

in HPER. Art education students take a computer graphics course. Technology competencies were integrated into all of the revised master degree programs, including school counseling in which computer statistical packages, computerized guidance systems, and on-line assessment tools are applied. The K-16 School Incentive Partnership funds enabled UNCP to train sixty career teachers in technology integration: two sessions focused on nonlinear multimedia integration and one session emphasized linear multimedia integration. UNCP sponsored a technology showcase for regional students, teachers, and administrators, highlighting technology initiatives from ten LEAs.

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

The number of lateral entry teachers seeking licensure increased: plans for 183 lateral entry teachers were developed in thirteen teaching areas. UNCP added a Director of Licensure who revised the policies and procedures governing the licensure-only process in an effort to make the system more flexible and efficient. UNCP, in collaboration with FSU and UNCW, received funding to establish the Southeastern Regional NC TEACH Consortium, an alternative licensure program. UNCP committed in-kind support to this initiative. Several courses were scheduled in the late afternoon, evening, on Saturdays, and during all summer sessions; two required courses were offered through distance learning. When appropriate, course substitutions, on-line courses, and independent study classes are allowed. Accommodations are made in field experience requirements to allow lateral entry teachers to work in their own classrooms. Also, the office hours of the Curriculum Lab were extended to evenings. UNCP received temporary authorization to offer the preschool add-on license, specifically for licensure-only teachers; the required courses are offered in the evening to accommodate working teachers. The school counseling program implemented a licensure-only option. Off-campus programs were established in Richmond, Cumberland and Montgomery counties for lateral-entry teachers, making it possible to complete degree requirements without a 1-2 hour commute. Unique to UNCP, some lateral entry teachers, who did not qualify for full admission into the teacher ed. program, were given provisional IEPs. Lateral entry teachers are assigned faculty advisors.

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

Efforts toward Praxis I and II preparation were revised and improved. Praxis I orientation sessions, providing students with registration materials and test preparation resources, were held throughout the year, including summer. A Praxis information bulletin board was created and maintained. Interested students were given unlimited access to Learning Plus review software at no cost to the student and made available in the 24-hour study lab, the main library and the Education Technology Center. Free writing and mathematics tutorials were available to students on either a walk-in or referral basis. Tutors assisted students in an analysis of failed Praxis I exams, then offered specific remediation. After taking the Praxis I, students posted their impressions of the test experience and their advice on test preparation in the School of Education so other students who had not taken the tests could read their opinions. Faculty conducted content and test-taking strategy review sessions for the specialty and professional studies tests. Ten teacher education faculty took the PLT exam and their respective Praxis II specialty test battery. In follow-up, the faculty conducted alignment sessions to revise course syllabi and develop review tips and strategies for students: for example, the social studies education faculty constructed web-based review materials for their students and the school counseling faculty added an audio component to class instruction and examination. Mathematics education faculty used NSF training to develop a test generator which was posted to a web site. Faculty from the College of Arts & Sciences participated in both the testing and alignment activities. A consultant delivered two one-day Praxis PLT test preparation workshops to UNCP student teachers and regional lateral entry teachers.

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

All departments showcased their programs in regional teacher job fairs, high school career days, admissions open houses, and special recruitment events. The School of Education co-sponsored recruitment receptions on the campuses of five regional community colleges. UNCP sponsored its own teacher education fair and had the 1999 NC Teacher of the Year as the guest speaker. Print materials and web pages were developed to attract prospective students to the teacher education programs at UNCP. Many faculty were guest speakers at community events and used these opportunities for recruitment. Telephone calls were made to prospective students who indicated an

interest in education during admissions. The University sponsored multiple radio, television, and print advertisements. The Dean of the School of Education and the Graduate Studies Dean discussed teacher education programs on UNCP-TV. Student education organizations and the Teaching Fellows program sponsored a variety of education activities and seminars. The TF Director recruited in 30 schools. Posters and brochures on the UNCP Open House were mailed to all NC high schools. Three thousand letters were sent to potential students. The birth-kindergarten program signed an articulation agreement with FTCC for their A.A.S. in Child Development degree. An articulation agreement was signed with Richmond Community College to offer the elementary education program on its campus. Recruitment efforts for the graduate program centered on arrangements to deliver the reading education program in Montgomery and Moore counties, and the English education program in Richmond and Moore counties. The University awards a number of scholarships and awards specific to the support of teacher education majors. Examples include the: Dial-Chavis SNCAE Endowed Scholarship, Wendy L. Klenoitz Memorial Scholarship, Charlie H. Moore and Marie S. Moore Endowed Memorial Scholarship and the Josephine B. Lucente Scholarship.

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

The NC-LSAMP Project had as one of its major objectives, the recruitment of minorities into degree programs in science, mathematics, engineering and technology. The TF Director conducted several on-site recruitment trips to regional predominately minority high schools. The UNCP Teaching Fellows Program sponsored a minority recruitment luncheon for area students, teachers and counselors; the guest speaker was an American Indian teacher educator. The Dean of the School of Education and the Director of Admissions, were co-presenters at the NC Indian Unity Conference on the topic of pursuing a higher education degree. The Dean also spoke at a meeting of the Cumberland County Association for Indian People on the topic of graduating from high school and earning a college degree. The English education graduate program coordinator made recruitment presentations to minority teachers at area high schools. The program coordinator for the school counseling program made a recruitment visit to a HBCU. The Financial Aid Office, in collaboration with the School of Education, seeks qualified students who are eligible for a number of scholarship and loan programs specific to teacher education and American Indians. These include the: American Indian Student Legislative Grant, John J. Brooks Endowed Memorial Teacher Scholarship, Anderson N. Locklear Endowed Memorial Scholarship, Pearlle Locklear Endowed Memorial Scholarship, and Purnell Swett Endowed Teaching Fellows Award. The Minority Presence Grant Program is also available. Several of these awards are renewable and range in the amount of the award from several hundred to several thousand dollars.

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

During the 1999-2000, UNCP was reorganized into schools and colleges. The former Department of Education administered by a department chair became the School of Education administered by a dean; the Office of Graduate Studies became the School of Graduate Studies administered by a dean. Efforts to strengthen the University-School Partnership, under new leadership, evolved into an overall restructuring and reorganization process. Public school partners and other members of the steering committee worked throughout the spring and summer to achieve this goal. An assistant director was hired for the Office of University-School Programs. Two faculty members served on the statewide Title II Teacher Quality Panels to rewrite and align teacher education program approval standards. One member served on the Diversity Panel and the other served on the Social Studies Education Panel. The Dean of the School of Education also served on the Teacher Quality Committee to study teacher quality and develop a comprehensive plan for the continued improvement of teacher quality in NC. The professional studies core for the revised and new M.A.Ed. graduate programs, as well as the total programs in elementary education and English education, were aligned to support the development of knowledge, skills, and dispositions required for National Board Certification.

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

The School of Education sponsored a one-day conference for ILTs on Performance-Based Licensure; approximately 100 teachers and faculty from regional colleges attended. UNCP trained more than

150 public teachers to supervise interns during the senior internship; the UNCP supervisors are used to mentor ILTs. During the first year of teaching, many UNCP graduates rely on the instructional resources and equipment available to them in the Curriculum Lab. Individual faculty members were available for consultation to beginning teachers, particularly UNCP graduates. These teachers routinely call their major professors for advice during the first year of teaching and faculty make classroom visits. Faculty also support new teachers through telephone calls and email. ILTs from the UNCP service region participate regularly in professional development programs sponsored by the School of Education; for example, the First Friday series addresses high-interest issues such as the ABCs and classroom management. UNCP covers the cost of substitute teachers, travel, and lunch. Many of the requests for professional development workshops come from ILT coordinators in the UNCP service region; these requests are coordinated by the Office of University School Programs. The restructure and reorganization of the University-School partnership places more emphasis on induction, in particular retention.

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

During the past year, a series of career development programs were offered by the Office of University-School Programs on the UNCP campus and were open to both beginning and career teachers. Approximately 252 teachers participated in these programs. These included topics on technology integration, the Four-by-Four model, the International Baccalaureate Program, Core Knowledge, Paideia, the Senior Project, and science education. The Office of University-School Programs also sponsored a regional initiative to support career teachers seeking National Board for Professional Teaching Standards certification. The primary implementation activities were (a) survey of 225 public schools in the UNCP service region, (b) three workshops at UNCP and six workshops in four school systems, and (c) the purchase and distribution of NBC-related materials. The social studies education program offered a pilot project in technology. The School of Education enrolled 18 potential cooperating/clinical teachers from nine elementary schools and one high school in a two-course sequence in learning-centered supervision. The first course focused on the theoretical foundations of supervision, and the second course was a practicum. Teachers who complete the training sequence become eligible to supervise UNCP interns. The clinical teachers in the fall and spring semesters were provided an orientation and training session at the beginning of the student teaching experience. The clinical teachers during the spring semester were provided additional training on the interpretation of standards and ratings on Clinical Internship Exit Evaluation instrument. As part of the PDS effort, career teachers assisted in the redesign of this model and in the planning of teacher education curricula. Career teachers were engaged in action research as part of their graduate programs and through university/school partnerships, eventually serving as co-presenters with faculty at conferences. UNCP doubled the number of graduate programs available to career teachers from five to ten. All graduate courses are offered in the late afternoon and evening to accommodate teacher and administrator schedules.

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?

Faculty from the College of Arts & Sciences, the School of Business, and the School of Education collaborated with public school teachers on numerous curriculum, instruction, evaluation, and research initiatives and/or delivered services directly to public school students. For example, the Music Department sponsored an Instrumental Festival with over 250 students, teachers, and directors participating from 40 different schools. Outstanding national guest conductors worked with three different bands; the festival culminated with an evening concert for the public. More than 15 public schools participated in a regional Choral Festival and a District Solo and Ensemble Festival. Public school students also performed with the UNCP band on special occasions. UNCP music faculty also worked with area marching bands and loaned music materials to local schools. In another project, the Department of English, Theater and Languages received a \$14,000 grant to administer an arts in education project at Tanglewood Elementary School which enabled a dance, mime and drama artist to conduct a two-week residency for every grade level at the school. Similar opportunities were provided to a high school and a middle school in the Public Schools of Robeson County. The School Counseling Program sponsored a training session for 33 elementary school counselors on the implementation of a new resource guide. Grant funding enabled 700 copies of the resource guide to be distributed to Robeson County schools. Social Studies Education faculty and Lumberton Senior High School faculty collaborated to develop teaching materials that met the instructional technology

goals of the social studies program. Specifically, they focused on portfolio evaluation, spreadsheets, databases, and content specific PowerPoint presentations. The science education program used grant support to collaborate with middle school teachers on the uses of instructional technology in the science curriculum. The coordinator of the special education program received a grant to determine assistive technology usage in the public schools of the Lumber River region and to develop process-oriented training videos that can be used by public school personnel and teacher education students. Parents who have children with disabilities also received technology training. The HPER Department hosted the fall spring Special Olympics for the Public Schools of Robeson County.

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	1	American Indian/ Alaskan Native	19
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	84
	Other		Other	
	Total	24	Total	107
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	9
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	31
	Other		Other	
	Total	8	Total	44
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	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	8
	Other		Other	
	Total	1	Total	9

PART-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/ Alaskan Native	2	American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	12
	Other		Other	
	Total	4	Total	15
Graduate	American Indian/ Alaskan Native	3	American Indian/ Alaskan Native	24
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	16
	Hispanic		Hispanic	
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	121
	Other	1	Other	
	Total	19	Total	161

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)	69	43	29
Elementary (K-6)	39	28	12
Middle Grades (6-9)	16	17	11
Secondary (9-12)	57	42	28
Special Subject Areas (K-12)	32	25	24
Exceptional Children (K-12)	23	21	21
Vocational Education (7-12)			
Special Service Personnel (K-12)	9	7	5
Other			
Total	245	183	130

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	180	
MEAN CBT-R	328	
MEAN CBT-W	324	
MEAN CBT-M	325	
MEAN GPA	3.33	3.09
MEAN MAT		45
MEAN GRE-TOTAL		1514
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

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

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)	4	3	9	9				
Elementary (K-6)	30	12	3	2	37	37		
Middle Grades (6-9)	3	1			7	7		
Secondary (9-12)	7	2	7	5	3	3		
Special Subject Areas (K-12)	9	2	6	3				
Exceptional Children (K-12)	4	3	4	4				
Vocational Education (7-12)								
Special Service Personnel (K-12) **	4	4	6	5	10	10		
Other								
Total	61	27	35	28	57	57		

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)	5	60
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	3	100
Elementary Education (K-6)	32	94
English (9-12)	1	*
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	1	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	1	*
Mathematics (9-12)	2	*
Music (K-12)	3	100
Physical Education (K-12)	4	50
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)	1	*
Science (9-12)	3	67
Social Studies (6-9)	1	*
Social Studies (9-12)	8	75
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	6	100
Tching Visually Handicapped		
Technology Education		
PK/PLT	77	94
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	32	11				
U Licensure Only		2				
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	4	13	1	4		2
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	83	94%	83%

d. 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
Robeson	1,052
Cumberland	475
Columbus	242
Richmond	234
Scotland	214
Bladen	181
Hoke	127
Moore	97
Wake	65
Whiteville City	62

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	3.55	3.75	3.33
preparation for managing the classroom	3.00	3.58	3.50
preparation for using technology as an instructional tool	3.09	3.50	3.30
preparation for meeting the needs of diverse learners	3.00	3.33	3.30
preparation in curriculum content and delivery strategies	3.42	3.58	3.60
Number of surveys received	12	12	10
Number of surveys mailed	63	63	63

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
13	25	5



IHE Performance Report

1999-2000

UNC-Wilmington

IHE Performance Report

UNC – Wilmington

1999-00

Overview of the Institution

The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship, artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. Of prime importance is the university's commitment to undergraduate teaching. The humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Strong graduate programs complement the undergraduate curriculum. The university considers scholarly practice, research, and creative activities essential for effective learning. UNCW encourages public access to its educational programs and is committed to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to the fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect the rich heritage, the quality of life, and the environment of the coastal region in which it is located. The University of North Carolina at Wilmington is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education.

Special Characteristics

The Watson School of Education is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher and administrator preparation programs. To accomplish these goals, the Watson School has entered into Professional Development System collaborative agreements with 10 school systems in the southeastern region of the state. Students are required to complete extensive and developmentally sequential field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for students in the field. Partnership teachers receive orientation, training and on-going support for their roles in mentoring the students. Students in the Watson School of Education have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. The advising program in the Watson School is very strong, and all education and pre-education majors are advised by full-time faculty members. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to job placement services while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates have been recognized as quality educators; many alumni have achieved National Board Certification status, and several have received Teacher of the Year and Principal of the Year awards.

Program Areas and Levels Offered

At the undergraduate level, the following programs are offered: Education of Young Children (birth - kindergarten), Elementary Education (grades K - 6), Middle Grades Education (grades 6 - 9), and Special Education (grades K - 12 in the following areas: learning disabilities, mental retardation, behaviorally-emotionally handicapped). Licensure for grades 9 - 12 is offered in the following areas: Biology, Chemistry, English, Geology, History, Mathematics, Physics, Science, and Social Studies. Licensure for grades K-12 is available in Physical Education, French, Music, and Spanish. (Note: Students who have previously earned undergraduate degrees can complete licensure-only programs in any of the areas listed.) At the graduate level, the following M.Ed. degree programs are offered: Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education, Middle Grades Education, Secondary Education, and Special Education. (Note: All programs have been approved for

Masters/Advanced Competencies licensure.) In addition, the Master of School Administration and the Master of Science in Instructional Technology programs are offered. (A new Master of Arts in Teaching program for secondary licensure areas is currently in the planning and approval process.)

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.).

Planned, meaningful, and sustained collaboration among UNCW faculty, public school educators and other citizens in the region has resulted in strong relationships with regional school districts and significant involvement of university faculty in public schools and public school educators at the university. The Watson School of Education has an established policy that ensures public school educator involvement on every committee assigned to review and/or revise programs or to hire new faculty members. P-12 faculty serve on organizational committees such as the Teacher Education Council and the Advisory Council for the university / school partnership, evaluation teams for program review, special task forces, selection committees for admission of graduate students to the school administration program, and are members of thesis committees for graduate programs. Public school teachers and administrators bring expertise and experiences to the Watson School's improvement efforts by serving as design team members in the development of collaborative grants, participating in a cooperative study of US / Japanese Literacy Programs, and assisting in a social studies partnership effort that resulted in substantial revision of secondary social studies coursework. Well-established and healthy relationships such as these encourage the identification of needs in the regional public schools and support the establishment of Watson School of Education initiatives that are designed to be responsive to these needs. During this year, Watson School efforts have included the establishment of a Regional Center for Rated Licensure Assessment of Early Childhood Programs; an Early Childhood Partnership Initiative; an Executive Leadership Academy for Middle Grades Principals; a multi-institutional effort to deliver college level math courses to high school students in rural areas; and a Matching Incentives Grant collaborative initiative that provided faculty and financial resources to districts for specific improvement projects that have been identified by the district as a critical need. Faculty have also served as researchers and evaluators at districts' request for such areas as drug and school safety, research on school work cultures, and assisting in determining student and family perceptions of schools. P-12 public school educators and Watson School of Education faculty are helping to ensure that students have an opportunity to make informed decisions about selecting their field experiences and internship sites by establishing a PDS Placement Fair with the 10 partnership district representatives. This fair is held in the Watson School each semester and is available to all education students. The significant interactions generated through these personal conversations help inform students' decisions regarding clinical work prior to graduation and about potential employers.

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

The Watson School of Education has undertaken two major initiatives to assist low-performing schools in local districts and across the state. These include a significant effort jointly sponsored by the Watson School and a local school district entitled "Increasing Academic and Socioaffective Development of At-Risk Children." This initiative was designed: 1) to reduce discrepancy between minority and non-minority children in academic achievement and in competent school participation, and 2) to intervene early and proactively with curricula in language, reading, and school skills for children at risk of failure in pre-K through grade 2. Teachers involved in the effort were provided initial and ongoing training and technical assistance. This highly successful effort has resulted in significant improvement in the academic and socialization performances of at-risk students and of the schools as a whole. The second significant effort was a major research initiative undertaken by faculty from both departments of the Watson School of Education under the auspices of the NC Department of Public Instruction. The research team of WSE and public school educators served as the evaluation unit for the state's Comprehensive School Reform Project sites. This entailed two-day site visits in the fall and spring to 20 CSR sites, most of which were at-risk or low performing schools. Data from classroom observations, interviews and surveys were compiled into reports designed to assist the state and the school in evaluating and developing improvement efforts.

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

All students in the Watson School of Education teacher preparation programs are required to demonstrate mastery of essential and advanced technology competencies. All undergraduate or licensure-only students must enroll in a three-semester hour technology course (i.e., EDN 303: Instructional Technology). The Watson School ensures access to technology by providing two fully equipped instructional labs, a TV/VCR and complete computer stations with projectors and internet access in every classroom, three Distance Learning Classrooms on campus, and advanced technology hardware and software packages available for use by students. In addition, the faculty of the Watson School are committed to infusion of technology throughout the program. Matrices addressing the infusion of the North Carolina Advanced Technology Competencies have been developed for each licensure program area indicating which skills will be mastered in each course. As one of the requirements for recommendation for licensure, students must complete a "Product of Learning" verifying the mastery of the Advanced Technology Competencies. Partnership teachers and university supervisors review the Product of Learning. Interns are encouraged to share their products with peers, faculty, and other university supervisors for additional feedback and professional development. They also are encouraged to share their products during job interviews. In order to assist in developing technology-rich environments in public school classrooms, the Watson School created the role of Technology Outreach Coordinator. The Technology Outreach Coordinator works with the WSE Professional Development System partnership schools and teachers to train them in programs and practices using technology. Responsibilities of the coordinator include providing on-site support and assistance to partnership teachers and Watson School of Education interns as they apply technology-enhanced instruction in their classrooms. The Professional Development System staff and the Outreach Coordinator also collaborate with school district personnel to ensure alignment with their initiatives and enhancement of efforts. During this year, the technology outreach efforts served over 340 teachers, site coordinators, principals and interns in 34 schools through school-based technology seminars. In addition, 12 hands-on technology workshops were held engaging 149 partnership teachers who were working with interns in learning various uses of technology to improve instruction. The Watson School applied for and received a grant that provides free software for teachers around the region. Another major effort is generated through the UNCW Science and Math Education Center, which provided 148 hours of technology workshops and coursework to 52 inservice teachers during this past year.

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

The Watson School of Education provides licensure-only programs for students who have previously earned undergraduate degrees from accredited institutions and who meet all requirements for admission into teacher education. An individual plan of study is developed for each student based upon his/her transcript and desired licensure area. Three individuals within the Watson School of Education are designated as advisors for licensure-only students: the Coordinator of Student Services, Coordinator of Extension Programs, and one faculty member in the Education of Young Children program. The Associate Dean for Academic Programs also assists in developing plans for these students as needed. For lateral entry teachers, a verification of the plan of study is provided to school systems upon request. The Watson School offers many night sections and core courses in summer terms to help meet the needs of this population. Several web-based courses also are available for these individuals. A special initiative, discussed in Section H, was also undertaken to assist in reducing lateral entry teachers difficulties with the Praxis II specialty area tests. The Watson School of Education has also been an active member of several state-wide efforts that serve lateral entry teachers, NC TEACH and Model Teacher Education Consortium. As a NC TEACH host site, the Assistant Dean serves as the Watson School's host site coordinator and in this role has been actively engaged at the state level, assisting in the design and implementation of this program. She has also played a leadership role in designing a mentoring system for lateral entry teachers, including modifications in professional programs to develop mentor teachers. The Watson School has also been a partner in the NC Model Teacher Education Consortium, making courses accessible and affordable for lateral entry teachers by offering these at community college sites and handling the administrative components that reduce student costs. Graduate coursework in supervision, required for mentor certification in two districts, has been significantly modified to reflect current knowledge assisting new teachers who are coming into teaching from other fields and/ or who have accumulated numerous life experiences.

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

The following strategies are used in the Watson School of Education to assist students in preparing for the Praxis I tests: (a) The "Learning Plus" materials are available at the Reserve Desk in Randall Library; (b) Students are provided with the "Tests at a Glance" booklet at the time they pick up registration materials; (c) Students are encouraged to utilize the ETS web site and/or commercial study guides if they feel they need additional examples of test strategies or questions; (d) Workshops on writing strategies, test-taking techniques, and study skills are offered by the Learning Center and Math Lab in conjunction with Watson School of Education faculty, and are open to all students who are planning to take PPST or CBT. UNCW is one of the ETS-approved computer-based testing sites. The following strategies are used to assist students in preparing for the Praxis Specialty Area tests: (a) The "Tests at a Glance" student materials have been distributed to all faculty in the Watson School of Education and faculty in the College of Arts and Sciences who teach methods courses in the specialty areas (e.g., English, mathematics, history, etc.); (b) several faculty from the Watson School and the College of Arts and Sciences have taken the Praxis tests in order to be able to provide first-hand information to their students; (c) Faculty conduct preparation strategies workshops and/or include ideas from the tests as appropriate in class sessions or on examinations; (d) several faculty are developing web-based test assistance sites; (e) Students are encouraged to attend workshops offered by the Student Development Center, the Learning Center, and the Math Lab on test anxiety, test-taking skills, and preparation tips. Data on quality of students at the time of admission and Praxis II Specialty Area tests are reviewed each year as part of the Watson School's State of the School report. The fall faculty retreat is designed to review data on these and other performance indicators, and faculty are involved in planning strategies to address designated areas. In addition, specific orientation sessions for foundations and methods instructors are conducted on a regular basis to address target areas and discuss common areas of concern.

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

The Watson School of Education utilizes a number of strategies to recruit students into professional education programs. The Associate Dean for Academic Programs and the Coordinator for Student Services are involved in all campus visitation and orientation activities to discuss program options with prospective students. These individuals or faculty members attend Career Days and Job Fairs in the area and recruit at community colleges. Students with high grade point averages at UNCW are contacted by letter from the Dean of the Watson School encouraging them to consider a career in education. Undergraduate enrollment in the Watson School of Education has grown from 1528 in the Spring of 1993 to 2307 in the Spring of 2000. Similarly, credit hour production has increased from 6012 to 7286 during the same time period. Course scheduling options also are designed to recruit students into programs in the Watson School. Core courses and methods courses are offered at late afternoon and evening times to attract students who are teacher assistants or in other full-time jobs. Web-based courses also are offered, as well as courses via distance learning. In 1995 the Watson School of Education initiated its first extension degree program. In conjunction with Coastal Carolina Community College, the Marine Corps Base at Camp Lejeune, Camp Lejeune Dependents Schools, and Onslow County Schools, an extension baccalaureate degree program in Elementary Education was established. The program has continued to grow, and two additional program areas have been added. A baccalaureate degree program in the Education of Young Children and a licensure program in two areas of secondary education, English and Social Studies, were initiated in 1996. In Elementary Education and the Education of Young Children, coursework is available for those seeking to finish the last two years of undergraduate degrees and for individuals holding B.A. or B.S. degrees but lacking teacher licensure. The program in secondary education is designed for persons holding four-year degrees in the disciplines in which they are seeking licensure. The Watson School is collaborating with the School of Education at East Carolina University to develop a cooperative graduate program in Elementary Education.

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

The Watson School of Education has implemented several programs in an effort to recruit minorities into the field of education. In addition to the Teaching Fellows program, which has minority recruitment as an area of focus, the Watson School sponsored a Home Grown program. The Home Grown program (Hallmark Opportunities for Minorities in Education) is in its third year of operation. This program provides encouragement, financial assistance, and a cohesive and fluid transition model for minority students as they move from secondary schools to community colleges and then transfer to UNCW. The basic premise of the program is to identify minority students who have potential as future educators, to provide assistance as they earn licensure to teach, and then to encourage them to start teaching in their home school systems. Selected students receive scholarships to attend UNCW and are guaranteed a job offer from their home school system upon successful completion of the program. The Watson School also works closely with the Admissions Office to recruit minority students into education, and faculty sponsor social events for minority students and serve as mentors/advisors. The Watson School of Education and the university/school partnership hosted a special day-long session during the spring of 2000 for personnel directors and other district representatives to meet with Watson School of Education administrators and faculty. This session was designed to collaboratively develop an action plan focused on recruitment of minorities into the profession. Suggestions generated during this session included the development of a special collaborative initiative for minority recruitment to be implemented during the summer and into the next academic year.

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

The Office of Service to Public Schools operated out of the Watson School of Education has established a "Matching Incentive Grants" project designed to support collaborative research and significant curriculum/instructional improvement initiatives engaging university faculty from the Watson School of Education and the College of Arts and Sciences with public school partners. During 1999-2000, initiatives focused on improving teaching through staff and organizational development continued including the adoption of Direct Instruction in four schools, preliminary planning for a residency school in a rural school district, and an instructional improvement and evaluation project. However, a renewed focus was established to cooperatively examine issues that are common to P-12 and university educators. Teams of educators were established in four major strand areas to study and develop strategic plans for collaborative efforts to address issues related to: 1) teacher recruitment (in minority and high need areas); 2) Praxis II (issues in student / lateral entry teacher performance on specialty area tests); 3) retention of teachers (linking pre-service programs and partnership efforts to support program graduates and lateral entry teachers); and 4) a classroom assessment initiative (focused on evaluation of student performance as it directly relates to teacher performance). These teams worked throughout the year and into the summer developing written documents and suggested plans of action that are being incorporated into the development of new organizational structures and programs.

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

The Watson School of Education has a long-standing position that the preparation of teachers does not cease when students gain their education degree or teacher certification. With this commitment in mind, the Watson School has extended its efforts to support beginning teachers through the establishment of special programs and initiatives as well as the consistent inclusion of beginning teachers in school-based and university professional development efforts. One such undertaking during this year was an effort to improve the mentoring component that has been shown to be a critical factor for the retention of beginning teachers. A team of P-12 and university faculty developed an advanced mentor teacher development program that was designed for school personnel charged with the responsibility of establishing and training mentors who work with new teachers. This advanced instruction was provided to representatives from thirty school districts across the state and has been provided to the NC Department of Public Instruction as a deliverable for the SDPI grant. Through the Professional Development System collaborative efforts, many site-based seminars and professional development events for pre-service teachers and their partnership teachers were

expanded to include beginning teachers in the building along with their mentors. In addition, a number of university-sponsored professional development conferences were extended to ILT program graduates. Faculty from both Watson School of Education departments have been involved with districts in designing Initial Licensure Teacher support programs, conducting new teacher orientation sessions, and providing individual mentoring and assistance. A virtual reality on-line mentoring web site has been established to support program graduates in English education.

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

Provision of support for career teachers is a carefully designed, integrated component of multiple aspects of the Watson School of Education's academic programs, outreach efforts and partnering in scholarly activities. All graduate programs are designed to encourage and make readily available all advanced study coursework in the late afternoon, evenings and during a special block of time during the summer (Interession) when inservice teachers can attend. The Master in School Administration program is designed to accommodate part-time students as well as those who are enrolled as full-time graduate students. The Watson School takes an active role in seeking resources to help defray tuition expenses, including obtaining district funding for graduate coursework, disseminating information to students regarding potential teacher scholarships for graduate work and participating in partnerships funded by special legislative appropriations such as the Model Teacher Education Consortium. Professional development conferences and workshops are provided on a regularly scheduled basis and are designed to address needs that have been identified by school districts, P-12 schools or by individual groups of educators. All of these activities provide CEU credits for participants. During this reporting year, the Watson School of Education has provided four full-day professional development conferences at no expense to over 400 area teachers; workshops in the areas of technology, science, math, reading, and teaching in Birth to Kindergarten programs to over 800 teachers; individual and small group work sessions with teachers applying for National Board Teacher Certification; and school site seminars designed to engage teachers in discussions and provide information regarding issues that affect the daily lives of teachers. Web resources for teachers have been researched and regularly reported to over 800 teachers on a regular basis. Faculty have partnered with area teachers in joint grant development, co-authored publications, and presentations at regional, state and national conferences.

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?

Watson School of Education and College of Arts and Sciences faculty are intensely engaged on a regular basis with public schools. Not only is this a recognized and valued component of the faculty workload, but it is a policy that has been embraced by all who work with teacher and administrator preparation programs. Faculty engagement with public schools has occurred on multiple fronts and at the district, school and classroom level. Faculty have worked with public school colleagues in the design and implementation of major research studies (such as the drug and school safety studies, work culture school profiling studies for over 60 school sites, studies of student and family perceptions of schools, and evaluation of improvement efforts for 20 at-risk NC schools). Faculty have also undertaken major instructional and curricular school improvement initiatives including the adoption of Reading Recovery in elementary schools, Direct Instruction approach to teaching reading throughout a school district, and the design and successful establishment of an innovative K-5 Charter School. Faculty from the Watson School of Education and throughout the institution have co-authored publications with public school educators; assisted in developing grants for districts, schools or classrooms; served on school or community education task forces; served on school/district committees; designed teacher evaluation and/or support programs for districts; served as judges for student events; provided clinics for students or teachers; and volunteered for school clubs or special events.

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	1	American Indian/ Alaskan Native	7
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	14
	Hispanic	2	Hispanic	8
	White, Not Hispanic Origin	49	White, Not Hispanic Origin	303
	Other	1	Other	1
	Total	58	Total	334
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	2	White, Not Hispanic Origin	30
	Other		Other	
	Total	2	Total	30
Graduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	8
	Other		Other	1
	Total	23	Total	12

PART-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	54
	Other		Other	
	Total	15	Total	59
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	54
	Other		Other	
	Total	11	Total	63
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	52
	Other		Other	
	Total	5	Total	62

COMMENT OR EXPLANATION:

The numbers above reflect students actually admitted to the Watson School of Education's teacher education program. They do not include all persons taking education courses since a number of students are in a pre-admission status until they have met all four requirements for admission (e.g. PPST scores, GPA, etc.)

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)	6	3	3
Elementary (K-6)	9	8	8
Middle Grades (6-9)	24	16	16
Secondary (9-12)	25	14	14
Special Subject Areas (K-12)	7	5	5
Exceptional Children (K-12)	17	9	9
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	88	55	55

COMMENT OR EXPLANATION:

During the 1999-2000 academic year, approximately 130 licensure-only students were enrolled in programs at the Watson School of Education. A subset of these students identified themselves as lateral entry teachers as indicated in the chart above. The first column represents the number of lateral-entry teachers requesting a plan of study leading to licensure. The middle column represents the number of lateral entry teachers for whom a plan of study was issued. Similarly, the third column indicates that all of these individuals were enrolled during the report year and/or were completing the teaching requirement. All licensure-only students are provided with a plan of study; however, they may not be currently employed by a school system as lateral entry teachers.

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

	Baccalaureate	Master's
MEAN PPST-R	182	
MEAN PPST-W	178	
MEAN PPST-M	181	
MEAN CBT-R	330	
MEAN CBT-W	325	
MEAN CBT-M	326	
MEAN GPA	3.30	3.34
MEAN MAT		46
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
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)	9	8	1					
Elementary (K-6)	137	123	14	12	3	3		
Middle Grades (6-9)	14	10	3	3	3	3		
Secondary (9-12)	14	10	7	3	3	3		
Special Subject Areas (K-12)	3	3	1					
Exceptional Children (K-12)	21	18	6	4	3	2		
Vocational Education (7-12)								
Special Service Personnel (K-12) **					21	16		
Other								
Total	198	172	32	22	33	27		

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.

In the Undergraduate Licensure-only column individuals who are licensure-only, lateral entry, or adding an area to an undergraduate licensure are included (e.g. a person certified in elementary education and adding special education.) In the other column, individuals earning master's degrees in reading, school administration, or curriculum/instruction supervision are included.

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	5	100
Elementary Education (K-6)	114	97
English (9-12)	17	88
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	6	83
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	3	67
Mathematics (9-12)	9	78
Music (K-12)	3	67
Physical Education (K-12)	14	79
Physics	1	*
Reading Specialist	1	*
School Guidance & Counseling		
School Psychologist		
Science (6-9)	5	60
Science (9-12)	8	50
Social Studies (6-9)	3	67
Social Studies (9-12)	10	60
Spanish (K-12)	4	50
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students	4	100
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled	17	100
Tching Visually Handicapped		
Technology Education		
PK/PLT	215	99

* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.

COMMENT OR EXPLANATION FOR "E":

The test scores above were calculated by General Administration and the Department of Public Instruction based upon data received from Educational Testing Service.

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	108	67	19	2	1	
U Licensure Only	29	2	1			
Master's degree	1	16	1			
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree			4	4	1	3
G Licensure Only						

COMMENT OR EXPLANATION:

Undergraduates and licensure-only students are admitted to teacher education three times per year: conclusion of fall, spring, and summer semesters. Different program areas have varying amounts of professional education coursework required so the number of semesters from admission to program completion also will vary. Licensure-only students typically have only education courses to take; therefore, they will finish faster than degree-seeking students. Some students begin coursework in a part-time status but eventually attend as full-time students. (Internship is full-time for all undergraduate students.) Transfer credits and summer school attendance are not included in these data.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	286	91%	70%

COMMENT OR EXPLANATION:

The employment data above are provided by the Department of Public Instruction. In viewing these data it is important to note the UNCW is located in close proximity to a military base (Camp Lejeune), and that a portion of the student population is very mobile.

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
New Hanover	628
Onslow	370
Brunswick	265
Pender	227
Wake	157
Duplin	153
Columbus	82
Sampson	79
Johnston	78
Charlotte-Mecklenburg	67

COMMENT OR EXPLANATION:

The employment data above were provided by the Department of Public Instruction.

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	3.53	3.45	3.52
preparation for managing the classroom	3.20	3.45	3.60
preparation for using technology as an instructional tool	3.23	3.24	3.64
preparation for meeting the needs of diverse learners	3.16	3.24	3.52
preparation in curriculum content and delivery strategies	3.36	3.48	3.62
Number of surveys received	45	43	42
Number of surveys mailed	171	171	171

COMMENT OR EXPLANATION:

The survey data above were compiled by the Department of Public Instruction. The surveys do not indicate which undergraduate or graduate programs were assessed, the level of the students, or the time period in which the individuals graduated.

II. 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
35	6	33



IHE Performance Report

1999-2000

**Wake Forest
University**

45
100

100

100

IHE Performance Report
Wake Forest University
1999-00

Overview of the Institution

Wake Forest is a private university whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

Special Characteristics

Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given curriculum support through a cadre of Academic Computing Specialists, one of which resides in the Department of Education.

Wake Forest provides a small liberal arts environment but offers an array of diverse academic courses, and the significant research posture found only at a large university.

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Foreign Language (Spanish, French, Latin), Science (Biology, Chemistry, Physics); Advanced Graduate Licensure in the following Secondary areas: English, Math, Social Studies, Foreign Language (Spanish, French), Science (Biology, Chemistry, Physics).

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

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

The Department of Education has developed partnerships with several elementary and secondary schools over many years. Teachers in these schools complete an outside evaluator's survey to provide feedback to improve our programs. Local teachers also work as clinical faculty in the Master Teacher Fellows Program, a graduate teacher education program that provides initial secondary licensure. They are involved in the selection process of the Master Teacher Fellows, participate in the Teaching Rounds field experience rotation in the fall semester, mentor student teachers in the spring, and serve on committees to evaluate the Professional Development Portfolios of graduating master's students. These twenty teachers represent six of the eight high schools in the county. Each year, the Department of Education hires a local teacher as a Visiting Instructor. This teacher is granted a one-year leave from the Winston-Salem/Forsyth County schools to work as a full-time faculty member. The Visiting Instructor is the primary liaison for the university to the local public schools and is responsible for organizing and overseeing field placements.

The Elementary Program has a longstanding and deep relationship with three Winston-Salem/Forsyth County Schools. One of those teachers now serves as a Visiting Assistant Professor and helps administer the exceptional Four Block Center that attracts teachers and Administrators from all across America. Teachers at the partnership schools serve the Four Block Center as consultants in North Carolina and other nearby states.

Each graduate student in Education conducts a research study in the public schools in collaboration with classroom teachers. These projects are presented each December at the annual Research Symposium that is attended by local teachers. Several faculty and local teachers conduct joint research projects that they co-present at state and national conferences.

Wake Forest has hosted an Advanced Placement Institute for the past ten years that provides teacher led instruction for 100 or more teachers each summer. In addition, the Triad Writing Project provides writing instruction for 20 teachers each year. These institutes provide valuable instruction and a rejuvenation to the profession each summer. The Department of Education also provides the Director for the seven sites of the North Carolina Writing Project that serves the entire state.

When the Master Teacher Fellows program added its extended year to the program, the Director of the Winston-Salem/Forsyth County Schools First Year Academy and a leading mentor in that program helped construct the programs new requirements. They helped us design the dimensions of reflection that would help our students prosper during that first year of teaching. The results were spectacular and they helped us revise the program so as to make it congruent with the local schools' first year support system.

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

The Department of Education works closely with Parkland High School, a low-performing school that recently was recognized as a Signature School. Ongoing assistance includes formal and informal programs with teachers and students. Recent projects involve NEA Training, Paideia Training, and discussion of professional development school initiatives. Additionally, student observers and student teachers are regularly assigned to this school.

Our faculty have presented inservice programs for teachers, and education students and faculty serve as tutors at North Hills Elementary and Cook Elementary, two local elementary schools that are identified as low-performing.

Our National Writing Project has made commitments over the past three years to support the writing instruction of teachers from low-performing schools. Contracts with the Office of School Reform were integral to funding for the seven sites across the state.

C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.

Wake Forest University was ranked third most wired campus in the nation. Hardware and support systems are truly ubiquitous on the campus. In the department's small faculty of 14, 3 are computer instructors of extraordinary talent and another is an Academic Computer specialist. Given this rich technology environment, it is not hard to believe that Wake Forest students have exceptional technological competence. Their record as one of the top two on last year's IHE Performance Report speaks for itself. All preservice teachers complete an Educational Technology course (EDU 307/607), which involves the production of an extensive technology portfolio demonstrating mastery of NC State Technology Competencies for Teachers. Additionally, in EDU 716 all graduate students are required to utilize advanced multimedia skills to produce a Professional Development Portfolio, a CD product that includes text, graphic, audio, and video materials. This electronic portfolio is the final project in the master's program.

A number of Wake Forest faculty have been involved in providing technology training for local inservice teachers. A large grant in this area has just been received in cooperation with Elon College and Barton College. Wake Forest's Information Systems has a K-12 support program in which Wake Forest's used ThinkPads are provided to Winston-Salem/Forsyth County Schools at a nominal cost. This initiative provides approximately 1000 computers per year to the local schools. A new program called K-12 STARS will provide technical training and assistance from Wake Forest technology students for teachers who receive these computers.

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

The Department of Education has supported lateral entry by creating a new program for un-licensed teachers in the surrounding LEAs. We have outlined radical abbreviations in our program to allow lateral entry teachers to earn licensure in the Department of Education. The Lateral Entry program will be available to any able secondary teacher. It will be made up of the most crucial courses in our licensure program so that the program can be completed in late afternoon courses during their first

year of teaching with three summer courses before or after their first year of teaching. We support this solution to teacher shortages by reducing the tuition for such courses by one half. Wake Forest also assists the Winston-Salem/Forsyth County Schools with a special alternative licensure program (CERTEL) for teachers of mathematics and science, areas of special need because of teacher shortages. We are, in addition, creating a new minor to attract students to teaching. It will include all preparation courses but the student teaching experience. This will attract students who decide late to enter teaching.

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

The overwhelming majority of students who complete Wake Forest's teacher education program pass all Praxis exams on their first attempt, so we have not found it necessary to make special efforts to improve their performance. General strategies for taking the Praxis II are shared in the presentation about teacher licensure during the students' professional studies semester.

Methods faculty members have attended ETS/DPI information meetings and are familiar with the Praxis format and general content for their disciplines. Students are encouraged to utilize the Tests at a Glance sample tests as a study tool.

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

A proposal has been submitted to the Wake Forest Senior Vice President to allow students who want to return to Wake Forest for a tuition free fifth year in which they would earn licensure to teach. This will be a great opportunity for students who want to teach but can not complete licensure in four years. In addition, faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and First Year Seminar teachers so as to attract young students to teaching. Our faculty is over-represented in both of these groups. The Department of Education has also taken the lead in creating a linkage with AP classrooms across the nation for participation in the Presidential Debate. We will heavily recruit these able students to the teaching profession. The Wake Forest University Department of Education also hosts an annual reception for freshmen and transfer students to inform them about the professional education program. These contracts are followed up by education faculty members in calls and letters. We also maintain a departmental website and frequently communicate with prospective students by email. A general description of the Teacher Education Program presentation is offered each semester in introductory education courses as a means of familiarizing students with our license offerings. Finally, we maintain close ties with other departments on campus and work closely with their advisors and students. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education.

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

The Department of Education made special efforts to admit minority students into the Master Teacher Fellows program. Their GRE scores and GPAs were not on par with those of other admitted students but intense faculty support and program adjustment were implemented to facilitate their involvement in the program. Recruiting brochures for master's programs are mailed to Historically Black Colleges and Universities across the country. Four special fellowships are set aside for minority students in the Master Teacher Fellows Program. They include full tuition and a stipend. At least one faculty member participates in the Minority Recruitment Weekend each year. We have begun to work closely with Athletic Academic Services to recruit their minority students into our program. This NSF-funded grant is designed to promote math and science licensure for minorities. Several Wake Forest departments participate with local school personnel in on-campus summer seminars for minority high school students. In addition, the Department of Education and the Winston-Salem/Forsyth County Schools have created a contractual relationship wherein minority Master Teacher Fellows can be given an \$8,000 stipend as an incentive to teach. This additional \$8,000 should be a strong incentive to attract minority students to our programs. Recruiting trips in Washington DC and Atlanta attract minority students to our Master Teacher Fellows Program. Finally, the Leadership in Literacy and Technology program is designed for experienced teachers but it is specially funded so as to offer minority teachers incentives to join the program. Two positions in each cohort of twelve teachers will

be offered special scholarships that reduce the already reduced tuition by another fifty percent. This initiative does not recruit minority students to teaching but it works at retention and leadership opportunities which is just as serious a need.

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

The Department of Education is considering an Advanced Masters Program for experienced elementary teachers. It will be extremely attractive to elementary teachers who want to continue teaching while completing a strong program that is delivered by several faculty members with strong national reputations. Our Teacher Education Program was featured in the New Visions educational reform program, a national project seeking to reshape foreign language education. The Wake Forest Department of Education works with Winston-Salem/Forsyth County Schools in their recruitment of minority teachers. A Department faculty member chaired and hosted a national curriculum reform conference for early second language learning. Pat Cunningham's Four Blocks conferences are well attended by teachers and administrators from all parts of the country. The Department of Education is meeting with representatives from Visiting International Faculty to establish a MAEd program for able teachers from other nations. This program will involve 20 or more teachers from geographically and culturally diverse populations.

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

Wake Forest Teacher Education graduates are provided funds from the Model Clinical Extension ABC program to attend professional meetings and to purchase instructional resources. All faculty maintain contact and support graduates in other ways as well. Listserves are set up for graduates to aid them in establishing a peer support system and to give them a direct link to the advisor. Advisors' web pages are designed to provide instructional support materials and links that will be easily accessible and beneficial to graduates.

The newly designed MAEd for experienced, licensed teacher will require that we maintain close contact with our first year teachers as they reflect upon their practice during the initial year of teaching. They will be reflecting on their practice, video taping their instruction for their advisors, and coming together with members of their cohort to consider their professional progress through the first year of teaching.

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

The Marcellus Waddill Teaching Excellence Award is presented annually to two Wake Forest University graduates who are career teachers. A faculty committee selects one elementary and one secondary recipient who each receives a \$20,000 monetary award and recognition at the Fall Convocation. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend for their work with the program. Some of these teachers have joined the Department of Education to teach and to become involved in ongoing career development initiatives. Three Master Teachers have served as our Visiting Instructor. Many have been involved in joint research projects in English, Math, Science, and Reading. One has published three or four well regarded books with our faculty members. Two first-year teachers have been co-authors on two other scholarly books. Many are supported to return to complete terminal degrees in outstanding graduate programs.

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?

Partnership initiatives include participation of teachers and local school administrators in Education courses as guest speakers on topics such as current methodology, assessment strategies, school law, and the evaluation process for first year teachers. Faculty and students in Foreign Language Education participate in a summer language experience in which children throughout the school district participate. A faculty member has developed the African-American Infusion Project, a curriculum reform program for the Winston-Salem/Forsyth County schools. She also worked with

local teachers to develop a manual used in place of a textbook for K-3 social studies. All faculty of the Education Department consult with local schools, present at state and national conferences, and serve as state and national officers in their professional organizations.

Faculty from the Education Department developed an Eisenhower Grant that provided internet training for 20 high school math and science teachers and offered support for technology integration for local teachers in both computer skills and curriculum development strategies. A group of teachers from the Business School regularly works with a fifth grade class at a local school to teach a computer simulation called Dyno-Park Tycoon that assists the students in learning basic business skills.

In addition, the Department of Education sponsors an AP Institute for teachers, leads the state's Writing Projects, supports Four Block instruction at key elementary schools, and provides Director of the North Carolina Governor's School at Raleigh.

One faculty member works with Meadowlark and Cook Elementary schools to develop seminars for parents to implement the Victory-In-Partnership program. She has also developed tutoring programs for parents to help improve students' reading skills at inner-city schools. Cook Elementary, which is an inner-city school, is implementing the program this year.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	40
	Other		Other	
	Total	7	Total	42
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	2
	Other		Other	
	Total		Total	2
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	23
	Other	1	Other	
	Total	13	Total	23

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

B. Lateral Entry/Provisionally Licensed Teachers

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

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

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	183	
MEAN PPST-W	180	
MEAN PPST-M	186	
MEAN CBT-R	334	
MEAN CBT-W	331	
MEAN CBT-M	334	
MEAN GPA	3.01	3.33
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

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

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	16	15						
Middle Grades (6-9)								
Secondary (9-12)	9	5			25	18		
Special Subject Areas (K-12)	4	4			5	5	1	1
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **					5	5		
Other								
Total	29	24			35	28	1	1

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)	1	*
Business Education		
Chemistry (9-12)	1	*
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	22	96
English (9-12)	10	90
French (K-12)	1	*
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)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	10	90
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	47	100
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	24					
U Licensure Only						
Master's degree	31					
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	58	78%	40%

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
Forsyth	206
Charlotte-Mecklenburg	58
Guilford	58
Wake	50
Davidson	32
Stokes	28
Rowan	22
Surry	18
Iredell-Statesville	17
Yadkin	16

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	3.89	3.80	3.67
preparation for managing the classroom	3.10	3.40	3.56
preparation for using technology as an instructional tool	3.80	3.60	3.78
preparation for meeting the needs of diverse learners	3.30	3.60	3.67
preparation in curriculum content and delivery strategies	3.80	3.60	3.67
Number of surveys received	10	10	9
Number of surveys mailed	22	22	22

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
15	3	1



IHE Performance Report

1999-2000

**Warren Wilson
College**

IHE Performance Report

Warren Wilson College

1999-00

Overview of the Institution

Warren Wilson College is an independent, accredited, four-year liberal arts institution, related to the Presbyterian Church (USA). The College is located on the banks of the Swannanoa River, surrounded by the Blue Ridge Mountains, and on the outskirts of Asheville, the cultural center of western North Carolina. The College has 728 students enrolled in Fall 2000. The College has a distinct educational program, the Triad Education Program, which combines liberal arts academic study, participation in a campus-wide work program (all residential students work 15 hours per week), and required community service (100 hours) for graduation. The Teacher Education Program enrolls 40-50 students in courses each semester, and approximately 45 students are in the "pipeline" as pursuing an Elementary Education major or a secondary license (students must complete an academic major in biology, English, history and political science, or math). Upon completion of these programs, students are eligible for a North Carolina teaching license. The Education Program is typically graduating 10-12 students each academic year (approximately 10% of the graduating class) and hopes to increase this number; however, not all graduates choose to teach in North Carolina. Of the 1999-2000 graduates, two are teaching locally, one in the Bronx, one in Delaware; two are looking for teaching jobs elsewhere in the country, at least one is teaching in a private school, one has taken a job with a non-profit organization; and the others are working, considering graduate school, and taking advantage of opportunities to travel. Their life choices may not make for easy program accountability, but we are proud of our graduates and the many contributions they make in education and other important areas of society.

Special Characteristics

The Warren Wilson College Teacher Education Program uses four categories to describe the key qualities it promotes in its graduates: 1) passion for, and commitment to, understanding learners and learning; 2) agility and creativity in teaching built on knowledge of academic disciplines; 3) initiative and responsibility in promoting and recognizing student learning; and 4) self-reliance and collegiality within the teaching profession, balancing individual reflection and learning from experience with the support and necessary guidance of veteran educators. The Triad Education Program supports these qualities. They are ultimately assessed through the "Four Envelopes Process," which describes what the Teacher Education Program expects and requires to see demonstrated in the practices of its teacher candidates. This performance evaluation process promotes and measures the teaching qualities that collectively lead to a reflective innovator serving in communities with head, heart, and hands. The Four Envelopes Process unites the course and fieldwork of the Teacher Education Program into a coherent whole and is the culminating activity of the student teaching experience. The long-term assignment is both a mechanism for intense and sustained reflection on individual experiences, and also a vehicle for sharing each new teacher's accomplishments with the College and K-12 school community.

Program Areas and Levels Offered

The College grants a Bachelor of Arts degree in Elementary Education (Eligible for a North Carolina K-6 Elementary Teaching License) Through the Teacher Education Program, Secondary (9-12) North Carolina Licensing is earned in addition to academic majors in Biology, English, History and Political Science, or Mathematics.

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

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

The Teacher Education Committee meets annually with preK-12 faculty and administrators, including local alumni of the Teacher Education Program, through convening the Advisory Board. The Advisory Board is a partnership made up of Teacher Education Committee faculty (the Education Department and the representatives from liberal arts and sciences) as well as teachers and administrators from

the public schools. The mission of the Board is to provide a field-based view of, and advice to, the Teacher Education Committee. Advisory Board members have been closely consulted on appropriate length for and expectations of internship-type field experiences prior to the student teaching semester. The Secondary Program subcommittee has discussed the possibility that the best preparation for secondary teaching might be in having candidates serve as substitute teachers throughout the system. The Advisory Board has discussed the Four Envelopes Process in detail, making many suggestions about how student teachers could be supported in activities that would best demonstrate, for instance, agility and creativity despite a highly structured curriculum. Many Advisory Board members attended the 1999-2000 community presentations of the student teachers, the public culmination of the Four Envelopes Process. Beyond this formal governance and advice relationship, collaborative programs between Warren Wilson College, the Education Department, and local preK-12 institutions are an important indicator of the quality of the Teacher Education Program. These are briefly described later in this report: The Bonner Americorps Service Leadership Program, The Mountain Area Child and Family Center, The Environmental Leadership Center, The Outdoor Leadership Program, the Warren Wilson College Cherokee Archaeology Field School, and programs sponsored with the Center For Diversity Education.

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

Warren Wilson College undergraduates provide tutoring and other school program supports (through both the Education Department's professional studies courses and the Service Learning Program) to individuals at risk for poor performance in End of Course and End of Grade tests. In November 1999, the Education Department Chair presented a grant writing session as part of the Principals' Executive Program's "Higher School Performance" initiative for administrators in low-performing schools. There are no low-performing schools in the Western North Carolina area served by Warren Wilson College.

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

Warren Wilson College, in collaboration with three other institutions, has recently begun the Appalachian Rural Teacher Technology Alliance (ARTTA), newly funded by the Federal Preparing Tomorrow's Teachers to Use Technology Grants in a consortium with Appalachian State (the lead institution), UNC-Asheville, and Western Carolina Universities. The purpose is to collaboratively strengthen the content in public school and teacher education curricula. Warren Wilson College's Teacher Education Program will create a series of web-based teaching resources, using unique programs and opportunities within the College community. Faculty will serve as consultants and student work crews will create, maintain, and upgrade the World Wide Web sites and their supporting materials. These resources will be integrated into program offerings, and the College will provide orientation and follow-up support to cooperating teachers and student teachers for using the resources. The first two sites to be prepared are in conjunction with the North Carolina Archeological Site, a 10,000 year old Cherokee village excavation located on the College property; and a further annotated and practitioner friendly Global Learning and Observation to Benefit the Environment (GLOBE) site, maintained in collaboration with the Environmental Leadership Center. The collaborative elements of this technology project include the ARTTA web site housed at Appalachian State University and the ARTTA Technology Academy, where teacher education faculty and cooperating teachers will participate in a four-day professional development workshop focused on integrating technology strategies into content areas, and design and assessment of technology portfolios. In addition, the required EDU 216 "Educational Technology" course provides the foundation for the advanced competencies in technology. Beginning and advanced NC Technology Competencies are distributed across the curriculum in order to build student knowledge of technology in order to complement the curriculum, instruction, and assessment design of the upper level courses. The "Four Envelope Process," a program-wide data collection, reflection, and assessment process, promotes illustration of technology competency and is evaluated by representatives of the local LEAs as well as College education and liberal arts faculty.

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

As a small, residential liberal arts college that offers primarily day classes, Warren Wilson College has not received any requests for lateral entry assistance from local teachers or schools. We are frequently approached for licensure-only programs, which we design to maximize credit for prior

teaching and education experience and which can be completed through taking necessary courses at a range of local institutions through our advising. Transfer students and students who have already earned a Bachelor's degree in an appropriate field are welcomed into the Teacher Education Program. Potential teacher candidates who indicate such an interest meet individually with the Department Chair and must submit a transcript for full review and individual program recommendation. Prior course work taken at other institutions is evaluated by the Education Department Chairperson, often in conjunction with the Registrar, on an individual basis before decisions are made regarding transfer credit into the Teacher Education program. Admission procedures for post-baccalaureate students are indicated on the Teacher Education Program brochure for Licensure Only candidates and are also available on the Teacher Education Program Handbook and the Web site. This process ensures that these teaching candidates will have attained appropriate depth and breadth in both general and content studies as well as confirm that the previous preparation is comparable to that of the students at Warren Wilson College.

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

Praxis I: Students are advised on the Praxis I requirements upon preliminary application to the Teacher Education Program. The department maintains Learning Plus texts and other guides for student review. The required liberal arts distribution requirements in math, college composition, and the humanities reinforce the skills necessary for passing the Praxis I examinations. The College Academic Support Services program enables students to receive individualized attention on test-taking strategies, mathematics reviews, and ongoing composition aid through the Writing Center. Praxis II: Warren Wilson College graduates typically have good results on the Specialty Area examinations. On the secondary licensure level, the program requirement of a full academic major in biology, English, history and political science or mathematics ensures deep and broad subject matter knowledge for future educators. The liberal arts requirements for the Elementary Education majors are similarly rigorous, including requirements for hours beyond the college minimums for science, the social sciences, and the expressive arts. Students are encouraged to take upper level courses to meet requirements where they have appropriate backgrounds or interests. Members of the Teacher Education Committee represent the cooperating academic departments and have materials on the specialty area requirements and tests. Preparatory discussions for meeting Praxis II requirements are integrated in the student teaching seminar.

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

Warren Wilson College is moving successfully toward its planned growth to 800 students (up from 400 as few as six years ago). Nonetheless the College's average SAT scores are increasing. In cooperation with the College's Office of Admission, both the view book of the College and the recruiting videotape include specific sections on Teacher Education Program opportunities. The College's World Wide Web information pages include links to substantial information about the Teacher Education Program and opportunities for work with local schools in a variety of contexts. The College does not recruit students for particular majors. In order to interest enrolled undergraduates in teacher education, the Education Department offers orientation sessions, including an information session hosted by the Teacher Education Program for potential majors. There is close collaboration with other academic departments: first year students who express an interest in education are enthusiastically referred to the Education Department for information and further advising. At the department level, each fall before spring registration advising begins, the Registrar provides a list of sophomore students achieving at a high level as demonstrated by College QPA calculations. These students are contacted by letter from the Education Department Chair and invited to meet for informal advising and information about the Teacher Education Program. The Department Chair uses multiple opportunities in the College community (Staff Forum, Academic Council) to remind faculty colleagues of the critical need for high quality teachers to prepare future students for success at Warren Wilson College. Faculty with school-aged children have been particularly receptive to this initiative and sent many highly qualified students to the department. The introductory course in education, Exploratory Field Experiences, and strong field components in other Education Department offerings work to connect undergraduates to real kids in real schools: these experiences have proven very powerful for recruiting individuals into teaching.

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

Warren Wilson College has a wide range of initiatives through its Office of Admission toward creating a more diverse population of undergraduates. To date, in small steps, the College has been successful. The introductory classes in Education are more diverse, and we are working to hold on to these potential teachers. As a rule, the college does not recruit by majors; however, the Education Department has worked with the Admission Office to identify two groups of potential students to have professors call personally. The first group, not particularly diverse, is of students who, in applying, already expressed an intention of working with children and/or majoring in education or earning a teaching license. These are contacted in the interest of Education program recruitment. The second group is more tangentially interested in the College, having filled out an information card at a college fair or made other contact with one of the Admission counselors. These cards are coded to indicate students who are non-white. The Education faculty makes phone calls to these individuals, hoping to attract them to Warren Wilson College or to at least answer any questions they may have. These activities are a part of the Diversity Plan developed by the Department, which is reviewed and updated on a regular basis as part of the wider annual department program review. This process ensures that every effort is being made to increase the level of cultural diversity in the program. The plan describes the status of the department, lists specific goals for maintaining and improving the status quo, and defines strategies to assist in the further implementation of these activities. The plan was developed by the Education Department and approved by the Teacher Education Committee, the Vice President for Academic Affairs, and the Dean of Admission.

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

1) 1999-2000 marked the beginning of a new 4-year program at Warren Wilson College, the Bonner Americorps Service Leadership Program. These students commit four years to providing direct community service, as well as developing service opportunities for other students. The BASL program exemplifies the College's commitment to making a difference in the local community, as well as enriching students' lives through a strong emphasis on service. These students are actively engaged in tutoring and mentoring disadvantaged minority students at the local elementary school; befriending at-risk children from an elementary school on campus Big Brother - Big Sister Program; and working at the local food bank. 2) The new Mountain Area Child and Family Center is almost completed, and it will offer care for approximately 75 children, birth through pre-school. As the title of the project suggests, the emphasis is on family health and integrated social services. The Education Department is actively involved in planning how the program will be much enhanced by this new facility. Many Warren Wilson faculty are active on program planning committees working to integrate Education, Psychology, Social Work, and other programs and increase the College's continuing education offerings. Recent community build days have combined College students with community members in creating a playscape for the Center, which is expected to open January 1st. 3) The Environmental Leadership Center: In on-going collaboration with the Education Department, the Environmental Leadership Center offers the Global Learning and Observation to Benefit the Environment (GLOBE) franchise, which provides first-class earth and biological science materials, excellent technology support, and the collegiality of local educators. The EcoTeam (Warren Wilson College students) presents experiential environmental education lessons to elementary students throughout the LEAs. The ECO Team is also training pre-service teachers at other colleges throughout the region. The summer science camp for at-risk middle school students, funded by The Burroughs-Wellcome Foundation, commenced in May 2000 on the College campus and is funded for an additional two years. 4) The Outdoor Leadership Program focuses on outdoor adventure education and leadership. For a sixth year, students have designed and delivered an Environmental Education curriculum on Earth Day at local elementary schools. The Warren Wilson students in the Instructor Development Practicum designed and delivered an Adventure Learning program for all 300 of the sixth grade students at Asheville Middle School. 5) The Cherokee Archaeology Field School: The Warren Wilson Site is one of the most significant archaeological sites in the southern Appalachians. A new faculty position at the College is specifically charged with furthering the study of the site and making the resource that much more available to the community, including the schools. K-12 teachers earn CEU credits as they participate in the Dig each summer. 6) In the Fall of 1999 The Teacher Education program joined with Asheville's Center for Diversity Education and other schools to bring author James Loewen for a day-long seminar with K-12 teachers and Teacher Education

Program students. Teachers and future educators together examined the complex issues of telling the American Story and preparing students for the responsibilities of citizenship in a pluralistic democracy.

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

Warren Wilson College supports local new teachers through an informal network with our recent graduates. These individuals also serve on the Advisory Board and receive the department newsletter and information on programs and upcoming events to which they are invited. The Career Resources Center and Alumni association jointly maintain an extensive database of graduates who are willing to provide information, advice, and mentoring to students interested in teaching throughout the country. The Education Department's Learning Resource Center is available for curriculum support, including extensive materials for hands-on science and math teaching. Local teachers consult with Education Department faculty for ideas and materials. In a program evaluation of the Teacher Education Program's Four Envelopes Process, after reviewing the student teaching presentations, a local consultant from WRESA found that the department's expectations for program completers are excellent preparation for the PBL requirements for initially licensed teachers.

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

Warren Wilson College is an undergraduate institution, so career teachers are most often engaged with the College as mentors to interns and cooperating teachers to our student teachers. Although the College does not offer graduate credit in education, there are significant continuing education opportunities provided by the Warren Wilson College programs (listed above: e.g. the Swannanoa Gathering, The Cherokee Archeological Site). The Education Department Chair has been closely involved with mentoring candidates for National Board Certification since 1994, and in working with the National Board on initiatives for showcasing the expertise of National Board Certified Teachers. The planned Mountain Area Child and Family Center, to be opened January 2001, is intended as a teaching institution both for the undergraduate program and also for child care providers throughout the Swannanoa Valley. The newly funded ARRTA project (see technology section, above) includes the ARTTA Technology Academy, where teacher education faculty and cooperating teachers will participate in a four-day professional development workshop focused on integrating technology strategies into content areas, and design and assessment of technology portfolios.

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 continue to participate in a variety of partnerships and initiatives for school improvement. This participation included service on the regional Smart Start Allocations Committee and Smart Start Planning and Evaluation Committees. Faculty serve on other local boards for supporting and evaluating early childhood education, and on committees revising report cards for the city schools system. Faculty serve as parent educators in PreK and elementary schools and coordinate efforts with Communities in Schools staff. One faculty member continues to serve on the Evaluation Panel for the Goals2000/School Improvement Grants and provides workshops on grant writing to the Principals' Executive Program and other LEAs. One faculty member served on the joint Portfolio Study Committee commissioned by the State Board. Education faculty serve on the Leadership Committees of local schools and on the board of local charter schools. Faculty participate as part of initiatives for dialogues on race in the community, in the NC Policy Group supporting the National Commission on Teaching and America's Future, and as parent volunteers, presenters, and tutors in local schools. Education faculty coordinate, place, train, and support Warren Wilson College students as tutors and mentors in the local schools. Examples of faculty involvement from the arts and sciences include: 1) the Outdoor Leadership faculty and students, who have been working with Asheville middle school for three years, usually hosting 275-300 students on campus over a period of three weeks. For the past five years, students in the Environmental Education methods course have designed, delivered, and evaluated an Earth Day program in one of the local elementary schools of Asheville City or Buncombe County. 2) Under the direction of faculty in the Chemistry Department, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition involving over 400 middle and high school students. For the past five years, Warren Wilson students have helped design events and monitor all phases of the Olympiad activities.

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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	10
	Other		Other	1
	Total	3	Total	11
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

COMMENT OR EXPLANATION:

There were no part-time students in the Teacher Education Program.

B. Lateral Entry/Provisionally Licensed Teachers

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

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

COMMENT OR EXPLANATION:

1999-2000 NO STUDENTS so enrolled at Warren Wilson College.

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

	Baccalaureate	Master's
MEAN PPST-R	178	
MEAN PPST-W	180	
MEAN PPST-M	175	
MEAN CBT-R	331	
MEAN CBT-W	326	
MEAN CBT-M	329	
MEAN GPA	3.25	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

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

D. Program completers (Reported by IHE)

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

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)		
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)	3	100
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)	1	*
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	6	100
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

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

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	10	70%	20%

d. 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
Buncombe	40
Mitchell	12
Asheville City	11
McDowell	10
Henderson	8
Charlotte-Mecklenburg	7
Haywood	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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.67	4.00	3.50
preparation for managing the classroom	3.00	4.00	3.33
preparation for using technology as an instructional tool	3.00	4.00	3.33
preparation for meeting the needs of diverse learners	3.67	4.00	3.33
preparation in curriculum content and delivery strategies	3.33	4.00	3.33
Number of surveys received	3	1	3
Number of surveys mailed	3	3	3

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	1	0



IHE Performance Report

1999-2000

**Western Carolina
University**

IHE Performance Report
Western Carolina University
1999-00

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 52 miles west of Asheville on a 265 acre main campus, is a coeducational residential public university of approximately 6,500 students within the University of North Carolina system. The institution has approximately 330 full-time faculty members, 87% who hold doctorate or terminal degrees. WCU operates on a two-semester calendar with two summer sessions. Four undergraduate colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions and the Graduate School. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university.

Special Characteristics

Western Carolina University is a member of the School University Teacher Education Partnership, which includes the university and 18 public schools in seven school systems in the region. The institution requires all entering freshmen and transfer students to have a networkable computer with specified minimum standards to be prepared to meet technology requirements that are part of the General Education program. The institution was named by Yahoo Internet Life as one of the 100 most wired cities.

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.).

WCU has a School University Teacher Education Partnership (SUTEP) that includes 18 public schools in 7 systems including internships for teacher education students supervised by university faculty collaborating with cooperating teachers. Faculty in the college were also involved in action research, teacher induction, and professional development activities with teachers in the partner schools. SUTEP and the Model Clinical Teaching Program also provided for university faculty to spend substantial time in classrooms collaborating with teachers to complete specific curriculum and research projects. The university secured a teacher-in-residence from one of our partnership schools through the Coach2Coach program to provide assistance to cooperating teachers and new teachers in the schools in our service area. The teacher-in-residence involved public school teachers in helping to design and improve components of the preservice program such as revising the Internship Handbook and designing internship seminars. Partnership funds and the incentive grant also assisted faculty to spend a significant amount of time in public schools working on collaborative projects. In collaboration with UNCA, WCU participated in the NCTEACH program using public school master teachers to train 17 lateral-entry teachers. The Center for Math and Science Education cooperated with eight school systems in submission of five grant applications addressing needs delineated by the systems. Two other collaborative initiatives with the public schools, NCCAT, and WRESA have involved grant proposal preparation for technology (three grants were funded) and provided workshops for teachers seeking National Board Certification. In addition, teacher education faculty in Arts and Sciences and in Education spoke at community and public school activities. Their availability is on a website maintained by the Office of Continuing Education (<http://cess.wcu.edu/conted/speakout/index.htm>). The Model Clinical Teaching Program provides master practitioners in public schools to team-teach methods courses with university faculty; other teachers teach courses onsite. The partnership and incentive grant advisory group included program directors, teacher education faculty from education and arts and sciences, the director of the WRESA and a public school teacher. The university-wide teacher education council is composed of faculty from every teacher education program, public school teachers, university administrators, public school administrators, and teacher education students. A retired public school principal was employed to coordinate early field experiences for teacher education students. Public school teachers were involved in the design of the proposed MAT program. Public school educators are represented on every accreditation self-study committee and subcommittee. Selected programs also used

advisory boards made up of students, faculty, and public school personnel to provide input into teacher education programs.

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

No schools in our region or service area were designated as low-performing schools in 1999-2000. Faculty in the college maintained contact with the one low-performing school from the past year including inviting a teacher from the school to be one of two active public school teachers on the university-wide teacher education council and providing special assistance to the school to help fill teaching vacancies.

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

Technology training for WCU preservice teachers begins before the first day of classes for entering freshmen and transfer students as all students are required to bring a networkable computer to campus and to participate in training on using campus technology resources. All students complete a computer competency requirement as well as using computer technology in English composition courses and oral communication courses. To enter teacher education, students must complete a technology diagnostic assessing competency in teacher competencies. Based on individual performance, teacher education students are provided extensive resources including required and optional courses, workshops, and online tutorials to help them meet technology standards culminating in a technology portfolio demonstrating advanced competencies. The college has also implemented a new Apple iBook wireless project in Fairview Elementary School placing iBook computers with student teachers and, using a wireless network sponsored by Apple Computer Corporation, allows student teachers to plan and implement unit and lesson plans that integrate Internet-based resources. The wireless network will also be used to conduct remote university supervisor observation via videoconferencing using the Apple iBook computers. The college provided web-based technology resources, workshops and visits to LEAs to assist inservice teachers with their technology skills. A survey of technology needs at partnership schools was conducted with 331 respondents. Additionally, the college faculty and staff met individually with inservice and teacher-education faculty to develop teaching strategies and methodologies that incorporate technology into their courses. Teacher-education faculty and cooperating public school teachers participated in two technology integration seminars conducted in the college. Additionally, workshops for cooperating teachers and faculty were provided focusing on evaluating preservice technology portfolios and acquiring advanced technology skills to assist preservice teachers to meet advanced competency requirements. Mini-grants were provided to teachers and schools in the service area to fund technology inservice training and to implement initiatives involving technology. The College of Education and Allied Professions participated with public school partners in three federal technology grant applications, of which two were successful, and one federal appropriation project to increase inservice teacher technology competence. <http://www.ceap.wcu.edu/coulter/webtech/TechMain.htm>.

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

WCU submitted and was funded to offer the NCTEACH program and 17 persons completed the summer institute held in collaboration with UNCA on the Asheville campus during 2000. All students who seek employment and those who become employed without a teaching license work with the faculty in teacher education to develop individualized licensure-only plans. During 1999-2000, plans were developed for 120 students in 12 teaching areas. Faculty taught classes in the evening, through distance learning technologies, on weekends, and at our resident centers in Asheville and Cherokee to accommodate lateral entry teachers. A total of 235 sections of courses were taught in these ways to serve nontraditional teachers during the academic year and summer session. One hundred, sixty-five sections were at the graduate level. In addition, special efforts were made to serve the need of lateral entry teachers for support in their teaching tasks. SUTEP sponsored two series of mentoring workshops to provide experienced teachers with the skills to support new teachers. A faculty member in the Special Education Program offered (and continues to offer) a weekly session called Cooperative Problem Solving available to any teacher in the Asheville area for credit or as a noncredit drop-in alternative. The program has just received a federal grant from the US Department of Education to expand the Cooperative Problem Solving initiative to Cullowhee and to offer monetary support for participants. The Coach2Coach program provides all beginning teachers support from

experienced teachers-in-residence at the university. The teacher licensure office also communicated with the licensure officer employed at WRESA to respond to any inquiries or requests for assistance from the local educational agencies in the region.

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

Building upon the visit from an ETS consultant on campus in the previous year, teacher education faculty who took the Praxis were reimbursed for costs and a travel stipend was granted to faculty who wrote a paper describing how they planned to use the experience to help teacher education students perform on the tests. Those faculty who had taken the Praxis test were convened to discuss their experience and discuss what steps programs might take to assist students in light of the faculty experience. Some faculty held preparation sessions for interested students. A few programs revised methods courses or seminars to include Praxis preparation sessions. Praxis preparation workshops were offered to students both academic semesters using Incentive funds. Finally, Praxis preparation materials were purchased for teacher education programs to use to help students improve scores and an ETS-produced booklet was purchased for every senior teacher education student. All programs in the college have a plan to assist students to successfully complete the Praxis tests.

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

The College of Education sponsors an annual Teachers of Tomorrow Day where high school students visit campus and take part in a program designed to encourage them to consider teaching as a career. The college also houses an active Teaching Fellows program enrolling approximately 25 new students each fall. The first college viewbook was produced this past year at a cost of \$2.77 per copy to use in various recruiting efforts for the college. The dean was aggressive during the past year in speaking to community groups and high school organizations promoting teaching as a career. The teacher education program also uses the opportunity to talk with students on campus for the following programs: Legislator's Leadership School, Odyssey of the Mind, and the Cullowhee Experience (all programs administered by the Office for Rural Education). For the first year the college participated in recruiting visits to five community colleges in the region encouraging and assisting students in pursuit of teaching careers. The dean and several faculty members in teacher education programs made personal phone calls to prospective students admitted to the college encouraging teaching majors. The Programs in Special Education recruited and paid tuition and stipends using external grant funds to those pursuing licensure in Severe/Profound Disabilities. The college is working with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching and to become involved in the NC Teacher Cadet Program. Courses were taught in Cullowhee, Asheville, and Cherokee to attract potential students. The Birth-Kindergarten program and the Special Education program offered courses through distance learning to attract students in professional education who may not have been able to access courses otherwise. In addition, the college participated in all institution-wide recruiting efforts including Open Houses, a statewide recruiting tour of major cities called WCU on Tour, and other opportunities such as workshops for high school counselors and meetings with community college personnel. A teacher recruiter from WRESA participated in the university WCU on Tour.

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

The college hosted 50 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging consideration of teaching as a career. This activity was coordinated with two minority student groups on campus and with the Teaching Fellows. Additionally, more than 100 outstanding minority students who qualify for the prestigious Teaching Fellows are contacted personally by the director of Special Programs and Teaching Fellows to consider attending Western Carolina University to major in education and provided information on special programs for minority students and social support programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in these teacher education programs at Western Carolina University. The College of Education and Allied Professions Minority Recruitment Committee met several times during the semester to discuss recruitment of minority students. The committee included, for the first time, educators in Cherokee and Asheville where significant numbers of minority

students attend. The new college viewbook explicitly invites diversity among applicants. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs.

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

During the 1999-2000 academic year, the college reviewed the Second Academic Concentrations and made two additions. The deans of the College of Arts and Sciences and the College of Education and Allied Professions attended an institute jointly sponsored by American Association of Colleges of Teacher Education and the National Council of Arts and Sciences targeting collaboration in teacher education. The college hosted and sponsored a regional competition of Odyssey of the Mind as well as the state tournament. The college developed and proposed a new MAT program with public school educators serving on the development committee. The institution has a program for all students to work with public school children as tutors.

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

Two initiatives concern support for beginning teachers. The college was able to recruit a teacher-in-residence through the Coach2Coach program to support new teachers in the field and to assist those teachers hosting preservice teachers completing field experience assignments. Coach2Coach is also providing support to mentors and teachers in the Performance Based Licensure process. The second initiative involved the SUTEP program and efforts to conduct induction training for new teachers in the region. All principals in the region and all teachers with less than three years of experience received an announcement about the "New Teacher Summer Institute" sponsored by the WCU SUTEP program. The one-week workshop paired a mentor with a new teacher to help the new teacher develop a personalized professional development plan. During the school year, the mentor and the new teacher worked together to accomplish the professional development goals established during the Summer Institute.

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

The college, using Incentive funds, collaborated with NCCAT, WRESA and the public schools to offer two workshops for teachers pursuing or interested in pursuing national board certification. The partnership program collaborated with WRESA and NCCAT to offer mentoring training to experienced teachers in the region. Several faculty members provided services to career teachers ranging from workshops on school law to meeting with teachers with national board certification to providing leadership training. Approximately 500 separate events were provided to an estimated excess of 5000 teachers. These activities are reported in the annual report provided by the Office of School Services. The WCU Center for Mathematics and Science Education provided several special courses for teachers of math and science and workshops for continuing education credit throughout the region. WCU offered an array of programs at the graduate level for experienced teachers. These programs are geared toward career teachers and most of the courses at the graduate level are taught in the evening and on weekends (approximately 130 graduate courses were taught in the evening or during the weekend) so teachers can remain in the classroom and still pursue graduate study. In addition, approximately 20 sections of graduate courses were taught in the summer for career teachers enrolled in the graduate programs. The number of graduate courses in education taught in consumer-friendly formats such as on weekends, in compressed schedules, through interactive video, and using the internet were increased this past year to support busy career teachers.

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?

In addition to substantial faculty supervision of field experiences, other school activities by faculty members included staff development, volunteering, supervision of class assignment completion, teaching, and research. At least 40 faculty from the College of Education and Allied Professions and 14 faculty from the College of Arts and Sciences supervised interns and student teachers in the schools. Over 80 faculty and staff from the institution were involved in over 500 separate documented service events to the public schools of North Carolina ranging from providing consultation on teaching students with disabilities to providing technical consultation to high school theater groups. The

majority of faculty and staff involved in these activities were from the College of Education and Allied Professions, but several faculty from the College of Arts and Sciences and the College of Applied Sciences also participated. Examples of other initiatives completed during the year are included. Eight (8) faculty members from Education and Arts and Sciences completed curriculum alignment projects reviewing curriculum, Standard Course of Study, visiting public school classrooms in their area, interviewing teachers, and meeting with other teacher education faculty in their discipline to share findings. Eight (8) faculty members worked with different public school teachers on action research projects ranging from investigating effects of parent involvement in the mathematical development of kindergarten children to studying the use of heart rate monitors to enhance competency-based learning. Seven (7) faculty members from the College of Arts and Sciences and the College of Education and Allied Professions received incentives to work with and carry out projects in public schools for a minimum of 25 hours co-teaching and completing projects including distance learning and presentation media in an elementary classroom for gifted children to physical education to high school English. These projects directly benefited student achievement in the schools.

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	5
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	57	White, Not Hispanic Origin	210
	Other	1	Other	2
	Total	61	Total	224
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other		Other	
	Total	1	Total	3
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	41
	Other		Other	1
	Total	15	Total	45

PART-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	24
	Other		Other	
	Total	15	Total	25
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	3
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	48	White, Not Hispanic Origin	201
	Other		Other	
	Total	49	Total	208

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	5	5
Elementary (K-6)	6	5	5
Middle Grades (6-9)	19	6	5
Secondary (9-12)	39	30	20
Special Subject Areas (K-12)	17	15	12
Exceptional Children (K-12)	32	23	23
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	118	84	70

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	181	
MEAN CBT-R	329	
MEAN CBT-W	324	
MEAN CBT-M	325	
MEAN GPA	3.24	3.85
MEAN MAT		51
MEAN GRE-TOTAL		1467
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

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

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	59	48			27	20		
Middle Grades (6-9)	9	8						
Secondary (9-12)	26	20						
Special Subject Areas (K-12)	28	15			1	1		
Exceptional Children (K-12)	13	10			7	4		
Vocational Education (7-12)					1			
Special Service Personnel (K-12) **					27	22		
Other					1	1		
Total	135	101			64	48		

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)	1	*
Audiology		
Biology (9-12)	2	*
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students	3	100
Elementary Education (K-6)	37	100
English (9-12)	5	100
French (K-12)		
German	1	*
Health Education		
Home Economics Education	4	100
Intro to the Teaching of Reading		
Language Arts (6-9)	3	67
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	6	75
Mathematics (9-12)	4	100
Music (K-12)	7	71
Physical Education (K-12)	13	54
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)	4	75
Science (9-12)	2	*
Social Studies (6-9)	1	*
Social Studies (9-12)	5	60
Spanish (K-12)	2	*
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	15	100
Tching Visually Handicapped		
Technology Education		
PK/PLT	105	95
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	20	52	53	4		
U Licensure Only						
Master's degree		2	2			
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		4	1	1		
U Licensure Only						
Master's degree		3	3	9	9	36
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	130	88%	72%

1. 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
Buncombe	625
Haywood	381
Henderson	311
Jackson	223
Macon	212
Cherokee	188
Charlotte-Mecklenburg	179
Gaston	169
Rutherford	147
McDowell	135

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	3.68	3.60	3.41
preparation for managing the classroom	3.00	3.33	3.41
preparation for using technology as an instructional tool	3.52	3.59	3.46
preparation for meeting the needs of diverse learners	3.23	3.24	3.26
preparation in curriculum content and delivery strategies	3.45	3.45	3.46
Number of surveys received	22	22	27
Number of surveys mailed	98	98	98

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
31	35	13



IHE Performance Report

1999-2000

Wingate University

IHE Performance Report

Wingate University

1999-00

Overview of the Institution

Wingate University is a private, coeducational institution affiliated with the North Carolina Baptist State Convention. The university was founded in 1896, granted its first four-year degrees in 1979, added graduate degrees in the 1980's and in 1995 Wingate's status was changed from a college to a university. The university's mission is "to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage.

Special Characteristics

Wingate University has a core curriculum designed to provide students opportunities to develop critical thinking and effective communication; physical health and fitness; problem-solving abilities using quantitative and scientific investigation; and integrated perspectives on civilization, the individual self, and ethical citizenship in the global community. Wingate University offers more than 40 majors at the baccalaureate level. In addition, masters degrees in business and education are offered.

Program Areas and Levels Offered

The Teacher Education Program at Wingate University is offered through The Lloyd and Georgia Thayer School of Education. Programs include 10 majors and 11 licensure areas: Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology and Chemistry Education (9-12), English and Education (9-12), History and Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Reading (K-12)/Elementary Education, and Physical Education (K-12). In addition, Wingate University has two graduate degree programs: a Master of Arts in Education for individuals who already hold elementary school licensure, and a Master of Arts in Teaching for individuals who have degrees in areas other than education. Both graduate programs have been revised to meet the criteria for advanced level masters degrees.

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.).

Wingate University collaborates with the public schools through service on boards and committees, cooperative projects, faculty exchanges, tutoring, after school programs, and providing facilities without charge. The Dean of the School of Education serves on Union County Schools Quality Leadership Council. The Superintendent and Assistant Superintendent of Union County Public Schools serve on Wingate's Teacher Education Committee, as do teachers from the elementary, middle, and high schools. Public school personnel served on search committees for teacher education faculty and for the Dean of the School of Education. Public school faculty taught courses at Wingate in social studies methods and special education, and Wingate faculty taught elementary physical education and high school science classes in public schools. Education faculty collaboratively planned and taught science, problem solving, and research skills at Wesley Chapel Elementary. Physical education faculty coordinate the PEPSE program, a Sports Education model for the Charlotte-Mecklenburg Schools; presented the PIPP (Playground Injury Prevention Program) seminar to the Union County After-School Directors; serve on the Safe Schools Committee at Marshville Elementary School; and, along with Wingate students, evaluated playground facilities for Union County Schools. Art faculty taught elementary children in local, regional, and national settings: Summer Art Camp (Union County), "Wonders of Weaving" (Richmond County AIG students), National Wildlife Federation Summer Naturelink Conference (Northern Michigan University). Science education faculty and students taught hands-on science lessons at Norwood and Lilesville elementary schools. Athletic training students served as volunteer trainers at Sun Valley and Piedmont High Schools, and tutored students at Wingate Elementary School through the Bulldog Buddies program. Graduate assistants in athletic training presented lectures at Piedmont High School on "Drugs and

Sports." University facilities have been used for many activities related to public schools. The Ethel K. Smith Library, including the Curriculum Materials Center, is available to all public school teachers; high school AP science classes use laboratory facilities; the Batte Fine Arts Center hosted the District Middle School Band Festival (1400 students from 49 schools), and the district high school Choral Festival (1500 students and 54 ensembles), and was home for rehearsals and performances of the Union County Show Choir. Other events hosted by Wingate were the Shakespeare Recitation Contest (40 English teachers and 260 students), the Mathematics Contest (162 students from 19 schools), and the Quiz Bowl.

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

Wingate University faculty and students work with low-performing schools and with at-risk students. A faculty member assisted Forest Hills High School in efforts to improve student scores on end of year testing in social studies. The resulting changes in the curriculum helped the school earn exemplary status. Students in Adapted Physical Education work with students in the Special Population Class (approximately 30 students) at East Union Middle School. They work one on one with these students throughout the semester. A faculty member obtained a grant and conducted the planning phase for Project Build Up at Wingate Elementary School. This program will be implemented during the 2000-2001 academic year and focuses on the development of personal and social responsibility among at-risk youth. Faculty and students have tutored English as a Second Language students at Collinswood Elementary School (Charlotte) and Gold Hill Middle School (SC).

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

A task force was established to study the needs of Wingate University in the area of technology. Results of that study have included the development of a new computer lab in Burris Hall for the School of Education which will be implemented during the 2001-2002 academic year. Also, a leasing program was begun which provided new computers for all faculty and staff who were using older equipment. Each faculty office and lab will receive new computers every three years. Having these tools in place allows faculty and staff to help students meet the standards for competence in technology. Each education course within the licensure programs has technology requirements. Students are required to use the Internet for on-line research in various courses. Activities include the use of websites related to education, using different search engines, downloading curriculum standards, and locating and following course assignments. Each student majoring in education is required to demonstrate competence in technology by developing, implementing, and evaluating lessons in methods courses which utilize technology such as Power Point. Teacher education faculty and students have attended technology training sessions at the Union County Schools Resource Center and education software training sessions at Wingate Elementary School. All education faculty participated in two Power Point training sessions provided on campus. Every student teacher must submit a professional portfolio which has a comprehensive section on advanced computer competencies related to the teacher education curriculum. The portfolio is evaluated by faculty and public school teachers.

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

The Master of Arts in Teaching degree program, begun in 1996, was designed specifically to serve lateral entry teachers. Courses are offered at the Wingate University Matthews Center, the most convenient location for the majority of students. The courses are scheduled in the evenings during the fall and spring semesters as well as two summer sessions. All courses are offered in a rotating sequence over a period of two years. The MAT program is steadily growing. During the 1999-2000 academic year 22 MAT students (including 12 who had completed all formal requirements for admission to the program) enrolled in courses and 4 students completed the program. The Wingate University Field Experience Coordinator and teacher education faculty made visits and supervised MAT students and graduates who had been hired as lateral entry teachers. Wingate provides resources to lateral entry teachers through the Ethel K. Smith Library and the Curriculum Materials Center.

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

Wingate University closely scrutinizes test scores/reports and is aware of the testing background of its candidates. Students are provided information early on to help ensure their success on the Praxis exams. Tests At a Glance (TAAG) booklets are available to all students. They are encouraged to seek additional study guides and resources if needed. Students who do not pass the PPST are advised to take the CBT version and vice-versa. Students are informed of tests and their options in the Foundations of Education and Educational Psychology classes. Faculty and staff collaborate to make students cognizant of campus resources and tutoring options. The Academic Resource Center offers tutoring services to all students in reading, writing, math, and any other requested areas. Video tapes regarding Praxis are available to students in the Ethel K. Smith Library. The School of Education is up to date regarding testing criteria/requirements and reports testing results to the Teacher Education Committee as well as any policy, score, or criterion changes. Faculty have been involved with workshops on the specialty area tests and have taken various Praxis exams to enhance their course preparation. Scores of students are monitored closely. Students are questioned as to which areas they felt they were best or least prepared for and that information is utilized to make adjustments in classes. Professors have worked individually with students to identify specific areas of need, and worked with various instruments such as study guides and former tests to improve scores. This has been quite successful. Physical Education faculty provide a Praxis preparation workshop for seniors during their student teaching semester. Wingate's required Exit Exam includes a professional core as well as a specialty area exam that students must pass in order to graduate. The Exit Exam also helps prepare students for the Praxis. Students with specific disabilities are advised of special arrangements and encouraged to request a nonstandard administration of the exam.

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

The efforts of the School of Education to attract and retain quality candidates for teacher education programs is ongoing as faculty participate in all admission open houses and scholarship interviews. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Education 201 (Foundations of Education) is usually the first class in education for students interested in teacher education programs. The field component of this course includes trips to various schools (K-5, 6-8, 9-12) to see first-hand the professional aspects of teaching. Two active student organizations (WUAEYC-Association for the Education of Young Children, and SNCAE-North Carolina Association of Educators) involve students in activities related to education careers. SNCAE promotes fall and spring conference opportunities (usually in Raleigh at the NEA Building) for students to attend sessions and network with students from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching. Claudia Cole Williams from the NEA office in Raleigh came to speak with students about the legal aspects of teaching. The School of Education hosted a pizza party which included an information session for all students with undeclared majors and other interested students. Each year the school participates in an Academic Smorgasbord, with separate sessions for freshmen interested in elementary, middle, secondary, or K-12 licensure, where faculty members present information regarding the majors and answer any questions. The university's Office of Career Services offers an annual Job Fair which includes recruiters from area school systems. Local schools have been a source of long-range recruitment as education faculty have spoken to elementary, middle, and high school students about teaching as a career choice. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The office at the Wingate University Matthews Center is particularly helpful in referring and assisting students interested in masters programs. Public advertisements from this office reach many potential students.

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

Wingate University has established an Office of Multicultural Affairs to help better address the needs and concerns of minority students. Prospective education majors identified by this office, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted by the School of Education to follow up on their interest. Education faculty and students participate in Career Days at local schools with diverse populations to provide information about teaching as a career