

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	177	
MEAN CBT-R	331	
MEAN CBT-W	327	
MEAN CBT-M	326	
MEAN GPA	3.09	3.25
MEAN MAT		NA
MEAN GRE-TOTAL		1531
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		1
NUMBER EMPLOYED IN NC SCHOOLS **		4

\*\* 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
<b>N = # Completing</b> <b>NC = # Licensed in NC</b>								
Prekindergarten (B-K)								
Elementary (K-6)	6	5	1	1	30	14		
Middle Grades (6-9)								
Secondary (9-12)	3	1	2	1				
Special Subject Areas (K-12)			2					
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
<b>Total</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>30</b>	<b>14</b>		

**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)	20	100
English (9-12)	2	*
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)	2	*
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	25	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**

<b>Full-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4		4		1	
U Licensure Only	2					
Master's degree	3	5				
G Licensure Only						
<b>Part-time Students</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	4		1			
Master's degree	1	2	8	6	9	3
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	27	93%	48%

**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.**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg	171
Union	20
Gaston	15
Iredell	9
Cabarrus	7
Rowan	6
Wake	5

**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.**

<b>Satisfaction with...</b>	<b>Program Completer</b>	<b>Employer</b>	<b>Mentor</b>
the teacher preparation program in general	4.00	4.00	4.00
preparation for managing the classroom	4.00	3.00	4.00
preparation for using technology as an instructional tool	3.50	3.00	4.00
preparation for meeting the needs of diverse learners	4.00	3.00	4.00
preparation in curriculum content and delivery strategies	4.00	4.00	4.00
Number of surveys received	2	1	1
Number of surveys mailed	3	3	3

**III. TEACHER EDUCATION FACULTY**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	0	5



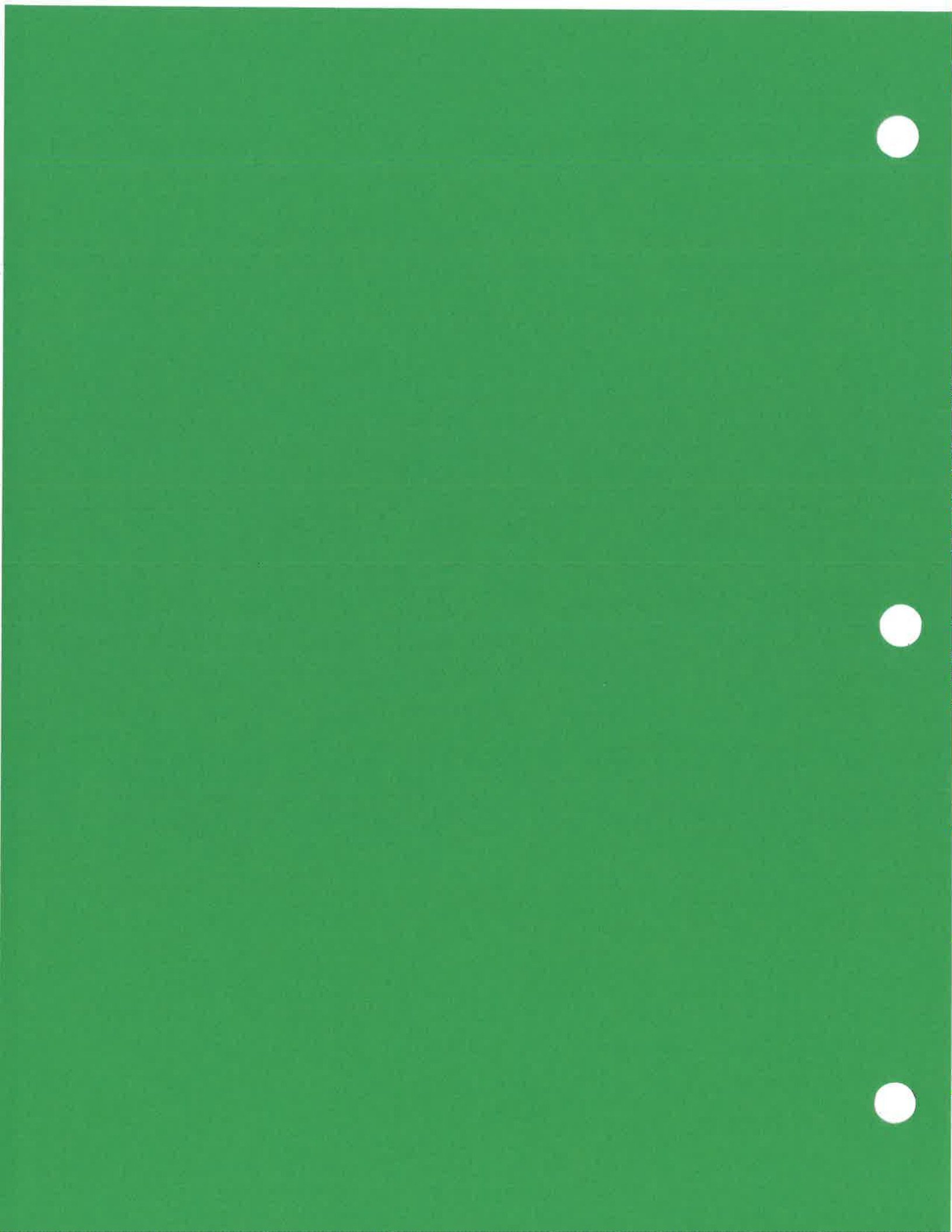


# **IHE Performance Report**

**1999-2000**

**Salem College**





## IHE Performance Report

### Salem College

1999-00

#### Overview of the Institution

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church in 1772 as a school for girls (now Salem Academy), Salem College is the oldest women's college in the nation by founding date and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world.

As early as the 1850s, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of North Carolina since 1964. Undergraduates major in an academic discipline and complete licensure programs in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all students, and all prospective teachers are encouraged to develop solid content knowledge, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems in a rapidly changing and increasingly global world.

#### Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Undergraduates are primarily women, and most traditional students are campus residents. Adult students are a significant and valued part of the undergraduate population as well.

At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's teacher education program, and the faculty emphasize integrated, meaning-centered instruction as we seek to promote the cognitive development and the dispositions we value in each prospective teacher.

The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) and work experience who are preparing to change careers and enter teaching, and experienced teachers who seek to improve their instructional skills in literacy.

Lateral entry teachers are offered licensure programs in ten areas, and all classes are offered during evening hours to accommodate their work schedules.

All candidates for licensure, including lateral entry teachers, are assisted and mentored by Salem College faculty during supervised practica experiences prior to being recommended for licensure by the College.

#### Program Areas and Levels Offered

Salem College offers the following teacher education programs leading to North Carolina licensure at the undergraduate level: elementary education (K-6); learning disabilities (K-12); birth to kindergarten (B-K); second languages (French, Spanish, K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies.

At the graduate level, students may earn licensure (initial and/or advanced) in elementary education (K-6); birth to kindergarten (B-K); learning disabilities (K-12); and language and literacy (K-12 reading).

Lateral entry teachers may pursue licensure in ten areas: elementary education (K-6); learning disabilities (K-12); birth to kindergarten (B-K); second languages (French, Spanish, K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. Lateral entry teachers

may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, birth to kindergarten, and learning disabilities.

## **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.).**

Through our professional development school relationships, collaboration with classroom teachers and administrators is central to our program. Konnoak Elementary, which has selected preservice teacher education as its theme, provides a prime setting for field experiences for all Salem preservice teachers. We also have professional development school relationships with Jefferson Elementary and Parkland High School. We devote funds from the Model Clinical Teaching Network grant to fund a number of initiatives with our school partners. At each of these sites, a school faculty member serves as on-site coordinator for Salem students, providing leadership, supervision, and guidance as the students proceed through a series of early field experiences. These on-site coordinators also teach classes in our programs, often on-site in the schools, and they serve as members of the Teacher Education Advisory Council. They help coordinate efforts among faculty in the college and in the schools to provide opportunities for preservice teachers to plan and teach learning cycle lessons in science, to tutor learning disabled and at-risk students in math, and to work extensively with individual students in assessment and remediation in reading and writing. These relationships continue to grow, and we disseminate what we have learned through these experiences in presentations with the Konnoak team at the national PDS conference each year.

As part of the Model Clinical Teaching Network grant, Salem College has operated a summer school student teaching program at Konnoak for several years. Training in inclusion, working with special needs students, and brain-compatible instruction is provided for teachers and student teachers participating in the program. Action research projects are collaboratively planned and conducted among cooperating teachers, student teachers, and Salem faculty.

Over the last two years, teachers and administrators from local high school districts have been invited to join the Clinical Advisory Council for Teacher Education to provide guidance and insight as we revised our Masters degree programs to meet new state and national standards. Teachers and administrators were an integral part of the planning process, and we continue to seek their input as we work to meet the INTASC standards and the newly revised NCATE standards in each of our programs.

Faculty members from Salem collaborate with faculty in several local school-based groups, including those designed to work with at-risk students, and those established to encourage college attendance among minority students.

In 1999-2000, we began to collaborate more closely with cooperating teachers by offering information sessions based on the INTASC standards and the Salem portfolio requirements for student teachers. After this orientation, cooperating teachers work with us to assess portfolios and provide evaluation and feedback on the student teachers' preparation. MCTN funds pay stipends to the teachers for their work with student teachers and portfolio assessment.

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

Through the Salem Leadership Connection, all traditional Salem students participate in a series of extensive volunteer internships. In the second year program, College 200, which has been coordinated by a teacher educator at Salem, students perform community service. Increasingly, these students are selecting tutoring in lower-performing schools as their first choice.

Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals. Since we believe that a solid foundation in early childhood is critical to later success, we have focused many of our efforts in that direction. This proactive strategy has lead to the presentation of numerous sessions for teachers of young children on brain research and early childhood development. In addition, our birth to kindergarten program maintains extensive

connections with centers at-risk children attend. We have sponsored training sessions for workers in these centers, leadership seminars for their directors, and workshops for siblings of high-risk children. We concentrate many recruitment efforts in these childcare centers as well, using Smart Start scholarships to fund licensure programs and Masters degree programs for teachers and directors in birth to kindergarten settings.

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

A full credit course in educational technology is required for all initial licensure students in teacher education at Salem College. This course teaches the basic and advanced competencies in the use of technology and instructs preservice teachers in the integration of technology across the Standard Course of Study. Each course in teacher education integrates technology to some extent, and each course requires students to use technology to meet course requirements. Methods courses review appropriate software and Internet resources for different disciplines; students are required to use e-mail to communicate; and the use of on-line search services and electronic data bases is required in most courses. All students must prepare portfolios which showcase their ability to use and integrate technology. In addition, faculty in the teacher education program seek to continually upgrade their skills in technology in order to model best practice in their classes, and these initiatives are fully supported by the College.

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

Specially designed programs for lateral entry teachers are in place at Salem College, and licensure is offered in ten areas: elementary education (K-6); learning disabilities (K-12); birth to kindergarten (B-K); second languages (French, Spanish, K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, birth to kindergarten, and learning disabilities. All candidates for the lateral entry programs meet with the Coordinator of Lateral Entry Programs for transcript assessment and a planned course of study, and all courses in their programs are offered during evening hours to accommodate their work schedules. Lateral entry candidates receive on-site mentoring from Salem College faculty during supervised practica experiences prior to being recommended for licensure. Information about the lateral entry program is sent to surrounding districts, and the Coordinator of Lateral Entry Programs is available to attend meetings and conduct information sessions in local schools. A special seminar designed around the needs and interests of lateral entry teachers is being planned and presented to the College Curriculum Committee; this seminar should be in place soon.

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

Learning Plus software is available to help students prepare for the Praxis I Pre-Professional Skills Tests. Since many of our students are adults returning to school to obtain degrees and/or licensure, the software provides the practice and reinforcement they need to feel secure in taking this entrance test. Through the Continuing Studies Program, a math review course is offered for those who wish to polish their math skills, and the Writing Center offers individualized tutoring for students to review the basics and finer points of composition.

For specialty area tests, faculty schedule review sessions for students prior to their taking the tests. Education faculty regularly take the specialty area tests. When students' Praxis scores arrive, teacher educators analyze them in department meetings to identify any common areas of weakness, and we use this data to make appropriate changes in our classes. We typically ask graduates which areas they found most challenging and what recommendations they would make for our classes after taking the tests. Our students have been successful on these tests in most cases.

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

We have invited the Teacher Recruiters from the Department of Public Instruction to speak on our campus each spring. We publicize these meetings across campus, especially with first year and sophomore advisers, and we have had good results with students deciding to pursue licensure after

attending these sessions. The Salem Leadership Connection, a required program at Salem College, offers our traditional students multiple opportunities to explore career fields, including those in educational settings, and many students elect to pursue teaching after having had these experiences. Each year, we sponsor a course in our one-month January term called, "The Life of a Teacher" that provides first year students the opportunity to participate in a guided early field experience in one of our professional development schools. Beyond our campus, education faculty always ask to be included in local K-12 schools' career days to discuss teaching as a career choice with students of all ages.

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

We offer a significant scholarship to support minority candidates who pursue teaching, and we receive Smart Start scholarship funds for birth to kindergarten students. The Anna Maria Samuels Scholarship is a half-tuition scholarship for a minority student who enters the Master of Arts in Teaching Program (for initial licensure) in either elementary education, learning disabilities, or birth to kindergarten. This scholarship is renewable through degree completion with a 3.0 GPA. The Director of Teacher Education attends a Graduate School Fair at a local HBCU to recruit minority candidates to the licensure programs offered at the Masters level. Materials about the undergraduate licensure programs are shared with members of the minority student organizations on campus.

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

Our newly revised Masters programs are designed to reflect more clearly the INTASC Standards for initial licensure candidates. The Master of Arts in Teaching programs are now offered in two phases, with phase I offering the courses and experiences required for licensure, and phase II occurring during the induction phase of a teacher's career. During phase II, seminars are planned to guide the candidate through Performance Based Licensure, and Salem College faculty will have the opportunity to serve as mentors through the induction phase. The M.Ed programs have also been redesigned to more clearly reflect the National Board for Professional Teaching Standards. Seminars have been added to support graduate students in pursuit of National Board certification. Local teachers who have earned National Board certification will lead these seminars. MAT candidates who have more classroom experience will participate in the National Board seminars as well.

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

We have used Model Clinical Teaching Network funds to provide support for beginning teachers in two specific ways. First, we have offered individual on-site assistance for new teachers who request it in our immediate area. For Salem graduates who teach in distant districts, we utilize e-mail to provide support and assistance, and we attempt to help our graduates network with other Salem graduates in their locales. Second, for a number of years we have sponsored a literacy development support group that meets several times during the academic year. During these meetings, literacy specialists lead discussions, review recent research, and facilitate discussion about specific issues the new teachers bring to the group. This provides an opportunity for our literacy specialists to share new literature and materials with beginning teachers.

Immediately prior to program completion, we review all elements of Performance Based Licensure to facilitate smooth induction for our graduates. We invite one of the Teachers-on-Loan from the Department of Public Instruction to discuss the concerns students bring regarding induction.

Our revised Masters programs are designed to provide structured support during the induction phase for beginning teachers in the MAT programs. Two seminars have been added to the programs that will offer support, guidance, and structured feedback to beginning teachers progressing through the initial licensure period. One is a seminar in teaching that will facilitate the beginning teacher's careful study and analysis of a classroom-based issue in an action research format. The second is a seminar designed to help the beginning teacher address an issue she/he chooses beyond the classroom; this provides encouragement and support for teachers developing their skills in INTASC standard #10 - school and community involvement.

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

We provide support for career teachers in our professional development schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops in inclusion, brain-compatible instruction, developmentally appropriate instruction, and cooperative learning for our school partners. Career teachers in our PDS settings collaborate with us on action research projects in their classrooms and share the results in classroom forums. We work with our school partners to disseminate information at the national Professional Development School conference each year. We have written grants to obtain tuition support for career teachers, and we work closely with our local Smart Start to support graduate study for local teachers of young children. We share resources from our curriculum materials center on request, and we are in the process of establishing a Literacy Development Chat Room to complement our literacy support groups.

**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?**

Each member of the education faculty is involved in providing professional development experiences for school personnel across the state. Collectively, we have worked with and/or presented to approximately 500 people in North Carolina who work with young children over the last year. Topics have included inclusion, brain development and learning, brain-compatible instruction, literacy development strategies; content are reading, and issues in early childhood development. Salem has also sponsored workshops for siblings of special-needs children. Education faculty also presented workshops at a local high school on developing positive parent relationships.

Beyond the initiatives of the education department, the wider Salem College community has significant involvement in the public schools as well. Arts and science faculty tutor K-12 students in reading and math, lead and judge contests in writing, and design and paint the sets for school plays. Faculty members participate significantly in the Reflections visual arts showcases and speak to students who are touring Old Salem and Salem College. Faculty participate in various efforts to encourage elementary and secondary students to plan and prepare for attending college; for example, the Dean of the College conducts yearly workshops to prepare local African-American students for college interviews. Other faculty members and students work with local teachers and children in partnership classes at local childcare centers that serve low-income communities. Faculty members in art and music plan and teach extensive units in their specialty areas in local classrooms.

Salem College enjoys hosting Governor's School each summer, and many faculty are directly involved with these gifted high school students who share our campus. Faculty from the arts and sciences teach classes, provide guest lectures, and mentor students who seek to do additional research in their areas of interest. Other faculty members serve as national consultants for the Advanced Placement exams high school students take to obtain early college credit.

After 228 years of service, the Salem community continues to seek opportunities to serve K-12 students as part of its mission to provide high quality educational experiences on campus and beyond.

**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		White, Not Hispanic Origin	13
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>14</b>
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>1</b>
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	
	<b>Total</b>		<b>Total</b>	

**PART-TIME STUDENTS**

	<b>MALE</b>		<b>FEMALE</b>	
<b>Undergraduate</b>	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	
	<b>Total</b>		<b>Total</b>	
<b>Licensure-Only</b>	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		White, Not Hispanic Origin	16
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>17</b>
<b>Graduate</b>	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	48
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>55</b>



**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)	11	11	9
Elementary (K-6)	16	16	15
Middle Grades (6-9)			
Secondary (9-12)	13	13	10
Special Subject Areas (K-12)			
Exceptional Children (K-12)	8	8	7
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>48</b>	<b>48</b>	<b>41</b>

**COMMENT OR EXPLANATION:**

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

	Baccalaureate	Master's
MEAN PPST-R	183	
MEAN PPST-W	177	
MEAN PPST-M	182	
MEAN CBT-R	330	
MEAN CBT-W	325	
MEAN CBT-M	326	
MEAN GPA	3.17	NA
MEAN MAT		NA
MEAN GRE-TOTAL		1463
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
<b>N = # Completing</b> <b>NC = # Licensed in NC</b>								
Prekindergarten (B-K)	4	4	1	1				
Elementary (K-6)	34	30	30	26	3	3		
Middle Grades (6-9)	4	3	2	2				
Secondary (9-12)	7	4	7	6				
Special Subject Areas (K-12)	13	12	4	3	1	1	2	2
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **	9	8						
Other								
<b>Total</b>	<b>71</b>	<b>61</b>	<b>44</b>	<b>38</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>

**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.