

D. Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	34	24	10	7
Elementary (K-6)	89	74	2	2
Middle Grades (6-9)	28	20	1	1
Secondary (9-12)	17	12	9	7
Special Subject Areas (K-12)	59	22	21	16
Exceptional Children (K-12)	7	4	0	0
Vocational Education (7-12)	2	0	0	0
Special Service Personnel	0	0	0	0
Total	236	156	43	33
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
Art	7	86
Biology (9-12)	1	*
Business Ed	1	*
Elementary Education	87	98
English	6	83
French	1	*
Health Specialist	1	*
MG-Lang Arts	5	100
MG-Math	5	100
MG-Science	1	*
MG-Social Studies	2	*
Marketing Ed	1	*
Math (9-12)	2	*
Music	20	90
Physical Ed	10	90
Social Studies (9-12)	13	100
Spanish	1	*
School Summary	164	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	80	107	21	6	2	2
U Licensure Only	4	2	1	2		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	4	2			
U Licensure Only	15	6	6	3	2	
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	202	91	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
Guilford	1252
Forsyth	527
Randolph	300
Rockingham	255
Wake	234
Charlotte-Mecklenburg	226
Davidson	223
Alamance-Burlington	211
Durham Public	100
Cumberland	91

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.	3.58	3.64	3.55
the ability to effectively manage the classroom.	3.5	3.45	3.49
the ability to use technology to enhance learning.	3.52	3.24	3.44
the ability to address the needs of diverse learners.	3.37	3.36	3.36
the ability to deliver curriculum content through a variety of instructional approaches.	3.68	3.59	3.6
Number of Surveys Received.	62	69	73
Number of Surveys Mailed.	153	153	153

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
70	45	40

IHE Graduate Performance Report

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

2001-2002

Overview of Master's Program

The masters degree leading to advanced competencies "M" licensure is offered through two departments in the School of Education, three departments in the College of Arts and Sciences, one department in the School of Human Environmental Sciences (HES), as well as the School of Music. The Department of Curriculum and Instruction offers an M.Ed. in Curriculum and Instruction with ten concentrations: elementary education, middle grades education, social studies education, science education, Spanish education, French education, reading, English as a second language, mathematics education, and chemistry education. The Departments of English, Classical Studies, and Theatre also offer an M.Ed leading to advanced competencies licensure in their content areas. The M.Ed. in Curriculum and Instruction and English are 39 s.h. programs consisting of a 9-hour core, 21 hours in pedagogical expertise, and 9 hours in professional development/leadership. The 39 s.h. M. Ed. in Latin includes a 6-hour core, 9 hours in professional education, 12-15 hours in the study of Latin, 6-9 hours in electives, and a 2-hour portfolio course. The M.Ed. in Theatre Education is a 34 s.h. program: 9 hours of professional education, a 9-hour theatre core, 12 hours in applied theatre, and a 4-hour production field experience. The Departments of Specialized Educational Services (SOE) and Human Development and Family Studies (HES) jointly offer the Birth-Kindergarten: Interdisciplinary Studies in Education and Development M.Ed. consisting of 21 s.h. in theory and practice, 9 s.h. in research, 3 s.h. electives, and a 6 s.h. internship. The SES Department also offers a 39 s.h. M.Ed. in cross-categorical special education that includes 15 hours in foundational courses, 15 hours in advanced courses, and 9 hours in an area of focused study (diagnosing and correcting reading difficulties, learning disabilities, behavioral and emotional disabilities, or early childhood special education). The School of Music offers a M. M. in Music Education leading to advanced competencies licensure. This is a 34 s.h. program including a 6-hour core, 17 hours of professional courses, 9 hours in electives, and a 2-hour portfolio course. All of the master's programs culminate with the development of an advanced competencies portfolio.

Special Features of Master's Program

Master's coursework and clinical practice are aligned with the state and national standards as well as the UNCG Conceptual Framework, "Developing Caring, Collaborative, and Competent Educators Who Work in Diverse Settings." Delivery of courses include a variety of distance learning strategies. Six concentrations of the M.Ed. in Curriculum and Instruction (elementary education, middle grades education, social studies education, science education, Spanish education, and French education) as well as the M.Ed. in English and the M.Ed. in Latin offer two tracks: a Classroom Practice Track (CPT) and a Teacher Leadership Track (TLT). The Classroom Practice Track is designed for candidates who did not pursue licensure as part of a bachelor's degree and wish to be licensed to teach while earning a master's degree. Candidates in this track have to complete prerequisite coursework to meet initial "A" level competencies in addition to the master's requirements for advanced competencies. The Teacher Leadership Track is designed for candidates who already hold an initial "A" license to teach and who wish to pursue more advanced study in a field of education; action research is an emphasis that separates this track from the Classroom Practice one.

II. CHARACTERISTICS OF STUDENTS

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

Male		Female	
American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
Asian/Pacific Islander	1	Asian/Pacific Islander	10
Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	28
Hispanic	2	Hispanic	4
White, Not Hispanic Origin	75	White, Not Hispanic Origin	502
Other	2	Other	12
Total	88	Total	556
Degree		Licensure-Only	
Full-time	212	Full-time	14
Part-time	311	Part-time	107
Total	523	Total	121

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

	Masters
MEAN GPA	3.4
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	27	25	0	0
Middle Grades (6-9)	3	3	0	0
Secondary (9-12)	8	8	0	0
Special Subject Areas (K-12)	15	15	0	0
Exceptional Children (K-12)	2	2	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	55	53	0	0
Comment or Explanation:				

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

2000 - 2001 Program Completers Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Art	1	*
Biology (9-12)	1	*
Business Ed	3	*
Elementary Education	29	100
French	1	*
MG-Lang Arts	1	*
MG-Math	2	*
MG-Social Studies	2	*
Physical Education	1	*
Reading (graduate)	10	90
School Summary	56	98
Spanish	2	*
Spec Ed: Cross Categorical	2	*
Spec Ed: Learning Disabled	1	*

* 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.	3.68	3.58
the ability to connect subject matter and learner's needs.	3.68	3.72
the ability to implement research-based approaches in the education profession.	3.56	3.53
the ability to assume leadership roles in school and the education profession.	3.59	3.25
the ability to facilitate learning for diverse students	3.52	3.5
the ability to engage in continuous professional development.	3.76	3.63
Number of Surveys Received.	34	32
Number of Surveys Mailed.	190	190

IHE School Administration Performance Report

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

2001-2002

Overview of Master's of School Administration Program

The MSA Program at UNCG merges graduate classroom preparation and field-based practicum experiences to provide students with the knowledge, skills, and dispositions that will help them to be competent and effective school leaders and to work toward school improvement and social transformation. Working collaboratively, faculty in the MSA program create opportunities for student learning that respond to the strengths, challenges, and experiences each student brings to his/her preparation as a prospective school principal. As they teach, supervise, and counsel students, MSA faculty provide a model of collaborative reflective practice, which students will learn to understand and use in their classroom and field-based experiences in the program. The MSA prepares students to serve as building level administrators. Students who complete the MSA meet licensure requirements for the Level I Certificate in School Administration. The objectives of the MSA program are to: offer a coherent preparation program to students who demonstrate the likelihood of being successful P-12 school administrators; initiate and test innovative program elements and build on successful program ideas; incorporate adult learning delivery strategies, such as problem-based learning, educational platforms and reflection, and case study methods; incorporate ongoing clinical experiences that culminate in the equivalent of an academic year of internship; and provide two options for students to complete the program (full-time and extended), including one (full-time) that meets the unique requirements of the Principal Fellows Program.

Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration with intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. The MSA coursework and internship experiences are aligned with ISLLC Standards. Course delivery includes using a variety of distance learning strategies. First year Principal Fellows assist in the supervision of interns and student teachers in Professional Development Schools. During the 2001-2002 academic year, a Comprehensive Assessment and Portfolio process was implemented in which graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. The MSA program was fully accredited by the North Carolina Department of Instruction during a program review in October 2001.

Service to Public Schools

Members of the faculty maintain close contacts with field practitioners, both as a result of their teaching responsibilities and their research agendas. Dr. Carl Lashley works extensively with practitioners in North Carolina and nationally. He is involved in a long-term research and professional development project with Rockingham County Middle School in Rockingham County, NC and works with the NC Department of Public Instruction in its Performance-Based Licensure Project. During 2001-2002, this work included schools and school personnel in Rockingham County Schools (through a USTEP funded project), Durham Public Schools, and Caswell County Schools. Dr. Lashley was also the co-principal investigator (with Dr. Jewel Cooper) in a Rockingham County professional development project that provided professional development and research activities with Initially Licensed Teachers in the area of diversity. Dr. Rick Reitzug is nationally active as an advocate for democratic education and has worked with school renewal projects in North Carolina, Oklahoma, and Wisconsin. He has been instrumental in providing outreach to districts that has allowed ELC to develop preparation programs in Winston-Salem/ Forsyth County, Randolph County, and Alamance/Burlington Schools. Dr. Reitzug serves as the Region V representative to the State Advisory Committee for the Southern Association of Colleges and Schools. Dr. Carolyn Riehl maintains close contacts with schools and districts through her work as a supervisor of interns. She has also

served as a member of the selection committee for the Wachovia Principal of the Year Award. MSA faculty worked closely with Alamance-Burlington Schools personnel in the provision of an off-campus preparation cohort of MSA students. During Spring 2002, many of these students were involved in practica. MSA faculty visited schools regularly and provided consultation with school personnel.

Support for Beginning Administrators

ELC faculty maintain regular contact with recent graduates and support their efforts as they become assistant principals and principals. Because of the shortage of educational administrators, many regional districts have turned to emergency licenses to fill positions. These administrators must become fully licensed within two years. As a result, they enter the MSA program, and MSA faculty work with them simultaneously as students and as beginning administrators. The department hopes to support beginning administrators further by providing a Summer Institute for Educational Leaders beginning in 2003. A listserv in which beginning and career administrators can communicate and support one another is also planned.

Support for Career Administrators

ELC faculty maintain regular contact with recent graduates and support them throughout their careers. MSA graduates often continue to pursue graduates study in educational leadership, and faculty play dual roles in supporting them as students and as career administrators. The department hopes to support career administrators further by providing a Summer Institute for Educational Leaders beginning in 2003. A listserv in which beginning and career administrators can communicate and support one another is also planned.

II. CHARACTERISTICS OF STUDENTS

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

Male		Female	
American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
Asian/Pacific Islander	0	Asian/Pacific Islander	1
Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	29
Hispanic	1	Hispanic	2
White, Not Hispanic Origin	55	White, Not Hispanic Origin	106
Other	1	Other	1
Total	70	Total	140

Full-time	118
Part-time	92
Total	210

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

	Masters
MEAN GPA	3.36
MEAN MAT	928.3
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Scores of school administrators on the SLLA.

2000 - 2001 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Summary-Principal	42	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

D. 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.

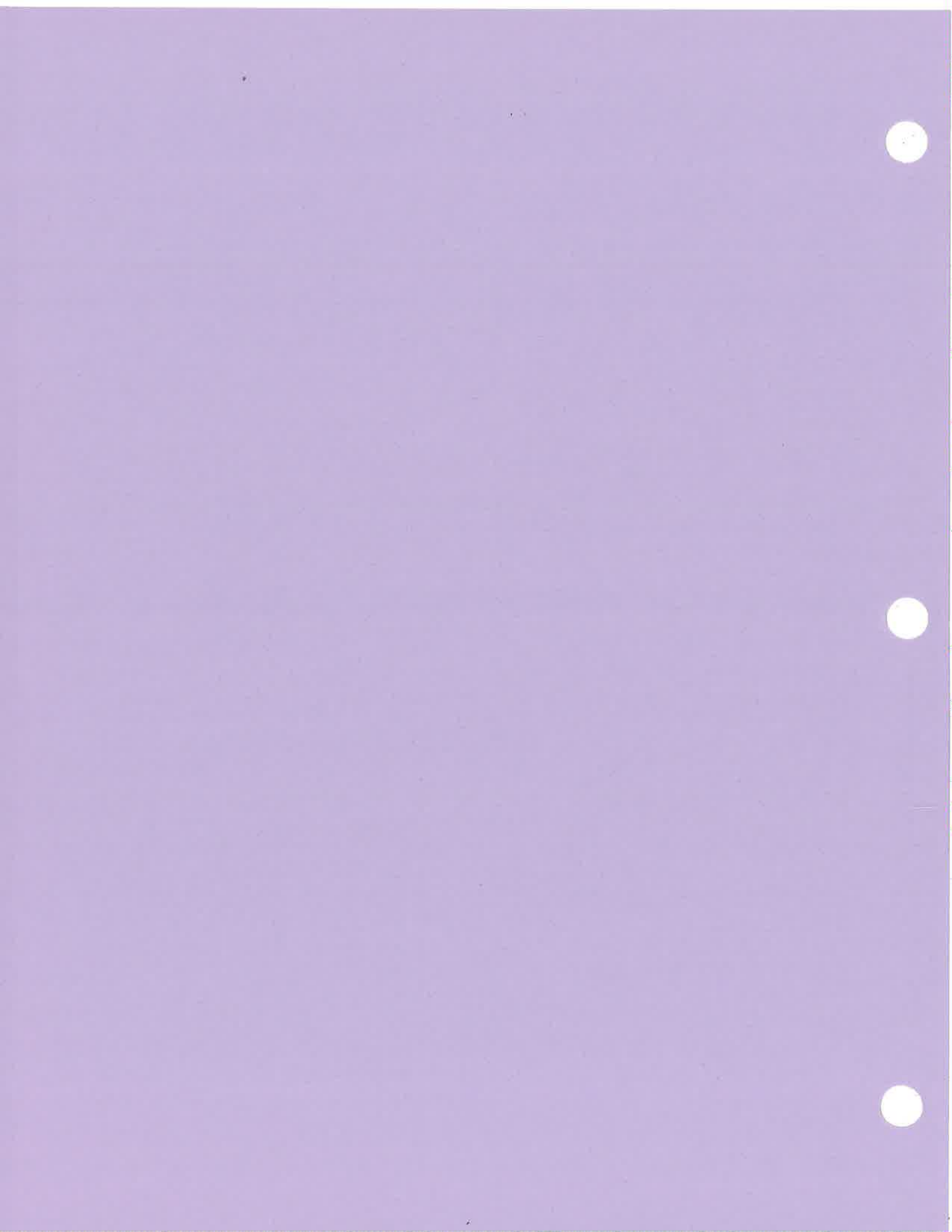
Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	3.74	3.69
the preparation to use technology to support the instructional program.	3.16	3.62
the preparation in instructional leadership.	3.71	3.73
the preparation to assist teachers in meeting the needs of diverse learners.	3.5	3.58
Number of Surveys Received.	31	26
Number of Surveys Mailed.	43	43



UNC – Pembroke

2001 - 2002





IHE Bachelor's Performance Report

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2001-2002

Overview of the Institution

The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor and master's levels. Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, and community leadership. Drawing strength from its heritage, the University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region, the state, and the nation. In 2001-2002, the University had an enrollment of 3,933 students; the School of Education enrolled more than 1,000 students in undergraduate programs. NCATE and the NC State Department of Public Instruction accredit all teacher education programs. The School of Education recommends licensure for candidates in 13 programs at the undergraduate level and 10 programs at the master's level.

Special Characteristics

Founded in 1887 as an institution for the education of American Indians, UNCP now serves a student body reflective of the rich cultural diversity of American society. In a 2000 U.S. News & World Report poll, UNCP ranked second in the category of "campus diversity" among Southern regional universities and was noted to be one of the most affordable universities in the nation to earn an undergraduate degree. In a 2000-2001 UNC-GA survey, UNCP ranked first in 9 of 16 categories, including student satisfaction with overall quality of instruction, quality of academic advising and quality of career counseling. In the UNC system, UNCP was the only university for two consecutive years to experience gains in all growth categories, such as transfers. UNCP is located in a rural farming region with small towns scattered throughout the region. The majority of the students commute from home daily, 75% from the contiguous counties. Many UNCP students are first generation college students. Seventy-two percent of UNCP's students receive financial aid. Many students (25%) are nontraditional college age, hold full-and/or part-time jobs, and have family responsibilities. In 2001-2002, UNC Pembroke had one of the highest percentages (74%) of individuals completing undergraduate teacher education programs that were licensed and employed in the public schools of NC within one year of program completion.

Program Areas and Levels Offered

UNCP offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) with Preschool Add-On (temporary authorization); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children with specializations in Learning Disabilities and Mentally Handicapped, Music, Physical Education; and secondary education (9-12) in Biology, English, Mathematics, Science, and Social Studies Education. UNCP offers licensure at the graduate level in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K-12), Physical Education (K-12), English Education (9-12), ESL add-on

(with temporary authorization), Mathematics Education (9-12), Science Education (9-12), Social Studies Education (9-12), Reading Education, and School Counseling.

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.)

UNCP Teacher Education faculty maintained strong collaborative relationships with regional public schools. Public school teachers and administrators served in various policy-making and governing positions, such as membership on the Teacher Education Committee, the Teaching Fellows Advisory Board, the School Counseling Advisory Committee, and University-School Teacher Education Partnership. Public school teachers and administrators also participated in on-going revision of teacher education policies and procedures such as the field placements for interns, eligibility for clinical teachers, evaluation processes and revisions to the licensure programs, including Art, BK, School Counseling, Special and Elementary Education. Public school teachers and administrators were adjunct faculty in the BK, elementary, mathematics, school counseling, science, and special education programs. A professor and a national board certified public school teacher co-taught a Middle Grades methods course. Other teachers and administrators served as guest lecturers on such topics as instructional technology and classroom management, supervisors of interns, and evaluators of both the advanced competency technology and the School Counseling portfolios. The UNCP education faculty delivered professional development programs for teachers and students throughout the region, including sessions on art, mathematics, social studies, science, reading, language arts, diversity, online instruction, and technology. Faculty served as judges for public school exhibits, math and art contests, curriculum fairs, dance performances, heritage celebrations, Quiz Bowls, Showcase of Schools, and Battle of the Books. UNCP hosted Project Graduation for Robeson and faculty served as classroom and field trip volunteers and as members of school improvement teams. UNCP faculty co-authored science, history, reading and counseling grants (Robeson, Bladen, Scotland, Cumberland, Richmond), served on public school SACS accreditation teams, advisory boards, presented demonstration lessons in public school classrooms, teamed with classroom teachers to develop instructional plans and projects, delivered athletic coaching seminars, provided SAT preparation, tutored for EOG/EOC, served as test proctors, served as event speakers, task force members, study committee members and donated instructional materials and physical education equipment to low-performing schools. Preservice teachers in all teacher education programs worked extensively in regional classrooms observing, assisting, testing, tutoring, teaming, and teaching. The Chancellor hosted a regional superintendent breakfast and a regional high school principal luncheon meeting for collaborative planning. UNCP hosted a regional HR.I.T coordinators' licensure issues workshop. UNCP partnered with FSU, FTCC, RCC, Cumberland and Robeson schools in the implementation of the Seamless Education Highway Project, designed to remove barriers to the matriculation of regional P-12 students into postsecondary education. UNCP sponsored a regional Teacher Education Fair and participated in two others (Robeson, Cumberland). UNCP collaborated with the NC Model Teacher Consortium, providing multiple courses on the community college campuses on online instruction.

List of Schools with whom the Institution has collaborative activities.

The UNCP School of Education has collaborative activities with the following regional LEAs: Anson, Bladen, Columbus, Cumberland, Whiteville City, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, and Scotland

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

Faculty from the College of Arts & Sciences, the School of Business, and the School of Education worked in partnership with public school teachers on numerous curriculum, instruction, evaluation, and research initiatives and/or delivered services directly to public school students. For example, the Music Department sponsored an Instrumental Festival with over 250 students, teachers, and directors participating from 40 different schools. Outstanding national guest conductors worked with two different bands; the festival culminated with an evening concert for the public. More than 15 public schools (200+ students) participated in a regional Choral Festival and a District Solo and Ensemble Festival. Public school students also performed with the UNCP band on special occasions. UNCP music faculty also worked with area marching bands and loaned music materials to local schools. A professor in the School of Business contributed 240 volunteer hours in a local elementary school. An organization for business administration majors, Students in Free Enterprise (SIFE), completed 5,000 volunteer hours in local public schools, including teaching banking skills. Approximately 180 students participated in the UNCP Leadership and Service Opportunities Program (LSOP) and completed 4,080 volunteer hours in area public schools. The Art Department hosted high school demonstration lessons and the Annual High School Juried Art Exhibit. UNCP hosted the Region IV Science and Math Fairs. Elementary, Reading and PE faculty participated in Read Across America Day. An Elementary professor volunteered as an elementary school baseball coach. A faculty member from the School Counseling Program served as chair of the Career Planning Committee for the Robeson County Job Ready Partnership. The School Counseling Program hosted a NCDPI conference for 200 school counselors. A Mathematics faculty member served on the NC Early Math Placement Testing Program. The science education faculty delivered high and middle school chemistry science institutes. UNCP sponsored the Partnership for Minority Advancement in the Biomolecular Sciences, a program that gave more than 500 regional high school students the opportunity to participate in weekly biotechnology laboratories with their teachers. The Triumph Scholars Program sponsored a yearlong after school program and summer academy for 58 at-risk elementary students. The PE Department also hosted 3 sports camps for 300 area public school students and provided swimming lessons to Robeson students. The PE Department hosted coaching and fitness clinics. The HPER facilities were used throughout the year by local high school teams for tennis, basketball, and baseball tournaments and for the Robeson County Special Olympics games. The Health Careers Opportunity Program provided a six-week academic enrichment program for 25 students, many of whom were rising high school seniors. UNCP hosted 60 students in grades 9-12 from regional public schools in the yearlong Upward Bound Program. Faculty in the Department of Chemistry sponsored workshops for regional middle grade science teachers. Technology workshops were provided to Cumberland and Hoke Co. Library staff provided weekly reading, storytelling and puppetry activities to a preschool with disabled students.

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

The Partnership Development Collaborative continued to place emphasis on teacher induction, in particular retention. The ILT Induction Subcommittee of the PDC hosted ongoing support meetings for ILT2s in the UNCP service region, particularly Robeson County. Expert presenters provided workshops on motivation, management, and multiple instructional strategies for diverse learners. At least 50 ILT2s from the UNCP service region regularly participate in professional development programs sponsored by the School of Education; for example, two daylong workshops on classroom management and assessment practices specifically for ILTs were offered as well as sessions on the PBL process. Eleven trained product assessors met with the ILT2s. UNCP covered the cost of substitute teachers, travel, lunch, and provided unlimited use of the library. In collaboration with Coach-2-Coach, UNCP sponsored four workshops on Performance Based Licensure and INTASC standards. UNCP continued the efforts of the Southeastern NC Task Force for Teacher Recruitment and Retention by joining two other universities to form the Golden Leaf Educational Consortium. The initial emphasis was placed on planning mentor support sessions for beginning teachers, a new teacher conference, creating online professional development, creating an information network for teachers, and offering professional development for administrators on supporting new teachers. A Coach-2-Coach beginning teacher project was established. During the first year of teaching, many UNCP graduates rely on the instructional resources and equipment available to them in the Curriculum Lab and English Resource Center.

Individual faculty members were available for consultation to beginning teachers, particularly UNCP graduates. These teachers routinely call their major professors for advice during the first year of teaching and faculty make classroom visits. Professors also support new teachers through telephone calls and email. The Science Ed program coordinator mentored and provided on-site visits/evaluation/ videotaped lessons of beginning teachers in Whiteville City LEA. The PE Department used a departmental directory to maintain contact with beginning teachers. A Reading Education professor provided direct instruction to first and second year teachers for the PBL process and an instructional strategies workshop to second year teachers. The Education Technology Lab was used extensively by Robeson County ILT2s in the completion of the products. The Director of Media Services assisted in this process. Both offices were open at night and on the weekend. Many of the requests for professional development workshops come from ILT coordinators in the UNCP service region; the Office of University School Programs coordinated these requests. Each semester, the UNCP interns participated in a five-day workshop on Effective Teacher Training.

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

The number of lateral entry teachers continued to increase; plans for over 300 lateral entry teachers were developed in all 13 teaching areas. Approximately 550 lateral entry teachers were enrolled in programs. The Teacher Education Committee continued to revise policies and procedures governing the licensure-only process in an effort to make the system more flexible and efficient. UNCP served as the yearlong host site for the Southeastern Regional NC TEACH Consortium, an alternative licensure program for mid-career change professionals. Eighteen participants completed the program. In an effort to accommodate the needs of lateral entry teachers, professional education and major courses were scheduled in late afternoon, evening (including Fridays), on Saturdays, and during all summer sessions. All programs developed sequences of late afternoon and summer course offerings. Evening and weekend advisement was provided. Several professional studies and content courses were redesigned for delivery as Internet courses (a total of 9 additional courses.) When appropriate, course substitutions, on-line courses, and independent study classes were allowed. A third summer session was added that avoided conflicts with all regional ending and beginning closing dates for teachers and focused on content courses. Modifications were made in field experience requirements to allow lateral entry teachers to work in their own schools. The operating hours of the Curriculum Lab extended into the evening. Several graduate programs continued to implement an add-on licensure option. The Counseling Ed coordinator met with Cumberland Co to explain this option for school counselors. Off-campus programs were offered in Anson, Richmond, Cumberland, Moore, Robeson and Montgomery counties for lateral-entry teachers, making it possible to complete degree requirements without a one or two hour commute. UNCP participated in the NC Model Teacher Education Consortium, coordinating the delivery of off-campus courses. Praxis II workshops for lateral entry teachers from Hoke and Robeson counties were offered. Unique to UNCP, some lateral entry teachers, who did not qualify for full admission into the teacher education program, were given provisional IEPs. Transition plans were developed and monitored to assist these students in meeting eligibility requirements for admission into teacher education. Assistance with the Praxis I through the Learning Plus System was available to these teachers at no charge. All lateral entry teachers were assigned faculty advisors, who advised in person, by telephone and email. UNCP established a working relationship with the Regional Alternative Licensure Office, meeting regularly with the director, and changed University admissions and Teacher Education procedures to accommodate these students. Teacher Education policies were then modified to reflect the changes in procedures for lateral entry students. The Special Ed program collaborated with Scotland Co on a grant for support of lateral entry teachers. The Technology Center was open during the evenings and weekends for workshops for lateral teachers. The Office of University School Programs sponsored 4 lateral entry teachers to attend the NC Middle Schools Association Fall Institute.

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

During the past year, a series of career development programs were offered by the Office of University-School Programs (USP) on the UNCP campus and were open to both beginning and career teachers. USP sponsored a regional initiative to support approximately 100 career teachers seeking National Board for Professional Teaching Standards certification. Teachers from 11 LEAs participated. Monthly Saturday support sessions were held, September-May. Coaching workshops were held for the facilitators, who were also sent to two national

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facilitators' training institutes. Candidates were provided technology assistance and were given unlimited access to the library. A listserv was maintained for effective communication. Two Education professors implemented a project to study the effectiveness of the UNCP National Board Support Program. The clinical teachers in the fall and spring semesters were provided an orientation and training session at the beginning of the student teaching experience, including additional training on the interpretation of the standards and ratings on the Clinical Internship Exit Evaluation instrument. Career teachers were engaged in action research as part of their graduate programs and through university/school partnerships, eventually serving as co-presenters with faculty at conferences. All graduate courses were offered in the late afternoon and evening to accommodate teacher and administrator schedules. UNCP began offering the add-on license in ESL. An NC Catalyst grant funded a technology retreat to NCCAT for 30 career teachers, teacher education preservice teachers, and faculty to participate in a 4-day Marzano Dimensions of Learning and Thinking for effective integration of technology. The Social Studies faculty worked with the Coach-to-Coach program to host two mentor -training workshops.

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

UNCP faculty provided workshops and consultative assistance to schools with low-performing and at-risk students. Three faculty from the SOE received a \$60,000 grant for collaboration with the CIS Charter Middle School Academy for developing a program to address the academic and social skills of its low-performing Level I and II students. Eighty-two percent of the students were American Indian; 5% African American; 66% male; 96 total. Print and software instructional materials were purchased, including 1,000 books for the library, monthly technology training was provided to the teachers, parent workshops were sponsored, wiring and Internet services were provided, a server was purchased, 3 laptops and LCD projectors were purchased, all students were administered the IOWA Basic Skills pre/post test, a physical fitness program was provided to the students, art instruction was provided, and 1,000 hours of fieldwork was completed by education students. A UNCP administrative liaison worked on site one day per week. The students were given a 4-day technology workshop. The director was sponsored to the Closing the Achievement Gap Conference. Physical education students participated in "Reading is Fundamental" training and applied acquired skills in fieldwork. The Department of Physics and Chemistry sponsored a yearlong Saturday Mr. Wizard Academy for 6th grade students from the Public Schools of Robeson County. Art Education faculty assisted teachers in low-performing schools by making classroom observations and offering advice on curriculum needs, resources, and classroom management strategies. The Biology Education program provided a 2-week long biotechnology workshop to teachers from Robeson and Richmond LEAs. Faculty from the Elementary, Social Studies, Reading, English, Mathematics, and Special Ed programs provided fall and spring Saturday Praxis II workshops for Hoke and Robeson teachers. The School of Education cosponsored a community forum with the Public Schools of Robeson County on closing the achievement gap. Faculty presented at the At-Risk Minority Achievement Conference and the NC Indian Unity Conference. Three faculty members served on the Historical Minority College and University Consortium, established to develop and implement successful programs and approaches to close the minority achievement gap in NC. A faculty member served on the State Advisory Council on Indian Education, on the Closing the Achievement Gap Committee for the Public Schools of Robeson County, on the Robeson County SOS Advisory Board, and the Governor's Education First Task Force. This Task Force made recommendations for closing the educational achievement gap, particularly in low-performing schools.

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

The faculty were very involved in terms of activities related to the SBE priorities of closing the achievement gap and meeting the academic achievement needs of diverse learners. They provided multiple staff development workshops for teachers and parents, both in the region and across the state. Faculty also served in leadership roles, offering advice and guidance for addressing diversity needs. Two professors in the Biology Education program secured a \$30,000 Eisenhower grant to provide staff development to regional middle grades science teachers, focusing on field studies and the use of living insects in the classroom. Five Elementary/Reading/Special Education professors made presentations at the Closing the Achievement Gap Conference. Eight Elementary/Reading/Special/School Counseling Education professors made presentations at the UNCP School of Education/First Americans' Teacher Education (FATE) Conference, focusing on the academic and social needs of American Indian students. Three hundred teachers were in attendance. One Education professor received a faculty development grant focused on increasing the academic achievement of 6th grade students at Union Elementary School. The School of Education purchased approximately \$5000 worth of multicultural teaching materials for the Curriculum Laboratory for student and faculty use. The English Department began teaching courses in the ESL add-on licensure program. The School of Education FATE Program sponsored 10 undergraduate students as participants in the Annual NC Indian Unity Conference. Two Education professors made presentations at this conference. Two professors served as members of the State Advisory Council on Indian Education. Two professors made three presentations across North Carolina in American Indian communities as part of parent education forums.

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 2001-2002 academic year, special emphasis was placed on a number of key initiatives. Particular concern was given to the needs of lateral entry teachers. All 13 teacher education programs began offering subject and professional studies courses in the late afternoon, evening, summer and/or weekend. Each of the programs began to consider appropriate online course offerings, with several (English, Biology, Special Education, Elementary, Middle Grades, Mathematics) actually teaching new online courses. An entirely new summer session was added so as not to conflict with any LEA beginning/closing workdays. The addition of this new mid-summer session required the cooperation of the Office of Academic Affairs, the Registrar's Office, the School of Education, and every academic department on campus. The UNCP Dean, Licensure Officer, Registrar, and Vice-Chancellor of Admissions began meeting with the Director of the Cumberland Co. Regional Alternative Licensure Office to ensure smooth matriculation of lateral entry teachers into the University. Off-campus course offerings on community college campuses were expanded to reduce the commute time for lateral entry teachers. The Science Education Coordinator served as Outreach Coordinator for the PMABS program, which involved training regional high school science teachers in a two-week biotechnology institute. These teachers subsequently brought their students to campus to participate in classes and labs throughout the year. More than 300 students participated in this project. Increased emphasis was placed on career teachers through support for National Board Certification. Monthly Saturday support sessions, Sept.-May, were held throughout the fall. Five National Board Certified teachers were hired as facilitators and were provided with additional training. Candidates were given technology assistance, unlimited access to the library (including online services), and refreshments at each session. The School of Education emphasized regional conferences in a greater way. The School Counseling Program partnered with DPI to host a regional conference for 200 guidance counselors. The Reading Education Program partnered with the NC Reading Association to host the 2002 NC Young Author's Celebration, with more than 600 elementary, middle and high school students and their parents in attendance. Participants were given free T-shirts, reading materials, and lunch, courtesy of the Chancellor's Office. The School of Education First Americans' Teacher Education program hosted a closing the achievement gap conference for 300 teachers in Robeson and Hoke LEAs. All costs associated with the conference, including print materials and meals, were covered by the grant. Forty-two sessions, specific to academic and social needs of at-risk minority students, were offered. The overriding theme of the conference was centered on the academic and social needs of American Indian students. The School of Education received

\$30,000 from Glaxo Smith Kline to fund 21 action research teaching/learning improvement projects for teachers throughout the service region. Teachers competed for \$1000 grants to fund projects designed to close the achievement gap and improve student performance in the ABCs accountability program.

Supplemental Information (Optional)

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

Efforts toward Praxis I and II preparation were revised and improved. Praxis I orientation sessions, providing students with registration materials and test preparation resources, were held throughout the year. A Praxis information bulletin board was maintained. Interested students were given unlimited access to Learning Plus review software at no cost to the student and made available in the 24-hour study lab, the main library and the Education Technology Center. Free one-hour writing, reading and mathematics Praxis I tutorials were available every Wednesday during the activity period throughout the year to students on either a walk-in or referral basis. Concentrated Praxis I preparatory sessions were offered just prior to testing dates at no cost to the students. Two work-study students were assigned as permanent tutors to the Learning Plus Lab to assist students in test preparation and in analysis of failed Praxis I exams, then offered specific remediation. Students received one-on-one writing assistance in the University Writing Center as well as a special session on stress reduction and test anxiety from the Counseling and Testing Office. Faculty conducted content and test-taking strategy review sessions for the specialty area tests. Two fall and spring Saturday workshops were provided on Praxis II for both undergraduate and lateral entry students. Two arts and sciences faculty took the Praxis I and/or their respective Praxis II specialty test battery. The University paid all fees for this administration. In follow-up, the faculty conducted alignment sessions to revise course syllabi and develop review tips and strategies for students. Six professors attended the DPI/ETS Praxis workshop in Raleigh, sharing information with colleagues upon return. Mathematics education faculty continued to develop their web-based test generator for mathematics review. The PE program developed a "Praxis II Study Guide Manual". The School Counseling Program added practice audio exercises and test items to specific courses. Professors and the Licensure Officer were available to tutor and review Praxis results with students on an individual basis. Tests at A Glance were provided to students upon request. EDN 302 - Foundations of Education students were required to reflect in journal writing following Praxis I administration as to how they prepared, their emotions, what they should have done to prepare, and fears realized with anonymous responses shared with other students. Through a grant, registration fees were paid for American Indian students. Additional study materials were placed in the Curriculum Laboratory. A Teacher Education faculty member presented to the Georgia Board of Regents focusing on improving Praxis performance.

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

All departments showcased their programs in regional teacher job fairs, high school career days, admissions open houses, and special recruitment events. UNCP sponsored recruitment receptions on the campuses of five regional community colleges. The School of Education participated in the Office of Admissions high school counselors' visitation day. The BK program collaborated with More at Four and Cumberland County Headstart information fairs as well as the Partnership for Children program. The BK program maintained an advisement office at FTCC every Friday. UNCP sponsored its own teacher education fair and had Representative Donald Bonner as the guest speaker. Print materials and a new School of Education web site were developed to attract prospective students to the teacher education programs at UNCP. New Education Technology Center outreach web pages were added. Teacher Education bookmarks were provided to 800 incoming freshman. A letter, from the Dean of Education describing the Teacher Education program, was included in all Admissions packets mailed to prospective UNCP students. Many professors were guest speakers at community events and used these opportunities for recruitment. Telephone calls and emails were made to prospective students who indicated an interest in education during admissions. The University sponsored multiple radio, television, and print advertisements. UNCP participated in the NC Model Teacher Education Consortium. Student education

organizations and the Teaching Fellows program sponsored a variety of education activities and seminars. Teaching Fellows posters and brochures were mailed to all NC high schools. One recruitment workshop was advertised in every high school. Three thousand letters were sent to potential students. An Open House, specific for potential Fellows and their parents, and subsequent mock interviews workshop, were held. A recruitment luncheon was hosted in the Raleigh area. The Teaching Fellows program collaborated with the Randolph County Teacher Cadet Program, including the involvement of Fellows as student recruiters. The athletic coaches recruited PE majors in high schools, using a newly developed recruitment brochure. The PE program also developed a new web site including information for licensure. UNCP continued development of BK articulation agreements with Robeson and South Piedmont CC. An articulation agreement was completed at Richmond Community College and the courses for an elementary education degree were offered on its campus. The English Education program created a new departmental Recruitment Committee. sent recruitment letters to prospective English education students. The University awards a number of scholarships and awards specific to the support of teacher education majors. Examples include the: Dial-Chavis SNCAE Endowed Scholarship, Wendy L. Klenoitz Memorial Scholarship, Charlie H. Moore and Marie S. Moore Endowed Memorial Scholarship, the First Americans' Teacher Education Scholarship, the Robeson County Retired Teachers' Scholarship, and the Josephine B. Lucente Scholarship.

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

In 2000, UNCP received a U.S. Department of Education grant for \$991,000 over a three-year period to provide support and training for American Indians in preservice education programs. To date, 75 American Indians have matriculated through the program. Plans are underway for resubmission of this proposal. UNCP sponsored a second Teacher Education Forum on contributions of American Indians to the teaching profession. The Financial Aid Office, in collaboration with the School of Education, seeks qualified students who are eligible for a number of scholarship and loan programs specific to teacher education and American Indians. These include the American Indian Student Legislative Grant, John J. Brooks Endowed Memorial Teacher Scholarship, Anderson N. Locklear Endowed Memorial Scholarship, Pearlie Locklear Endowed Memorial Scholarship, and Purnell Swett Endowed Teaching Fellows Award. The NC Minority Presence Grant Program is also available. Several of these awards are renewable and range in the amount of the award from several hundred to several thousand dollars. The Teaching Fellows Director and PE faculty conducted several on-site recruitment trips to regional predominately minority high schools. The UNCP Teaching Fellows Program sponsored a minority recruitment luncheon for area students, teachers, and counselors. The English education program mailed recruitment letters to select minority students. Minority BK students assisted at recruitment fairs for the B-K program. The NC-LSAMP Project, designed for the recruitment of minorities into math and science related degree programs, hosted high school seniors in a five-week residential "bridge" program. The Dean of the School of Education was the guest speaker and workshop presenter for Native American Career Day at a local school. The University established the Mitchell Tyler Scholarship for American Indians in Teacher Education.

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

The UNCP Regional Center for Economic, Community, and Professional Development sponsored a number of events designed to support both regional school professionals and students. Training for school nurses on conversational Spanish was offered for the Robeson LEA. A Social Work Symposium for regional school social workers was held. An academic enrichment program for 98 students, grades 9-12, entitled "Summer Start" was offered to Robeson LEA students. A Southern Regional AHEC Health Academy was offered to students from Purnell Swett High School, a predominately minority high school in Robeson LEA. A Student Athlete Summer Institute (SASI) was held for 65 regional high school athletes. A Summer Advanced Placement Institute for regional high school teachers in the areas of Calculus, History, Language and Composition was held. The UNCP Family Life Center, funded by the Office of Minority Health and the US Dept of Health and Human Services, established after-school violence prevention programs on the campuses of Pembroke and Red Springs

Middle Schools. The program also included Super Saturday field trips and a 4-day summer day camp on the UNCP campus. The target group was at-risk youth from diverse backgrounds in academic, personal and career development, cultural awareness, recreational, and family bonding. The Teacher Education program developed a candidate work sample for preservice students, conducted surveys of clinical teachers and recent graduates, revised the field experience component of existing courses, and maintained a regional support consortium for ILTs. Feedback from program completers informed revisions to the teacher education program curricula. UNCP received second year funding from the Department of Labor for \$542,000 to support the Youth Opportunity Program. The program is to mentor and encourage middle/high school students from enterprise communities who plan to pursue postsecondary education. The program served 350 Robeson County youth, ages 14-18, in year long sports camps, academic/life enrichment activities, and cultural arts programs. The School of Education received an e-learning grant to support the redesign of select required major education courses for on-line delivery. Several School of Education and Arts & Sciences professors participated in a campus-based three-day workshop to increase their on-line instructional management skills. The Department of American Indian Studies and the UNCP Foundation sponsored the 2002 Seventh Annual National Writing Contest for Lumbee students, grades 4-12. Eight prize winners were given \$100, a book about the history of Lumbee Indians, and were invited to read their literary pieces as part of the Lumbee Homecoming Celebration. More than 80 technology workshops for preservice students were conducted throughout the year. Web-based tutorials for Microsoft Office 2000 software and assistive technology were added to the technology lab. The Chancellor hosted a legislative breakfast to discuss regional educational needs with our legislative delegation. The Givens Performing Arts Center served approximately 5,000 public school students at a variety of performances and the Native American Resource Center gave tours to approximately 4,000 public schools students throughout the year.

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	2	American Indian/Alaskan Native	22
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	73
	Other	0	Other	0
	Total	22	Total	105
Licensure-Only	American Indian/Alaskan Native	3	American Indian/Alaskan Native	12
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	16	Total	40
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	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	2
Licensure-Only	American Indian/Alaskan Native	6	American Indian/Alaskan Native	22
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	32
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	72
	Other	0	Other	0
	Total	45	Total	127

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)	48	25	18
Elementary (K-6)	33	27	20
Middle Grades (6-9)	63	45	35
Secondary (9-12)	74	32	22
Special Subject Areas (k-12)	35	29	24
Exceptional Children (K-12)	46	35	27
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	2	2	2
Other	0	0	0
Total	301	195	148
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	184
MEAN PPST-W	180
MEAN PPST-M	186
MEAN CBT-R	323
MEAN CBT-W	321
MEAN CBT-M	324
MEAN GPA	3.1
Comment or Explanation:	

Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	5	2	5	5
Elementary (K-6)	19	10	5	4
Middle Grades (6-9)	3	0	0	0
Secondary (9-12)	11	6	3	3
Special Subject Areas (K-12)	8	3	14	13
Exceptional Children (K-12)	7	2	2	2
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	53	23	29	27
Comment or Explanation:				

D. 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
Art	1	*
Biology (9-12)	2	*
Elementary Education	27	96
English	2	*
MG-Math	2	*
MG-Science	2	*
Math (9-12)	1	*
Music	3	*
Physical Ed	4	75
Social Studies (9-12)	4	100
Spec Ed: Learning Disabled	2	*
Spec Ed: Mentally Disabled	1	*
School Summary	51	94
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. 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	43	5				2
U Licensure Only	5	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	19	3	2		1	
Comment or Explanation:						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	56	91	82

G. 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
Robeson	930
Cumberland	389
Columbus	207
Richmond	203
Scotland	202
Bladen	155
Hoke	112
Moore	88
Wake	63
Whiteville City	57

H. 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.	3.56	3.2	3.67
the ability to effectively manage the classroom.	3.28	3.04	3.43
the ability to use technology to enhance learning.	3.28	3.16	3.38
the ability to address the needs of diverse learners.	3.22	3.04	3.48
the ability to deliver curriculum content through a variety of instructional approaches.	3.61	3.24	3.57
Number of Surveys Received.	18	25	21
Number of Surveys Mailed.	44	44	44

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
9	7	5

IHE Graduate Performance Report

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2001-2002

Overview of Master's Program

The mission of the UNCP School of Graduate Studies is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other. Further, the programs foster the development of students into leaders of their profession. Graduate faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. The following M.A. Ed. graduate programs are available: Art Education, Elementary Education, Mathematics Education, Middle Grades Education, Physical Education, Reading Education, Science Education, and Social Studies Education. A M.A. in English Education and a M.A. in School Counseling are also offered.

Special Features of Master's Program

The UNCP School of Graduate Studies is a nontraditional graduate school offering its classes and experiences to a population of predominately adult learners. Graduate classes are held during the evening hours with most classes being scheduled, 6:30 to 9:30 p.m. Courses are never scheduled before 4:00 p.m. to accommodate teachers' schedules. Multiple courses are taught during the summer sessions. Enrollment in the programs is generally small, with fewer than 25 students per program. The vast majority of students are part-time, taking one-two courses per semester. All of the programs are keyed to authentic assessment, culminating in various products of learning. All of the programs have a common set of standards and an assessment system for candidates.

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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	2	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	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	4	American Indian/Alaskan Native	16
	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	25	White, Not Hispanic Origin	109
	Other	0	Other	0
	Total	30	Total	132
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	3	Total	4

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

	Masters
MEAN GPA	3.37
MEAN MAT	41
MEAN GRE	1479
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	3	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	4	0	0	0
Special Subject Areas (K-12)	9	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	5	0	0	0
Total	22	0	0	0
Comment or Explanation:				

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

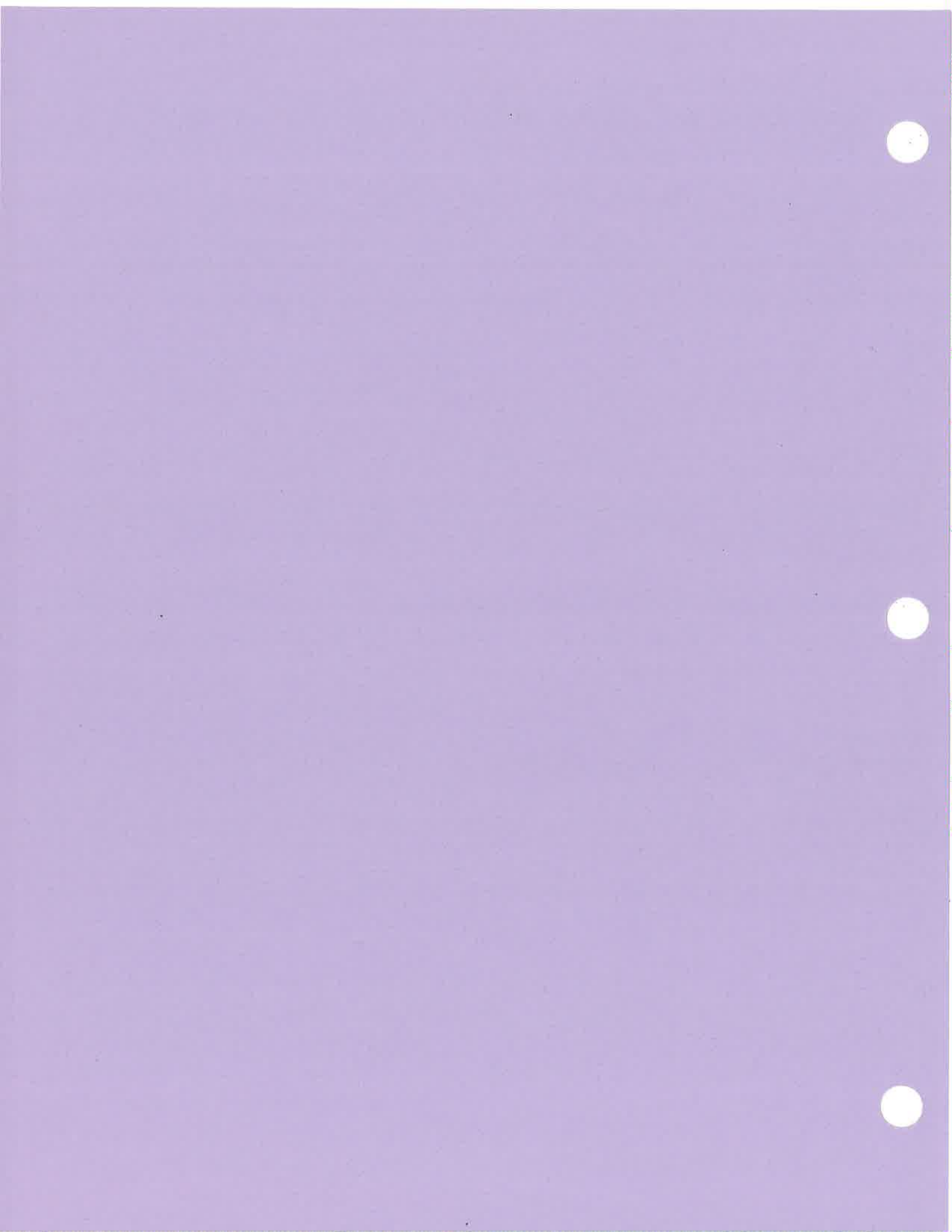
No response available



UNC – Wilmington

2001 - 2002





IHE Performance Report

UNIVERSITY OF NORTH CAROLINA WILMINGTON

2001-2002

Overview of the Institution

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

Special Characteristics

The Watson School of Education is committed to the simultaneous reform of public schools and the creation of theoretically sound and practically proven teacher preparation programs. To accomplish these goals, the Watson School has entered into Professional Development System collaborative agreements with 10 school systems in the southeastern region of the state. Students are required to complete extensive and developmentally sequential field experiences in Professional Development System Partnership Schools, and participate in regular site seminars that focus on instructional practices. In addition, students tutor children in reading and mathematics in the Ed Lab on the UNCW campus, and engage in observations and teaching in placements at community agencies that serve children and adolescents. Faculty are required to provide field-based service on a regular basis to provide support for students in the field. Partnership teachers receive orientation, training and on-going support for their roles in mentoring the students. Students in the Watson School of Education have access to a number of special services including the Ed Lab, Curriculum Materials Center, and Instructional Technology Center. In the Ed Lab, undergraduate and graduate students are involved in diagnostic testing and tutoring of children from the community. The Curriculum Materials Center provides an array of diagnostic tests, instructional materials, textbooks and teachers' guides, North Carolina Standard Course of Study, and educational software. The Instructional Technology Center is comprised of two technology labs utilized by undergraduate and graduate students, and is housed in King Hall (Education Building). The state-of-the-art computer facilities provide hardware, software, and web access to students. All of the programs in the Watson School have developed technology infusion plans to ensure that students demonstrate mastery of technology competencies. The advising program in the Watson School is very strong, and all education and pre-education majors are advised by full-time faculty members. A number of scholarships are available including Teaching Fellows and Principal Fellows. Students have access to job placement services while completing their internships, and employment rates of graduates are very high. Watson School of Education graduates have been recognized as quality educators; many have achieved National Board Certification status, and several have received Teacher of the Year and Principal of the Year awards.

Program Areas and Levels Offered

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

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

A. 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 Watson School of Education's Professional Development System (PDS) is formalized by contractual relationships that have existed over the past 12 years between UNCW and 10 school districts in the region (Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, New Hanover, Onslow, Pender, Sampson and Whiteville City). During 2001-2002, a total of 75 schools in the region were PDS Partnership Schools including 47 elementary, 15 middle, and 13 high schools. Three-year contract renegotiations occurred this year during which partners reexamined the context of the partnership, identified common issues, and designed four categories of opportunities for collaboration. Discussions were held throughout the year, resulting in a revised PDS contract and school application process/product that links partnership activities directly to results for P-12 students and also emphasizes efforts to combine resources. The leadership in all 10 districts and the university made a strong affirmation of continued formal relations during the spring of 2002, concluding in a signing ceremony in June, 2002. All 75 existing partnership schools reaffirmed participation with formal re-applications, and 20 new partnership schools applied - resulting in an increase to 95 partnership schools beginning July, 2002. In 2001-2002, 561 partnership teachers, university faculty and interns participated in professional development conferences; 394 new partnership teachers were trained in supervision; 271 technology-focused seminars and outreach services were provided for teachers and their interns; and a total of 661 seminars were provided at school sites on topics related to improving teaching and student performance. The Watson School of Education developed proposals and received over \$1,256,000 in external funding to support efforts to address regional education needs. In addition, the Watson School worked with personnel administrators in the southeast region to address issues of teacher recruitment, retention, licensure, preparation for Praxis II testing, and jointly sponsored Praxis I and II support sessions. A collaboratively designed National Board Certification support program also was established for NBCT candidates in the partnership systems.

List of Schools with whom the Institution has collaborative activities.

The Watson School of Education at UNCW has signed Professional Development System agreements with the following school systems in southeastern North Carolina: Brunswick, Camp Lejeune, Clinton City, Columbus, Duplin, New Hanover, Onslow, Pender, Sampson, and Whiteville City. Seventy-five schools in these school systems were partnership schools during the 2001-2002 academic year. The schools are: Brunswick County - Elementary: Belville, Bolivia, Lincoln Primary, Southport, Supply, Union, Virginia Williamson, Waccamaw;

Middle: Leland, Shallotte, South Brunswick; High: North Brunswick, South Brunswick, West Brunswick. Camp Lejeune - Elementary: Berkeley Manor, Russell, Stone Street, Tarawa Terrace II; Middle: Brewster; High: Lejeune. Clinton City - Elementary: Butler Avenue. Columbus - High: East Columbus. Duplin - Elementary: BF Grady, Beulaville, Chinquapin, Kenansville, North Duplin, Rose Hill-Magnolia, Wallace, Warsaw; Middle: Charity, EE Smith, Warsaw; High: East Duplin, James Kenan, North Duplin Jr/Sr, Wallace-Rose Hill. New Hanover - Elementary: Alderman, Bellamy, Bradley Creek, Carolina Beach, Codington, College Park, Eaton, Gregory, Holly Tree, Ogden, Pine Valley, Sunset Park, Winter Park, Wrightsville Beach; Middle: DC Virgo, Myrtle Grove, Noble, Roland-Grise, Trask, Williston; High: Laney, Hoggard, New Hanover. Onslow - Elementary: Dixon, Jacksonville Commons, Morton, Swansboro, Walter Thompson; Middle: Dixon; High: Jacksonville. Pender - Elementary: Cape Fear, Malpass Corner, North Topsail, South Topsail; Middle: Burgaw. Sampson - Elementary: Union. Whiteville City - Elementary: Whiteville Primary.

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

Across the UNCW campus, faculty and staff from the Watson School of Education, College of Arts and Sciences (including all faculty who work with educator preparation in the allied areas), School of Nursing, Science and Mathematics Education Center, Division for Public Service and Extended Education, administrative offices, and the Student Development Center were involved in providing support to educators, students, and parents in the region. During 2001-2002, Watson School faculty provided thousands of hours of service to the region's schools to address needs and issues, including working with schools and districts by: developing more effective pre-service literacy field experiences and on special efforts to improve the reading achievement of at-risk students; providing workshops, resources and individual assistance to mathematics teachers to improve teaching and learning outcomes for students; working with educators on effective education of pre-kindergarten students and children with special needs through collaborative grants, workshops and individual consulting; volunteering to work with teacher development initiatives including those specifically designed to support beginning teachers; working on writing and implementing grants, providing professional development and technical support in schools, assisting districts in assessing the impact of school safety initiatives and/or delivering workshops on classroom management; and providing free workshops for parents on pertinent topics such as mathematics and behavior management. In addition, faculty served on site-based management teams, as science fair judges, as members of district quality councils, as members of special focus councils such as Partnership for Children, and as graduation speakers. Twenty-seven schools were involved in developing and receiving services from collaborative grants that resulted in professional development for their teachers and administrators. The School of Nursing, in collaboration with the Watson School and the departments of Social Work and Psychology in the College of Arts and Sciences spent the year designing, writing, and applying for a grant to fund a "Wellness Collaborative" for a low-income, high-risk county in rural North Carolina. Sixteen Science and Math Education Center activities served over 450 teachers and provided over 7500 contact hours of instruction. Over 200 teachers from the region participated in a two-day workshop coordinated by the Center, with faculty from the Watson School, College of Arts and Sciences, and school districts providing instructional sessions. In addition, the Summer Ventures in Science and Mathematics programs are hosted at UNCW, and this year 82 rising high school junior and seniors participated representing 55 different high schools in 39 school districts. Students from local elementary schools participated in UNCW's Marine Quest, sponsored by the Marine Sciences Department, where they learn about marine life in their local habitat in "hands-on, feet wet" activities. The Students as Scientists grant involved 100 schools, 216 middle and high school science teacher trainers, and 2,000 students in using interactive technologies in science activities related to the environment.

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

The Watson School of Education supported beginning teachers by focusing on the interactive continuum of professional development from preservice to initial licensure to mentoring, including support for National Board Certification Candidates and National Board Certified Teachers as leaders. Watson School faculty maintain contact with beginning teachers through email and phone contacts, as well as visits to schools. Faculty used data on ILT portfolio performance to ensure that areas of concern are adequately addressed in the teacher preparation programs. During their internship, preservice students attended a workshop on the Teacher Performance Appraisal Instrument (TPAI), and completed an INTASC project incorporating the NC

Performance-Based licensure standards. UNCW's Teacher-in-Residence provided support for mentors and new teachers including: 104 workshops delivered to 17 school systems on best practice topics including performance-based licensure, reflective practice, multiple instructional strategies, assessment strategies, diverse learners, parent communication, managing the stresses of teaching, classroom management and motivation; after hours e-mail and telephone crisis management; and technology training for 512 educators. Watson School faculty provided NC Mentor Training with emphasis on strategies for nurturing new teachers resulting in 6,418 contacts. The Professional Development System offered a total of 661 site seminars at 59 schools addressing a variety of educational issues and involving building administrators, beginning and career teachers, and preservice interns. In addition, PDS provided several training opportunities that included mentor teachers: three partnership teacher conferences; six ten-hour training sessions for new partners; and 31 partnership teachers completed six graduate credits required by their district for mentor training. Training incorporated Cognitive Coaching as a tool to promote the professional growth of veteran and beginning teachers. The Watson School hosted NC TEACH for 44 students and will continue throughout the next academic year to support their professional development. A collaborative grant supported a new educator orientation project at a partnership middle school. The Science and Mathematics Education Center at UNCW also was involved in providing outreach to new teachers in the service region. In addressing its goal to serve beginning teachers, this year the Center added 255 new elementary, middle and high school teachers' names to the teacher database in order to provide them with information on professional development opportunities. In an effort to further identify the needs of beginning teachers, the Watson School sent a survey to all first through third year teachers in the ten-district PDS system and neighboring counties. Approximately 80% of the beginning teachers returned the surveys. These data will assist in future planning of strategies to meet the professional development needs of new educators.

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

To address the needs of lateral entry teachers, the Watson School established a position entitled Coordinator of Student Services and Alternative Licensure Programs. (The Coordinator also has a staff person and graduate assistant.) This office maintains the active files of 70 lateral entry teachers and 250 licensure-only students. The Coordinator of Student Services and Alternative Licensure served lateral entry teachers through disseminating information on the lateral entry process and requirements, developing individual plans of study, meeting at least once a semester with each lateral entry teacher to monitor progress, working with the Regional Alternative Licensure Center, and holding extended office hours to accommodate teachers' schedules. The Coordinator worked closely with personnel directors in ten school districts by providing them with brochures on the university's admission policies and lateral entry accommodations for distribution to their teachers. In addition, the department housing secondary education sent a letter to thirteen PDS district high schools and personnel officers detailing a MAT program for lateral entry teachers in secondary education. The Special Education and Education of Young Children Programs are designing web pages to respond to program inquiries in these areas. A number of additional program accommodations addressed access and scheduling needs of lateral entry teachers by: offering all required courses in evening time periods and at extension program locations; providing all foundation courses online; hosting two meetings with the College of Arts and Sciences regarding schedule revisions for content courses to serve lateral entry students; developing a MAT in Foreign Language; and exploring a MAT in Middle Grades Education. Since almost two thirds of the lateral entry students are in special education, five NCRISE online courses in special education were offered. UNCW further supported lateral entry teachers by serving as a NC TEACH host site, and securing grant funds to provide a Praxis II preparation workshop for 27 teachers from 12 districts. In addition to ongoing support provided by faculty, the Watson School of Education sponsored a Teacher-in-Residence program that provided assistance to beginning teachers (including lateral entry) and their mentors. Graduate coursework in learning-centered supervision has been significantly modified to reflect current knowledge on assisting lateral entry teachers who have transferred into education from other professional fields and who bring accumulated life experiences to their new roles.

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

The Watson School sponsors many initiatives to support career teachers. Among those efforts this year were: professional development on content area strategies, National Board support, Japanese Collaboration, on-site literacy efforts, assessment and technology coalition, master's degree program collaboration, undergraduate course delivery, and research and conference presentations. Content area faculty, education faculty, and public school faculty collaborated to serve over 720 public school teachers in the areas of math, science, social studies, physical education, language arts, and technology for a total of over 8,295 contact hours. Modifications in scheduling occurred this year to provide flexibility in scheduling of courses, workshops and programs to allow for teachers to attend after school, evenings, and weekends. A new program entitled "Sanity Saturdays" designed to assist teachers in preparation of national board certification materials was established this year. Faculty from the Watson School and the College of Arts and Sciences, as well as public school educators, volunteered to work with 354 teachers on 11 Saturdays to discuss strategies and review materials for individuals pursuing National Board certification. A Japanese collaborative was formed with Osaka University involving 126 teachers (63 from Japan and 63 from the U.S.), and 19 U.S. schools and 21 Japanese schools. The literacy initiative involved 49 teachers in New Hanover County Schools, and Reading Recovery support was provided to 29 sites and 69 teachers. Faculty trained 59 teachers working with 486 students in 22 elementary schools to give placement tests and to implement a new reading curriculum effectively. Additionally, faculty worked with one pre-K center, three middle schools, and two high schools to implement effective curricula, improve teacher proficiency, raise student achievement, and close the achievement gap. The assessment and technology coalition was designed to make a difference in the math and language achievement levels in P-12 classrooms; a total of 141 teachers in five public school districts and one private school were involved. In addition, support/training sessions were held for 518 participants in the areas of classroom management, technology, learning-centered coaching, team building, and other topics. The first year of a collaborative Elementary Education Master's degree program with East Carolina University was delivered at the extension site in Jacksonville. Twenty students comprised the cohort group, and they enrolled in two courses each semester, with each institution providing faculty to teach one course. Career teachers and UNCW faculty collaborated in the instruction of undergraduate methods courses, as well as on research projects and professional presentations. Career teachers also served on a variety of university committees, including faculty search committees and the Teacher Education Council.

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

The Watson School of Education provided service to low performing schools in mathematics, reading, and in initiatives to close the achievement gap. Based on analysis of the middle grades mathematics performance data by the Watson School and SREB, three schools in New Hanover and three in Duplin School Systems were identified as being at-risk and not meeting performance standards: Charity Middle, Warsaw Middle, North Duplin Jr. High, Trask Middle, Virgo Middle and Williston Middle. Watson School faculty provided content instruction and technology training, and study groups were organized and delivered through a leadership model to promote systemic change in the classroom. Teacher attitudes and instructional strategies improved as a result of this project. Extensive work has been conducted in the area of reading for low-performing students and at identified schools. Faculty provided service and professional development for 122 teachers in 35 schools. In working with Smart Start to assist in school readiness, Watson School faculty worked with fifty-eight centers and 185 staff persons. Faculty also have given curriculum placement tests to over 400 students and worked with principals and teachers to select appropriate curricula in early language, remedial reading, and reading strategies. Closing the Achievement Gap has been a focus for discussion at Watson School of Education faculty and departmental meetings, and program and curricular strategies to address this area have been developed. Seventeen faculty attended training on strategies to close the gap, and four have provided specific service to two school systems. Two close proximity schools have been identified as having been successful in closing the achievement gap, and faculty have visited these schools to learn more about the strategies used so that they may share them with colleagues and in undergraduate and graduate classes. In addition, teachers and administrators from successful schools have presented information in university classes on how they utilized a variety of techniques and community involvement to reduce the achievement gap.

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

Strategic Priority 1: High Student Performance -- The faculty in the Education of Young Children (B-K) program completed approximately 125 assessments for 58 child-care centers/family child-care homes, and trained 185 persons on developmentally appropriate strategies. In an effort to develop assessment strategies for math and communication, templates were developed and training was conducted with 44 teachers in three school districts. A new initiative to identify appropriate math strategies for middle grades math students involved 28 teachers in three school districts and one private school. In the area of reading, faculty administered curricular placement tests and worked with teachers and students on literacy strategies. Strategic Priority 2: Safe, Orderly, and Caring Schools -- Forty-four faculty and staff were trained using the "Critical Incident" materials on violence prevention. All Watson School introductory courses now include this topic as an integral part of the curriculum. The Watson School also served as one of the field test sites for the new school violence materials. One faculty member provided services to the Positive Behavior Support Center at Supply Elementary School designed to support students and provide onsite training to teachers related to development of positive social behaviors. The Dean served on two Governor's Committees on Character Education. Strategic Priority 3: Quality Teachers, Administration, and Staff -- The Watson School of Education requires a 2.7 GPA for admission and passing scores on Praxis I tests. Since the GPA requirement increased from 2.5 to 2.7 in the Fall of 2000, 81% of the students admitted had GPAs of 3.0 or higher. All programs in the Watson School meet or exceed the state program approval standards, NCATE accreditation standards, and are consistent with INTASC expectations. Performance-based products are required during the internship semester, as well as satisfactory completion of the technology portfolio. The Watson School hired a Minority Recruitment Liaison this year to work with minority students, teacher assistants, and others interested in pursuing careers as educators. Strategic Priority 4: Strong Family, Community, and Business Support -- The Watson School has developed local, state, and global partnerships with state organizations and businesses. The Watson School co-hosted CREATE (a national group) with SERVE, and participated in an international cabinet to increase diversity. On the local level, the Watson School partnered with community agencies such as the Chamber of Commerce, the Wellness Collaborative, Wilmington Housing Authority, YMCA, and Boys and Girls Clubs to enhance programs and address issues of diversity. Strategic Priority 5: Effective and Efficient Operation -- All courses and programs are aligned with state and national standards and requirements. Benchmarks have been established in all programs with exit requirements specified and results disseminated. Programs are assessed annually with results presented by program area to close the "assessment loop" and promote continuous reevaluation and improvement of curricula.

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

The special emphasis of the Watson School this year was to revise all of the professional development system contracts with partner schools and districts. Inspired by the release of the NCATE PDS standards, a working team of faculty and school colleagues developed a rationale, application system, and selection process for schools to submit their interest areas for collaboration with the Watson School. The premise of the new contracts is to link Watson School work in teacher education, mentoring, technology outreach, professional development and research directly to learning and student achievement in schools. Schools now have four options to propose for their working relationship with the Watson School, based on the four goals of the Professional Development System. They are: (1) Improve the lives, learning and opportunities of all students; (2) Enhance the curriculum, structures, school culture and community ties for P-12 schools and University of North Carolina at Wilmington staff and faculty; (3) Prepare new teachers and administrators in a professional, collegial environment through experiences that they will likely face in their early years in these new roles; and (4) Research, assess, reflect upon and/or disseminate the results of this work. Superintendents and representatives from the 10 PDS districts met with the Chancellor, Provost and Dean to formally approve the new contracts, which had been previously approved by the local boards of education in each district. As a result of these renegotiated contracts, the number of public schools involved with the Watson School increased from 75 to 95, and efforts in several of these schools will be more comprehensive in scope. This year, plans are to focus on the topic of assessment to help Watson School faculty and public school educators define multiple

indicators that will allow all partners to “know” that student achievement has improved by studying individual lessons, whole school initiatives, test score data, the impact of student teachers on classroom performance, mentoring and retention, and professional development.

Supplemental Information (Optional)

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

The Watson School has established a comprehensive program designed to improve performance on the Praxis exams. These efforts include providing direct assistance to preservice education students and regional lateral entry teachers; establishing a bank of resources that are made available across campus, as well as to community colleges and school systems in the region; and engaging in a comprehensive evaluation of testing data, conducting a program-by-program analysis, and developing programmatic responses. Direct support for preservice students and for lateral entry teachers has been a major component of the university’s efforts. Collaborative meetings were held during the year with community college presidents and other representatives joining Watson School administrators in designing strategies to foster teachers’ and students’ success on the Praxis tests. To make resources more available for students and regional educators, the Watson School purchased Plato for five regional community colleges. The Praxis I support initiative has been particularly successful, with two people paid to provide free one-on-one or small group tutoring for students, and two free workshops delivered during the spring semester and made available to school systems in the region. The spring, 2002 “PPST/CBT Overview and Breakout Sessions for Math and Reading” workshop was attended by 45 people, including 19 minority candidates from 7 school districts. In addition to Praxis I, school district personnel administrators requested that the Watson School collaborate with their regional professional development organization to find ways to support lateral entry teachers and others having difficulty preparing for and passing the Praxis II specialty exams. In response to this need, the Watson School and personnel directors in the region applied for and received a grant from the Department of Public Instruction. The Watson School provided a workshop for 27 lateral entry and other beginning teachers from 12 school districts in the region. Initial feedback from attendees and the districts’ human resource directors was extremely positive. Sets of Praxis Preparation Guides were purchased for each area and were checked out to LEAs. Software packages were bought and checked out for students, and information and materials were disseminated that encouraged utilization of the services available from the UNCW Learning Center and Math Lab, the ETS websites, and Tests at a Glance booklets. Praxis II test data are shared annually with faculty from the Watson School, as well as with administrators and content faculty in the College of Arts and Sciences. Interim results from a collaborative effort between the College of Arts and Sciences and the Watson School showed significant improvement in secondary education majors’ performance on the Praxis specialty area tests. These improvements are attributed to education and content faculty taking the Praxis exams in their particular content areas, analyzing the objectives tested and the format in which students were asked to demonstrate knowledge, and the subsequent realignment of program content.

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

Since 1992, the Watson School of Education has had a 103% increase in undergraduate enrollment, a 112% increase in graduate enrollment and a 1,120% increase in licensure-only student enrollment. In addition, the number of courses offered at the extension site in Jacksonville increased by 30%, and evening and on-line offerings increased by 100% this year. Much of this growth is attributed to recruitment efforts, including participation with populations of students from middle school age through adulthood. To encourage young people to consider the teaching profession, faculty have actively worked this year with three schools involved in Teacher Cadet programs, as well as hosting students from Leland Middle School and Camp Lejeune High School on campus. The Watson School has a successful Teaching Fellows program that has now grown to 140 students. UNCW has established articulation agreements with community colleges that permit a seamless transfer of credits for individuals who have earned Associate of Arts Degrees. The Associate Dean and the

Coordinator of Student Services and Alternative Licensure Advisor visit community colleges and meet with prospective transfer students, discuss education as a profession, and share admissions information. The Watson School's redesigned web pages are now more user friendly. Letters were sent to all secondary students with majors in the College of Arts and Sciences who indicated an interest in teaching in order to share information about the programs available, and that Watson School faculty serve in a support advisory role with College of Arts & Sciences advisors. Two meetings were held with College of Arts and Sciences Chairpersons and faculty advisors discussing availability of course options for licensure-only and lateral entry teachers. In addition, Watson School administrators worked with the Wilmington Chamber of Commerce to adopt teacher recruitment as one of its top strategic priorities and one of its top three agenda items for legislative lobbying for 2002-2003. Because of the Watson School's high profile on campus, the UNCW Admissions Office views education as an important marketing tool for its recruitment efforts. The Career Services Office also highlights education as a profession and sponsors school system recruiting visits and two Education Job Fairs each year.

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

Minority recruitment is a top priority in the Watson School of Education. During 2001-2002, the Watson School Minority Recruitment Liaison position was refunded and hours increased. A full-time faculty member also received a course release in order to be able to devote more time to coordination of efforts. These individuals formed a minority student support group made up of current Watson School students to provide a forum for individuals to discuss ideas and issues. The Minority Recruitment Liaison met with minority teacher assistants in area schools and shared information on the certification process, and also visited area churches and community centers to discuss teaching options at UNCW. Watson School faculty worked closely with the admissions office and financial aid office to obtain relevant information to share with prospective students. A Minority Recruitment Committee comprised of faculty and administrators met regularly to develop and implement several key initiatives. One strategy included a survey of the Watson School faculty on issues related to diversity, and the results will be used this year to guide faculty development. The Watson School hosted a group of 24 minority male students from a Brunswick County middle school for an on-campus recruitment and visitation day, and encouraged them to consider education as a profession. In addition, a brochure targeted for middle grades minority students was developed and sent to all schools in the southeastern region, and teachers were asked to disseminate the information to students who had expressed interest in education. High school counselors in the UNCW service area participated in a daylong workshop with a special emphasis on recruiting minority students.

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

During this academic year, the Watson School of Education implemented initiatives in the areas of program access, professional development, curriculum revision, and teacher recognition. Several technology and collaborative partnership initiatives increased student access to programs: online courses in the Master of School Administration program have been approved and are under development; a variety of online special education courses are being offered through NCRISE; the internship orientation is now available online; all undergraduate foundation courses are available online; the Elementary Education undergraduate program offered at the Jacksonville (Onslow County) extension site increased in enrollment; faculty in the Master of Science in Instructional Technology program collaborated with Computer Science and Communication Studies for additional course offerings; the collaborative Master of Elementary Education program with East Carolina University was initiated; and articulation agreements between AAS programs at Cape Fear Community College, Coastal Carolina Community College and UNCW were finalized, and four additional agreements are under negotiation. Professional development opportunities for faculty and partnership teachers included: WebCT training for 14 faculty members for online course delivery; PT3 grant training for faculty and partners on a variety of technologies; creation of an online course for 100 partnership site coordinators that develops and enhances leadership skills facilitating student learning and adult professional growth; and co-sponsoring the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) international

conference. Curriculum revision initiatives included two pilot programs: elementary education methods block program students took a Spanish for educators course; and faculty in collaboration with regional school districts developed a field experience model incorporating multiple literacy models. In recognition and recruitment of teachers, the Watson School of Education is designing and raising funds to create a North Carolina Teachers Legacy Hall which will inspire and honor thousands of teachers statewide from the past, present and future. The Watson School also continued the Razor Walker Awards to honor outstanding individuals who have “walked the razor’s edge” and made significant contributions to the field of education through their service to children and youth in North Carolina.

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	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	19
	Hispanic	3	Hispanic	11
	White, Not Hispanic Origin	88	White, Not Hispanic Origin	494
	Other	1	Other	3
	Total	95	Total	531
Licensure-Only	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	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	83
	Other	0	Other	3
	Total	26	Total	91
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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	57
	Other	0	Other	1
	Total	11	Total	59
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	121
	Other	0	Other	1
	Total	31	Total	141

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)	1	1	1
Elementary (K-6)	4	4	4
Middle Grades (6-9)	14	14	14
Secondary (9-12)	9	9	9
Special Subject Areas (k-12)	2	2	2
Exceptional Children (K-12)	40	40	40
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	70	70	70
Comment or Explanation: This table displays the number of lateral entry teachers enrolled at UNCW during the 2001-2002 academic year. During this same time period 180 other licensure-only students also were enrolled in courses to complete licensure requirements.			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	182
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.42
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	7	7	3	3
Elementary (K-6)	130	120	32	31
Middle Grades (6-9)	28	22	11	11
Secondary (9-12)	27	18	17	9
Special Subject Areas (K-12)	12	10	5	2
Exceptional Children (K-12)	15	14	8	8
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	219	191	76	64
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	150	97
English	13	85
French	1	*
MG-Lang Arts	11	100
MG-Math	6	100
MG-Science	6	100
MG-Social Studies	3	*
Math (9-12)	6	100
Music	4	100
Physical Ed	12	83
Science (9-12)	6	83
Social Studies (9-12)	7	86
Spanish	3	*
Spec Ed BED	3	*
Spec Ed Learning Disabled	14	100
Spec Ed Mentally Disabled	8	100
School Summary	253	96
Comment and Explanation: * 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	81	55	21	3		
U Licensure Only	30	6	2	2		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	19	1	2			
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	274	94	64

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
New Hanover	577
Onslow	363
Brunswick	246
Pender	217
Wake	161
Duplin	144
Columbus	80
Johnston	75
Sampson	69
Charlotte-Mecklenburg	63

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.	3.43	3.55	3.64
the ability to effectively manage the classroom.	3.24	3.44	3.54
the ability to use technology to enhance learning.	3.44	3.36	3.58
the ability to address the needs of diverse learners.	3.29	3.29	3.44
the ability to deliver curriculum content through a variety of instructional approaches.	3.48	3.45	3.6
Number of Surveys Received.	80	95	90
Number of Surveys Mailed.	182	182	182

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
43	7	44

IHE Graduate Performance Report

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

2001-2002

Overview of Master's Program

The Watson School of Education at the University of North Carolina offers three graduate programs: Master of Education (M.Ed.), Master of Science in Instructional Technology (M.S.), and Master of School Administration (M.S.A.). The M.Ed. and M.S. programs lead to the Masters/Advanced Competencies or "M" level licensure. The M.Ed. programs are in the areas of Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education (Reading), Middle Grades Education, Secondary Education (English, History, Mathematics, Science), and Special Education (Cross-categorical). [A Master of Arts in Teaching for secondary education is currently in the development process.] The graduate programs are based upon the conceptual framework common to all teacher education programs at UNCW: teacher as decision maker and reflective practitioner. As a result, all of the programs focus upon development of advanced skills and competencies in: knowledge of learners including those with diverse or special needs, assessment and instructional techniques, conducting and evaluating research (including action research and specific inquiry topics), connecting subject matter and learner needs, and leadership strategies. The programs extend the INTASC standards required for initially licensed teachers, address state guidelines and competencies, and incorporate standards developed by NCATE and national specialty area associations. The programs also build upon the propositions for experienced teachers outlined by the National Board for Professional Teaching Standards.

Special Features of Master's Program

The graduate programs in the Watson School incorporate technology as a learning and teaching tool. Students are required to enroll in a practicum where they apply the concepts learned in the program, and they must conduct an action research or inquiry project prior to program completion. All students must complete a culminating product of learning in the form of a portfolio or thesis, depending upon the program area. These culminating products demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. Comprehensive exams and/or portfolio or thesis defenses also are required. Many of the courses utilize cooperative learning and peer group strategies to foster the mentoring and collaboration skills necessary for success as instructional leaders. The analytical, reflective, and writing skills developed in the programs have assisted students with the National Board for Professional Teaching Standards process. The Watson School of Education offers all of the graduate courses at night or online to enable both full and part-time students to complete the programs. A special term, Intersession, is offered mid-June to mid-July to enable teachers to take graduate courses during the summer without interfering with the beginning or ending of the school year. A collaborative Master's degree in Elementary Education is offered in conjunction with East Carolina University on the campus of Coastal Carolina Community College in Jacksonville. Brief descriptions of each of the programs are included below: The Curriculum/Instruction Supervision program provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders and who will play a supervisory role in the professional development of others. The program in Elementary Education addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. The Language and Literacy program addresses the acquisition and development of literacy, and is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills. The Middle Grades Education program is designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. The Secondary Education program provides advanced study in content and pedagogy, and is offered in English, history, mathematics, and science. The Special Education program provides a cross-categorical perspective and emphasizes the roles and functions of special educators such as collaboration, instructional modifications, and classroom management. The Master of Science in

Instructional Technology focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The Master of School Administration program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; legal issues; policy formulation; instructional leadership) with a continuous emphasis on reflective practice.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	27
	Other	0	Other	0
	Total	8	Total	32
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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	113
	Other	0	Other	2
	Total	22	Total	128
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.

	Masters
MEAN GPA	3.85
MEAN MAT	46
MEAN GRE	1001
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	4	4	0	0
Middle Grades (6-9)	1	1	0	0
Secondary (9-12)	3	3	0	0
Special Subject Areas (K-12)	15	11	0	0
Exceptional Children (K-12)	5	5	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	25	25	0	0
Total	53	49	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
English	1	*
MG-Lang Arts	1	*
Reading (graduate)	3	*
School Summary	5	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.	3.75	3.89
the ability to connect subject matter and learner's needs.	3.75	3.78
the ability to implement research-based approaches in the education profession.	3.75	3.78
the ability to assume leadership roles in school and the education profession.	4	3.78
the ability to facilitate learning for diverse students	3.75	3.67
the ability to engage in continuous professional development.	3.75	3.78
Number of Surveys Received.	4	9
Number of Surveys Mailed.	16	16

IHE School Administration Performance Report

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

2001-2002

Overview of Master's of School Administration Program

The Master of School Administration program in the Watson School of Education at the University of North Carolina at Wilmington (UNCW) is comprised of 44 semester hours of interdisciplinary studies, which include rigorous academic work and the application of acquired academic skills in school settings during a year-long internship. Students pursue the degree as part of either a full- (two years) or part-time (three years) cohort, and may choose either a thesis or non-thesis option; those selecting the latter option must complete a comprehensive examination as their culminating product. The program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; technology; legal issues; policy formulation, instructional leadership), with a continuous emphasis on reflective practice. The program's focus on developing both technical and human skills in future school administrators is carefully aligned with state, regional, and national standards and key areas for administrative proficiency to ensure effectiveness. The emphasis on reflective practice – infused in all course work, and the special focus of both the required interdisciplinary humanities seminar and the field-based reflective practicum course – highlights the conviction underlying the entire program that quality school administration requires both the necessary technical abilities and the capacity to adapt those abilities to most effectively serve the larger democratic, ethical, and humanistic purposes of public education. These purposes require administrators that are trained and habituated to make decisions only in light of systematic, careful, and continuous consideration of their effects on all of their school's stakeholders – students, faculty and staff, parents, and the larger community and society. Key themes regarding the interplay between technical skills and reflective practice which are emphasized throughout the program include: continuous evaluation of existing programs and practices; making policy and program decisions only on the basis of solid empirical evidence that supports those decisions; and ongoing examination of the impact of school practices on all constituents, with particular attention to the cultural, racial, ethnic, and academic diversity of contemporary society.

Special Features of the Master's of School Administration Program

An overarching special feature of the Master of School Administration (MSA) program at UNCW is the close, ongoing, and genuinely collaborative relationships with P-12 public education colleagues. These relationships infuse the entire program with an authenticity of experience for students, resulting in consistent and meaningful interplay between course work and the world of practice. These collegial relationships are embodied in the continuous involvement of P-12 practitioners in all phases of the MSA program. The MSA faculty includes two superintendents, two school principals, and two retired principals. This wealth of experience enhances the courses on school law, program design and evaluation, policy formulation, and the year-long internship. However, these collaborative relationships are not restricted to students' coursework; rather, collaboration is infused throughout and is a defining feature of the program. For example, based upon feedback from area administrators and graduates, the MSA program was revised this past year to require a course in school law (taught by a current high school principal) and to make the writing of a master's thesis an option rather than a requirement for program completion. Students who are not planning on pursuing further scholarly work may enroll in two additional graduate courses pertinent to effective administrative practice in lieu of the thesis, and are required to complete a comprehensive examination covering all work in the program. In addition, all incoming MSA students are required to participate in an admissions interview with teams consisting of current P-12 administrators, current MSA students, and a university representative, working in collaboration, the teams adjudge the qualifications and suitedness of prospective MSA students for future administrative careers. This collaborative essence to the program is also at work in the determination of internship placements. Although internship placement has become immensely more complicated in the wake of provisional licensure legislation, whenever possible, administrative interns are placed with schools and in districts that have signed a partnership agreement with UNCW's Professional Development System (PDS). This

year, the nature of those partnerships was refined to provide P-12 colleagues the possibility of specifying the level and range of engagement with PDS. Reflecting the public school partners' choices, interns for next year were placed at schools that indicated a desire for a high level of university faculty involvement in research, program design and evaluation, and overall data-driven school improvement. This close collaboration at the levels of research and program design and evaluation includes both current students' and past graduates' (new administrators) needs and interests. Finally, the regular and continuous involvement of P-12 practitioners as faculty provides opportunities for mentoring and networking which greatly eases the transition into administrative careers.

Service to Public Schools

MSA faculty provide continuous assistance to schools in a number of key ways. First, faculty help schools implement effective curricula, improve teacher proficiency, raise student achievement overall, and close and prevent the achievement gap. This year (for the third year in a row) two full-time MSA faculty members worked closely with the principals of 13 elementary schools and one pre-k center, with the Lead Teacher for Direct Instruction and the Director of Elementary Education to foster extensive school reform. MSA faculty have given curriculum placement tests to over 400 students; helped principals use placement test data to select curricula in early language, reading, and remedial reading; provided workshops to train teachers to use new curricula; provided periodic ongoing classroom evaluation and coaching of curriculum implementation and student achievement; helped to evaluate achievement data and plan next steps in school reform; and assisted in the development of a newsletter sent to all schools reporting on progress of the implementations. Secondly, MSA faculty received a North Carolina Comprehensive School Reform grant that enables faculty to study in depth a large sample of schools, and to identify factors associated with high vs. low student achievement and successful vs. unsuccessful school improvement efforts. This past year, MSA faculty provided planning and evaluation assistance to 80 high-need elementary, middle and high schools throughout North Carolina, comprising approximately 2,400 teachers who serve approximately 32,000 students. Thirdly, MSA faculty helped four elementary, two middle schools and one high school in New Hanover County to implement both regular and remedial reading curricula by providing workshops to teachers and periodic in-class evaluation and supervision. MSA faculty have begun working with another high school in New Hanover County to help implement remedial reading curricula and to improve instruction. This assistance included work with 91 teachers serving some 270 children. In addition, MSA faculty have worked with one elementary school and one pre-k center in Brunswick County by evaluating student achievement, training teachers, and helping to select effective curricula in reading and language. To assure dissemination of data and findings from these multiple collaborations, as well as to stay current on the latest research of effective school practices, MSA faculty regularly attend and give presentations at local, state, and national conferences on how states and districts can improve student achievement via implementation of effective curricula. This year, presentations also were given to the North Carolina Progress Board and the Pennsylvania State Training Network. Finally, to ensure the essential – and greatly valued – collaboration and collegiality that is such a pivotal part of the program, MSA faculty meet with superintendents regularly (4 times per year as part of the Southeastern Education Alliance); speak to school and community groups (e.g., at graduation ceremonies, Rotary Club, Chamber of Commerce); serve on the Quality Teaching Committee for New Hanover County; and serve on the Governor's Task Force for Character Education.

Support for Beginning Administrators

The MSA faculty also support beginning school administrators in a number of ways. Specifically, MSA faculty work with beginning administrators in their new positions. During 2001-2002, MSA faculty assisted former MSA students/new administrators in five elementary schools, four middle schools, and one high school. This assistance is provided in two ways. First, as part of school-wide improvement efforts for which the new administrators are given primary responsibility – e.g., one new administrator was asked to implement a new remedial reading program. MSA faculty assisted by examining student achievement and, if needed, selecting new curricula, giving placement tests to students, training teachers to use new curricula (both initial training and ongoing coaching), and evaluating teaching proficiency. MSA faculty also provided assistance on an as-needed basis, and many graduates contacted faculty by phone or email throughout the year. MSA faculty are called upon when a specific problem arises in schools; e.g., high rates of problematic behavior in an elementary school. In this case, MSA faculty work with the new administrator to describe the problem, determine possible solutions, and implement problem-solving strategies, such as teacher training in classroom management. This year MSA faculty conducted -- for the third straight year – an

annual summer conference on effective instruction that provides training on recent research on reading; effective curricula in language, reading, remedial reading, spelling, writing, and math; and administering school-wide implementations of new curricula. Thirdly, to ensure continuity, MSA faculty members also help district administrators provide new staff with training in implementation of new curricula in language, reading, and remedial reading. Similarly, one member of the MSA faculty maintains a website with resources on curriculum and instruction, school reform, national education activities, research, state curriculum standards, and professional organizations. On a related point, faculty are currently planning for the creation of a more encompassing website geared exclusively towards providing assistance to both beginning and career administrators. This website will provide information on and links to materials on conferences, state activities, and events in former students' schools. Finally, MSA faculty's assistance to beginning administrators includes continuing support in maintaining research and program design and evaluation skills beyond their careers as students. Applied work that began during the process of thesis research or coursework often has a direct bearing on key issues that confront graduates as they enter the world of practice. MSA faculty continue to provide support for continuing efforts along these lines, helping to empirically assess such issues as: evaluation of the effects of early language curricula on at-risk pre-k students' future development; preventing teacher burnout; the efficacy of remedial reading curricula; and the efficacy of different strategies for school reform.

Support for Career Administrators

MSA faculty support career administrators in ten school systems that are part of the Watson School's Professional Development System, and also provide assistance to the Charlotte-Mecklenburg School System. Career administrators include superintendents, directors of elementary education, directors of secondary education, directors of special education, and school principals. These services include the following. First, MSA faculty publish research and give conference presentations with career school administrators on the results of school improvement efforts. In 2001-2002, these collaborative efforts yielded three publications in refereed professional journals. Secondly, MSA faculty met with principals in the 10 PDS districts to establish school-university partnerships that support current administrators, strengthen teacher education, improve mentoring, enhance technology outreach, and provide effective professional development and supporting research directly linked to learning and student achievement in schools. Support to career administrators also has been embodied by three grant-supported and substantial initiatives: a leadership academy for middle school principals; a middle-grades math coalition supported by an Eisenhower grant; and extensive technology assistance funded through a PT3 grant. The Executive Leadership Academy for Middle School Principals provides opportunities for middle school principals to work with their peers and design responses specific to issues in the middle grades. During this academic year, there were two events for participants in the Academy: a one-day session focused on ABC tools for accountability and data-analysis that involved 26 participants including school administrators from 5 districts (Brunswick, Columbus, Duplin, New Hanover and Onslow), as well as UNCW administrative interns and MSA faculty. A subsequent two-day session served eleven administrators, joined by 6 university faculty. The Middle Grades Math Coalition is an initiative to support teaching and learning of mathematics in middle grades; the coalition created the opportunity for middle grades mathematics educators from three school systems and two private schools to be involved. Teachers participated in a summer institute providing 57 hours of training designed to address key problem areas as identified in the research. Finally, the PT3 technology initiative offered training to career administrators: 115 hours of renewal credit was provided to 11 school administrators from three partnership districts (New Hanover, Brunswick, and Columbus). Of these 115 hours, 78 were credits requiring hands-on training sessions.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	6	Total	11
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	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	14
	Other	0	Other	1
	Total	10	Total	19

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

	Masters
MEAN GPA	3.8
MEAN MAT	44
MEAN GRE	1018
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Scores of school administrators on the SLLA.

Specialty Area/Professional Knowledge	2000 - 2001 School Administrator Licensure Pass Rate	
	Number Taking Test	Percent Passing
School Summary-Principal	13	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

D. 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.

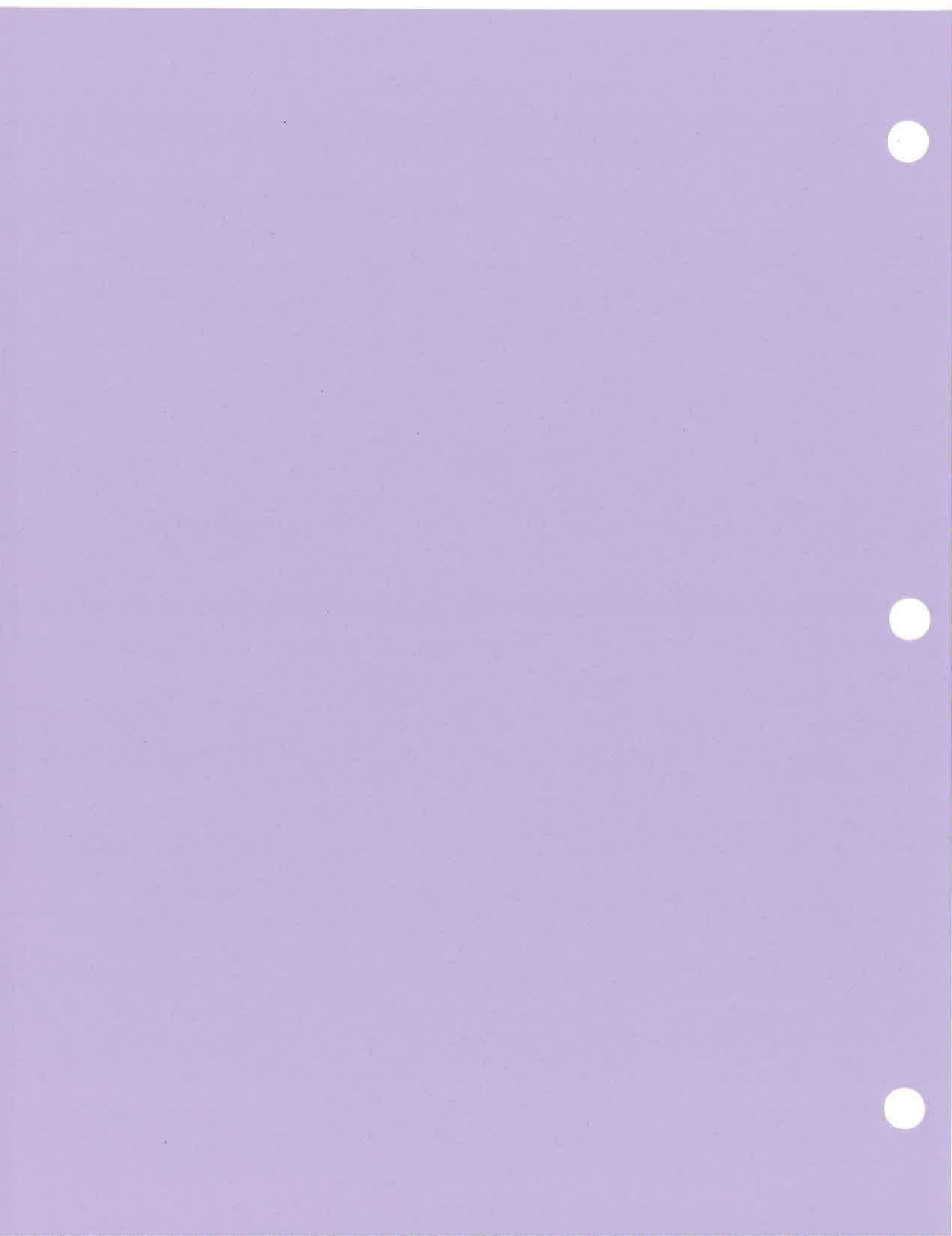
Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	2.83	3.75
the preparation to use technology to support the instructional program.	3.5	3.5
the preparation in instructional leadership.	2.67	3.75
the preparation to assist teachers in meeting the needs of diverse learners.	2.67	3.5
Number of Surveys Received.	6	4
Number of Surveys Mailed.	9	9



Wake Forest University

2001 - 2002





IHE Bachelor's Performance Report

WAKE FOREST UNIVERSITY

2001-2002

Overview of the Institution

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

Special Characteristics

Wake Forest provides a small liberal arts environment where small classes and personal contact with faculty is a reality while it still offers an array of diverse academic courses, and the significant research posture found only at a large university. Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given curriculum support through a cadre of Academic Computing Specialists, one of which resides in the Department of Education.

Program Areas and Levels Offered

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

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

A. 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 Department of Education has developed partnerships with three elementary and four secondary schools over the past eight years. Teachers in partner schools complete a survey to provide feedback that improves our programs. Master Teachers work as paid clinical faculty in the Master Teacher Fellows Program. They are heavily involved in the selection process of the Fellows, participate in Teaching Rounds seminars, conduct action research in their classrooms, mentor the Fellows during student teaching and evaluate their Technology Portfolios. Each year, the Department of Education selects a Visiting Instructor from the Winston-Salem/Forsyth County Schools to work as its full-time faculty member. The Visiting Instructor is the primary liaison for the university to the local public schools and is responsible for overseeing field placements. The Elementary Program has a longstanding and deep relationship with three Winston-Salem/Forsyth County

Schools. A former coordinator administers the exceptional Four Block Center that attracts teachers and administrators from across America. Teachers at the three partnership schools serve the Four Block Center as consultants in North Carolina and other nearby states. Wake Forest has hosted an Advanced Placement Institute for the past twelve years that is led by secondary teachers. It attracts 150 teachers each summer. In addition, the Triad Writing Project, supported by the department, provides writing instruction for 20 teachers each year. This Writing Project and the other five sites of the North Carolina Writing Project, of which the Department of Education chair is the Director, provide writing instruction for teachers and young writers across the state. Finally, the department offers strong support for the chairman's work as Director of the North Carolina Governor's School. This statewide institution serves as a model for excellence in teaching and learning for visitors from Teach for American and other institutions. Mary Lynn Redmond has offered leadership to the Alliance for Language Learning which is hosted by Wake Forest.

List of Schools with whom the Institution has collaborative activities.

Speas Elementary School
Vienna Elementary School
Clemmons Elementary School
Marvin Ward Elementary School
Forbush High School
East Forsyth High School
Mt. Tabor High School
RJ Reynolds High School
Parkland High School
Carver High School
North Forsyth High School
West Forsyth High School

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

Partnership initiatives include participation of teachers and local school administrators in Education courses as guest speakers on topics such as current methodology, assessment strategies, school law, and the evaluation process for first year teachers. Faculty and students in Foreign Language Education participate in foreign language immersion camps in which children throughout the school district participate. A faculty member has developed the African-American Infusion Project, a curriculum reform program for the Winston-Salem/Forsyth County schools. She also worked with local teachers to develop a manual used in place of a textbook for K-3 social studies. All faculty of the Education Department consult informally and formally with local schools and teachers in the Winston-Salem/Forsyth County schools. They also present research findings and new pedagogical approaches at state conferences and serve as officers in their state professional organizations. Faculty from the Education Department developed an Eisenhower Grant that provided internet training for 20 high school math and science teachers and offered support for technology integration for local teachers in both computer skills and curriculum development strategies. A group of teachers from the Business School regularly works with a fifth grade class at a local school to teach a computer simulation called Dyno-Park Tycoon that assists the students in learning basic business skills. The Department of Education sponsors an AP Institute for teachers, leads the state's Writing Projects, supports Four Block instruction at key elementary schools, and provides Director of the North Carolina Governor's School at Raleigh. One faculty member works with Meadowlark and Cook Elementary schools to develop seminars for parents to implement the Victory-In-Partnership program. She has also developed tutoring programs for parents to help improve students' reading skills at inner-city schools. Cook Elementary, which is an inner-city school, is implementing the program this year. Another faculty member worked as an evaluator of the Super Kids curriculum and Life Skills curriculum at the system level. These programs deal with drug awareness and violence related issues. Another faculty member leads a PT3 grant program that works with teachers in the local public schools. A faculty member also leads the Alliance for Language Learning which impacts schools across the state.

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

Wake Forest Teacher Education graduates are provided funds from the Model Clinical Extension ABC program to attend professional meetings and to purchase instructional resources. Well over \$2,000 was awarded to beginning teachers last year. All faculty maintain contact and support graduates in other ways as well. Listserves are set up for graduates to aid them in establishing a peer support system and to give them a direct link to the advisor. Advisors' web pages are designed to provide instructional support materials and links that will be easily accessible and beneficial to graduates.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for un-licensed teachers. Its Director is Dr. Bob Evans and the program leads to licensure for teachers those LEAs hire. We have outlined radical abbreviations in our program to allow lateral entry teachers to earn licensure in the Department of Education. The Lateral Entry program is available to any able secondary teacher. The curriculum will be made up of the most crucial courses in our licensure program so that the program can be completed by enrolling in late afternoon courses during their first year of teaching and three summer courses before or after their first year of teaching. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. Wake Forest also assists the Winston-Salem/Forsyth County Schools with a special alternative licensure program (CERTL) for teachers of mathematics and science, areas of special need because of teacher shortages. We have, in addition, created a new minor to attract students to teaching. It will include all preparation courses but the student teaching experience. This will attract students who decide late to enter teaching. The Visiting International Fellows program also offers three sets of courses over the three summers they teach in North Carolina. These excellent teachers offset the shortage of teachers in many areas and are a part of the larger lateral entry program.

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

The Marcellus Waddill Teaching Excellence Award is presented annually to two Wake Forest University graduates who are career teachers. A faculty committee selects one elementary and one secondary recipient who each receives a \$20,000 monetary award and recognition at the Fall Convocation. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program. Some of these teachers have joined the Department of Education to teach and to become involved in ongoing career development initiatives. Three Master Teachers have served as our Visiting Instructor. Many have been involved in joint research projects in English, Math, Science, and Reading. One has published three or four well regarded books with our faculty members. Two first-year teachers have been co-authors on two other scholarly books. Many are supported to return to complete terminal degrees in outstanding graduate programs. Teachers from our program also teach in the Advance Placement Institute and two serve as directors of the Triad Writing Project.

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

The Department of Education works closely with Parkland High School, a low-performing school that recently was recognized as a Signature School. Ongoing assistance includes formal and informal programs with teachers and students. Recent projects involve NEA Training, Paideia Training, and discussion of professional development school initiatives. Additionally, student observers and student teachers are regularly assigned to this school. MTFs/MTAs are involved in a tutoring program at Parkland High School that begins in the summer months and extends throughout the year. Our faculty have presented inservice programs for teachers that include instructional support for teaching literacy in Spanish and other basic classroom needs. Education

students and faculty serve as tutors at North Hills Elementary and Cook Elementary, two local elementary schools that are identified as low-performing. Elementary education students participate in an internship at Speas Elementary where they present teaching demonstrations with technology. Dr. Ann Cunningham wrote a laptop grant for Speas Elementary school which was funded as one of the top five in the district. Our National Writing Project has made commitments over the past three years to support the writing instruction of teachers from low-performing schools. Contracts with the Office of School Reform were integral to funding for the seven sites across the state.

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina's Strategic Plan for Excellent Schools. It specifically aids SBE in promoting priority One, High Student Performance, and priority Three, Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance rated in 1.2, 1.3, and 1.4. Our Conceptual Framework adopts the teacher dispositions of SBE and puts them into practice with students of high academic quality and deep commitment to improvement of America's schools. A teacher who must meet high standards in Wake Forest's Teacher Preparation Program will expect her or his students to meet high standards and will use best practice methods to insure that all of his or her students will be able to meet those standards if they make good faith efforts. Priority One and Three are united by the fact that our attention to priority Three (especially 3.1) insures that the features that constitute priority One can be met. With excellent candidates who are well prepared to teach all of our state's students, these two crucial priorities will be met. The other three priorities form the context for these two crucial, direct priorities but we do not address them directly.

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

The Department of Education placed special emphasis this past year on developing a conceptual framework that is closely aligned with the teaching dispositions established by SBE. We then used the six adopted SBE dispositions of our framework to develop an assessment design that was thoroughgoing, useful and comprehensive. We further developed a means for tracking the steps student candidates take from application to exit from the program to make an electronic database and fact book that will let us become even more aware of trends and problems that arise over the years in our teacher education program. We have had numerous meetings of elementary colleagues, secondary colleagues, leadership committees, and the department as a whole to accomplish this important achievement. It is up and running as of October, 2002.

The Department of Education has focused on individual and departmental goal setting and vision building during the past year. We have met with our new Provost, Bill Gordon, to speak to him about our research interests and ways the university can promote our next steps as individuals and as a department. We have also met as a department with Lori Messer, our new Research and Sponsored Programs Director, to talk about the research projects and curricula programs such as the *Alliance for Language Learning* we are leading and ways to develop funding for these educational projects. We are working with the Advancement Office as well to find ways to extend our impact to schools of the state and nation. We will meet as a department with George Fleetwood (WS/FC Assistant Superintendent for Instruction) to develop new ways to use the curriculum leadership of our faculty. We are exploring a new relationship with Ward Elementary School as well. We will bring this effort to a head when we meet for a two-day retreat in Wrightsville Beach this January.

Both of these initiatives are bold, new steps we are taking for increased excellence and intensified engagement with the schools.

Wake Forest University's Department of Education has been able to distribute IBM ThinkPads to all of its. This capability takes our program to a new level of excellence and puts it at the cutting edge. The Department of Education has already won an ISTE award for outstanding use of technology in instruction given at AACTE. We have, as well, consulted with Stuart Egar, a former MTF, who teaches in Gwenette County, Georgia (its

largest) to support his program for using palm pilots for secondary classroom organization and instruction. We have supported this technology connection at Parkland High School as well.

Wake Forest's Department of Education has taken a major step to create an *Alliance for Excellence* which will bring together twenty relatively small but excellent teacher education programs at schools such as Brown, Harvard, Duke, Trinity, Stanford, Rice to improve the ways they prepare outstanding candidates for teaching. A proposal has been submitted to the Arthur Vining Davis Foundation asking for \$141,000 to support the initial three years of the *Alliance*.

Supplemental Information (Optional)

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

The overwhelming majority of students who complete Wake Forest's teacher education program pass all Praxis exams on their first attempt, so we have not found it necessary to make special efforts to improve their performance. General strategies for taking the Praxis II are shared in the presentation about teacher licensure during the students' semester prior to student teaching. Methods faculty members have attended ETS/DPI information meetings and are familiar with the Praxis format and general content for their disciplines. Students are encouraged to utilize the Tests at a Glance sample tests as a study tool. Methods teachers use the first day of class in the course to take old tests and discuss the philosophy and methods that are embedded in the test.

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

A proposal has been submitted to the Wake Forest Senior Vice President to allow students who want to return to Wake Forest for a tuition free fifth year in which they would earn licensure to teach. This will be a great incentive for students who want to teach but who cannot complete licensure in four years or cannot afford tuition for an additional year. In addition, faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and First Year Seminar teachers so as to attract young students to teaching. Our department's faculty is over-represented in both of these important recruitment groups. The Wake Forest University Department of Education also hosts an annual reception for freshmen and transfer students to inform them about the professional education program. Education faculty members in calls and letters follow up these contacts. We work with the subject area specialist in English, Math, Foreign Language, Science, and Social Studies areas to keep them aware of the possibilities in teaching and to ask them to recruit their majors to become teachers. We also maintain a departmental website and frequently communicate with prospective students by email. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our license offerings. Finally, we maintain close ties with other departments on campus and work closely with their advisors and students. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education.

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

The Department of Education makes special efforts to admit minority students into the Master Teacher Fellows program. Intense faculty support and program adjustments were implemented to facilitate these diverse and talented students' success in the program. Recruiting brochures for master's programs are mailed to Historically Black Colleges and Universities across the country. Four special fellowships are set aside for minority students in the Master Teacher Fellows Program. They include full tuition and a stipend. At least one faculty member participates in the Minority Recruitment Weekend each year. We have begun to work closely with Athletic Academic Services to recruit their minority students into our program. This NSF-funded grant is designed to

promote math and science licensure for minorities. Several Wake Forest departments participate with local school personnel in on-campus summer seminars for minority high school students. In addition, the Department of Education and the Winston-Salem/Forsyth County Schools have created a contractual relationship wherein minority Master Teacher Fellows can be given an additional \$8,000 stipend as an incentive to teach. This additional \$8,000 should be a strong incentive to attract minority students to our programs. Recruiting trips to Washington DC and Atlanta graduate fairs are made annually to attract minority students to our Master Teacher Fellows Program. Finally, the Leadership in Literacy and Technology program is designed for experienced teachers but it is specially funded so as to offer minority teachers incentives to join the program. Two positions in each cohort of twelve teachers will be offered special scholarships that reduce the already reduced tuition by another fifty percent. This initiative does not recruit minority students to teaching but it works at retention and leadership opportunities which is just as serious a need.

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

The Department of Education has established the Visiting International Fellows MAEd program for able teachers from other nations. This program will involve 20 or more teachers from geographically and culturally diverse populations. It allows these diverse teachers to earn an MAEd in three summers at a very minimal cost. The plan is to add a new cohort of VIF teachers to the program each year. The Department of Education is still considering an Advanced Masters Program for experienced elementary teachers. It will be extremely attractive to elementary teachers who want to continue teaching while completing a strong program that is delivered by several faculty members with strong national reputations. Our Teacher Education Program was featured in the New Visions educational reform program, a national project seeking to reshape foreign language education. In addition, the Wake Forest Department of Education works with Winston-Salem/Forsyth County Schools in their recruitment of minority teachers. A Department faculty member chaired and hosted a national curriculum reform conference for early second language learning. Pat Cunningham's Four Blocks conferences are growing exponentially; they are well attended by teachers and administrators from all parts of the country.

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	5	White, Not Hispanic Origin	25
	Other	0	Other	0
	Total	5	Total	25
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	0
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	7
	Other	0	Other	0
	Total	0	Total	7

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)	0		
Middle Grades (6-9)			
Secondary (9-12)	0		
Special Subject Areas (k-12)	0		
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	0		
Comment or Explanation: Wake Forest University has just established a new Lateral Entry Program. We look forward to working with the public schools with our new program.			

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

	Baccalaureate
MEAN PPST-R	186
MEAN PPST-W	183
MEAN PPST-M	185
MEAN CBT-R	332
MEAN CBT-W	329
MEAN CBT-M	329
MEAN GPA	3.28
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	7	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	0	1	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	10	1	1	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
Biology (9-12)	1	*
Chemistry (9-12)	2	*
Elementary Education	10	100
English	2	*
Math (9-12)	2	*
Physics	1	*
Social Studies (9-12)	8	100
Spanish	2	*
School Summary	28	100
* 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	22	1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	3					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	30	87	40

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	165
Wake	35
Charlotte-Mecklenburg	34
Guilford	29
Davidson	19
Stokes	19
Rowan	18
Davie	12
Durham Public	12
Rockingham	12

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	3.5	3.8
the ability to effectively manage the classroom.	4	3.6	3.6
the ability to use technology to enhance learning.	4	3.5	3.8
the ability to address the needs of diverse learners.	4	3.5	3.6
the ability to deliver curriculum content through a variety of instructional approaches.	4	3.6	3.8
Number of Surveys Received.	3	10	5
Number of Surveys Mailed.	12	12	12

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
14	1	1

IHE Graduate Performance Report

WAKE FOREST UNIVERSITY

2001-2002

Overview of the Institution

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

Special Characteristics

Wake Forest provides a small liberal arts environment where small classes and personal contact with faculty is a reality while it still offers an array of diverse academic courses, and the significant research posture found only at a large university. Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given curriculum support through a cadre of Academic Computing Specialists, one of which resides in the Department of Education.

Program Areas and Levels Offered

Advanced Graduate Licensure in the following Secondary areas: English, Math, Social Studies, Foreign Language (Spanish, French), Science (Biology, Chemistry, Physics).

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	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	43
	Other	0	Other	0
	Total	9	Total	57
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	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. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.75
MEAN MAT	NA
MEAN GRE	1760
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area N= #Completing NC=# Licensed in NC	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	20	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	5	0	0	0
Total	28	0	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	1	*
Chemistry (9-12)	2	*
English	2	*
MG-Lang Arts	1	*
Math (9-12)	1	*
Physics	1	*
School Summary	10	100
Spanish	2	*

* 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	3.83
the ability to connect subject matter and learner's needs.	4	3.83
the ability to implement research-based approaches in the education profession.	4	3.83
the ability to assume leadership roles in school and the education profession.	4	3.83
the ability to facilitate learning for diverse students	4	3.83
the ability to engage in continuous professional development.	4	3.83
Number of Surveys Received.	2	6
Number of Surveys Mailed.	13	13



Warren Wilson College

2001 - 2002



IHE Bachelor's Performance Report

WARREN WILSON COLLEGE

2001-2002

Overview of the Institution

Warren Wilson College is an independent, accredited, undergraduate liberal arts institution, related to the Presbyterian Church (USA). The College is located on 1000 acres that stretch from the Swannanoa River to the surrounding Blue Ridge Mountains. The campus is approximately seven miles from downtown Asheville, the cultural center of western North Carolina. The College expects nearly 770 students enrolled in Fall 2002. The distinct educational program of the College, the Triad Education Program, combines liberal arts academic study, participation in a campus-wide work program (all residential students - some 92% -- work 15 hours per week), and required community service (100 hours) for graduation. In addition, the Warren Wilson Worldwide program provides all qualified juniors with an opportunity for a subsidized faculty-led cross-cultural educational experience overseas. The Teacher Education Program has three and one-half full-time faculty members and enrolls 40-50 students in courses each semester. Approximately 40 students are in the "pipeline" as pursuing an Elementary Education major or a secondary license (students must complete an academic major in biology, English, history and political science, or math). Upon completion of these programs, students are eligible for a North Carolina teaching license. The Education Program is typically graduating 10-12 students each academic year (approximately 10% of the graduating class). With recruiting efforts coordinated with the Office of Admission and the academic programs that have a secondary licensing option, enrollment has been strong in EDU courses, and the number of graduates who go directly into teaching is increasing. We urge our students to complete applications for NC licensing and believe our high-quality field placement sites encourage them to teach in our community. Of the graduates referenced in this report, several are teaching locally, at least two are teaching in other states, and others are teaching in pre-schools, charter schools, and alternative schools.

Special Characteristics

Warren Wilson College's teacher candidates are reflective innovators serving in communities with head, heart, and hands. To assess undergraduates, the Teacher Education Program promotes four key qualities that are aligned with INTASC and NBPTS standards for quality teaching. In order to graduate from the Teacher Education Program and be recommended for a license, future teachers must demonstrate their 1) passion for, and commitment to, understanding learners and learning; 2) agility and creativity in teaching built on knowledge of academic disciplines; 3) initiative and responsibility in promoting and recognizing student learning; and 4) self-reliance and collegiality within the teaching profession, balancing individual reflection and learning from experience with the support and necessary guidance of veteran educators. The Triad Education Program supports these qualities through rigorous academics, the work program, and the service-learning requirements.

Program Areas and Levels Offered

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

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 Committee meets regularly with pre-K-12 teachers and administrators, including local alumni. As a result, the TEC created a new fieldwork sequence to ensure pre-service students begin observing in schools earlier; complete at least one semester as a tutor in a classroom; are later collaboratively supervised in curriculum design work; and are well-supported in an appropriate placement in a culminating experience in the instruction and assessment requirements of student teaching. Students will benefit from structured supervision and guidance from both the college faculty and the K-12 practitioner. The Education department recruited teachers willing to host students at the different stages of the fieldwork sequence and created a detailed handbook for facilitating the communication between Teacher Education, the K-12 teacher, and the pre-service student. Advisory Board members also participated in the program's performance assessment of pre-service teachers (The Four-Envelopes Process community presentations and portfolio). Through the Bonner Scholars Program, the College now has substantial funding for students to commit four years to providing direct community service as well as developing service opportunities for other students. These students are actively engaged 10-12 hours per week in tutoring and mentoring disadvantaged minority children. The Education Department joins with the Service Learning Office as part of the Asheville-Buncombe County Education Coalition to provide training in mentoring and tutoring. Now in its second year of operation, The Mountain Area Child and Family Center is a model non-profit located on campus. MACFC serves as a lighthouse for child education, health care, teacher training, and parent involvement. New Early Head Start funding enables the Center to open a satellite site in September for high-need pregnant mothers and their children. College faculty provides college, parent, and community classes at the MACFC. Students in Teacher Education and other fields involving the healthy development of children are observers, volunteers, and employees of the MACFC. The chair of the Education Department is on the board of the MACFC, and the College is committed to integrate Education, Psychology, Social Work, and other programs into the Center and increase the College's continuing education offerings. A further LEA collaboration is through the Environmental Leadership Center, whose mission is to raise awareness of local, national, and global environmental realities and to inspire youth to reflect, to communicate, and to act as responsible caretakers of the earth. The EcoTeam has presented several hundred experiential environmental education lessons covering topics such as Ecosystems, Air, Habitat, Water, Pollution, Ethics, and the Rainforest and Endangered Species to more than 2400 local third graders. This program is now collaborating with the Goodall Institute for national dissemination. A summer science camp for at-risk middle school students, funded by The Burroughs-Wellcome Foundation, completed its third year on the Warren Wilson College campus. Faculty from the Education Department visited local schools served by the program and conducted focus groups to aid in program evaluation.

List of Schools with whom the Institution has collaborative activities.

Warren Wilson College has formal agreements with two local LEAs: The Asheville City Schools and Buncombe County Schools. In the Asheville City Schools, the Teacher Education Program is especially connected (through observation and field work site placements and Advisory Board membership, as well as other collaborative projects and individual faculty service) to Isaac Dickson Elementary, Claxton Elementary, Jones Elementary (now Jones-Randolph), Vance Elementary, and Asheville High School. With the Buncombe County Schools, the College is especially connected to C.D. Bell Elementary, Haw Creek Elementary, W.D. Williams Elementary, and Black Mountain Primary and Elementary, CD Owen High School, A.C. Reynolds High School. The Teacher Education Program has been closely involved with two local Charter Schools: Francine B. Delany New School for Children, and the Evergreen Community Charter School, as well as contributing to the opening of a third charter, ArtSpace. The Teacher Education Program supports local homeschooling parents with resources and consultation, and also places some pre-service students for observation in local private and parochial schools. The Appalachian Rural Teacher Technology Alliance (in

which Warren Wilson College is one of four IHEs) serves teachers throughout the Western Region. Through the Education Department chair, the College also has connections (detailed as service below) with the Charlotte-Mecklenburg School's Professional Development Center and Montgomery County's Project CLASS (A 21st Century Community Learning Centers Federal Grant Recipient).

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

With its college-wide focus on academics, work, and service, the entire Warren Wilson College community makes substantial contributions to the local K-12 schools, ranging from individual volunteer efforts to programmatic offerings. The College's 1000 acres provide multiple sites for experiential activities, and College academic programs and work crews regularly host visits. For a third year the farm hosted two-day "Soil Conservation Field Days" in collaboration with NRCS and Buncombe County. Approximately 500 elementary students learned the basics of soils, forests, stream ecology, and farm practices. In addition approximately 20 school and day care groups bring classes to visit the farm each year. The Outdoor Leadership Program led environmental and camp craft sessions. The Art Department opened its studios and equipment to a pottery program for a local charter school. In addition to the physical resources of the College, faculty serve as parent educators in Pre-K and elementary schools and coordinate efforts with Communities in Schools staff. Experiential Education / Outdoor Leadership faculty and students have been working on team-building and experiential education initiatives with elementary classrooms in the city and county. Under the direction of faculty in the Chemistry Department, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition involving over 400 middle and high school students. In the local high school, chemistry faculty set up an instrumental analysis lab for the AP chemistry students and consulted with middle school science teachers about chemical safety. For the past six years, students in the Environmental Education methods course have designed, delivered, and evaluated an Earth Day program in one of the local elementary schools of Asheville City or Buncombe County. The College's commitment to multicultural education has been furthered through faculty and K-12 teachers co-writing successful curriculum grants, as well as faculty teaching Spanish in primary classrooms, bringing exchange students to the schools for presentations, demonstrating international cooking and culture, and organizing other cross-cultural events. Faculty serves as school leadership team members in several local schools. The College library staff regularly aid local parents and students in using the juvenile literature collection and other print and media resources.

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

The Teacher Education Program's Four Envelopes performance assessment process has been reviewed by trainers and assessors for the PBL program and found to be excellent preparation for the NC ILT requirements. Although these requirements appear to be changing, the WWC Teacher Education Program is committed to a seamless transition into teaching, and as a result has been involved in the LEA / IHE regional collaboration meetings. As part of a sabbatical-leave replacement, the Education Department was able to hire a local assistant principal to teach the senior-level elementary curriculum activities course, and she provided invaluable advice for shaping the Teacher Education Program requirements toward new teacher success. For instance, new courses have been designed for increasing pre-service teacher preparation in teaching mathematics and integrating the elementary curriculum. The College does not offer graduate courses in education, and as a result the Teacher Education Program supports local new teachers (there are 1-2 each year) through an informal network with our recent graduates. For instance, the Education Department's spring newsletter featured three graduates now teaching at Asheville High School who reported their appreciation for the alternative-education exposure in their education program and their on-going support for each other in teaching. Local graduates also enhance the Teacher Education Program's Advisory Board and receive the department newsletter and information on programs and upcoming events. The Education Department's Learning Resource Center is available for curriculum support, including extensive materials for hands-on science and math teaching, and local teachers and administrators consult with Education Department faculty for ideas and materials. The Career Resources Center and Alumni association jointly maintain an extensive database of graduates who are willing to provide information, advice, and mentoring to students interested in teaching across the country.

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

The chair of the Teacher Education Program has met with the Charlotte-based Director of the Regional Alternative Licensing Center and reviewed this new opportunity for teacher recruitment with the department faculty. The Department is providing lists of available classes that may fit into a program of study, and will continue to rotate the advanced pedagogy coursework into evening time slots. We are prepared to collaborate with other small institutions in providing on-site coursework to cohort groups in more isolated areas, as such needs arise. The Teacher Education Program Handbook (both in print and on the website) includes clear information for licensure-only and potential lateral entry candidates. A separate program brochure has been created that is sent to all potential candidates, and the Education Department Chair serves as a coordinator, counseling about lateral entry options and providing a program of study. Because Warren Wilson is a small residential liberal arts college that offers primarily day classes and has limited flexibility for the returning student, we put our emphasis on advising and documenting needs that lateral entry candidates can then fulfill elsewhere, often through a combination of institutions. The availability of lateral-entry coursework for the teacher pursuing a clear license has been the subject of discussions in the LEA/IHE regional collaborative meetings, and the Education Department joined in the funded proposal to survey administrators and mentor lateral entry teachers in the coming year. While evening-class flexibility challenges our small number of faculty and is not a particularly comfortable fit with the undergraduate mission of the College, transfer students and students who have already earned a Bachelor's degree in an appropriate field are welcomed into the Teacher Education Program. Here the small size of the college is a benefit for potential teacher candidates who meet individually with the Department Chair and receive a detailed transcript review and individual program recommendation. Prior course work taken at other institutions is evaluated by the Education Department Chairperson, often in conjunction with the Registrar, on an individual basis before decisions regarding transfer credit into the Teacher Education program. In addition, the Education Department regularly distributes materials about NC Teach. Without an advanced Master's graduate program, the College was unable to apply to participate in this initiative, but we recognize its importance to the region.

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

Warren Wilson College is an undergraduate institution, and as a result career teachers are most often engaged with the College as mentors to interns and cooperating teachers to our student teachers. Although the College does not offer graduate credit in education, there is significant continuing education opportunities provided by the Warren Wilson College programs (including the Swannanoa Gathering, The Archeological Field School, and the Master of Fine Arts in Writing program). The Mountain Area Child and Family Center is a teaching institution both for the undergraduate program and also for childcare providers and pre-school teachers throughout the Swannanoa Valley this will expand through the newly awarded Early Head Start Program in Buncombe County. The Education Department has completed its second year in collaboration with three other institutions on the Appalachian Rural Teacher Technology Alliance: the summer ARTTA Technology Academy sponsors teacher education faculty and cooperating teachers and future student teachers in a four-day professional development workshop in part hosted at Warren Wilson College, focused on integrating technology tools into content areas. This year's program included work on the on-campus archeology site. As part of service to career teachers, the Education Department Chair served as research mentor to the Charlotte-Mecklenburg School's new affiliate group of the Teachers Network Policy Institute, guiding action research projects in coordination with (but not paid by) the CMS Professional Development Center. She also served as an advisor to the National Board Specialist's candidate support program and the Charlotte Coalition for Quality Teaching. The College's Education Chair has been closely involved with mentoring candidates for National Board Certification since 1994, and is working with the National Board on initiatives for showcasing and utilizing the expertise of National Board Certified Teachers College. She presented a session on action research to the NC Coalition for Quality Teaching and serves as an advisor for the group, in part through support of the Southeast Center for Teaching Quality. Another member of the department co-wrote and co-implemented a Multicultural Literature Across the Curriculum grant through the Asheville City Schools Foundation. This

project included \$2500 to purchase sets of children's books spanning curriculum areas, as well as work with teachers in choosing texts and using these new resources.

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

Programs through the Teacher Education Program and the Service Learning Office, as well as volunteers from throughout the College, are involved in tutoring and mentoring students who are potentially at-risk or otherwise challenged by the NC Gateways program (such as through Project CREED, Project STEAM, and active membership in and support of the Asheville-Buncombe County Education Coalition). Students completing fieldwork assignments as well as student teachers are regularly placed in schools and classrooms with substantial populations of children in need of extra help and tutoring. The new fieldwork sequence requirements (see section above on LEA collaboration) are designed to increase student skills and practical experience in working with at-risk learners, and students will be specifically evaluated on their initiative with, and sustained attention to, individual learning needs. Undergraduate classes in assessment and communication skills are geared specifically to preparing future teachers to recognize and respond to students of all abilities. A separate course in classroom assessment K-12 is under design for implementation in fall 2003. Elementary education students now have additional requirements in teaching mathematics and integrating the curriculum. They must in addition complete a course in early childhood education (curriculum and practicum) that prepares them to better understand infant and child development and early literacy acquisition. Secondary licensing candidates are required to work on writing-across-the-curriculum strategies and techniques for promoting and enriching literacy and critical thinking skills. In the spring of 2002, the College approved released time for a fall 2003 assignment of one Education Department faculty to teach English IV Standard students at a local high school and aid their completion of Senior Projects (a graduation requirement). A member of the Education Department faculty serves on the local Smart Start Board (Buncombe County and Asheville City Schools) and is working on projects aiding in the transition from pre-school to kindergarten. She is also on the AB Technical and Community College Advisory Board for Early Childhood Education, planning for Assistant Teachers and Day Care Teachers who earn Associates Degrees. The College's Education Department chair serves as external evaluator for the Montgomery County School's Project CLASS, a 21st Century Community Learning Center Federal Grant Recipient. This project has established after-school, Saturday, and summer programs for academic remediation, social and cultural enrichment, and community/parent outreach at two middle school sites, with satellite sites in six elementary and two high schools. Project Class's particular focus is on serving students performing at level I and II in reading and math.

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

High Student Performance: Please see commentary on new requirements for pre-service elementary and secondary teachers. These courses, and the new fieldwork requirements, will ensure new teachers are better prepared to meet the learning needs of a wide range of students. Please also note the College-wide efforts made to support at-risk students through tutoring and mentoring. Safe, Orderly and Caring Schools: Elementary Education majors complete required coursework in experiential education group initiatives. All student teachers are required to attend seminars related to effective classroom management, and many complete training in conflict mediation. Strong Family, Community, and Business support: Education Department Chair is serving on the Pre-service Committee of the Governor's Task Force on Character Education. Education Department and other College Faculty serve on the mission committees of local schools, including helping to plan parent outreach evenings. Pre-service teachers specifically study the roles of parents and the wider community in the work of public schools.

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

Please see the discussion above on the redesign of the undergraduate fieldwork sequence and the new senior-level courses that will increase elementary teacher preparation in the teaching of mathematics, curriculum integration (responding to the need to continue quality instruction in K-6social studies and science despite the state testing emphasis on math and reading), and classroom assessment K-12.

Supplemental Information (Optional)

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

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

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

In cooperation with the College's Office of Admission, both the view book of the College and the recruiting videotape include specific sections on Teacher Education Program opportunities. Prospective student applications indicating an interest in education are forwarded to the Education Department, including numerous web inquiries, which are answered personally by the Department chair. Detailed information sheets are provided to all prospective students, indicating course requirements, advising information, and current events and happenings in the department. The College's World Wide Web information pages include links to substantial information about the Teacher Education Program and opportunities for work with local schools in a variety of contexts. Please see also the section above on lateral and licensure-only students. In order to interest enrolled undergraduates in teacher education, the Education Department offers information sessions hosted by the Teacher Education Program for potential majors. There is close collaboration with other academic departments: first year students who express an interest in education are enthusiastically referred to the Education Department for information and further advising. At the department level, each fall before spring registration advising begins, the Registrar provides a list of sophomore students achieving at a high level as demonstrated by College QPA calculations. These students are contacted by letter from the Education Department Chair and invited to meet for informal advising and information about the Teacher Education Program. Recruitment efforts are also coordinated with the Alumni Office, with alumni available for advising potential future teachers who may be moving to their states. The Department Chair uses multiple opportunities in the College community (Staff Forum, Academic Council) to remind faculty colleagues of the critical need for high quality teachers to prepare future students for success at Warren Wilson College. As one result, an effort is

currently underway to arrange for high-achieving, highly motivated students from the local high school to be able to take college courses tuition-free. Faculty with school-aged children has been particularly receptive to these initiatives and has sent many highly qualified students to the department. These students often make plans to pursue MAT or other post-baccalaureate licensing options. The introductory course in education, Exploratory Field Work I, and strong field components in other Education Department offerings work to connect undergraduates to real kids in real schools: these experiences have proven very powerful for recruiting individuals into teaching. The new fieldwork sequence should similarly prove to be a recruiting tool. Because of the critical need for science teachers, and the strong Environmental Science program at Warren Wilson College, a science faculty appointment now includes an "Explorations in Science Teaching" course.

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

Diversifying the College is a priority commitment for the community, from the College Trustees to Student Caucus committees. Warren Wilson College has a wide range of initiatives through its Office of Admission toward creating a more diverse population of undergraduates. To date, in small steps, the College has been successful. Students in the Teacher Education Program will now complete a new fieldwork sequence with experiences that ensure they have multiple experiences with the diverse students in our community. A new record of field experiences kept as part of student advising files will document the diverse learners encountered, as defined by the NC Professional Teaching Standards Commission. As a rule, the College does not recruit by majors; however, the Education Department has worked with the Admission Office to identify two groups of potential students to have professors call personally. The first group, not particularly diverse, is of students who, in applying, already expressed an intention of working with children and/or majoring in education or earning a teaching license. These are contacted in the interest of Education program recruitment. The second group is more tangentially interested in the College, having filled out an information card at a college fair or made other contact with one of the Admission counselors. These cards are coded to indicate students who are non-white, and the Education faculty makes phone calls or other contacts to these individuals, hoping to attract them to Warren Wilson College or at least to answer any questions they may have. These activities are a part of the Diversity Plan developed by the Department, which is reviewed and updated on a regular basis as part of the wider annual department program review. This process ensures that every effort is being made to increase the level of cultural diversity in the program. The plan describes the status of the department, lists specific goals for maintaining and improving the status quo, and defines strategies to assist in the further implementation of these activities.

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

A special Education Department initiative to connect the wider college with school communities resulted in new faculty and staff participation as Community Panel Members / evaluators for Senior Projects in at least two local high schools. As a result, more faculty members are also prepared to serve as mentors on high school projects where they can lend their expertise or a vocational interests. The expectation is for increased faculty and staff involvement in both December and May community presentations at county and city high schools.

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	4	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	4	Total	19
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	
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
	Total	0	Total	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)			
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	6	6	1
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	183
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	331
MEAN CBT-W	324
MEAN CBT-M	327
MEAN GPA	3.41
Comment or Explanation :	

D. Program Completers (reported by IHE).

Program Area N=#Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	12	10	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	3	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	15	13	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	3	*
Social Studies (9-12)	1	*
School Summary	4	100
* 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	8			1		
U Licensure Only						
	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.

2001-2002	Student Teachers	Percent Licensed	Percent Employed
Bachelor	6	67	50

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
Buncombe	33
Asheville City	11
Henderson	8
Mitchell	8
McDowell	7
Forsyth	4
Haywood	4
Charlotte-Mecklenburg	4
Burke	3
Madison	3

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	3.33	3.33
the ability to effectively manage the classroom.	4	3	3
the ability to use technology to enhance learning.	3	3.33	3.33
the ability to address the needs of diverse learners.	3	3.33	3.33
the ability to deliver curriculum content through a variety of instructional approaches.	4	3.33	3.33
Number of Surveys Received.	1	3	3
Number of Surveys Mailed.	3	3	3

Table III. Teacher Education Faculty

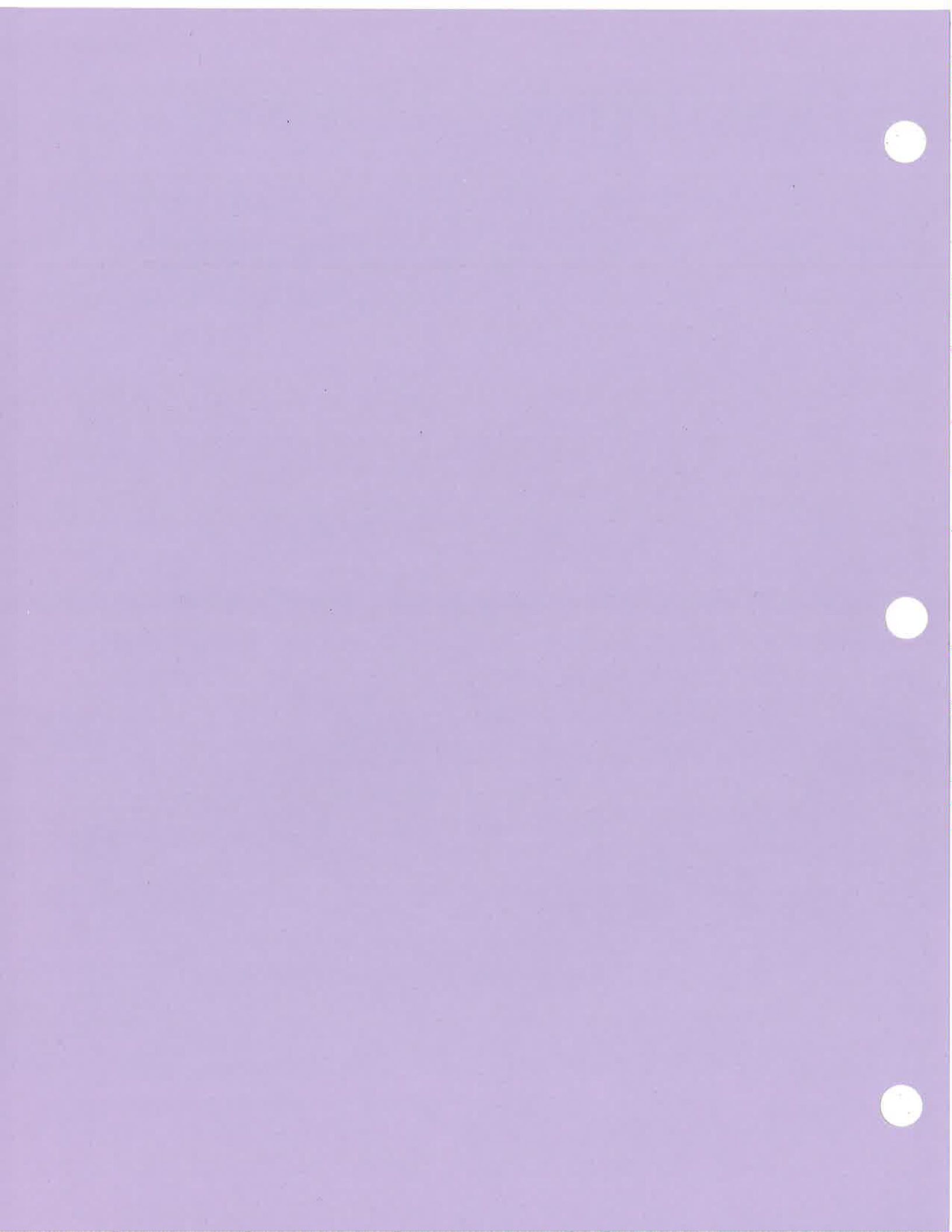
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	1	0



Western Carolina University

2001 - 2002





IHE Bachelor's Performance Report

WESTERN CAROLINA UNIVERSITY

2001-2002

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 6,700 students on a 265-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The institution has approximately 310 full-time faculty members. Four undergraduate Colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 23 programs at the master's level, two programs at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. In April 2000, WCU was officially designated a National Merit sponsoring university, and now is one of just five institutions of higher education in North Carolina, public or private, receiving this distinction. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls all entering freshmen in Academic Learning Communities, began a new redesigned Liberal Studies program last fall, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The graduate professional education programs include most of the same areas as well as school counseling, school psychology, communication disorders, and administration. The North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education accredit Western's professional education programs. Last year, the State Board of Education designated WCU as one of five exemplary programs.

Special Characteristics

WCU is the only public NC IHE in an unincorporated area. The township of Cullowhee has approximately 2500 people. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. The units include the office of the Director of the North Carolina Secondary and Middle Schools Committee for the Southern Association of Colleges and Schools (SACS), the Developmental Evaluation

Center/Early Intervention Services office, the Mathematics and Science Education Network office, the Office for Rural Education, the Reading Center, the Speech and Hearing Center, and two Department of Public Instruction consultants. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the College of Arts and Sciences aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation and respect for diversity; and (3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for the past twenty-five years to provide courses in Jamaica and on Western's campus so that teachers there can complete their BSEd and MAEd degrees.

Program Areas and Levels Offered

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten - A Elementary Education (K-6): Elementary Education - A M Middle Grades Education (6-9): Middle Grade Language Arts - A M; Middle Grade Mathematics - A M; Middle Grade Science - A M; Middle Grade Social Studies - A M Secondary Education (9-12): English - A M; Mathematics - A M; Comprehensive Science - A*; Biology - M; Chemistry - M; Comprehensive Social Studies - A M Special Subject Areas (K-12): Reading - A M; Art - A M; Music - A M; Physical Education - A M; Second Language Studies: French - A; Second Language Studies: German - A; Second Language Studies: Spanish - A; Exceptional Children (K-12): Behaviorally-Emotionally Disabled - M; Mentally Disabled - A M; Severely/Profoundly Mentally Disabled - M; Specific Learning Disabilities - A M; Speech-Language Impaired - M Special Service Personnel (K-12): Curriculum Instructional Specialist - M; School Administrator - M S D; School Counselor - M; School Psychologist - S; Instructional Technology Specialist-Computers - M. Notations: A= Bachelor's Level M= Master's Level S= Specialist's Level D= Doctoral Level *= Temporary Authorization ao= Add-On.

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.)

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Teacher Education Council that approves all teacher education curriculum changes. Master teachers (36) collaborated with university faculty to team-teach 38 methods courses. National Board Certified teachers co-led three workshops for teachers pursuing National Board Certification and served as master teachers (3) in the NC TEACH program. Public educators were involved in the curriculum design of the relatively new M.A.T. and M.A.Ed. programs as committee members and as members of a teacher focus group. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (38 schools in nine systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable and the Dean's Council for Advancing the College. Professional educators are actively