

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	21	21	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	4	4	2	1
Special Subject Areas (K-12)	6	2	0	0
Exceptional Children (K-12)	2	2	1	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	33	29	3	1
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	14	100
Physical Ed	5	40
School Summary	19	84
* 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 semesters
Baccalaureate degree	23	4		1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			2			
U Licensure Only	2			1		
Comment or Explanation:						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	21	81	76

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Stanly	157
Rowan	75
Cabarrus	54
Charlotte-Mecklenburg	32
Montgomery	26
Davidson	21
Randolph	19
Guilford	18
Forsyth	17
Anson	15

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.86	3.33	3.38
the ability to effectively manage the classroom.	4	3.5	3.5
the ability to use technology to enhance learning.	3.75	3.17	3.38
the ability to address the needs of diverse learners.	3.88	3.33	3.13
the ability to deliver curriculum content through a variety of instructional approaches.	3.88	3.42	3.5
Number of Surveys Received.	8	12	8
Number of Surveys Mailed.	16	16	16

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
5.5	7	3



# **Queens University of Charlotte**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **QUEENS UNIVERSITY OF CHARLOTTE**

2001-2002

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### **Overview of the Institution**

In June 2002 Queens College officially became Queens University of Charlotte. Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. For efficiency in serving the diverse needs of a variety of students, the college is divided into three units serving approximately 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 approximately 675 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 University of Charlotte 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. All 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 for diverse learners. Case studies are used to promote problem solving and critical thinking skills. Students in the Master of Arts in Teaching develop as reflective practitioners, diagnostic educators and teacher researchers. A culminating activity of the MAT is the completion of 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 (CMS) through the 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. More than half of the students involved in this program request to begin their teaching in Equity Plus Schools. Queens established a strong support system with CMS to train lateral entry teachers, to clear up licensure problems for practicing teachers, and to assist classroom teachers to increase their knowledge base. In fall 1999, Queens began a unique Saturday cohort program for lateral entry secondary teachers. More than 50 lateral entry teachers are currently in this program. Queens 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 two phase, 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 "A" level license; then, as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching and "M" level license. There are 79 students enrolled in the MAT. In summer 2001 a major in elementary education was established in Hayworth College. 11 students are enrolled in this undergraduate program. Several are teaching assistants in CMS. They receive reduced tuition.

## **Program Areas and Levels Offered**

Queens University of Charlotte 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 University of Charlotte 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. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)**

Queens University of Charlotte, Union, Gaston and Mecklenburg School Districts collaborate on North Carolina technology requirements for lateral entry teachers. Lateral entry teachers enrolled in the cohort fulfill Queens' technology requirement in their program of study by attending Technology workshops in their district. Member of CMS are hired to review technology portfolios. A classroom teacher from Iredell county taught EDUC 270/514 during the summer 2001 term. Members of CMS worked with Queens' staff to design a licensure program for lateral entry teachers to be offered on site at Equity Plus Schools. English department faculty has given presentations on Emily Dickinson and on the Harlem Renaissance at high schools in Mecklenburg and Iredell county. Music faculty and music therapy majors continued to work with hearing-impaired classes in CMS. Nursing faculty and students continue to work 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 University of Charlotte 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. These 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. Two former principals at schools with high "at risk" populations are university supervisors for Queens. These former principals have secondary and elementary licensure. 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 teaches in the Lateral Entry program. National Board Licensed and other well-qualified teachers and CMS administrators and staff are guest lecturers in regular courses. 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. Queens former president Wireman and Dean Darrel Miller, students and Queens faculty are involved in the CMS Leadership and Global Economics Magnets at Olympic and Garringer High Schools, Eastway and Kennedy Middle Schools and Winding Springs and Beverly Woods Elementary Schools.

### **List of Schools with whom the Institution has collaborative activities.**

Lateral Entry Collaboration: Union County, Gaston County, and Mecklenburg County. Charlotte Mecklenburg Schools Leadership in Global Economics Magnet: Olympic High School, Garringer High School, Eastway Middle School, Kennedy Middle School, Winding Springs Elementary School, Beverly Woods Elementary School. Professional Development Partnership Myers Park Traditional Elementary School. All CMS employees receive reduced tuition for education classes. Member of Myers Park school

pay no tuition for education classes. Application fee is waived for all candidates pursuing teaching licensure.

**B. Brief Summary of faculty service to the public schools.**

Queens Arts and Science faculty observe secondary student teachers to assess content area mastery. Division faculty supervises 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 volunteers 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 guest 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.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

Queens serves more than 100 secondary/middle school lateral entry teachers. 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 needs are not met. Members of the division advise students about classroom, administrative, 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. Workshops were given to prepare teachers for the PBL. One faculty member was trained as a PBL assessor. Workshops are offered before PRAXIS II to train students on the rubric used to assess the constructed response essay. Material is taken from the support materials offered by ETS. MAT students embark on action research projects, complete them and present them to their own school staff. Queens' faculty relationship with graduates is close. Continued faculty encouragement is a strength of the programs. Faculty has 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 visits 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.

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

Queens continues to support alternative paths to licensure. Faculty attends the CMS new teacher orientation each year. Lateral entry students choose from a traditional evening program or a Saturday cohort model. In fall 2002, a new cohort program will be established for teachers working at Equity Plus schools. All programs follow the course of study approved by the state for secondary licensure in biology, English, history, mathematics, social studies and foreign language. Before completing the program, candidates 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 University of Charlotte. 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 offers tuition incentives for these students. Lateral entry teachers from surrounding counties are also 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. In the new cohort program for Equity Plus teachers, the cohort class will be offered on site and as an incentive for these teachers, all tuition will be reimbursed. Queens is an important link between HR departments and the Department of Public Instruction for licensing information. Queens strongly supports the student teaching experience, however the reality is lateral entry. MAT faculty adjusts assignments for lateral entry teachers so that the work supports their current teaching assignment. Presently, Queens has more than 100 secondary and middle school lateral entry teachers enrolled in classes.

**E. Brief description of unit/institutional programs designed to support career teachers.**

During the 2001-2002 year, CMS requested Queens to explore creating an M. Ed. Program to be offered as an incentive to teachers in Equity Plus Schools. The request for temporary authorization has been filed with DPI. If the visiting team approves, Queens is prepared to offer the program as a cohort model on site to Equity Plus teachers. Dr. Eckart completed the validation of the Career Teacher Assessment Instrument used in Gaston County. She offered five workshops to career teachers and administrators in Gaston County to retrain them on the instrument. 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. Classroom teachers team-teach with faculty in several lateral entry courses. Cooperating teachers receive a voucher for one course at Queens for each student teacher supervised. 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.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Queens' students are placed in the Charlotte Mecklenburg School System (CMS), the largest system in the state. Students do field placements and student teaching in several Equity Plus 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 100 hour field experience. Many work in the summer CMS Literacy Program to bring children to grade level. In the restructured program, students are required to design and implement action research projects. Students have researched using color transparencies to aid penmanship, project simulations in middle school science, prompts in writing, use of warm up problem activities in middle school math, pattern recognition for a special needs 5th grader, and using contracts to motivate

students and increase self accountability. 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. In 2001-2002 school year the 6th grade math team from Eastway, an Equity Plus middle school in CMS, came to campus for 3 all day workshops to work on improving students EOG scores. Students in the Math methods course worked at Eastway with the math team, after school at Eastway, and at the Eastway Saturday School during the spring term. A member of the Queens faculty worked with students at Eastway who scored 1 and 2 on the math EOG before the retest. Our novice teachers need to experience environments where children are successful on objective assessments without regard to socioeconomic class. Funds for the teacher workshops and money to pay substitutes were provided through the Duke Energy Grant. 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 University of Charlotte students with community service scholarships tutor needy children academics in in-school and after school programs. Students are also part of the CMS Advancement Via Individual Determination (AVID) program where they work with middle achieving students at the middle and high school level. After training, they serve as tutors in the schools and role models of successful college students.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

The division is assisting Eastway Middle School to close the achievement gap in mathematics at the 6th grade level. A percent of money from the Duke Foundation given to the division has been reserved for this effort. Workshop held at Queens, were designed for the 6th grade team on analyzing EOG practice test results, creating lessons, using manipulatives and ideas from the INTERNET. A member of the division taught demonstration lessons at Eastway, met with the teachers during planning periods, and worked with her students before assigning them to Eastway to fulfill their field assignments for the Math Methods course. During the next year these efforts will continue. In addition the 6th grade team will explore a Math Club and a Family Fun Math Night. The children at this Equity Plus School might be considered at risk because of their socio-economic class and the fact that many are ESL, but our Queens students were inspired by their motivation to learn and to succeed.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Queens has become a center for Lateral Entry Teachers. We are supportive of the regional center and CMS. We have two cohort programs for lateral entry teachers, one of which is on site in an Equity Plus School. Lateral entry teachers can choose from the cohort program or select our evening program. During the summer 2002 term more than 60 lateral entry teachers were enrolled in multiple sections of a technology course. As an incentive for career teachers, we have begun plans for an M.Ed. program in Literacy to be offered as a cohort model at an Equity Plus School. We have cleared the path for a number of quality lateral entry teachers.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional 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 offer a free workshop on taking the test, the Saturday before each PRAXIS II for students taking the Elementary Education specialty area test. Faculties 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 uses this information to construct different types of test items for their class assessments. 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 restricted response portion of the PRAXIS II. Queens University of Charlotte 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.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Queens is dedicated to serve the local community. A strong network has been established between the H.R. department of CMS, the largest school district in the state, and Queens. The H.R. department sends candidates for lateral entry to Queens where their transcripts are evaluated free of charge. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. We believe that if lateral entry teachers are hired, they need to be well trained and Queens will do it. We do however, continue to enforce our standards, therefore several lateral entry students have failed the first course in the program and are no longer affiliated with Queens. In order to recruit non-lateral teachers, 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 University of Charlotte WebPages. College recruiters meet with the division chair to discuss marketing techniques for the undergraduate programs. Faculty attends Queens Parent Weekends and is regularly asked to visit with students and families on drop in visits. Faculty volunteers 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 follows 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. Queens enjoys a reputation for quality service. Many classroom teachers tell traditional and non-traditional potential students to look into Queens. Staff returns calls promptly 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. If Queens cannot assist a potential teacher, faculty and staff direct them to other IHEs that might accommodate them.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Blacks account for 15 % of enrollment in teacher preparation programs at Queens; 10% are Hispanic and other. 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 K12 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 tests I and II. One of the two college elementary student teacher supervisors is a minority. She represents Queens University of Charlotte 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 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. Queens's 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.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

New initiatives for the 2001-2002 school year include a stronger working relationship with CMS, Gaston and Union counties to provide programs of study leading to licensure for lateral entry teachers. Queens also works with the regional center to assist lateral entry teachers to pursue requirements for licensure in an efficient and expedient manner. Queens does not charge to analyze transcripts and if we cannot help a candidate we try to find a program that will. Queens, under the leadership of former president Wireman and Dean Darrel Miller is taking a leadership role in a Global Education and Leadership Magnet thrust in two high schools, four middle schools and five elementary schools in CMS. Dr. Wireman is chair of the initiative that brings business leaders, CMS administrators, and IHE faculty together to suggest curriculum, activities, and outcomes for these magnet schools. A new staff position was funded in Hayworth to handle the high number of candidates interested in teaching and advised by CMS, and/or the regional center, that Queens cares for the individual within the framework of strongly recognized quality programs. Queens' dedication to provide CMS with well-trained teachers cannot be questioned

## 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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	4
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Total	0	Total	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	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	2
	Other	0	Other	0
	Total	1	Total	2

**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
Pre-kindergarten (B-K)	30	0	0
Elementary (K-6)	200	120	99
Middle Grades (6-9)	80	0	0
Secondary (9-12)	120	120	90
Special Subject Areas (k-12)	25	18	14
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	5	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	450	270	205

Comment or Explanation: Queens does not have a middle school program. Students pursue secondary licensure in Biology, Mathematics, Social Studies/History, English or Foreign Language (Spanish/French) Even lateral entry teachers in middle schools must take the PRAXIS II specialty area exams at the secondary level. We believe that these students have a higher degree of content mastery because of this arrangement. Queens meets the licensure needs of lateral teachers in flexible programs in the evenings, on Saturdays, and on campus and for the fall 2002 term, on site in CMS schools. To view Queens' productivity in terms of program completers is misleading. Program completers are defined as those who complete student teaching. Lateral entry teachers do not student teach. Thus Queens significant contribution to prepare teachers in CMS might be overlooked.

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

	Baccalaureate
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	328
MEAN GPA	2.97
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	2	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	2	2	1	1
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	4	4	1	1
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	25	96
English	1	*
School Summary	26	96
* 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 semesters
Baccalaureate degree	0	4	0	0	0	0
U Licensure Only	0	0	0	0	0	0
	Part Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	8	6	0	0	0	0



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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	27	100	82

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Charlotte-Mecklenburg	151
Union	20
Iredell-Statesville	9
Cabarrus	8
Gaston	8
Cumberland	3
Mooreville City	3
New Hanover	3
Forsyth	2
Henderson	2

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.83	3.33	4
the ability to effectively manage the classroom.	3.33	2.71	3.5
the ability to use technology to enhance learning.	3.5	3	3.88
the ability to address the needs of diverse learners.	3.5	2.71	3.63
the ability to deliver curriculum content through a variety of instructional approaches.	3.83	3	3.88
Number of Surveys Received.	6	7	8
Number of Surveys Mailed.	22	22	22



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

# **IHE Graduate Performance Report**

## **QUEENS UNIVERSITY OF CHARLOTTE**

2001-2002

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### **Overview of Master's Program**

The Master of Arts in Teaching program at Queens allows non traditional students to pursue teaching licensure in elementary education in a two phase model. In order to be admitted to program students must reach cut scores on the GRE. At the end of Phase I, all competencies for 'A' level licensure are met in 30 credit hours. The 9 credit hour Internship completes Phase I. While we support students experiencing the internship, most MAT program candidates are hired in CMS without the internship. After teaching for a period of time, candidates begin Phase II. During this portion of the program students are focussed on understanding the role of research to professional growth, doing their own action research, becoming reflective practitioners and becoming more aware and knowledgeable of the diversity that they are encountering in their classrooms. At the end of Phase II candidates receive the MAT degree and apply for 'M' level licensure. The program emphasizes the teacher as a diagnostician, who is aware of resources, usually retrieved from the internet, to assist in modifying instruction to allow students to thrive.

### **Special Features of Master's Program**

Most students in the masters program are employed in Charlotte businesses. While they are successful in their current careers, they are not satisfied. They consider teaching a vocation. Most of them take significant pay cuts to become teachers. The program at Queens is intimate. This is what our students seek.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
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	8
	Other	0	Other	0
	Total	0	Total	8
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
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
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	21
	Other	0	Other	3
	Total	0	Total	24
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
	Other	0	Other	0
	Total	0	Total	0

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

	<b>Masters</b>
MEAN GPA	3.81
MEAN MAT	NA
MEAN GRE	1522
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

**C. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	9	7	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	9	7	0	0
Comment or Explanation:				

**D. Scores of program completers on professional and content area examinations.**

<b>Specialty Area/Professional Knowledge</b>	<b>2000 - 2001 Program Completers Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	17	100
School Summary	17	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Satisfaction with...	Program Completers	Employer
the quality of the Graduate Program.	4	3.33
the ability to connect subject matter and learner's needs.	4	3.33
the ability to implement research-based approaches in the education profession.	3.67	3.33
the ability to assume leadership roles in school and the education profession.	3.67	3
the ability to facilitate learning for diverse students	3.67	2.67
the ability to engage in continuous professional development.	3.67	3.33
Number of Surveys Received.	6	3
Number of Surveys Mailed.	15	15



# **St. Andrews Presbyterian College**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **ST. ANDREWS PRESBYTERIAN COLLEGE**

2001-2002

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### **Overview of the Institution**

St. Andrews Presbyterian College in Laurinburg, North Carolina is a four-year, church related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college and Presbyterian Junior College. The 600 acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students from diverse national, ethnic and socio-economic backgrounds. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges. The College offers fourteen departmental majors and six interdisciplinary majors on the Laurinburg campus. In addition to the established majors and pre-professional programs, the curriculum offers experiential and service learning through internships, guided independent study, interdisciplinary courses and international travel/study opportunities. Through its integrated core curriculum, the College seeks to graduate informed, articulate individuals, able to live and work productively in an expanding global community. St. Andrews also offers evening and weekend classes leading to a bachelor's degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a bachelor's degree, an Associates degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. St. Andrews is one of only 40 colleges in the country featured in the book *Colleges that Change Lives* by Loren Pope, profiling colleges that provide a rich environment for learning, empowers young people and develops them into winners.

### **Special Characteristics**

The St. Andrews teacher education program prepares Learner-Directed Proactive Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. There are three full-time faculty members in the Department of Education; the department chairperson, the coordinator for the Elementary Education program and the coordinator for student teaching. The coordinator for the Physical Education, K-12 licensure program teaches content courses in the Exercise Science and Sport Program and the methods courses for Physical Education. The coordinator for the Physical Education, K-12 program serves as the chair for the Interdisciplinary Program of Exercise Science and Sport Program. The Department of Education also has support from in-service teachers in the region who teach part-time at the College and serve as consultants for the teacher education program. The Department also offers a degree completion/licensure-only program, offering evening and weekend classes on the campus of Sandhills Community College. The program is administered by the Department of Education on the main campus in Laurinburg. The Department of Education Chair is serves as the program coordinator for the Education program at Sandhills and serves as the primary advisor for students moving through the program. In addition to teaching professional education courses on the main campus in Laurinburg, all full-time faculty in the Department of Education teach courses on the Sandhills campus. Faculty from the main campus supervise St. Andrews, Sandhills Campus student teachers. All teacher education majors complete a series of early field-based experiences in classroom settings that combine extended periods of time for observation with opportunities for tutoring and teaching. Student teachers complete two teaching placements during a full semester of student teaching. Elementary Education majors complete a primary grade (K-2) placement and an upper elementary classroom (3-6) placement. Physical Education



majors also complete two placements, selecting teaching experiences at two of the following levels: elementary, middle school or high school.

## **Program Areas and Levels Offered**

St. Andrews Presbyterian College offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12.

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

Faculty in the Department of Education are committed to supporting local school districts and the community in a variety of ways. A Teacher Education Advisory Council was created this year to encourage dialogue and collaboration with area school districts. The meetings brought together ILP Coordinators, Staff Development and Personnel Directors to examine the design of the curriculum, support for teachers in the field, and strategies for collaboration. One significant result was the partnership on a grant project that is described in section H. St. Andrews is proud to be a school-business partner with Washington Park Elementary School. During the year students were placed as tutors in the classroom, and the Athletic Department's "Bite with a Knight" program encourages students to study hard with their sights set on a college education. Washington Park faculty serve as cooperating teachers for early field experiences and student teachers and make recommendations for program improvement. The Education Department Chairperson was appointed to serve on the steering committee for the Scotland County School Community/Business Partnership Program. The Department was active in educational outreach programs. For example, the Coordinator for Student Teaching initiated and directed a Vietnam Memorial Exhibit and education program on campus. Over 2,000 children from area school districts visited the campus to participate in the program. The Elementary Education Coordinator presented an orientation for Kindergarten parents on strategies for school success. She also served as consultant for parent-teacher conferences on IEP/504 Plans and conducted diagnostic reading tests for Family Services. In Physical Education, the coordinator for the program supported field day activities conducted during the spring in area schools, assisted by Physical Education majors from the College. Physical Educators in Scotland County co-teach specialty area courses in the major. ESS 218: Skills Analysis: Gymnastics and Dance is taught by a middle school physical educator and college faculty. In ESS 217: Skills Analysis: Swimming, pre-service teachers work with an elementary school physical educator teaching Scotland County fourth graders to swim. Graduates have returned to campus as guest lecturers and invite current students to visit their classrooms. Faculty frequently present at workshops and conferences for teachers and parent groups. For example, the Elementary Education Coordinator presented workshops for parents in the community on strategies for helping with homework and encourage reading. The Department Chairperson presented a workshop on current trends in Social Studies for faculty at the Episcopal Day School in Moore County. The Student Teaching Coordinator presented a workshop for a group of Moore County teachers on using Cuesenaire Rods and Geoboards in the classroom. He also serves on the Scotland County School Strategic Planning Task Force, the Smart Start Task Force, and the Advisory Board for the Partnership for Children as well as serving as the College's representative on the Scotland County Youth Task Force. In-service and retired teachers, specialists and administrators serve as adjunct faculty and assist with the design of the curriculum.

### **List of Schools with whom the Institution has collaborative activities.**

No Information Available

## **B. Brief Summary of faculty service to the public schools.**

Faculty and administrators across the college also volunteer to serve local school districts, volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. To celebrate Read Across America, St. Andrews librarians volunteered to read to children at Wagram Primary School. A political science professor worked with a teacher at Scotland High School to review student essays and mentored international students participating in a cultural exchange with Hollbrook Elementary at Ft. Bragg. Coaches have served as proctors for End-of-Grade testing. Faculty and students in the Art Department judged art contests in Scotland County Elementary Schools. The Communications Department videotapes the Scotland County School Board meetings for broadcast on the local cable access channel. The new Singletary Therapeutic Riding Center opened in the spring 2001 has expanded opportunities for the College to serve disabled students in the community. The center is home to the St. Andrews Ride-Like-A-Knight program. Local schools identify students for the program, transport the children to the Center where the therapeutic riding specialists use horses to bring cognitive, physical, emotional and social benefit to individuals with disabilities. Due to our location in a rural area, K-12 students in local schools frequently take advantage of the electronic research tools available through the College's library. Faculty and staff serve on the board of the Future Problem Solvers an organization that challenges students in grades 4-12 to develop their creative problem solving skills. St. Andrews hosted the 15th Annual Future Problems Solvers Quiz Bowl for teams from schools in North Carolina and South Carolina in April 2001. Faculty and students served as judges/scorers for the event. Twice a month special needs middle school students are guests at the College attending special programs, visiting exhibits, and exploring the campus. The Scottish Heritage Center located in the college library offers programs for school children. Athletes tutor in schools across Scotland County, and do volunteer work supporting public school athletic teams. Faculty and staff volunteer in their children's classrooms as well as assisting with school programs such as the PTA, Band Boosters, the middle school Dance Company, and the Scotland County/Oban, Scotland Student Exchange Program.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

St. Andrews has a unique opportunity of offer support for beginning teacher in the Sandhills region. Many of the students in the program have roots in southeastern North Carolina and remain in the area to teach. The Director of Student Teaching works with first year teachers who have completed program requirements at St. Andrews; visiting classes, observing and providing support. The Department of Education also responds to requests from area school districts to support beginning teachers who completed teacher education requirements at other colleges. For example, in response to requests by public school personnel directors and beginning teachers in the region, the Department offered Praxis II workshops during the report year for in-service teachers preparing to take the licensure exams, many for the second or third time. The workshops targeted teachers seeking licensure in Elementary Education. The workshops provided test-taking strategies, suggestions for studying for the exam, and a review of concepts covered on the test. Test preparation materials for all Praxis II tests are available through the teacher education curriculum lab and faculty are available to meet with beginning teachers and lateral entry teachers preparing for the tests. Review sessions conducted during the Student Teaching Senior Seminar are also open to beginning teachers preparing for the exam. Faculty have also conducted demonstration lessons in classrooms of beginning teachers on topics ranging from the use of manipulatives in math to the integration of technology in the classroom. The Department Chairperson presented a technology-based social studies lesson for a first-year teacher, assisted by pre-service teachers enrolled in the social studies methods course. She also coordinated a Zero Population Growth Workshop on the Sandhills Campus for recent graduates of the program teaching in the area, lateral entry teachers enrolled in the program as well as pre-service teachers enrolled at the College. The Coordinator for Student Teaching serves as an ILP consultant for the Richmond County Schools. The Elementary Education Coordinator served as an assessor in the Sandhills region for the Performance-Based Licensure "Products" (portfolio) submitted by second year teachers in June 2001.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Lateral entry teachers contacting the college are directed to the enroll in the St. Andrews, Sandhills Campus Program where the department offers an evening and weekend program leading to a degree/licensure in Elementary Education. The College appointed a full-time director for the Sandhills Campus Program, beginning fall 2000, who works closely with the Chair of the Department of Education to serve the lateral entry teachers. The Sandhills Director disseminates information about the program, answers questions about program requirements, and meets weekly with the Education Chairperson to review student records. The director at Sandhills is often the first point of contact for lateral entry teachers seeking information about the program. Classes at the Sandhills Campus are scheduled to accommodate the needs of working adults who are unable to pursue a day program and the College charges a reduced tuition for students enrolled in continuing education programs. The Sandhills Elementary Education Program offers a full schedule of required courses over three semesters (Fall, Spring, and Summer). A transcript evaluation is conducted by the department chair for the purpose of preparing a program of study for lateral entry teachers. The program coordinator works with the lateral entry teacher to create a timetable for completing the required courses as defined by the program of study. In addition, the brochure outlining the Department of Education's policies and procedures for working with lateral entry teachers is distributed to personnel directors in school districts surrounding the Sandhills campus. The Department maintains a close working relationship with the county coordinators for initially licensed teachers to better serve lateral entry teachers. The Teacher Education Advisory Council (described in section A) examined strategies for serving lateral entry in the region and support available from the teacher education faculty. Faculty have provided support of lateral entry teachers by visiting classrooms, providing instructional materials and assistance in the development of instructional activities for the classroom. The Department Chairperson and the Coordinator for Elementary Education have presented demonstration lessons in the classrooms of lateral entry teachers in Scotland County and Moore County. Lateral entry teachers have also been willing allow faculty to use their classrooms for teaching labs. Students enrolled in a methods course have accompanied faculty for visits to lateral entry classrooms. The faculty member, lateral entry teacher and pre-service methods students work together with the children in the classroom to present a lesson providing a real world teaching lab to prepare teachers. Lateral entry teachers enrolled at St. Andrews and completing requirements at other colleges use the Praxis study materials available through the Teacher Education Curriculum Lab.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

During the report year, St. Andrews adopted a new general education program that will provide opportunities for the Department of Education to expand its course offerings. The new course designs will offer topics of interest for career teachers enrolling in courses for the purpose of license renewal. Under the category of Creative Arts, the Department has proposed a Multicultural Children's Literature course and Children's Theater course as elective options. St. Andrews has served as the site for the North Carolina Teacher Academy, where teachers from across the state address educational issues facing schools today. Local teachers are encouraged to participate in programs offered by the College such as the Writer's Forum and attend special events on campus. The teacher education curriculum lab is a resource center on campus open to career teachers preparing for instruction. The College facilities (computer labs, science labs, the Scottish Heritage Center, and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. One of the recommendations of the Advisory Council (described in section A) is the development of a resource guide for area school systems listing programs and human resources available at the College to assist the classroom teacher. Teachers serving as cooperating teachers have an opportunity to assist in the evaluation of the student teaching program and make recommendations for program improvement. Outstanding career teachers are invited to speak to pre-service teachers to share their "real-world" experiences and provide strong models for good teaching. Faculty provide support for teachers preparing for National Board Certification. For example, the Communications Department has provided assistance in the preparation of a teacher's classroom video to be submitted to the National Board for review. The Elementary Education Coordinator directed the organization of a local chapter of the Reading Association for teachers in Montgomery County. Faculty serve as speakers for seminars and professional meetings attended by beginning and career

teachers. For example, the Elementary Education Coordinator spoke to teacher trainers at a meeting conducted by North Carolina Public Television. The Department Chairperson and the Elementary Coordinator shared the podium at regional and state reading conferences examining the Rhythm of Reading.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The teacher education program is committed to supporting local schools in their efforts to support children performing below grade level. Pre-service teachers serve as tutors at local schools working with at-risk children. Students enrolled in EDU 336/338: Reading and Language Arts and EDU 342: Math in the Elementary School assist teachers working with small groups and individuals through fifteen hour field experiences in each course. Physical Education majors enrolled in EDU 322: Reading and Writing in the Content Area worked with a lateral entry teacher at Scotland High School to serve children in the exceptional education program. The Elementary Education Coordinator presented an after-school workshop for at-risk students in grades 5-12. The program focused on multiple intelligence strategies. Student-athletes at St. Andrews participate in service projects that place them in local schools to tutor children performing below grade level. St. Andrews participates in the "America Reads" program and scholarship programs requiring public service placing students from the College in schools to tutor children performing below grade level.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

The teacher education program has been a significant component of the local efforts to "Close the Gap." Members of the Education Department have participated in local workshops on combined efforts of the entire community to assist with "Closing the Gap." Education, higher education, business, industry, social services, and service organizations have all been involved in these discussions and efforts. During the reporting year, 2001-2002, no school in the local school system was identified as a "Low Performing" school. However, a couple of schools were identified as priority schools. In discussions with the local school administration, field experiences and hands-on opportunities were provided our teacher education candidates to work with students in these schools. Major details of the interaction and efforts to assist are more fully discussed in Section F. Significant efforts are made in all classes to keep the students advised of changes and revisions in the state education process. The methods classes devote sections of instruction and skill related activities on how to assist students in being successful on the EOG assessments. Efforts are made to keep the students aware of changes that are taking place in the areas of content, skills, and dispositions and how it relates to the revised Standards and Indicators both in Elementary Education and Physical Education. There will be considerable discussion, interaction, and instruction on the revisions made by the SBE on March 7, 2002.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

During the past year, the Education Department has sponsored two major programs for pre-service teachers, beginning teachers, and experienced teachers on the local and regional level. The first was an all-day workshop on the "4-Block" Reading Program. Nearly 50 individuals were involved in this experience. The second event was a "Project Wild" workshop. This all-day event featured principles of teaching in the school yard environment. 35 pre-service teachers/students, beginning teachers, and career teachers of Scotland County attended this program. The classroom resource guide for area school systems was up-dated with the past year's information on faculty and staff members who are willing to provide a variety of programs and human resources available at the College to assist the classroom teacher. A member of the Department of Education served as a consultant to a local teacher who needed assistance with the revision of her PBL product. One highlight of the year was the establishment of luncheon dialogue sessions between members of the Department of Education and the Administrative Staff of the Scotland County Schools. Two were held on campus, and one was held at Scotland County School office. A fourth luncheon had to be postponed due to a schedule conflict.

One of the significant outcomes of these sessions was the commitment on the part of the Department of Education that students in the EDUC 337- Language Arts in the Elementary School serve as classroom tutors to assist in preparation for the State Writing Test in a low performing school. Plans for the coming year to involve EDUC 342- Math in the Elementary School and EDUC 339 - Social Studies in the Elementary School students was recommended to be involved in a similar tutoring experience.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The Department of Education designed a model for preparing students to satisfy testing requirements for admission to teacher education and for licensure. Students entering the program are encouraged to participate in the workshops offered by the Department to prepare students for the PPST. The department has assigned individual faculty to serve as coordinators for each of the three PPST exams (reading, writing and math). The coordinator for each exam is responsible for preparing support materials and conducting the scheduled workshop. Packets of materials for students include sample test questions and test-taking strategies. Workshops are offered during the fall and spring semesters on the main campus in Laurinburg and on the St. Andrews, Sandhills Campus. Test preparation for the PPST is also integrated into EDU 246: Education, Culture and Society, the beginning course for all education majors. If a student is unsuccessful on one or more of the exams, he/she is directed to the faculty coordinator for that particular test for additional help. Faculty provide one-on-one help sessions for students who must repeat a test. To review math vocabulary and operations, students are encouraged to enroll in a self-paced course offered by the Math Department. Notices advertising the Praxis I workshops have attracted area community college students planning to transfer to the four-year teacher education program at St. Andrews. Preparation for Praxis II licensure exams occur throughout the program. Faculty design assignments, test questions, and/or writing prompts across methods courses that model the Praxis II exam questions/prompts. Test strategies and topic reviews are integrated into EDU 425: Student Teaching Senior Seminar.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Department of Education is committed to encouraging student to enter the teaching profession, particularly recruiting students with roots in the Sandhills, an area of state facing a serious teacher shortage. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the department with an opportunity to recruit students enrolled in college transfer programs. The placement of a full-time director on the Sandhills campus has resulted in increased interest in the program. She is accessible throughout the day and evening to talk with perspective students about St. Andrews. The new director has also expanded our marketing efforts by visiting other community colleges in the region and increased advertisement efforts at appropriate times during the year. We work closely with community college students as they select college transfer courses to meet teacher education requirements. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The evening and weekend program, St. Andrews, Sandhills Campus Program, has attracted many teacher assistants to complete degree requirements for licensure. On the main campus in Laurinburg, the Office of Admissions conducted a series of meetings with the Department Chairperson to become familiar with teacher education program requirements. This has enabled Admission Counselors to respond directing to the most frequently asked questions by parents and perspective students about teacher education at St. Andrews. The Office of Admissions also conducts recruiting efforts when groups such as the Carolina Future Problem Solvers Quiz Bowl teams or the Teacher Academy spend time on campus. A college tour of high school guidance counselors visited St. Andrews providing an additional opportunity to highlight the teacher education program.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

The department is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community colleges previously described offer an opportunity to recruit a diverse student body. St. Andrews is located in a region of the state that provides opportunities to draw on diverse population. The department is committed to encouraging minority students to enter the teaching profession. St. Andrews annually hosts a conference of African-American Presbyterian Churches. The conference brings African-American Presbyterian church leaders to the campus and includes the participation of middle school and high school students. In conjunction with the Office of Admissions, the Department of Education has an opportunity to talk with conference participants about our program and distribute information about the teacher education program.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The Teacher Education Advisory Committee was developed for the purpose of increasing collaboration between the teacher education program and area school districts. One significant outcome of the meetings was the opportunity to work with Montgomery County on a grant proposal that has received funding. The Community Learning Centers grant, Project CLASS (Community Learning Activities in a Safe Setting) was awarded \$2,148,313.00 (over three years, beginning July 1, 2001). A teacher education faculty member from St. Andrews will serve on the CLASS Advisory Committee. The goal of the project is to establish after-school community learning centers to provide safe, nurturing, and inviting environment in which students and adults may gain knowledge, skills, and attitudes to enhance their intellectual, social and physical well-being. Learning centers will be established at two middle schools and another eight schools in the district will serve as satellite sites. The teacher education faculty will provide staff development workshops on a variety of topics for teachers, parents, and community members. An estimated 2,500 persons are expected to participate in the activities provided by Project CLASS, including students from every school in the district plus teachers, parents, and community members. Other partnership agencies participating in Project CLASS include FirstHealth of the Carolinas, Sandhills Mental Health Center, University of North Carolina, Montgomery Community College, Montgomery Community Resource Team, the Montgomery Department of Health, Montgomery Partnership for Children, Students Supporting Students and Crisis Council.

## 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
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	26
	Other	0	Other	0
	Total	4	Total	27
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	2
	Other	0	Other	0
	Total	0	Total	2
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	4
	Other	0	Other	0
	Total	0	Total	4
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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	30
	Other	0	Other	0
	Total	0	Total	32



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

<b>Program Area</b>	<b>Number of Requesting Program of Study Leading to Licensure</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Pre-kindergarten (B-K)			
Elementary (K-6)	20	13	8
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (k-12)	3	1	1
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
<b>Total</b>	<b>23</b>	<b>14</b>	<b>9</b>
<b>Comment or Explanation:</b>			

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

	<b>Baccalaureate</b>
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	323
MEAN CBT-W	317
MEAN CBT-M	324
MEAN GPA	3.59
<b>Comment or Explanation:</b>	



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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	14	0	3	3
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	3	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	17	0	3	3
Comment or Explanation:				
Five of the six program completers listed in the UNDERGRADUATE LICENSURE ONLY category in this chart are lateral entry teachers who completed program requirements during the report year.				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	12	92
School Summary	12	92
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1	7	1	2		
U Licensure Only		1				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						1
U Licensure Only	2		1	1	1	
Comment or Explanation:						

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

<b>2000-2001</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	14	93	79

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 - 2002**

<b>LEA</b>	<b>Number of Teachers</b>
Scotland	45
Moore	39
Richmond	25
Charlotte-Mecklenburg	19
Wake	19
Montgomery	16
Lee	15
Robeson	11
Cumberland	10
Guilford	8

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
the quality of the teacher education program.	3	2.75	3.2
the ability to effectively manage the classroom.	3.25	2.5	2.6
the ability to use technology to enhance learning.	3.25	3	3.4
the ability to address the needs of diverse learners.	3	2.25	2.8
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	2.5	3
Number of Surveys Received.	4	4	5
Number of Surveys Mailed.	11	11	11

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
3	1	5



# **Saint Augustine's College**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **ST. AUGUSTINE'S COLLEGE**

2001-2002

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### **Overview of the Institution**

St. Augustine's College is an Episcopal church-related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church; part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves. The College prepares students for graduate and professional experiences through the Divisions of Business; Education; Liberal and Interdisciplinary Studies; Natural Sciences and Mathematics and Allied Health; Urban, Social, and International Studies. Additionally, the Division of Military Science oversees the College's notable Army Reserve Officer's Training Corps (ROTC) program. St. Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 36 academic disciplines within its five academic divisions. St. Augustine's College is committed to the needs of the community. The College houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20) respectively. Accredited by the Southern Association of Colleges and Schools, the Department of Education is also accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction.

### **Special Characteristics**

The teacher education program is committed to the preparation of "Teachers as Mentors." Faculty members mentor prospective teachers as they guide student through the learning process while serving as role models. Other key processes and outcomes that help distinguish the Saint Augustine teacher are the development of strong knowledge of the content area, the development of a comprehensive ability to communicate, teaching effectiveness, knowledge of the learning process, planning skills, the ability to evaluate and use evaluation effectively, and experiential learning. Through a small but strong nurturing experience both our traditional and non-traditional students demonstrate the ability to significantly impact student learning upon completion of the program. Evidence is reflected in that six program completers have earned teacher of the year awards in their school during the past three years. The teacher education program, which attracted a highly diverse population of non-traditional students for licensure only and lateral entry persons seeking quality preparation in a flexible program. Evening and weekend courses are offered using a 10-week accelerated program called Second Chance. These students have the benefit of being mentored by highly qualified, dedicated faculty and staff in the department of education. The Alternative Teacher Education Program is totally inclusive of the same level of high quality teaching, mentoring, and experience provided for students in the traditional program.

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

Saint Augustine's College is authorized to offer licensure programs in the following areas: Biology Education (9-12); Business Education (7-12); Elementary Education (K-6); English Education (9-12); Exceptional Children's Education: Learning Disabilities (K-12); Mathematics Education (9-12); Music Education (K-12); Physical Education (K-12); and Social Studies Education (9-12). Additionally, Saint Augustine's offers a well-developed accelerated learning, alternative licensure program for those seeking licensure only, add-on licensure, lateral entry, and professional development. Students may complete the approved program of study from any of the college's approved programs.

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

The teacher education program has a strong commitment to promoting activities that strengthen public schools. Such service fits in perfectly with the college's efforts to promote community service by faculty, staff, and students. Members of these groups have voluntarily contributed their time to a number of teacher professional development and student academic enrichment activities. The teacher education program has successfully fostered ongoing relationships with several schools in the Raleigh area and in rural areas of North Carolina. The teacher education program works very closely with SPARC Academy Charter School through team teaching, staff development, student internships, special tutor/mentor session conducted by faculty and student majors, and grant writing. Faculty and students are also very involved in research-based projects and grant writing with both Public and Charter Schools. Faculty and students team-taught an advanced mathematics course for students at SPARC Academy during the academic year. The results were that all students scored from one to two levels higher than previously on their end of grade test scores with only one student score at the same level. Faculty and students in the Physical Education Teacher Education Program worked with SPARC Academy faculty to develop a physical education program. The course was team taught by faculty members from both institutions. The teacher education program published the curriculum.

#### **List of Schools with whom the Institution has collaborative activities.**

The first Professional Development School was formed with Vena Wilburn Elementary School this year. The teacher education program conducts a significant number of high quality initiatives with public schools. Faculty and students collaborated with school counselors, teachers, and principals to identify and recruit students for several programs. The College provided transportation for each of these programs. Through programs such as the Global Village Afterschool Program, Project F.O.C.U.S. (For our children's ultimate success), Active Minds Saturday Academy, and the National Youth Sports Program (Senior Program), over one thousand children and families in the Wake County, Franklin County, Halifax County, Vance County, and Edgecombe County school systems are being served by the teacher education program. Additionally, we work collaboratively with Franklin and Halifax Counties to serve children that have been expelled, suspended, and/or exhibit behavior problems in their K-12 schools by providing Parent Education, and professional development workshops for teachers. The Department works actively in collaborative efforts with members of the Historically and Minority College and Universities Closing the Gap Coalition. Three collaborative grants with school systems were submitted during the academic year totaling nearly eight million dollars to the National Science Foundation, US Department of Education, and the Z. Smith Reynolds Foundation.

### **B. Brief Summary of faculty service to the public schools.**

Teacher education faculty members serve as program coordinators and advisors for students in their respective areas. All (100%) of SCDE faculty members are involved in public schools as they mentor, observe, evaluate and guide their students/advisees during the Early Field Experiences and Student Teaching. Faculty members are required to serve and have their advisees serve in the public schools during each academic semester (as a part of their individual professional development plans) in two or more of the following areas: staff development workshops, attend PTA meetings, pupil development/mentoring, research, curriculum or program development or special program involvement. They also visit classes and serve as "Celebrity Readers," conduct skills testing, and assist with curriculum development. Through the Vena Wilburn Professional Development School, all faculty members are engaged in carrying out the goals and objects of the partnership. Monthly meetings, special events, and team teaching are activities in addition to daily involvement in the school. Additionally, faculty are engaged with arts and science faculty in public schools through activities such as preparation for end of course and end of grade tests, teaching test taking skills, and carrying out goals and objectives of the National Science Foundation grant.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

The Teacher Education program overwhelmingly supports beginning teachers from Saint Augustine's College as well as those from other colleges by providing support in test preparation through workshops and the use of the PRAXIS Lab. This year 100% of the faculty received Performance Based Licensure training through the state of North Carolina. Additionally, eighty percent of the faculty members were trained as Assessors. Beginning teachers may also use our curriculum lab and attend various workshops free of charge. During this academic year, Performance Based Licensure workshops were conducted for our students and graduates. The workshops were free of charge and an invitation to attend was extended to beginning teachers at local schools. Faculty make calls to graduates to keep in touch and they are invited to all Department of Education activities such as the end of year banquet, the induction ceremony for newly admitted teacher education majors, and the alumni reception during homecoming. Surveys are sent to graduates, newsletters, and they are invited to return to campus during our end of the year program. They are invited back to the college for sessions with the undergraduate students. Three grants were written this year to support efforts that will provide resources for working with beginning teachers in mathematics, science, history, and special education. The newly formed Professional Development School with Vena Wilburn Elementary has also provided the opportunity to assist and support beginning teachers in that setting.

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

Saint Augustine's College has identified as part of its mission that it would serve non-traditional student populations. The Department of Education houses one of the most productive Alternative Teacher Education Programs in the state. The program consists of four (4) 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings. The program has a full time program coordinator and a full time secretary. Faculty have presented at the state and national level regarding the program. Additionally, faculty members have served on state task teams to share and improve the quality of lateral entry preparation at the state and national levels.

**E. Brief description of unit/institutional programs designed to support career teachers.**

Career teachers are provided support through the use of our Curriculum Lab materials, staff development workshops, grants writing, and continuing education coursework. They are invited back to the college for seminars with teacher education majors, mock interview sessions, and three career teachers are represented on our Teacher Education Committee. Career teachers may also earn renewal credit through our Alternative Teacher Education Program and as Technology Portfolio Evaluators. Saint Augustine's College provided teachers the opportunity to participate in the Closing the Academic Achievement programs. Teachers serve as tutors, instructors, and mentors for after school program students, Saturday Academy, and Parental Workshops. Career Teachers are also hired during the summer to work with academic programs. Career teachers also earn renewal credit while enrolled in courses in the Alternative Licensure Program/Second Chance Teachers Program. This program offers coursework in the evenings and on weekends to accommodate the schedules of career teachers. They evaluated student technology portfolios, screened student teachers prior to placement, and provided mock job interviews for students. Teacher education faculty conducted team teaching with career teachers in their classrooms and at the college. Through the Vena Wilburn Professional Development School, career teachers work closely with methods faculty in mentoring of perspective students, making presentations at local, state, and national meetings, and team teaching of courses.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

During the 2000-01 academic year, all members of the teacher education program provided services to several low performing Schools in the Halifax County School system. SPARC Academy, and Laurinburg Institute Charter School, were schools that faculty worked with last year that finished the year on target. Members of our faculty joined advisory boards, conducted summer professional development workshops, and made visits to these schools during the academic year. While services were offered to other low performing schools, no responses were received. There were no low performing schools in our immediate area. All of our faculty



actively teach students in our after school, Saturday Academy, and summer programs to help improve student academic performance.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

No Information Available

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

No Information Available

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The Department of Education houses a PRAXIS Lab staffed with a director, quantitative specialist, reading and writing specialist, and a secretary. The institution with Title III funding supports the lab. One on one and individual assessment and work with each student major (traditional and Alternative Teacher Education Program) Additionally, students enroll in a course entitled Basic Test Taking Skills during their first four semesters of matriculation or until all sections of the PRAXIS I exam are successfully completed. PRAXIS Lab staff monitor student readiness to sit for the PRAXIS I Examination. Several workshops are sponsored in the PRAXIS Lab for faculty and students. Faculty from the Liberal Arts and Sciences often conduct the workshops. Faculty members continued the "Study Group" program this year, where students that have passed the tests tutor those that have not taken or passed the test. This program is being monitored for effectiveness. Additionally, the teacher education program currently serves as an ETS test pilot site.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Efforts to recruit students into professional education programs leading to licensure consist of advertisements in the local newspaper (News and Observer), on the Colleges radio (WAUG 750 am) and television (WAUG TV-68) stations, and Public service announcements on other local radio and television stations. The development of a Web site for the Department of Education and circulation of brochures at local and statewide recruitment fairs and local schools are among efforts conducted by the teacher education program to recruit students. Letters are also written to students that have expressed an interest in attending St. Augustine's College. Some recruitment scholarships are also offered. A teacher education program implemented a Recruitment and Retention Plan. Faculty members were sent with college recruitment teams on junior college and high school recruitment tours. Faculty engaged in grant writing and fundraising for scholarships, and increased strategies for student success on the PRAXIS Examinations. The College sponsored two recruitment Open House activities where the Department of Education engaged in aggressive participation talking with perspective students and their parents individually, giving promotional materials, and using technology to conduct presentations. Faculty also made follow-up letters, cards and phone calls.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Recruitment efforts are driven by the Recruitment and Retention plan. In that plan are goals, objectives, and strategies to recruit more American Indian and Hispanic/Latino students to the program. Recruitment efforts are conducted with families, groups, and individuals from the Hispanic/Latino and American Indian populations. We have hosted two focus groups that included African American, American Indian, and Hispanic/Latino populations. Scholarships have been offered to qualified members underrepresented populations. The Closing the Academic Achievement Gap Summit and the Minorities Health Disparities Conference was hosted by the teacher education program and brought all groups together to discuss and share strategies that would work in

their communities. Materials were shared as we displayed our program at each conference. Faculty members made a number of recruitment trips to various states.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

As a private institution, the Saint Augustine's College Department of Education has a tremendous record of successful grant writing to support the goals and objects set forth in its long-range Plan of the teacher education program. New initiatives supported through funding during the year of record include initiative of the Global Village Afterschool Program, this program provide the unit with opportunities to achieve goals in student development, faculty involvement, and community and public school support. The Reevaluating Educational Choices for At-Risk and Suspended Students Together (RECAST) Saturday Academy initiative helps supports involvement of faculty and students with rural schools and increased support of the Closing the Gap Academic Achievement initiative. The Active Minds Saturday Academy provides support for faculty and students that work with Wake, Wilson, Beaufort, and Warren Counties. Another new program this year is Project F.O.C.U.S. (For our children's ultimate success). This program supports academic enrichment, personal development, cultural exposure, and intervention programming for children that are court involved. Participants receive instructions in technology, reading, writing, and math from faculty and students in the teacher education program in addition to other programming. In addition, non-funded new initiatives are workshops that are held each semester for student teachers. Mock interviews are held for students and conducted by public school superintendents and principals from across the state. The results of the interview are shared by the team with each student and then with faculty in the teacher education program. This has been a tremendous assessment tool for evaluation of our students and program. The second initiative is that we hold Performance Based Licensure workshops for current students, student teachers, alternative students, and beginning teachers. State trainers are invited to come in each semester to conduct the workshops. These workshops are evaluated and students have an opportunity to have their work/portfolios reviewed by trainers. Additionally activities include an Induction Ceremony for majors and the initiation of our Professional Development School, Vena Wilburn Elementary School.

## 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	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	8
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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	8
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	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
Pre-kindergarten (B-K)			
Elementary (K-6)	25	25	20
Middle Grades (6-9)	0	0	0
Secondary (9-12)	15	15	15
Special Subject Areas (k-12)	10	10	10
Exceptional Children (K-12)	15	15	15
Vocational Education (7-12)	25	25	20
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	90	90	80
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	324
MEAN GPA	3.66
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	1	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	0	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Music	1	*
Spec Ed: Learning Disabled	1	*
School Summary	4	75
* 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 semesters
Baccalaureate degree		5	1			
U Licensure Only		2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	9	67	67

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 - 2002**

LEA	Number of Teachers
Wake	108
Nash	26
Franklin	25
Durham Public	19
Halifax	17
Cumberland	15
Vance	15
Johnston	12
Charlotte-Mecklenburg	12
Wayne	10

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	4	4	2.67
the ability to effectively manage the classroom.	4	3	3.33
the ability to use technology to enhance learning.	4	4	2.67
the ability to address the needs of diverse learners.	4	4	3
the ability to deliver curriculum content through a variety of instructional approaches.	4	4	3
Number of Surveys Received.	2	1	3
Number of Surveys Mailed.	7	7	7

**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
11	1	4





# **Salem College**

**2001 - 2002**







# **IHE Bachelor's Performance Report**

## **SALEM COLLEGE**

2001-2002

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### **Overview of the Institution**

Salem College is an independent college committed to the liberal arts and quality professional preparation. Founded by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest women's college in the nation by founding date, and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduates major in an academic discipline and complete licensure programs in teaching. As a liberal arts college, Salem promotes an understanding of liberal studies for all students, and all prospective teachers are encouraged to develop solid content knowledge, intellectual independence, creative and critical thinking abilities, and the knowledge and skills to solve problems in a rapidly changing and increasingly global world.

### **Special Characteristics**

Salem College is a multi-age campus located in a beautiful, restored historic village. Undergraduates are primarily women, and most traditional students are campus residents. Adult students are a significant and valued part of the undergraduate population as well. At Salem, prospective teachers receive a solid foundation in promoting literacy development across the curriculum. The constructivist philosophy guides Salem's teacher education program, and the faculty emphasize integrated, meaning-centered instruction as we seek to promote the cognitive development and the dispositions we value in each prospective teacher - that all children are learners, and that teachers are responsible for creating the conditions of learning for all students. The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) and work experience who are preparing to change careers and enter teaching, and experienced teachers who seek to improve their instructional skills in literacy. Lateral entry teachers are offered licensure programs in ten areas, and all classes are available during evening hours to accommodate their work schedules. All candidates for licensure, including lateral entry teachers, are assisted and mentored by Salem College faculty during supervised practical experiences prior to being recommended for licensure by the College.

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

Salem College offers the following teacher education programs leading to North Carolina licensure at the undergraduate level: elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K); second languages (French, Spanish, K-12); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. At the graduate level, students may earn licensure (initial and/or advanced) in elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K) and language and literacy (K-12 reading). Lateral entry teachers may pursue licensure in ten areas: elementary education (K-6); learning disabilities (K-12); birth through kindergarten (B-K); second languages (9-12 - French and Spanish); secondary education (9-12) in biology, chemistry, English, mathematics, and social studies. Lateral entry teachers may also apply for

admission to Masters degree programs leading to initial and advanced licensure in elementary education, birth through kindergarten, and learning disabilities.

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

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

Collaboration with classroom teachers and administrators is central to our program. Through the Clinical Advisory Council for Teacher Education, teachers, administrators, students, and college faculty work together to plan, revise, execute, and evaluate appropriate teacher education experiences. Teachers from our professional development schools teach classes in our program, including methods in fine arts, reading, technology, science/social studies, management; some are on-site in K-12 schools. On-site coordinators in our professional development schools serve as supervisor-mentors for students in early field experiences and collaborate with faculty to determine readiness for candidates to move beyond established checkpoints in the program. Teachers and administrators serve as consultants for search committees, assist in revision of the conceptual framework, participate in collaborative action research projects with preservice teachers, serve as guest lecturers for classes, work with faculty to assess all student teaching portfolios and technology competencies and evaluate programs, participate in on-campus seminars such as Project Wild, advise regarding purchases for the Curriculum Materials Center, and advise college faculty members on curriculum alignment between college courses and the NCSCS. Faculty from Konnoak Elementary and Salem College traveled together to the Virginia/D.C. area last spring to tour area professional development schools. Salem faculty have collaborated with schools to present faculty enrichment sessions requested by classroom teachers: math instruction, thematic and interdisciplinary units, content area reading, brain research, Socratic Seminar methodology, and literacy development. Salem faculties teach classes in PDS sites during the year and serve on School Improvement Teams. Salem College honors PDS teachers each year during American Education Week, and teachers have access to the Curriculum Materials Center. Teachers are invited to participate in on-campus enrichment activities, and we have arranged for guest speakers on campus to visit local schools. The Salem College Art Gallery displays the Winston-Salem/Forsyth County Schools children's art exhibit each spring.

#### **List of Schools with whom the Institution has collaborative activities.**

Salem College has collaborative activities/partnerships with Konnoak Elementary School, Jefferson Elementary, Ashley Elementary, Rural Hall Elementary, Brunson Elementary, the Children's Center and Parkland High School within the Winston-Salem/Forsyth County School system. Less extensive collaborative activities have also been conducted with London Elementary in Stokes County and with Hopewell Elementary in Randolph County. Konnoak Elementary and Jefferson Elementary serve as professional development sites for Salem College. At Konnoak Elementary, we are engaged in a partnership with Winston-Salem State University as well; this provides rich diversity within the PDS site and provides our candidates with opportunities to interact with other preservice teachers. One faculty member in teacher education also serves as a primary consultant to Konnoak and LEAP Academy in instituting new management plans.

### **B. Brief Summary of faculty service to the public schools.**

Each member of the education faculty is involved in providing professional development experiences for school personnel across the state. Collectively, we have worked with and/or presented to approximately 400 people in NC who work with children during the last year. A literacy development specialist serves on the advisory board for a children's museum designed to showcase children's literature. Another teacher educator has served as a trainer and assessment consultant for the local exceptional children's school; another is assisting in the implementation of new management plans in two schools. Arts and Sciences faculty tutored K-12 students in

reading and math, spoke to K-12 students visiting Old Salem, and served as consultants for Advanced Placement teachers and exams. Professors in communications and sociology judged essay contests on racial diversity; Spanish faculty worked with teachers to create cultural materials for students, to translate materials for schools, and to develop strategies for the integration of history and literature in their classes; faculty members in the Art Department judged the Reflections competition; and biology and chemistry professors judged science fairs. A math professor served on a team to select students for Governor's School; the Dean of the School of Music worked with K-12 faculty in music to plan and teach extensive units and conducted the Surry County All-County High School Chorus. Professors from Salem collaborated with high school students on projects in biology, sociology, communications, and government, and spoke to high school students in their specialty areas of sociology and math. Faculty members in sociology collaborated with local teachers to sponsor January term internships, placing Salem students in schools to complete action research projects and assist K-12 students. A faculty member in mathematics prepared exhibits targeting girls and focusing on careers in math. In addition, faculty members provide voluntary service to school advisory committees and leadership teams, work with PTAs, and serve as lunch buddies. Salem College hosts Governor's School each summer, and many faculty are directly involved with these gifted high school students who share our campus. Faculty from Arts and Sciences teach classes and mentor Governor's School students in research efforts, and an education adjunct faculty member serves as the Head of Governor's School.

### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Faculty support Salem College program completers by providing resources and suggestions; providing support for candidates completing Performance Based Licensure; offering advising via email, telephone, and/or classroom visits; and establishing support groups for new teachers. We have made the Salem Curriculum Materials Center available to Salem graduates and other new teachers in our partner schools, and faculty offer pedagogical advice and suggestions about resources to new teachers through the New Teachers Support Group. The New Teachers Support Group is currently planning a web site with links to graduates who agree to serve as informal mentors to new teachers participating in the group. Through this group, and informally in one-on-one conversations, individual faculty have mentored new teachers in classroom management, planning for instruction, working with parents, and assessment strategies. We also offer an on-going literacy development support group that meets regularly throughout the school year. During these meetings, literacy specialists facilitate discussions, review recent research, and discuss specific issues and concerns that new teachers bring to the group. Participants review new selections in children's literature and discuss lesson planning ideas for the selections. MAT candidates who have completed initial licensure are offered the opportunity to pursue their masters advanced competency licenses during their first 1 – 3 years as classroom teachers. These students complete seminar courses that are specifically designed to lead them successfully through the elements of Performance Based Licensure, including classroom-based action research projects that will have immediate impact upon their teaching. These seminars are led by experienced classroom teachers who hold National Board Certification and have training in portfolio assessment; they provide support, guidance, and feedback to new teachers as they progress through the initial licensure period and prepare candidates for seeking National Boards. M.Ed candidates in our Masters Advanced Competency program complete a course that studies the mentor/mentee relationship so that they will be better prepared to serve as mentors for Salem graduates and other new teachers with whom they work. They are encouraged to participate in the New Teachers Support Group as mentees.

### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Specially designed programs for lateral entry teachers have been planned in ten licensure areas. Lateral entry teachers may also apply for admission to Masters degree programs leading to initial and advanced licensure in elementary education, BK, and LD. All candidates for the lateral entry program receive special advising with the Coordinator of Lateral Entry Programs, who collaborates with the Office of Continuing Studies to enroll lateral entry candidates in appropriate programs. Advising for lateral entry teachers is offered during the late afternoon and evening hours by both offices, transcripts are immediately evaluated, and plans of study are typically prepared during advising appointments. Prior experience is carefully considered to determine appropriate equivalencies. Classes have been scheduled to accommodate the needs of lateral entry students, and

all requirements may be completed in the evening hours, summer sessions, and/or directed study options. Courses from community colleges and other institutions are typically accepted as transfer credits. Lateral entry candidates receive on-site mentoring from Salem College faculty during supervised practical experiences prior to being recommended for licensure. College faculty from the Education Department and from the Arts and Sciences have served as mentors to lateral entry teachers and have provided directed studies courses in response to their needs. Lateral entry candidates are targeted for special assistance on the Praxis II specialty area tests, and review sessions have been planned to accommodate their schedules. Information about the lateral entry program is sent to surrounding districts, and the Coordinator of Lateral Entry Programs conducts information sessions in local schools as needed.

**E. Brief description of unit/institutional programs designed to support career teachers.**

We provide support for career teachers in our professional development schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops in inclusion, brain-compatible instruction, developmentally appropriate instruction, content area reading, and cooperative learning for career teachers. We offer a literacy development support group that meets regularly throughout the year; literacy specialists meet with teachers to disseminate new research, introduce the best in new children's literature, and provide guidance in instituting developmentally appropriate reading and writing strategies. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms and share the results in classroom forums. We work with our school partners to disseminate information at the national Professional Development School conference. We have written grants to obtain tuition support for career teachers to engage in graduate studies, and we work closely with Smart Start to support graduate study for local teachers of young children. We share resources from our Curriculum Materials Center on request, and faculty offer informal advising to teachers through telephone, email, and personal contacts. Salem College faculty respond to local career teachers who seek assistance and/or resources for their career growth plans. Graduate classes are offered during evening hours and summer sessions, and career teachers may register for classes as special students without formal application to the graduate program.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Through the Salem Leadership Connection, all traditional Salem students participate in a series of extensive volunteer internships. In the second year program, College 200, which has been coordinated by a teacher educator at Salem, students perform community service. These students regularly choose tutoring in lower-performing schools as their service activity. The January term offers undergraduates the opportunity to participate in internships and service projects throughout the community. In January of this year, students tutored ESL children and at-risk students at two local elementary schools. Education faculty members work closely with lower-performing schools to provide staff enrichment, and they serve on school leadership teams and advisory councils. We have chosen to use a lower-performing high school as our primary professional development site at the secondary level; Salem students work closely with teachers and students at this site to observe, assist, tutor, and provide remedial instruction. Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals. Since we believe that a solid foundation in early childhood is critical to later success, we have focused many of our efforts in that direction. This proactive strategy has led to presentations in brain research and early child development. Our Birth to Kindergarten program maintains extensive connections with centers at-risk students attend. We have sponsored training sessions for teachers and assistants in these centers, leadership seminars for their directors, and workshops for siblings of high-risk children. We recruit many licensure and Masters candidates in these settings, with the goal of improving educational experiences for younger children.

### **G. Brief description of unit/institutional efforts to promote SBE priorities.**

Preservice teachers at Salem College are introduced early in their programs to the priorities set by the State Board of Education, including closing the achievement gap, increasing achievement, and meeting individual needs. Attention to these priorities is infused throughout the program, as the guiding dispositions of our program are 1) All children are learners; and 2) Teachers are responsible for creating the conditions of learning for all students. All classes, field experiences, and assignments in teacher education guide preservice teachers toward these dispositions. Toward this end, instructors in methods classes are intentional in their efforts to teach multiple research-based strategies, especially those from the literature related to minority students. Faculty members have received funding to participate in training in diversity issues, instructional strategies, and conflict resolution, and they share this knowledge with preservice teachers. Interns and student teachers are taught to make use of multiple resources in their planning, including those described for closing the achievement gap on the [ncpublicschools.org](http://ncpublicschools.org) website, and all lesson plans they prepare must indicate how they intend to meet the needs of exceptional and/or special needs students. Meeting individual needs and demonstrating the program dispositions (above) are required competencies for all candidates for licensure at Salem College, and candidates who do not meet these requirements must participate in individually prepared action plans for remediation. Graduate students plan and complete action research projects in their own classrooms that center on the achievement gap and meeting individual needs of students. These projects are shared so that other preservice teachers can learn from their peers. In the January term of 2002, the department planned a special topics class that centered on multicultural children's literature and issues of cultural diversity. In the summer session, a special topics class was offered to teach specific management strategies for special needs students. The ongoing emphasis on issues of cultural diversity and sensitivity to individual needs is planned to help preservice teachers challenge their thinking about students and about their own expectations as teachers. Because we believe that enabling preservice teachers to reach a comfort level with all kinds of students is the first and most important step in closing the achievement gap and raising achievement for all students in NC, all candidates for licensure participate in field experiences in our professional development schools with exceptional students and students from varied cultural and ethnic backgrounds.

### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

During the year of record, the teacher education unit at Salem College prepared for re-accreditation visits by NCATE and NCDPI. As part of the preparation process, we developed a new assessment plan that relies heavily on our collaborative relationships with teachers in the professional development school sites. We collaborated with teachers and administrators in the schools to develop a workable plan, and we are now putting the plan in place. This on-going process should facilitate our collaborative relationships with teachers/administrators in the PDS sites. Another area of emphasis during the last year has been development of cultural/ethnic awareness among faculty members. Faculties have sought training in diversity issues, ethnic/cultural awareness, and instructional strategies for diverse populations. On-going formal training, independent study and reflection, and shared discussions will help us be more effective in instructing preservice teachers to develop strategies to meet the priorities of the State Board of Education. A new course in cultural diversity and multicultural children's literature was planned and taught for the first time; students prepared Parent Pages for parents who were not fluent in English as part of their classroom-based projects. This area of study complements the institutional commitment to globalization of the Salem College curriculum.

### **Supplemental Information (Optional)**

#### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

Learning Plus software is made available to help students prepare for the Praxis I PPST. Through the Continuing Studies Program, a math review course is offered, and the Writing Center offers individualized

tutoring for students to review composition skills. Faculty in the Education Department and in Arts and Sciences take the specialty area tests and schedule review sessions as needed for students prior to their taking the tests. When students' Praxis scores arrive, faculties carefully analyze them to identify any common areas of weakness and use the data to make appropriate changes in classes. Program completers are asked which test areas they found most challenging and what recommendations they would make for our classes after taking the tests. Faculty use sample test items in classes, prepare test items that are similar to the standardized questions, and use similar scoring techniques on class assignments to prepare students for the tests. Faculty members in Education and in the Arts and Sciences attended the NCDPI-sponsored Praxis II workshop last fall to increase their understanding of the tests and to develop test-taking strategies for their students. Methods faculty review test results and discuss strategies in Teacher Education Advisory Council meetings each year. Our students are typically successful on these tests.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

We have invited Teacher Recruiters from DPI to speak on our campus each spring. We publicize these meetings across campus, especially with first year and sophomore advisers. We sponsor a course each year during the January exploratory term called, "The Life of a Teacher" that is taught by a faculty member at one of our professional development school sites. This course provides first year students the opportunity to participate in a guided early field experience, and many of them ultimately choose to enter teacher education. Education faculty regularly speaks at career days in local schools to discuss teaching as a career choice. Prospective students and their parents visiting the campus are invited to visit education classes, discuss licensure options with the Director of Teacher Education, and meet with individual faculty to explore teaching as a career. The Director of Teacher Education participates in first year orientation and information sessions for prospective Continuing Education students to introduce licensure options and requirements. The Financial Aid office works closely with returning adult students who wish to enter teaching to ensure that they receive adequate financial support. Students from all majors are invited to attend special events sponsored by the Education Department, including guest speakers and sessions in which MAT and M.Ed. students share their classroom-related action research projects.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Salem College is fortunate to have a very diverse student population. In teacher education, a significant scholarship is offered to minority candidates who pursue teaching. The Anna Maria Samuels Scholarship is a half-tuition scholarship for minority students in the MAT programs in elementary education, learning disabilities, or birth to kindergarten. The Director of Teacher Education attends graduate fairs at HBCU's to discuss licensure programs with minority candidates and meets with undergraduate groups and organizations that serve minority students to explain career opportunities and encourage participation in teacher education. Faculty members have spoken at career day events in local schools to encourage minority students to consider teaching as a career.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

In collaboration with school partners, early field experience courses were formalized and begun with teachers/administrators serving as course instructors and supervisors. Action research projects with the Children's Center and other K-12 schools were conducted and the results disseminated. Arts and sciences faculty were recruited to participate in Praxis tests and hold review sessions for students. Arts and sciences faculty were encouraged to collaborate with local school partners in coordinating research projects, and planning began on such projects. With administrative support, the Director of Teacher Education reported to the college faculty during regular faculty meetings on state and national standards for teacher education,

encouraged faculty to begin the process of curriculum alignment with the NCSCS, and shared information regarding performance rates on specialty area tests. In response, several departments have begun to use Praxis II data as one of their departmental assessment tools.

## **II.**



## 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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	0	Total	13
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	3
	Other	0	Other	0
	Total	0	Total	3
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	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3
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	10
	Other	0	Other	0
	Total	1	Total	10

**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
Pre-kindergarten (B-K)	14	12	10
Elementary (K-6)	35	34	26
Middle Grades (6-9)			
Secondary (9-12)	14	11	9
Special Subject Areas (K-12)	8	7	6
Exceptional Children (K-12)	12	10	9
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	83	74	60
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	183
MEAN PPST-W	181
MEAN PPST-M	180
MEAN CBT-R	331
MEAN CBT-W	326
MEAN CBT-M	330
MEAN GPA	3.36
Comment or Explanation:	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	3	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	1	1	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Comment or Explanation:</b>				

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

<b>Specialty Area/Professional Knowledge</b>	<b>2000 - 2001 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent</b>
Art	1	*
Elementary Education	17	100
English	7	100
French	1	*
Math (9-12)	2	*
Reading (graduate)	1	*
Social Studies (9-12)	1	*
Spanish	2	*
Spec Ed: Learning Disabled	8	100
Spec Ed: Mentally Disabled	1	*
School Summary	41	95
* 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 semesters
Baccalaureate degree		14	1			
U Licensure Only	2	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1				
U Licensure Only						
Comment or Explanation :						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	50	88	74

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Forsyth	159
Stokes	24
Surry	19
Davidson	15
Wake	15
Davie	13
Wilkes	10
Guilford	8
Charlotte-Mecklenburg	8
Lexington City	6

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.86	3.56	3.65
the ability to effectively manage the classroom.	3.71	3.28	3.65
the ability to use technology to enhance learning.	3.43	3.22	3.65
the ability to address the needs of diverse learners.	3.64	3.39	3.65
the ability to deliver curriculum content through a variety of instructional approaches	3.93	3.5	3.76
Number of Surveys Received.	14	18	17
Number of Surveys Mailed.	36	36	36

**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
5	2	4

# **IHE Graduate Performance Report**

## **SALEM COLLEGE**

2001-2002

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### **Overview of Master's Program**

At Salem College, graduate students may earn licensure (initial and/or advanced) in elementary education, learning disabilities, and/or birth through kindergarten in the Master of Arts in Teaching degree program. These programs attract primarily mid-career professionals who want to change careers and enter teaching. All classes are offered during the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised one-semester practicum in an appropriate classroom setting. Experienced, licensed teachers may enter the Master of Education program in language and literacy development. This program also requires a one-semester supervised practicum, and Salem faculty mentor these practicing teachers in their own classrooms as they seek to improve their literacy development instruction. Teacher education programs at Salem College are based on a conceptual framework built around the theme of "Learning for All Children." All licensure candidates are expected to demonstrate two basic dispositions: that all children are learners, and that teachers have the responsibility for creating the conditions of learning for all children. Masters programs are planned around the standards issued by INTASC, NCATE, National Board for Professional Teaching Standards, and the NC Core Standards for the Teaching Profession. In addition to methods classes, all graduate students complete seminars in professional development that are designed to lead students toward national board certification; these seminars focus on action research projects conducted within the graduate students' classrooms that focus on instructional strategies for diverse populations and closing the achievement gap.

### **Special Features of Master's Program**

At Salem College, graduate students may earn initial and/or advanced licensure in elementary education, learning disabilities, and/or birth through kindergarten in the Master of Arts in Teaching programs. These programs are open to lateral entry teachers as well. These programs typically attract mid-career professionals from other occupations who want to enter teaching, and candidates bring life experience and maturity to their teacher education experiences. All students participate in initial licensure courses at the graduate level, extensive field experiences, and a full-semester supervised practicum. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all children are learners; and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are expected to demonstrate competencies in: best constructivist practice in teaching, classroom management, assessment, and use of technology; reflective practice; the development and use of educational research, especially classroom-based action research; and teacher leadership. The Master of Education program is open to licensed, experienced teachers who want to gain extensive background in literacy instruction and assessment. These candidates for advanced licensure also participate in a one-semester supervised practicum, and faculty work with these teachers in their classrooms to improve their literacy instruction. All graduate programs are planned around standards issued by NCATE, INTASC, the NC Core Standards for the Teaching Profession, and the National Board for Professional Teaching Standards. All graduate students are encouraged to pursue national board certification during the professional seminars at the end of their programs; candidates plan and conduct action research projects around closing the achievement gap and meeting students' individual needs.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
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
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	1
	Other	0	Other	0
	Total	0	Total	1
Part Time				
	Male		Female	
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	2	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	2	Total	14
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	3
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	6	Total	42



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

	Masters
MEAN GPA	3.31
MEAN MAT	NA
MEAN GRE	1439
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Prekindergarten (B-K)	0	0	1	1
Elementary (K-6)	3	3	1	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	2	2	0	0
Exceptional Children (K-12)	1	1	3	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	6	6	5	2
Comment or Explanation:				

**D. Scores of program completers on professional and content area examinations**

No scores reported



