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

NC State has embarked on several new initiatives. As noted in section D, we have fully implemented lateral entry support programs in middle and secondary mathematics and science. In collaboration with the College of Humanities and Social Sciences, we initiated licensure only programs in French, Spanish, and English; and we offer lateral entry support in English as well. As part of our College Compact Plan NC State is in the planning stages of the Centennial Campus Center for Educational Innovation (CCCEI). Plans for a research and development center have been part of the Centennial Campus vision for over ten years. We now have focused that vision on a facility that would provide teachers and administrators at CCMS and faculty and students at NCSU a state-of-the-art facility where research focuses on the best practices and products for teaching and learning in a technology-enabled learning environment that fosters high achievement for all students. Another goal of the College Compact Plan focuses on a Learning Technologies Resource Center. The LTR Center would serve as the main educator preparation center and act in concert with the CCCEI to realize the College research mission. The LTR Center would offer high quality the technological environment to prepare educators, enhance the skills of our faculty and of teacher currently in the schools, and provide a place where technology-related scholarship drives educational innovation. To address the shortage of well-prepared school administrators, discussion is now underway with the Wake County Public School System to initiate an executive-style school leadership program.

### I. Brief description of efforts designed to support beginning teachers.

NC State University supports beginning teachers through the Model Clinical Teaching Program (MCTP) and the Triangle East Partners in Education (TEPIE). MCTP has been recognized by the Department of Education as one of the top six mentoring programs in the nation. The primary goal of MCTP is to support the growth of beginning teachers and to reduce the high rate at which beginners leave the profession. The member districts link directly to the program here at NC State University and have access to University resources. Initially licensed and lateral entry teachers, whose mentors are part of the network, have the ongoing support of the MCTP. The new Coach 2 Coach staff members collaborate with both MCTP and TEPIE to support the mentoring efforts for ILT 1's and ILT 2's. The two Coach 2 Coach educators delivered training to 1,512 teachers and administrators in 10 LEAs. Designed to support beginning teachers, services included mentor training as well as mini-sessions such topics as INTASC Standards, PBL Product Development, ILT Support Strategies, Individual Growth Plan Development. The TEPIE coordinator and one Coach 2 Coach teacher-in-residence have trained in PBL product assessment and TPAI BT 2000. In February 2001, TEPIE sponsored a PBL workshop for ILT 2's and their mentors. Designed as a work session for their product development, 52 beginning teachers and mentors received guidance from Coach 2 Coach personnel and others to ensure quality products. In Agriculture Education, the program coordinator visits each beginning agriculture teacher across the state to offer assistance with curriculum, classroom management, instructional delivery, facilities management, and youth organization management. The program coordinator for Middle Grades Language Arts and Social Studies has contacted select May 2001 graduates for participation in the National Council of Teachers of English national conference, encouraging professional development at the national level. It should be noted that all of the initiatives listed as available for career teachers are offered to beginning teachers as well.

### J. Brief description of efforts designed to support career teachers.

NC State University offers numerous programs and workshops that support career teachers and their professional development. For example, the College of Education offers online "Tools for Schools" that includes Science Junction, Global Book Club, Middle Educators Global Activities, and Geographic Information Systems for Secondary Educators, to name a few. Other resources that support career teachers include: Triangle East Partners in Education

offers ongoing support to its partner schools and provides support for teachers and administrators to attend and make presentations at state and national conferences; Model Clinical Teaching Program maintains two websites that focus on reflective practice; conducts on-site meetings in the LEAs that focus on mentoring and retention; and distributes over 300 copies of "Connections" (newsletter) and Fact Sheets that summarize current research in mentoring and coaching; Counselor Education sponsors workshops for in-service professional development and preparation for the National Counselor Examination. Faculty in Technology Education conducted two workshops that directly support the efforts of teachers. Twenty-one teachers participated in TechKnow, a project whose goals are to create and develop cocurricular instructional materials to support activities that will implement the Standard for Technological Literacy; to positively impact student learning and success; and to produce, field test, and distribute instructional materials nationally. Twelve teachers from across the state participated in The Basic Scientific and Technical Visualization Workshop. This workshop was designed to introduce teacher to the new Scientific and Technical Visualization curriculum and to give teachers the chance to learn about the curriculum through hand-on activities and how to integrate science and technology through visualization. In its second year, the MentorNet grant reached 44 K-12 teachers from Wake, Franklin, and Johnston counties, across all subject areas, who focused on learning how to integrate technology into their curricular units. In addition, they learned about the technology expectations that NC State has of its pre-service teachers. A final project based in science education was a grant from Lucent that, in the first year, served 30 high school teachers in Cumberland county. During the second year, 2000-2001, data collected from the first year was used to develop an on-line course for teachers (see Section D) and graduate students. Each participant was provided a kit of equipment, valued at \$4000.00 apiece, for use in the course and in the classroom.

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

The Office of School Services report for 2000-2001 documents \$1,565,335.00 of in-kind service to the schools of North Carolina. These services were delivered by 1,203 faculty members representing eight of NC State's Colleges, with the most notable being the Colleges of Education, Humanities and Social Science, and Physical and Mathematical Sciences accounting for \$1.02 million. These services reached 1,315 administrators, 11,668 teachers, and 3,567 students across the state. Faculty in the College of Education and faculty across campus are involved in public schools in a variety of ways. All methods faculty spend time in the schools supervising interns and student teachers, as well as consulting and collaborating with the cooperating teachers. Faculty members serve in advising capacities to school boards, participate on advisory committees, and fill positions on boards of directors for charter schools; they sponsor youth organizations and edit school newsletters; faculty continue to collaborate with the counselor at Centennial Campus Middle School in a year-long program for parents that offers sessions providing for interaction among parents, teachers, and counselors; teacher education faculty in the College of Humanities and Social Science actively participate in the Wake County Foreign Language Collaborative, sponsoring several meetings a year for K-16 foreign language teachers. Several faculty have secured grants for increasing instructional technology in the public schools, coordinating in-service training for the use of hardware and software, and providing materials for classroom use. Additionally, members of the teacher education faculty hold key leadership positions in state and national teacher organizations, including NC Science Teachers Association, NC Science Leadership Association, the National Council of Teachers of Mathematics, the Association for the Education of Teachers of Science, the National Science Teachers Association, the National Council of Teacher Education, and Epsilon Pi Tau.

### II. CHARACTERISTICS OF STUDENTS

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

	Full Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	5
	Hispanic	3	Hispanic	3
	White, Not Hispanic Origin	52	White, Not Hispanic Origin	100
	Other	0	Other	0
	Total	63	Total	108
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1.
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	5	Total	11
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
Carl Sugar Sugar	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	20
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	82
	Other	0	Other	0
	Total	56	Total	110

	Part Time	-141		
	Male		Female	7
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	2	Total	7
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	1.0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	45	White, Not Hispanic Origin	74
	Other	1	Other	0
	Total	49	Total	86
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	51
	Hispanic	0	Hispanic	7
	White, Not Hispanic Origin	83	White, Not Hispanic Origin	178
	Other	0	Other	0
	Total	109	Total	244

B. Lateral E ntry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B- K)	0	0	0
Elementary (K-6)	0	0	0
Middle Grades (6-9)	7	7	7
Secondary (9-12)	45	45	45
Special Subject Areas (k-12)	0	0	0
Exceptional Children (K-12)		0	0
Vocational Education (7-12)	82	82	82
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
	131	131	131

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

L	Baccalaureate	Masters
MEAN PPST-R	181.96	
MEAN PPST-W	178.09	
MEAN PPST-M	183.28	PER HOUSE
MEAN CBT-R	331.53	
MEAN CBT-W	326.72	
MEAN CBT-M	329.39	
MEAN GPA	3.35	3.75
MEAN MAT		NA
MEAN GRE		NA NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

## D. Program Completers (reported by IHE).

Program Area	Baccala Deg		Undergr Licensu		Mast Deg		Lice	duate nsure nly
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	0	0	0	0	0	0	0	0
Elementary (K-6)	0	0	0	0	0	0	0	0
Middle Grades (6-9)	24	18	0	0	4	3	0	. 0
Secondary (9-12)	37	15	9	8	19	6	0	0
Special Subject Areas (K-12)	4	2	1	1	1	1	o	0
Exceptional Children (K-12)	0	0	0	0	16	14	0	0
Vocational Education (7-12)	23	13	8	8	11	5	0	0
Special Service Personnel	o	0	1	1	76	56	0	0
Total	88	48	19	18	127	85	0	0

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

	1999 - 2000 Student Teacher Licensure Pass Rate				
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing			
English	6	67			
French (K-12)	3	*			
Language Arts (6-8)	7	100			
Mathematics (6-8)	8	100			
Mathematics (9-12)	12	92			
Mathematics (NTE)	2	*			
Science (6-8)	2	*			
Science (Comprehensive)	11	73			
Social Studies (6-8)		*			
Social Studies (Comprehensive)	5	60			
Spanish (K-12)	6	83			
Technology Education	3	*			
School Pass Rate	66	86			
PK/PLT	65	95			

<sup>\*</sup> To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.

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

			Full Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semester
Baccalaureate degree	47	5	3	0	0	0
U Licensure Only	3	0	0	1	0	0
Masters Degree	15	37	18	2	1	0
G Licensure Only	0	0	0	o	0	0
		P	art Time		Late Section	
	3 or fewer	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
	semesters					
Baccalaureate degree	semesters 1	2	0	0	0	0
		0	0	0	0	0
degree U Licensure	1					

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

2000-2001			Percent Employed
Bachelor's	96	63.5	50.0

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Wake	1050
Johnston	167
Durham Public	105
Guilford	86
Charlotte-Mecklenburg	86
Cumberland	72
Franklin	67
Forsyth	65
Harnett	58
Wayne	49

I. Satisfaction with 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	Mento
the teacher preparation program in general	3.50	3.79	3.60
preparation for managing the classroom	3.17	3.58	3.33
preparation for using technology as an instructional tool	3.39	3.74	3.53
preparation for meeting the needs of diverse learners	3.33	3.63	3.67
Preparation in curriculum content and delivery strategies	3.56	3.74	3.71
Number of surveys received	18	19	15
Number of surveys mailed	47	47	47

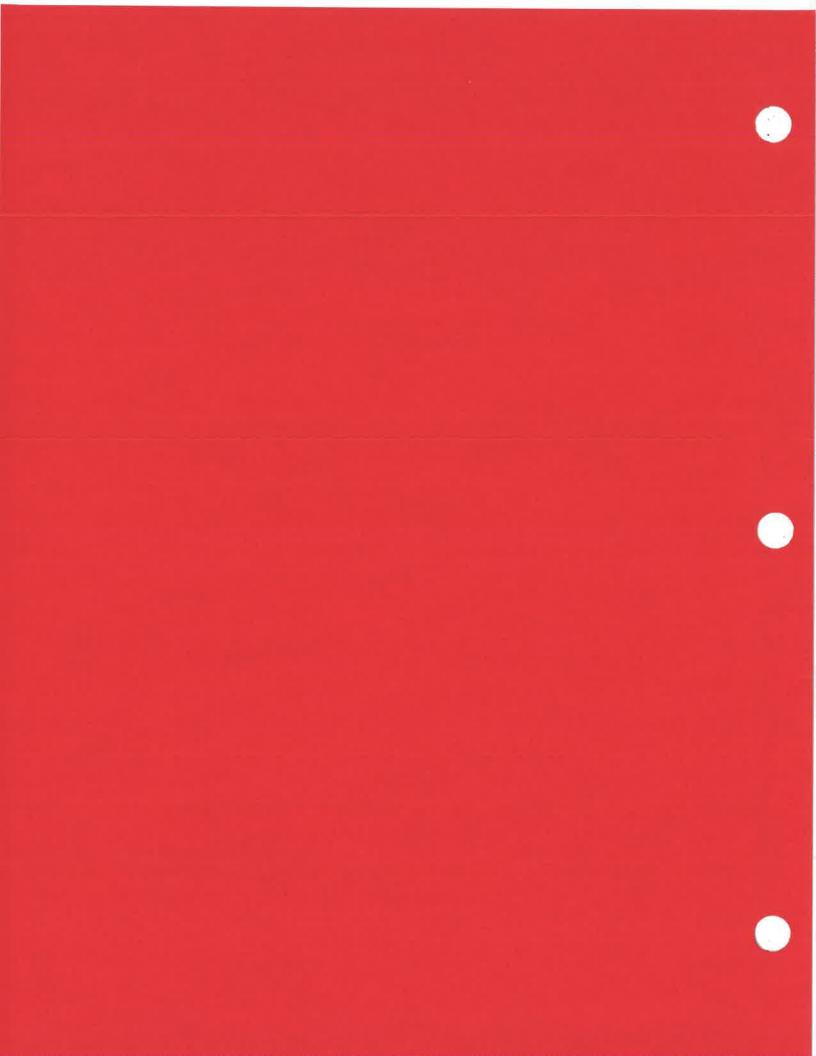
## TABLE III. TEACHER EDUCATION FACULTY

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
42	12	28

# IHE Performance Report

2000-2001

NC Wesleyan College



## **IHE Performance Report**

## North Carolina Wesleyan College

2000 - 2001

#### **Overview of the Institution**

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. It opened in 1960. It enrolls approximately 800 full-time students at the Rocky Mount campus and serves about 1000 part-time adult students with evening programs in Rocky Mount, Goldsboro, the Research Triangle, and Raleigh. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Weslevan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education and middle grades education and minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### **Special Characteristics**

Wesleyan's small size and its mix of students from varied cultural backgrounds and ages provide a unique opportunity for students and faculty to work closely together. There are three full-time education professors. The goal of the program is the development of teachers who are reflective decision-makers. The education program begins with courses in the sophomore year, and throughout the program the students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two classes and continue throughout the teacher education program to provide students opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by weekly visits from the college supervisor. Elementary education majors student teach in both a kindergarten and another grade level. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in northeastern North Carolina by making teacher education programs affordable and accessible.

#### **Program Areas and Levels Offered**

Undergraduate licensure and licensure-only areas: Elementary Education, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, biology, history, and social studies.

## 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 design and delivery of curriculum/courses, etc.).

Wesleyan faculty and area educators collaborate to provide enriched opportunities for our teacher education candidates, area teachers, and K-12 students. Educators from four school districts serve on the Teacher Advisory Committee that provides advice on ways to improve the program and ways the program could better serve K-12 schools. The committee met once each term. The committee also conducted individual, mock interviews with our student teachers. Both students and teachers found this to be a worthwhile activity; one principal hired immediately a student teacher she interviewed. Area educators also serve as adjunct faculty; last year they taught courses in music methods, exceptional children, technology, and middle grades curriculum for the day program; they also taught several courses in the evening program. Area educators are invited regularly as guest speakers in our classes. Examples include: first year teachers discussing the realities of the classroom; special educators sharing expertise; counselors; social workers, and psychologists discussing their roles; a director of an IB program sharing information; a kindergarten teacher giving a workshop on digital cameras; and, the area NCAE Uniserv representative talking about legal rights and other issues. Two state "Coach to Coach" teachers presented a workshop on the INTASC standards, and an area coordinator presented, a workshop on brain-based instruction to the sophomore classes. Preparation and implementation of grants are a joint activity. One faculty serves on the board of a 21st Century learning grant; one read grants for the area Education Foundation. Several teachers presented workshops/classes as part of the PT3 Capacity Technology Grant that concluded in the fall; faculty worked with teachers and administrators of the UNC system to write a PT3 grant that was funded. Cooperating teachers, employers, and graduates are surveyed and suggestions are used for improving the program; for example, the technology class was moved from the student teaching semester to the junior year. One faculty was given a quarter release time to work in a local elementary school during the fall term. She collaboratively designed the project with the teachers and principal. Two sections of the classroom management course were planned and offered in the spring in response to a request from a personnel director; she and a regional consultant met with education faculty to design the class to meet the needs of lateral entry and first year teachers.

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

Faculty worked with low-performing districts in applying for a 21st Century Learning Grant; it was funded and one professor serves on the advisory board and will participate in grant projects in the coming year. Our work with the NC Model Teacher Education Consortium is a service to lower-performing schools since many of the area schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. In response to an area personnel director from a district with low-performing schools, two sections of a classroom management course were provided. One faculty member used time from a course release to provide individual and small group instruction each week for students performing below grade level; test scores indicated the students made progress and many were able to join regular reading groups. Many of the tutoring activities performed by other faculty, staff, coaches, and students were with students needing extra help. Six students tutored in the America Reads program in the fall term in two of the lowest performing schools in the area. The chair of the program attended a conference sponsored in Charlotte by the Legislative Black Caucus and a local conference sponsored by area community agencies that addressed "Closing the Achievement Gap." Several ideas gleaned have been incorporated in her classes. She met with a local committee formed to address the issue in two area school districts. She has been asked to help coordinate a local follow-up session.

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

Education students at Wesleyan complete six semester hours related to technology, an introduction to computer course and a technology in education course. The technology course was moved from the student teaching semester to the junior year in response to feedback from students and area educators to increase opportunities for students to implement technology in both their education courses and their field experiences. Various changes have been made to strengthen the required technology projects to be included in the required technology portfolio based on feedback from the classroom teachers who review the portfolios and from the clinical faculty who have taught the educational technology course. In addition, education professors continue to add new computer activities/assignments in their classes. For example, in both social studies and science methods classes students were required to develop Webquests for the first time, and Webquest manuals were developed and distributed free to all education students on campus and area educators enrolled in two sections of the technology class offered by Wesleyan through the Consortium. A data projector, a CD writer, and six AlphaSmarts with a training program were purchased for use in education classes. Example K-12 software has been purchased including several materials from Classroom Connect such as their Australia Quest and other regional quest materials. Most methods classes meet in the Education Resource Center which allows them to move easily to the adjoining education computer lab for Internet research. In the fall term special student and faculty workshops were conducted by resource persons such as David Warlick, author of Raw Materials for the Mind: Teaching and Learning in Technology Rich Schools, a professor from Elon College who uses Webquests, an area teacher known for her use of digital cameras, and a new faculty member with expertise in electronic editing. Recent graduates were invited to Warlick's presentations. Wesleyan is making a campus-wide effort to increase the use of technology in classes that will increase the technology competence of our students. A Title III grant has been funded to equip three classrooms with computer projection and multimedia stations each of the next four years, and faculty from each division are revising courses to incorporate more technology. Different faculty will be chosen each summer for the project. Faculty are also benefiting from the PT3 Technology Grant awarded to the UNC-General Administration. Six faculty including two methods faculty attended workshops at East Carolina in June as part of the collaborative grant. All Wesleyan students have e-mail accounts and access to the Internet. Students can access computers in several campus labs, including an education resource room lab, and in their dorms via a "port to pillow" network. All professors have networked computers in their offices. All continue to have access online to NCLive (journal databases), NCLearn (state resource for teachers) and the library catalog that came online this spring. During the summer of 2001 a link to cable television was installed in the Education Resource Room; it will allow students to work with the state competencies related to the use of instructional television.

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

Wesleyan has served lateral entry teachers since the State began the program. Wesleyan serves lateral entry teachers by providing programs of study and courses in the evening and/or Saturdays both on campus and at area community colleges. Faculty respond quickly to many calls about lateral entry from both prospective students and personnel directors, provide programs of study promptly, and refer students to Colleges providing areas of licensure not offered at Wesleyan. In addition, information and tutoring related to the Praxis II exams have been provided to lateral entry teachers. Despite our small size and our few areas of licensure programs, we serve lateral entry teachers affiliated with us and those affiliated with other colleges, especially those who participate in the NC Model Teacher Education Consortium. Wesleyan helped found the Consortium in 1989 and has provided courses ever since for lateral entry teachers, provisionally licensed teachers, and persons desiring to be teachers. Wesleyan charges a reduced tuition for Consortium classes and students are not charged an admission fee or student fees. From Fall 2000-Summer of 2001 Wesleyan offered 26 courses either oncampus, at Nash Community College, or Halifax Community College with a total of 490 registrations; most were lateral entry teachers affiliated with Wesleyan, Barton, NC Central,

Elizabeth City, Chowan, and East Carolina, and a few other colleges taking one or more courses. During the 2000-2001 school year, faculty participated in 10 off-campus transcript evaluation and registration days to make it easier for lateral entry teachers to acquire programs of study and to register for classes and provided special on-campus registration times. In addition, over 60 individual plans were developed and 20 of these took classes at Wesleyan. Four instructors provided independent study classes to meet special needs. Wesleyan provided two sections of a classroom management course for Halifax County lateral entry teachers; the course was specifically designed in response to a request from the district. The instructor and a regional consultant met with education faculty to design the class to meet the needs of lateral entry and first year teachers. Wesleyan is a partner in the NCTEACH program at the East Carolina site. It is a statewide initiative to recruit new teachers from career changers. One faculty serves on the NCTEACH curriculum committee and participated in the writing of the original curriculum and revision of the curriculum following the first session in 2000. We also share information and try to recruit adults to the program. A new area of service was to the new Halawi-Saponi Tribal (Charter) School. One faculty visited the school and met several times with the director to plan programs of study for the uncertified teachers; another provided five after-school literacy workshops for the teachers.

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

Wesleyan provides the Learning Plus tutorial system developed by ETS to help students prepare for the PRAXIS I exams. Students are introduced to the system during the sophomore education classes and encouraged to use the materials. Print materials are sold in the bookstore and other materials are placed on library reserve so students have access to available training materials. In addition, the College has hosted preparation workshops provided by the Consortium and has encouraged Consortium students to take the workshops. Test-at-a-Glance booklets and registration materials are distributed on campus and mailed to persons requesting them. Several new efforts were initiated. Special funds were allocated this year to support our efforts to help students be successful on the exams. The department purchased copies of all the training books developed by ETS to match the specialty area exams and purchased 15 sets of the Learning Plus books for use in newly developed workshops. Education faculty and staff from the Student Support Center presented both Praxis I workshops and specialty area workshops. The Praxis I workshops were linked to the two sophomore classes; the specialty area workshop was offered as part of the orientation for student teaching. The workshops lasted 15-20 hours, and students were provided opportunities for further independent tutoring and study. Feedback from the students indicated the workshops were helpful. In addition, seven professors (six from Arts and Sciences and one from education) took the specialty area exams. They will work with individual students who need help to pass the exams as well as to better align their course content and methods to address the skills covered by the exams. A database to better track student performance has been developed and this will enable faculty to carefully monitor student progress and to offer assistance to individuals. Three professors worked one-to-one with students who had failed parts of the exams; student success increased.

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

Faculty members work with admissions and with the adult degree program to recruit students. On campus recruitment activities include calling students who indicate on their admission applications that they are interested in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. We talk with students referred by other faculty. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and EDU 300 Exceptional Children. Prospective majors are encouraged to join NCAE and to participate in its projects. Each year, educators are invited to speak with students. A bulletin board displays information about careers in teaching and activities about the program. Education professors meet periodically with admissions counselors to keep them

updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Since the 1980s, Wesleyan has enrolled teacher assistants in the education program by scheduling courses in the late afternoon and evenings. Many teacher assistants enroll in Wesleyan's Consortium courses. At advising sessions students are encouraged to take courses both on campus but also at community colleges to encourage them to pursue teaching and to make access more local and affordable. To be more financially accessible, Wesleyan has allowed Consortium students to enroll in courses at reduced tuition rates. Assistants are encouraged to apply for the teacher assistant scholarships provided by DPI. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Professors at Wesleyan recognize the need for increasing the supply of qualified teachers, so we readily collaborate with persons on campus and at other colleges to recruit and respond to persons who express an interest in teaching. For example, the director met with community college advisors to share lists of courses that will transfer from their teacher associate programs to the teacher education program in addition to the college transfer programs. In addition, education faculty and the registrar often meet with community college students in their first year who anticipate transferring to the teacher education program so that they select matching courses. Also, since NCTEACH began, we recommend that eligible persons consider this program or we make referrals to colleges who have programs we do not offer at Wesleyan.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to recruit persons of diverse backgrounds (Latino, Native American, Asian, and others) to becoming teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. When opportunities arise to nominate students for scholarships, faculty try to identify well-qualified, culturally diverse students. Recently a Wesleyan student won the Mary Morrow/NCAE scholarship. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. This year's improved resources and workshops for the Praxis exams are facilitating admission to the teacher education program.

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

Our dynamic program is responsive to public and private schools, and to new initiatives sponsored by various agencies. The following briefly describe two such activities: Two professors met with the principal of the Rocky Mount Charter School to review cooperative efforts that could be undertaken between the College and the school. The school, which is the largest charter school in the state, is relocating to a new campus near Wesleyan. Currently, some of the charter school's teachers are enrolled in Wesleyan courses. Another activity initiated and that will continue was a review of all aspects of the education program. A program review was conducted and submitted to the College's Academic Planning Council, and a review was submitted to the College's institutional researcher. In May, education faculty began reviewing the knowledge base and goals and the assessment process. The goal of this ongoing process is to update the knowledge base with current research on reflective practice and to verify alignment of our program with revised standards developed by NCATE, national professional organizations, INTASC, the NC Department of Public Instruction, and the six core standards developed by the NC Teaching Standards. The program also submitted its required

Title II report. Outcomes of the reviews will influence the items on our observation and evaluation instruments as well as course content and activities. Another activity this year was refining the clinical experiences by structuring the field placement so that students would spend the final field placement prior to student teaching and student teaching in the same school with the same teachers. This year-long clinical experience is similar to that at an area state university and one recommended by several area teachers. Students would continue to have early field experiences in other sites.

## I. Brief description of efforts designed to support beginning teachers.

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs. This year a local personnel officer spoke with the students, and the department posts job announcements on a bulletin board by the education department. Students prepare a portfolio built around the INTASC standards; recent graduates report that this makes the state performance-based licensure product development easier for them. Wesleyan has invited graduates to support sessions and workshops on campus. For example, students were invited to participate in a technology workshop and to share suggestions and ideas to the program. In the spring a state ILT (initially licensed teacher) coordinator met with faculty and recent graduates to discuss the ILT process. In addition, Wesleyan informally provides support to the area's beginning teachers. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed math materials and reading kits from the Education Resource Center. Professors provide books and resources as requested by our graduates who may be working on a graduate class; for example, we provided a student several language arts and reading journals for his graduate school project. Most of our graduates employed in area schools are visited or called by a faculty member to offer help and support. Professors have also served as guest speakers and readers when invited by beginning teachers. Students and the instructor of a children's literature class visited and read to students in the class of a first-year teacher. A recent graduate who was completing her master's in counseling shared her experiences with students in the foundations class.

## J. Brief description of efforts designed to support career teachers.

Wesleyan does not offer graduate courses, but area teachers have taken our courses to renew or to add an area of licensure. Career teachers who live in Consortium counties may take Consortium classes at the cost of only \$40 for the teacher; the Consortium furnishes books. Professors are responsive to requests from teachers to serve as speakers in their classes or to assist them in other ways; for example, a faculty member critiqued materials being prepared by an area teacher for the National Board certification process. The math methods faculty provided two workshops on geoboards to teachers in an area school, and she presented at the state math conference. Another worked each week with students and their teacher to improve the literacy of the students. Two faculty and several students presented a workshop on integrating math and literature to teachers in the local reading council. The program director serves as the president of the local reading council that provides CEU credits for its members. She also presented lectures on charter schools and leadership for educators in three Phi Delta Kappa chapters. Many of the activities described in Section K are supportive of the work of career teachers. For example, professors have served as guest speakers, have provided materials for use with K-12 students, have taught demonstration lessons, and have facilitated the work of area teachers and their students by taking college students to classes to work with the K-12 students. Teachers who supervise our student teachers receive two ticket vouchers for each of the three plays produced by the theater department. Several high school teachers attended the lectures presented on campus by author Kaye Gibbons and other visiting writers.

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

All education faculty and many from other disciplines are involved in schools and with programs to support school students. Staff members are actively involved in area schools as well which is important since many staff work so closely with our education majors. Faculty and staff in the departments of theater and art collaborate with area schools. The Dunn Center hosted a youth series of productions for area K-12 students. Faculty and staff have presented workshops in area schools, coordinated tours of the theater, and provided technical support for school productions. The art professor has collaborated with area art teachers to prepare two annual exhibits of high school art on campus. A physical science professor shared rocks, fossils, and other equipment with area schools. A biology professor and her students taught ecology classes to fourth graders. Math professors planned and hosted the regional math contest for high school students and assisted with the state competition in Durham. One math professor and a history professor prepared questions and judged the local quiz bowl; the math professor and two students judged a school's science fair. The science methods teacher and his students provided workshops on birds for children and their parents in collaboration with the Children's Museum. The music professor assisted a group of children violinists who played at a local school. A business professor and others volunteered in their children's schools on a regular basis. The campus visit coordinator hosted 14 different school groups who visited campus. English faculty led seminars in an area high school, tutored high school students in writing and SAT preparation, and took students birding. The library staff provides orientation sessions for area classes and individuals as requested. Two classes from an area high school came for instruction. Education professors are active in professional organizations with area teachers. One is president of the local reading council, and she coordinated the local Young Authors contest that involved 300 students. She and a staff member at Wesleyan prepared the local book of winning entries. Staff at the Durham adult degree site conducted a leadership workshop for high school students, staffed "Kids Voting" activities, and participated in "Character Matters", a program in the Durham Public Schools. Another staff member coordinated nine non-education interns in area schools. Staff serve on the boards of the local Education Foundation, school advisory committees, PTAs, and Tri-County Industries or help with grant projects. Coaches and all ten athletic teams read in area schools and assisted with various field days or clinics. Area middle and high school coaches and student athletes used the practice fields for track and soccer.

## II. CHARACTERISTICS OF STUDENTS

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

	Full Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	o	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	19
and solvered synkulas	Other Indiana	0	Other	0
	Total	2	Total	21
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
er de modura de altre Pelesson de Girode, sed	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

	Part Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	6	Total	11
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total -	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or
provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B- K)			
Elementary (K-6)	21	21	10
Middle Grades (6-9)	31	31	5
Secondary (9-12)	8	8	5
Special Subject Areas (k-12)		·	
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	60	60	20

## Comment or Explanation

Education faculty are responsive to requests for programs of study by persons who are officially lateral entry and by others being considered by area school districts. The number of persons taking classes may not reflect those who actually were enrolled since lateral entry teachers may take courses at other campuses as part of our Consortium. In addition, many more lateral entry teachers than those shown in this chart took courses at Wesleyan. Some of these were in licensure areas we do not offer and who are affiliated with other colleges. In the 2000-2001 school year, Wesleyan offered 26 courses at night to serve employees of area schools; the majority of the enrollees were lateral entry teachers.

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

	Baccalaureate	Masters
MEAN PPST-R	181.55	
MEAN PPST-W	175.59	
MEAN PPST-M	177.69	
MEAN CBT-R	326.79	
MEAN CBT-W	322.89	
MEAN CBT-M	322.82	
MEAN GPA	3.24	NA
MEAN MAT		NA
MEAN GRE		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

## D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	0	0	0	0	0	0	0	0
Elementary (K-6)	7	7	2	2	0	0	0	0
Middle Grades (6-9)	1	0	2	2	0	0	0	0
Secondary (9-12)	1	1	0	0	0	0	0	0
Special Subject Areas (K-12)	o	0	o	0	0	0	0	0
Exceptional Children (K-12)	О	0	0	0	0	0	0	0
Vocational Education (7-12)	o	0	0	0	0	0	0	0
Special Service Personnel	0	. 0	0	0	0	0	0	0
Total	9	8	4	4	0	0	0	0

## Comment or Explanation

All the program completers have completed licensure requirements except for one person who needs to complete the specialty exam; all are employed in area schools this year.

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

• W	1999 - 2000 Student Teach	er Licensure Pass Rat
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	10	90
Mathematics (6-8)	1	*
School Pass Rate	11	91
PK/PLT	12	100

than four test takers were not printed.

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

_	_	_		
Field	ł	Ti	177	۵

2.1	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	6				
U Licensure Only					•	
Masters Degree						
G Licensure Only					• 1968	

#### Part Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1				au teal	
U Licensure Only		1			1	4
Masters Degree	•					
G Licensure Only	•	•				

## Comment or Explanation

The part-time students who took the longest times to complete were individuals who only took one course per term or who extended their program due to personal reasons.

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

2000-2001	Student Teachers		Percent Employed
Bachelor's	16	81.3	56.3

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Nash	132
Halifax	50
Edgecombe	38
Roanoke Rapids City	28
Wayne	28
Wake	21
Wilson	18
Lenoir	15
Northampton	12
Johnston	10

I. Satisfaction with 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	3.33	3.50	3.33
preparation for managing the classroom	3.40	3.67	3.67
preparation for using technology as an instructional tool	3.50	3.80	4.00
preparation for meeting the needs of diverse learners	3.70	3.50	3.33
Preparation in curriculum content and delivery strategies	3.80	3.50	3.33
Number of surveys received	10	6	3
Number of surveys mailed	14	14	14

#### TABLE 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	2	5

# IHE Performance Report

2000-2001

Pfeiffer University



## **IHE Performance Report**

## **Pfeiffer University**

2000 - 2001

#### **Overview of the Institution**

Pfeiffer University's vision is to be recognized as a model church-related institution, preparing servant leaders for life-long learning. We are committed to educational excellence, service and scholarship. Within nurturing communities of learners, we value diversity and promote the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our students embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners. The Pfeiffer baccalaureate graduate will be well equipped to pursue a career or graduate study. In keeping with an emphasis on personal development through participation in a learning community, Pfeiffer will provide many avenues for the undergraduate student to acquire specific skills, knowledge, experiences and attitudes that characterize an educated person.

#### **Special Characteristics**

Pfeiffer is a member of the Charlotte Area Education Consortium, the Corridor Consortium, and is the higher education partner for the Rowan-Salisbury School's continuous improvement initiative. Pfeiffer's Francis Center for Servant Leadership works in conjunction with the Bonner Foundation and AmeriCorps to provide engaged learning and community service opportunities to students. The teacher education faculty have developed an evening program specifically targeted to teacher assistants, and other working adults who wish to earn an elementary education degree and licensure. This has expanded to enable us to work with a large number of lateral entry candidates in Special Education and in secondary education areas. Pfeiffer's teacher education faculty are professionals who recognize the learning needs of the individual student, and who are enthusiastic about developing a learning community where achievement is nurtured and carefully assessed. The School of Education participates fully in Pfeiffer's Servant Leadership programs. The Francis Center for Servant Leadership focuses on three primary avenues to promote personal growth and academic knowledge. Servant leadership initiatives include involving students in: Christian service, which encompasses campus ministries, missions, human service and volunteerism; service or engaged learning, which refers to the fully integrated classroom where students are actively involved and an experiential and applied base of knowledge is expanded through internships, cooperative partnerships, mentorships, and student involvement in research; and co-curricular development, which emphasizes leadership, citizenship and character development including life learning that takes place in the residence halls and through our student-life programs.

#### **Program Areas and Levels Offered**

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

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

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

Pfeiffer University participates in many collaborative efforts with public schools through program development, program evaluation, delivery of programs for public school students on campus, service on committees and boards, and the development of a program to deliver our Elementary Education program in Montgomery County. The Teacher Education faculty have worked closely with teachers in both Stanly and Rowan-Salisbury schools in the development of a Masters in Elementary Education program, conducting focus group discussions as well as meeting with individual teachers. Pfeiffer has an agreement with LEAs to assist any Pfeiffer graduate needing help as a first year teacher. Faculty from Pfeiffer University worked with faculty from Catawba College to plan and implement a three-day professional development workshop for lateral entry teachers. Pfeiffer also works with public school teachers and administrators by aiding schools in developing reports for the State. One member of the Teacher Education Board is a public school principal, and principals and teachers serve as adjuncts and guest presenters for some of our classes. Public School teachers and administrators served as guest speakers approximately 12 times in the 2000-2001 semesters. Pfeiffer has LEA Agreements for placing student teachers with eight LEAs. Each year cooperating teachers are invited to Pfeiffer for a day-long workshop in which we conduct a formal evaluation of the teacher education program based upon their interactions with our student teachers. Music faculty and students host a choral concert where they critique the high school chorus performance. A Pfeiffer professor also read AP Statistic exams for ETS and the College Board at the national level. Faculty also serve on the Richfield Student Improvement Team. Pfeiffer University collaborates with public schools in many curricular areas. Our Adapted PE classes work with students in local schools. Pfeiffer faculty often serve as consultants in area schools. Pfeiffer also has a National Board Certified Teacher who serves as a mentor to both beginning and career teachers pursuing National Board Certification. Pfeiffer, in collaboration with Rowan County Schools, has a new Teacher Scholars program supported through a grant from the Council for Independent Colleges which will place science majors in the schools to assist career science teachers. Pfeiffer also collaborates with local schools through working with the SPEC (Southern Piedmont Educational Consortium) and through the NC Star, Communities in School program. Classes of local students visit Pfeiffer for art workshops and activities and to participate in music contests hosted by the Pfeiffer music faculty and students. The Music Education faculty and students also hosted a piano contest for the NC Music Educators Association. Local students also participate in many of the music programs at Pfeiffer. Pfeiffer also participates in America Reads and America Counts by providing work study funds to support students' tutoring in elementary schools. Pfeiffer also has the Bonner Leader program and the Francis Scholars programs which, in collaboration with local schools, place Pfeiffer students in public schools as volunteers.

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

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

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

The Teacher Education faculty unanimously stress the importance of technology in all education classes. In order to enhance the technological competence of all education students, the Teacher Education Board and the Faculty Assembly approved increasing the Educational Technology course from a two semester hour course to a three semester hour course. Every methods course at Pfeiffer includes a technology component, and each Teacher Education

student is required to take an Educational Technology course. Students demonstrate their technological competence by developing a technology portfolio before graduation.

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

Pfeiffer University is committed to providing quality educational opportunities to both traditional and non-traditional students. Pfeiffer is currently working with 89 lateral entry candidates who have been issued programs of study. Of these, 32 were issued programs of study this report year. Realizing the need to serve more lateral entry students, Pfeiffer has developed new policies which will help us in serving lateral entry candidates. Chairpersons coordinate, advise, and develop programs for lateral entry candidates. Our admissions office works actively with lateral entry candidates to help them with financial aid and admissions processes. Admissions officers and faculty regularly work after normal hours in order to meet with and help lateral entry candidates. A clear process for working with lateral entry students includes immediate evaluation of transcripts and development of an individualized program based on previous experiences and academic preparation with credit awarded for those activities that relate to fulfillment of competencies for the specific licensure area. Advisors and professors are readily available to help with schedules and concerns. Lateral entry students are awarded scholarships that cover half of their tuition for courses. Pfeiffer has increased the number of courses offered in the evening and summers in order to meet the needs of these students. Courses offered in the evenings and summers include: Foundations of Education, Classroom and Behavior Management, Elementary School Curriculum, Educational Psychology, Teaching Reading in the Elementary School, Science Methods in the Elementary School, Math Methods in the Elementary School, Social Studies Methods in the Elementary School, Language Arts Methods in the Elementary School, Materials and Methods - Secondary School, Science Methods for Secondary Teachers, Social Studies Methods for Secondary Teachers, English Methods for Secondary Teachers, Mathematics Methods for Secondary Teachers, Reading in the Secondary School, Educational Technology, Introduction to Exceptional Children, Learning Disabilities, Behavior Disorders, Assessment/Instruction in Special Education, Strategies for Behavior Disorders, Strategies for Learning Disabilities, Research in Special Education, Crisis Management for Educators, and Child and Adolescent Psychology. Pfeiffer University and Catawba College have developed plans that allow for reciprocity for selected professional courses. Many of our professional education courses are offered in the evening hours, and other professional education courses are offered in the summer. We also work with lateral entry candidates to help them find content courses required for licensure. In response to the immediate needs of lateral entry teachers, faculty from Pfeiffer and Catawba presented a four-day professional development program to 26 first year lateral entry teachers in the Rowan Salisbury Schools.

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

Helping students through the Praxis testing requirements is a priority of teacher education faculty at Pfeiffer University. Testing histories and Praxis requirements are discussed when education students are first registered, and recommendations for preparing for Praxis tests are made at that time. Pfeiffer has the Learning Plus program available for all teacher education students. This is provided at no cost for minority students. Education faculty offer individual and small group tutorials for students in math, reading, and writing to help prepare for Praxis I. In the Fall of 2000, the Teacher Education Program developed a one hour course designed to prepare students for the Praxis II exams. This course was approved by the Teacher Education Board and by the University Curriculum Board, and was first offered in the Spring of 2000. This course is required of all teacher education students who have not successfully completed Praxis II exams. Beginning with the 2001-2002 academic year, this course is taken during the semester prior to student teaching. The School of Education has also developed and approved a new policy requiring that all teacher education students take the Praxis II exams prior to student teaching. This enables us to work intensively with any student who is not successful during his/her student teaching semester. Faculty frequently meet with students

who have been unsuccessful on the first attempt at taking Praxis II exams to help identify strategies and resources for increasing scores.

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

Pfeiffer University faculty and administration are keenly aware of the shortage of qualified teachers. Pfeiffer has committed significant resources in addressing this shortage. Working in partnership with Montgomery County Schools and Montgomery Community College, Pfeiffer has developed a plan to deliver the Elementary Education Program at Montgomery Community College. This program is primarily targeted to teacher assistants, lateral entry candidates, and other working adults in Montgomery County and surrounding areas. All students who are employed by the public school systems will be offered up to six hours per semester at half tuition. Courses will begin in Aug. of 2001. In addition to this new program, Pfeiffer actively recruits students into the profession in five ways. (1) The teacher education faculty meet annually with the recruitment office staff to talk about the teacher education programs as a way of helping them to specifically recruit students for our programs. (2) Teacher education faculty talk to perspective students when they are in the schools supervising student teachers. (3) Pfeiffer offers students who are working in the schools and pursuing teacher licensure half tuition. (4) The first Union Minority Scholarship provides approximately \$9000 per year to minority students in the teacher education programs. (5) Pfeiffer works actively to support lateral entry teachers. Teacher education faculty are present at all admissions open houses.

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

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

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

No information provided

## I. Brief description of efforts designed to support beginning teachers.

Support for beginning teachers at Pfeiffer University begins prior to the students' graduation. During the first week of the professional semester, principals from local schools, a personnel director and a career counselor conduct seminars on performance based licensure, interviewing, professionalism and classroom management. Seminars are held throughout student teaching to provide a platform for discussion, problem solving, and reflection. After graduation, beginning teachers are strongly encouraged to maintain contact with education faculty who are available to assist them during their teaching careers. Beginning teachers who had not passed Praxis II exams were invited to take the Praxis Prep course free of charge. Pfeiffer also has a National Board Certified Teacher who serves as a mentor to both beginning and career teachers. Faculty conduct on site visits, make phone calls and communicate with beginning teachers via email. When first year teachers requested assistance, faculty met with them in their classrooms as well as on campus. Faculty helped teachers locate materials in the curriculum library and allowed them to check out materials from their personal collections. In addition, Pfeiffer has an agreement with LEAs to assist any Pfeiffer graduate needing help as a

first year teacher. We were not asked for assistance in the 2000-2001 Year. Faculty are also often asked to provide workshops for LEAs to help beginning teachers during their first year of teaching. The School of Education maintains an Open Door policy for all teachers, beginning or otherwise, who need assistance. The materials in the Curriculum Library, including adopted texts, professional development books, classroom materials, and computer resources are available. Teachers are encouraged to utilize these materials as frequently as needed.

### J. Brief description of efforts designed to support career teachers.

Pfeiffer University faculty support career teachers in numerous ways. A Curriculum Library is maintained and made available to both education students as well as career teachers. The materials in the Curriculum Library, including adopted texts, professional development books, classroom materials, and computer resources are available. Teachers are encouraged to utilize these materials as frequently as needed. Pfeiffer faculty often serve as consultants in area schools. Pfeiffer also has a National Board Certified Teacher who serves as a mentor to both beginning and career teachers pursuing National Board Certification. Pfeiffer has a new Teacher Scholars program supported through a grant from the Council for Independent Colleges which will place science majors in the schools to assist career science teachers. The School of Education offers a luncheon and seminar for cooperating teachers. Pfeiffer faculty also serve as presenters at state and regional professional meetings, and as speakers at local professional education organizations. Art faculty work with local teachers by inviting classes of students to Pfeiffer for workshops. Pfeiffer also invites outstanding career teachers to serve as presenters in classes and as adjunct professors for selected courses. The School of Education is currently developing a Master's in Elementary Education program which will support career teachers. In addition, Pfeiffer provides an evening/summer program which enables teachers who are currently licensed in a non-special education area to complete the necessary courses to add licensure in learning disabilities and/or behavioral and emotional disabilities to their existing license. Most of these teachers have been assigned to exceptional children's programs, but lack the requisite areas of licensure. As an added benefit these teachers are provided with a scholarship from Pfeiffer which reduces their tuition by one-half. Often the school districts are able to pay the remaining portion of tuition.

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

Pfeiffer has made a strong institutional commitment to schools in a multi-county region. Its vision of preparing servant leaders has lead faculty members and departments to make substantive, systematic commitments to public school service. In light of the fact that Pfeiffer is a small university with only 55 full-time faculty, the extent of its involvement in the public schools is impressive. Pfeiffer has made the following institutional commitments in support of the public schools: Several courses (UNIV 211, Community Tutoring, UNIV 212, Community Mentoring which uses the NC STAR curriculum, and UNIV 201, Freshman Seminar) promote and/or require student and faculty involvement in schools. Pfeiffer also participates in America Reads and America Counts by providing work study funds to support students' tutoring in elementary schools. Pfeiffer delivers the QUEST program for at-risk high school students, the SPEC program for middle and high school students, and offers programs for gifted and talented elementary and middle schools students. Pfeiffer also has the Bonner Leader program and the Francis Scholars programs which place students in schools. Pfeiffer has a new Teacher Scholars program which will place science majors in the schools to assist science teachers. Pfeiffer also offers a special program with reduced tuition for teacher assistants who are seeking to become teachers. Every Education faculty was substantially involved in the public schools. They provided workshops for lateral entry teachers, judged science fairs in 3 counties, consulted with teachers on conducting case studies and developing learning strategies, assisted schools with individuals seeking lateral entry, consulted with Cabarrus County Schools on providing a more efficient exceptional children's program, participated in recruitment efforts, developed a program to provide professional education courses at Montgomery

Community College, participated in school based committee meetings, and advised National Board Certification candidates, volunteered at Stanly County Charter school, tutored students, and provided materials relative to learning styles and discussed how to address individual needs in the classroom. Non-Ed. faculty had substantive involvement with the public schools. Specifically, Social science and communication faculty developed an assessment of the JobReady program in Stanly County Schools. History faculty worked with history students placed in an internship with the local museum to develop a trunk of artifacts and accompanying narrative. Students made presentations in a number of schools. Adapted PE faculty and students went to New London Elementary School each week to work one-on-one with students. Music faculty and students conducted an after school choral program at Richfield School. The instrumental and choral music directors served as adjudicators and clinicians for over 25 area schools. Public school art classes were involved in art projects sponsored by the Art Department. Faculty served as readers for the AP Statistics Exam. One faculty member served as chair of a School Board. Other faculty served on the School Improvement Teams. Faculty from many disciplines read to and tutored students as part of Pfeiffer's commitment to servant leaders.

## **II. CHARACTERISTICS OF STUDENTS**

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

	Full Time				
	Male		Female		
Undergraduate	American Indian/Alaskan Native	o	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	42	
	Other	0	Other	0	
	Total	2	Total	42	
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	1	Total	0	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0	
	Asian/Pacific Islander	0	Asian/Pacific Islander	0	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	
	Hispanic	0	Hispanic	0	
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0	
	Other	0	Other	0	
	Total	0	Total	0	

	Part Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	1	Total	4
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or
provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B- K)			
Elementary (K-6)	7	7	5
Middle Grades (6-9)			
Secondary (9-12)	6	6	3
Special Subject Areas (k-12)	1	1	0
Exceptional Children (K-12)	18	16	11
Vocational Education (7-12)			
Special Service Personnel (K-12)	•		
Other			
	32	30	19

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

	Baccalaureate	Masters
MEAN PPST-R	180	H PETERSON IN
MEAN PPST-W	176.33	
MEAN PPST-M	NA NA	
MEAN CBT-R	328.33	
MEAN CBT-W	324.07	
MEAN CBT-M	323.77	
MEAN GPA	3.48	NA
MEAN MAT		NA NA
MEAN GRE		NA NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

### D. Program Completers (reported by IHE).

Program Area	Baccala Deg		Underg Licensi	Masters Degree		Graduate Licensure Only		
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	0	0	0	0	0	0	0	0
Elementary (K-6)	13	0	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	2	0	0	0	0	0
Special Subject Areas (K-12)	4	0	1	0	0	0	0	O
Exceptional Children (K-12)	0	0	2	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	17	0	5	0	0	0	0	0

Comment or Explanation

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

	1999 - 2000 Student Teach	er Licensure Pass Rat
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	1	
Physical Education		*
Social Studies (Comprehensive)	2	*
Special Ed: Learning Disabilities	2	*
Special Ed: Learning Disabilities (NTE)	2	*
Special Ed: Mental Disabilities	1	* * * * * * * * * * * * * * * * * * * *
School Pass Rate	9	78
PK/PLT	2	*

<sup>\*</sup> To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.

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

		F	-ull Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semester
Baccalaureate degree	14	2			<b>1</b>	
U Licensure Only				**************************************		1
Masters Degree	PSchool of the State of the Sta					
G Licensure Only						
		P	art Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
-	And the second s		Committee of the commit	part of the latest and the latest an		
Baccalaureate degree					•	
		•		•		
degree U Licensure		•				•

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

2000-2001	Student Teachers		Percent Employed
Bachelor's	17	82.4	76.5

H. Top10 LEA s employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers
Stanly-Albemarle	166
Rowan	86
Cabarrus	58
Charlotte-Mecklenburg	40
Montgomery	26
Davidson	23
Randolph	22
Guilford	20
Forsyth	19
Anson	16

I. Satisfaction with 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	3.38	3.50	3.71
preparation for managing the classroom	3.25	3.25	3.57
preparation for using technology as an instructional tool	3.25	3.00	3.57
preparation for meeting the needs of diverse learners	3.63	3.00	3.57
Preparation in curriculum content and delivery strategies	3.75	3.00	3.71
Number of surveys received	8	4	7
Number of surveys mailed	14	14	14

#### TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	0	2

# IHE Performance Report

2000-2001

Queens College



## **IHE Performance Report**

#### **Queens College**

2000 - 2001

#### **Overview of the Institution**

Queens College, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. For efficient in serving the diverse needs of a variety of students, the college is divided into three units serving 1,700 students. The College of Arts and Sciences (CAS) offers traditional liberal arts majors a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of 676 resident, commuter and international students. Hayworth College offers undergraduate programs for non-traditional students and graduate programs in the evening and on weekends. The McColl School of Business offers business programs in both undergraduate colleges as well as graduate business programs (MBA and EMBA). All Queens programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens College is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

#### **Special Characteristics**

The Queens teacher education program nurtures teachers as reflective practitioners. Preservice teachers have required early, varied, and frequent field experiences in culturally diverse schools in Charlotte. Methods faculty coach preservice teachers in analyzing and modifying teaching styles to increase classroom academic achievement. Case studies are used to promote problem solving and critical thinking skills. Students practice using components of the North Carolina Performance Based Licensure Process (PBL) under the direction of faculty members. Students in the Master of Arts in Teaching develop as reflective practitioners and teacher researchers. A culminating activity of the MAT is an individual "Action Research" project and a presentation at the Action Research Symposium. Student teaching (K-6) consists of two placements. For the first ten weeks, all elementary student teachers are placed in the Charlotte-Mecklenburg System through a traditional placement process. After the completion of this phase, student teachers are clustered in schools where a large percentage of the student body is considered "at-risk." Here students practice teacher behaviors that have proven effective for this specific population. In fall 1999, Queens began a unique Saturday cohort program for lateral entry secondary teachers. More than 75 lateral entry teachers are currently in this program. Furthermore, Queens has established a partnership with the Charlotte Mecklenburg School System. Currently, CMS employees receive reduced tuition for education classes. The partnership established a Professional Development School at Myers Park Traditional Elementary School. Faculty from both schools exchange ideas and resources during the school year. Staff at the Professional Development School can take education classes at Queens free of charge. In summer 2000, Queens began a twophase, advanced degree program for those holding an undergraduate degree and wishing to teach in elementary schools. At the completion of Phase I, which includes student teaching, students apply for initial licensure; then, as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching and M level license

#### **Program Areas and Levels Offered**

Queens College offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of Biology, English, History, Mathematics and Comprehensive Social

Studies, and special subjects (K-12) in foreign language, French and Spanish. On the post-baccalaureate level, Queens College offers a Masters of Arts in Teaching (K-6) and licensure only in secondary (9-12) and special subjects (K-12) listed above.

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

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

Queens College, Union, Gaston and Mecklenburg School Districts collaborate on North Carolina technology requirements for lateral entry teachers. Technology workshops were created for lateral entry teachers based on each teacher's prior experience and the Queens Technology Portfolio Plan. Queens College and members of the Charlotte Mecklenburg School System (CMS) coacted to create a restructured masters program to meet new criteria set by the North Carolina Department of Instruction. Queens College and CMS worked on a USDOE "Transition to Teaching Program" grant. A \$7,000 Duke Energy Grant for math enrichment in middle schools was awarded to Queens. Music faculty and music therapy majors worked with three hearing-impaired classes in CMS. Nursing faculty and students worked with teachers, parents and children at the United Cerebral Palsy Center. The Art Department holds an annual exhibit of art works by CMS teachers. Queens College is a site for Central Piedmont Community College Upward Bound Program; hosts a Middle School Girls "Best Friends" Day to introduce middle school girls to college; runs Gifted and Talented Development camps, has professional development workshops for CMS Guidance Counselors; hosts CMS teacher professional development activities and runs sports camps. Individual staff and faculty members serve as proposal reviewers for Smart Start, coach Odyssey of the Mind, serve on high school senior exit panels, read in classrooms and tutor. Queens works with (CMS) to offer early field placements and student teaching for preservice teachers. In the fall of the senior year, undergraduate elementary education majors are at the professional development school. During other semesters, placements offer students opportunities to work in diverse learning climates. Methods instructors require students to tutor, teach lessons, diagnose and aid in remediation of reading and mathematics difficulties, and teach Junior Achievement. Faculty visits to classrooms and conversations with classroom teachers about best practice are ongoing. Faculty use teacher feedback to assist in program and preservice development. Queens College full-time faculty supervise students. At the elementary level, two former principals at school with high "at risk" populations assist them. In the secondary licensure program, effective practicing secondary teachers teach specific subject matter methods in the four-week breakout portion of the secondary methods course. Permanent adjunct faculty from local school districts teach in the Lateral Entry program. National Board Licensed and other well-qualified teachers and CMS administrators and staff are guest lecturers in regular courses and at Future Teachers' Club meetings. A National Board Certified teacher from Myers Park Traditional and two former principals are on the Teacher Education Committee. A member of the education division is on the Leadership Team at the professional development school. Finally, CMS technology specialists assess technology portfolios.

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

Queens students are placed in the Charlotte Mecklenburg School System (CMS), the largest system in the state. Students arrange field placements during the day to fit into their class schedules. The only low performing school in the current testing cycle in CMS is not convenient to the campus. Students do field placements and student teaching in at least five "No Recognition" schools. Assignments in field placements require preservice students to teach whole class lessons, work with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students. As part of the MAT program, in addition to field experiences required in methods courses, students individually designed an additional 10-hour field experience. Many work in the summer CMS Literacy

Program to bring children to grade level. In the restructured MAT program, students are required to design and implement action research projects. Students have researched using background music to increase time-on-task, giving leadership responsibilities, and using contracts to motivate students and increase self-accountability. Many of these projects were completed in "No Recognition" schools. Queens recognizes that working in high needs schools is often discouraging, especially for novice teachers. Therefore, in the second phase of the student teaching experience, both undergraduates and MAT student teachers work in clusters at a high needs school for three additional weeks. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for this population. Queens faculty believes that immersion in a high needs school with faculty encouragement and teacher coaching helps preservice teachers learn effective ways to meet unique needs of these students. In addition, children in the classrooms where student teachers are clustered receive three weeks of intense tutoring in basic skills. Teachers from these schools are speakers in regular methods classes. It is interesting to note that one of the high needs schools in which students were placed last year showed expected growth in an analysis of its EOG scores. Our novice teachers need to experience environments were children are successful on objective assessments without regard to socioeconomic class. As part of the America Reads Program and the Chick-Fil-A grant, students work as tutors in schools to bring children up to grade level in reading. Queens College students with community service scholarships tutor needy children academics in in-school and after school programs. The four full time faculty members in the department have offered to assist teachers in CMS. It appears that the system relies on faculty from larger IHEs for support.

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

The Education Division ensures the technology competencies of preservice/inservice teachers through specific technology courses, assignments in other required courses, faculty preferred ways of communication with students, preservice/inservice teacher communication using the Queens Webboard, and the submission of the Technology Portfolio. Students have access to 29 PC computers in several computer labs. Because some public schools continue to use the Mac platform, the division purchased three new iMACs which are in the Curriculum Resource Center (CRC). There are two to six computers for student use in each of the student dormitories. Many students have their own computers. Education students use four dedicated computer classrooms housing 73 computers. All computers have Internet access. The Microsoft Office Suite of software applications is installed on all faculty, staff, and student access computers. Education students are familiar with Access (database), Excel (spreadsheet) and Word as well as PowerPoint. Educational software is purchased through designated CRC funds. Students are introduced to record-keeping programs and integrated learning programs in their field placements. The required technology course is revamped on a regular basis to introduce students to new ways to integrate technology. This year students began to use and design WEBQUEST lessons. Students in the graduate research classes do a major part of their research from home through access to Queens NCLive and other service providers. From Queens College home WebPages, students can link to education sites found by Queens library staff. Students use scanners housed in the Computer Lab. Students in methods classes search the INTERNET for activities, lessons, rubrics, advanced organizers, etc. Program information and forms are located on the server "G" drive. Students can submit assignments by e-mail. Completed portfolios are assessed by outside technology specialists from CMS. The division works with local school districts to design workshops for lateral entry and inservice teachers. Lateral entry and veteran CMS teachers may enroll in the graduate Computer for Teachers course at a reduced tuition rate. Technology specialists from CMS serve as advisors for new software purchases. Students use NCLive, WiseOwl, and other electronic resources as an extension of the library holdings. Novice teachers use chat rooms to share concerns with other new teachers. Classroom teachers and technology specialists are adjunct faculty to teach sections of the technology course. This course has a required field in which preservice teachers work with in public school classrooms to integrate technology into instruction.

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

Queens offers lateral entry teachers efficient and practical paths to licensure. Human Resource Departments distribute brochures describing the programs to newly hired teachers. Faculty attend the CMS new teacher orientation each year. Lateral entry students choose from a traditional evening program or a Saturday cohort model. Both programs follow the course of study approved by the state for secondary licensure in biology, English, history, mathematics, social studies and foreign language. Candidates must have an academic major or equivalent in one of these areas. Middle school lateral entry teachers pursue secondary licensure and after successful middle school teaching are dually licensed in secondary and middle. In the evening program, lateral entry teachers are in classes with post-baccalaureate and undergraduate students. Upon completing the five education courses, any general education requirements and content courses (if needed) and passing the PRAXIS II specialty area test, lateral entry teachers receive secondary "A" level license. The evening program appeals to lateral entry teachers who have had some education courses before coming to Queens College. The second path, a Saturday cohort plan, began in fall, 1999. Staff Development at CMS and Queens faculty collaborated to offer a one course a term, Saturday program. Students take four courses in sequence. The rotation of courses offers teachers immediate support. The first course, Secondary Methods, is called the survival course! The final course is the Foundations course. Faculty teaching these courses gear lectures, activities and assignments to be of immediate value to these teachers. District professional development staff addresses computer competencies (the fifth course in the evening program). The Saturday cohort was initially designed to meet the needs of lateral entry teachers in CMS. CMS pays tuition for the first course and the required textbooks; a percentage of tuition is paid for the second course. Student paid for the third and fourth courses. Lateral entry teachers from surrounding counties are members of the cohort. While they receive Queens reduced tuition, waiver of application fees and parking fees, and on site registration, tuition reimbursement from their school districts a personal arrangement. Queens has become an important link between HR departments and the Department of Public Instruction for licensing information. Lateral entry at the elementary level is not common in CMS, yet because of Queens reputation, students in the masters program are hired to teach in CMS as lateral entry teachers before completing the program. Queens strongly supports the student teaching experience, however the reality is lateral entry. MAT faculty adjust assignments for lateral entry teachers so that the work supports their current teaching assignment. CMS and Queens have recently submitted a proposal for federal funding lateral entry teacher training. Presently, Queens has more than 50 secondary and middle school lateral entry teachers enrolled in classes.

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

During the first course in the undergraduate program, students learn about the testing requirement for licensure. They learn about ETS Learning Plus software that is installed on 12 workstations in two computer labs on campus. Learning Plus Manuals are on reserve at the library. Another set of manuals is available in the division office. Students who are unsuccessful on components of PRAXIS I meet with the division academic advisors. Arrangements are made for a tutor if requested by the student. The division has purchased all available test preparation books published by ETS for the content areas in which Queens offers license. They are on reserve in the library. All students have copies of ETS "Tests-At-A-Glance." For PRAXIS II, faculty use case studies in class and open ended response test items to prepare students for the Elementary Education: Content Area Exercises. Several member of the faculty have taken the PRAXIS II. Cases from a case studies book published by Dr. Jackson are used by ETS. Dr. Jackson has been hired by ETS to review new test items. Faculty in the academic areas have copies of "Tests-At-A-Glance" for their respective content specialty areas. Faculty members in areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty use this information to construct different types of test items for their class assessments. The history department has identified strategies to help students who have been unsuccessful on the Social Studies content area exam. An "in-house, hand-written" writing sample is an admission requirement for all MAT students. An education faculty member scores the sample. Students

are informed of weaknesses and suggestions for remediation are provided. Students must demonstrate competency before being allowed to register for another semester. The ability to write clearly helps students on the open-ended portion of their test. Queens College Continuing Education offers courses in successful passing of PRAXIS I and II. Limited funds are available to help undergraduate students pay to retake PRAXIS I components. An anonymous donor has paid the registration and testing fees for needy students taking PRAXIS II. Members of the Future Teachers Club offer advice and workshops in text taking strategies to students before they take the tests. Queens pass rates are above the North Carolina average on PRAXIS II.

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

Queens is dedicated to serve the local community. After tracking requests from the community last year, a new elementary education major and secondary licensure options were added to Hayworth College undergraduate evening program. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. The division holds "Open Houses" for post-baccalaureate students interested in the MAT Program or the Licensure-only Programs in secondary and foreign language. Meeting times for the open houses are advertised in the Charlotte Observer newspaper, on the local Public Broadcasting System and through CMS. Potential students can access the division through the Queens College WebPages. College recruiters meet with the division chair to discuss marketing techniques for the undergraduate programs. Faculty attend Queens Parent Weekends and are regularly asked to visit with students and families on drop in visits. Faculty volunteer for scholarship interviews and freshman honor award judging. Faculty run workshops for incoming freshmen to discuss teaching as a career, to answer questions about the program, and to work with freshman advisors in planning programs. Transfer students meet with the division chair. When faculty from other disciplines visit high schools, they explain the teacher education programs and provide contact material to the division. Education staff follow through with additional information. Queens is part of the Charlotte Consortium. In meetings, members discuss ways of recruiting students into the profession. In addition, Queens has agreements with Central Piedmont Community College (CPCC). Information is available to CPCC students to guide their course choices to allow for smooth transition into the education program. The Future Teachers Club has programs about careers in teaching for the student body. Queens enjoys a reputation for quality service. Many classroom teachers tell traditional and nontraditional potential students to look into Queens. All staff return calls and link potential students with offices that provide accurate information; many telephone inquirers become students. Several Graduate Assistantships are available. The dean has used discretionary funds to pay part of PRAXIS I testing fees for needy students. Finally, the Queens Lateral Entry Cohort Program continues to grow. Queens and Professional Development Staff from CMS work to inform lateral entry hirers about the need to affiliate early with an IHE. Queens program options are limited. Queens content area courses in most areas of secondary licensure are only offered during the day. Yet, the need for teachers is great. Faculty and staff continue to direct future teachers to other IHEs that might accommodate them.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). In order to consider teaching as a career, one must be successful in school, take challenging classes and graduate from high school. Students at Queens are our greatest resource. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. Community service scholars and intern students work in before and after-school programs, in "Communities in Schools," AVID, and other community service projects. Student teachers in (K-6) are placed for three full weeks in an "at-risk" schools in CMS. They not only work with student but also families. The division has had several inquiries

based on this network. Students at Queens invite minority high school students to classes and to see what dorm life is like. As a summer site of Upward Bound, minority students have the opportunity to see what a college looks like. In the division, resources have been made available to all students to help finance retakes of PRAXIS I and PRAXIS II tests. Minority students in the program make special efforts to invite their friends to Future Teacher Club meetings. One of the two college elementary student teacher supervisors is a minority. She represents Queens College in the community and serves on several leadership teams. Faculty have been involved in working with their students on ways to close the achievement gap for minorities. In an effort to attract more minority students, Queens has increased the scholarship money for undergraduate minority students. The financial aid office is aggressive in finding ways for minority students to afford Queens. Potential students are called by Queens Telecounselors (students) who answer questions about college life. 16% of Queens College 2001 freshman class is minority. 15% of lateral entry teachers at queens are minority. Queens employees have reduced tuition for their own children to attend Queens. This incentive combined with loans and scholarships has allowed several students to be the first in their families to attend college.

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

New initiatives for the 2000-2001 school year include introducing the undergraduate elementary education major in Hayworth College. Before this, adults without undergraduate degrees could not complete all requirements for the major in the evening. Now candidates can take all required coursework at night and continue full time employment. Options for secondary licensure are also available for the non-traditional undergraduate. The financial aid office, Hayworth admissions, and academic advisors have discussed ways to inform students about North Carolina incentive scholarships and loans for those pursuing teaching licenses. Queens continues to provide services for private schools and community agencies as well as public schools. An email distribution list of former students was created. When the division is notified of positions in private schools, the information is distributed through the list. Queens students volunteer as helpers at Discovery Place, the hands-on science museum, the Raptor Center, Latta Plantation and summer science camp as part of their field placement hours in the science methods class. A member of Queens serves on the Charlotte Catholic Diocesan School Board. Dr. Degni is a consultant for Language Arts at Gaston County Day School. Dr Eckart is the chair of the Charlotte Consortium Teacher Education Committee. Dr. McGrath is an advisor for the new Charlotte Technical High School. Classroom teachers from public and private schools are invited to the Action Research Symposium.

## I. Brief description of efforts designed to support beginning teachers.

Queens serves more that 50 secondary/middle school lateral entry teachers in two programs. The Saturday program was designed to give students practical survival tools during the first two courses. Because of the high number of lateral entries in CMS, many of their professional need are not met. Members of the division advise students about classroom, administrator, and licensure challenges. Because of the support we offer, former lateral entry students now ask for advice about PRAXIS II strategies and the Performance Based Licensure (PBL) process. Dr. Eckart was asked to give workshops to new teachers in Gaston county about the PBL process. In one of the Phase II courses in the MAT program, faculty help new teachers through the Performance Based Licensure process; in another, faculty guide students' action research. A presentation proposal was submitted to the North Carolina Teacher Education Forum, 2001 so, students might explain how Action Research has aided their growth as professionals. In the undergraduate major, students learn about the PBL process. They practice writing reflective analysis of case studies and of their own classroom teaching. Queens faculty relationship with graduates is close. Continued faculty encouragement is a strength of the programs. Faculty have office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. The division keeps a database of schools where students are employed. Faculty often visit former students' classrooms. Beginning

teachers are invited to be guest lecturers in courses. The division has close relationships with local district personnel departments to clear licenses for beginning teachers. College supervisors visit Queens graduates when they do student teacher observations. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

#### J. Brief description of efforts designed to support career teachers.

During the 200-2001 year, Dr. Eckart undertook the validation of the Career Teacher Assessment Instrument used in Gaston county. Career teacher files at over 18 elementary, middle, and high schools have been analyzed and focus groups of administrators have been convened. By the completion of the process career teachers will receive "Satisfaction with the Process" surveys; data will be analyzed and administrators will be trained in valid assessment procedures using use the instrument. Because of this project, Dr. Eckart will take an active role in professional development for Gaston teachers. Through the Queens CMS Partnership, career teachers, Education Division faculty and CMS Professional Development staff plan topic courses for career teachers' renewal credit. Teachers can also regularly scheduled education classes at no or reduced tuition on a space available bases. National Board Licensed Teachers serve on the division's Teacher Education Committee and do demonstration lessons for preservice teachers. Career teachers teach specific subject area in the secondary methods breakout sessions with Queens faculty, Teachers work with MAT students on research projects. Media and technology specialists assess technology portfolios. Cooperating teachers receive a voucher for one course at Queens for each student teacher supervised. The division has created a Webboard to serve as a forum or chat room where local teachers can communicate about issues in teaching. The Psychology Department has also created a webboard forum for psychology teachers at the secondary level. A member of the Education division works with a member of the psychology department to keep the webboard current. Teachers have the use of Queens Curriculum Resource Center housed in Everett Library. Librarians assist career teachers to locate resources and do research. The CMS system is overwhelmed with the needs of teachers. Classroom teacher and administrators call the division for answers to licensure questions when they cannot get them through CMS. The division members answer questions about licensure from teachers moving into the state, out of the state and from teachers who are seeking endorsements, licensure level changes, or renewing lapsed licenses.

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

Queens Arts and Science faculty observe secondary student teachers to assess content area mastery. Division faculty supervise secondary and elementary student teachers. Faculty continue to volunteer at local public schools as reading buddies, lunch buddies, big sisters and big brothers, and on Senior Exit boards. The foreign language faculty is available for consulting on how to effectively include ESL children in the regular classroom. Bilingual students help members of the Hispanic community enroll children in school, apply for social services, and fill out state and federal forms and job applications. Faculty from Queens Speakers Bureau volunteer their time to present to high school classes and parent-teacher groups about topics of interest. Under the guidance of faculty from the Psychology Department, psychology majors conduct hands-on demonstrations of basic psychology concepts in high school psychology classes. They put on after school programs in anger control and self-esteem. The psychology clubs at Queens College and University of North Carolina at Charlotte provide used psychology textbooks to Charlotte Mecklenburg High School teachers of psychology. Faculty provide support to high school teachers on a regular basis, including giving quest lectures, sharing resources, finding information, sharing research and answering questions. The nursing department regularly offers programs in local elementary, middle and high schools, after-school programs and community centers. The music department invites public school children to free concerts on campus. Members of the department give private lessons. The Music Therapy department conducts private therapy sessions. Staff and faculty run camps for over 500 K-12 students during the summer.

# II. CHARACTERISTICS OF STUDENTS

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

	Full Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
odardik objete u 199 Historiaanse (1991)	White, Not Hispanic Origin	1	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	1	Total	16
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
By an open of the	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
riger the market of the second	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	0	Total	16

	Part Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	1	Total	3
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	34
	Other	0	Other	3
	Total	3	Total	39

B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B- K)	30	0	0
Elementary (K-6)	100	0	0
Middle Grades (6-9)	85	0	0
Secondary (9-12)	95	80	72
Special Subject Areas (k-12)	25	18	14
Exceptional Children (K-12)	15	0	0
Vocational Education (7-12)	5	0	0
Special Service Personnel (K-12)	0	0	0
Other	15	0	0
Total	370	98	86

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

	Baccalaureate	Masters
MEAN PPST-R	NA NA	
MEAN PPST-W	NA NA	
MEAN PPST-M	NA NA	
MEAN CBT-R	329.25	
MEAN CBT-W	324.69	
MEAN CBT-M	324.94	
MEAN GPA	3.09	3.85
MEAN MAT		NA
MEAN GRE		1517.76
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA

## D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B- K)	0	0	0	0	0	0	0	0
Elementary (K-6)	9	4	0	0	19	17	0	0
Middle Grades (6-9)	.0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	1	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	О	0	0	0	0	0
Special Service Personnel	o	0	o	0	0	0	0	0
Total	9	4	1	0	19	17	o	0

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

	1999 - 2000 Student Teach	er Licensure Pass Ra
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	20	100
English	2	*
Social Studies (Comprehensive)	2	
Spanish (K-12)	1	*
School Pass Rate	25	96
PK/PLT	19	100

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

		F	full Time		1960	
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	2	1	0	0	0
U Licensure Only	2	0	0	0	0	0
Masters Degree	0	8	0	0	0	0
G Licensure Only	0	0	0	0	0	0
		P	art Time			
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semester
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	1	0	0	0	0	0
Masters Degree	0	0	4	3	2	0
	0	0	0	0	o	0

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

	2000-2001	Student Teachers	1	Percent Employed
Bachelor's		30	86.7	60.0

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

LEA	Number of Teachers		
Charlotte-Mecklenburg	161		
Union	22		
Gaston	14		
Iredell	10		
Cabarrus	9		

 Satisfaction with 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	3.40	4.00	3.44
preparation for managing the classroom	3.40	3.75	3.22
50eparation for using technology as an instructional tool	3.50	3.50	3.63
preparation for meeting the needs of diverse learners	3.40	3.50	3.33
Preparation in curriculum content and delivery strategies	3.80	3.50	3.57
Number of surveys received	10	4	9
Number of surveys mailed	23	23	23

#### TABLE III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution		
4	0	6		