

involved in every accreditation self-study committee as well as advisory and policy boards for several programs. P-12 teachers were collaborators in ten school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Technology Portfolios. Teachers-in-residence are active in many important college committees. Former teachers direct SUTEP, the Office of Field Experiences, and the Center for Mathematics and Science Education. In turn, Western faculty are involved in a number of collaborative activities with public schools. The University's chief academic officer, the dean of the College, and the associate dean set the pace by serving on a variety of committees directly involving the public schools. One example is the Education Coalition of the Asheville Buncombe Vision Task Force to improve the achievement of Black males in the Asheville and Buncombe County schools. A new initiative this past year called the IHE/PANC Project, involved the Associate Dean and another faculty member in collaboration with personnel directors of P-12 systems in the region to assess needs and provide support to beginning teachers in the region. Western faculty and P-12 educators in two school systems collaborated on and received another grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western collaborated with Jackson County schools to win a \$14,000 grant to address the use of alcohol among school-age students. Other examples include regional conferences cooperatively planned and carried out with public schools on Down Syndrome, School Safety, and Public Service Involvement. Teacher education faculty in Arts and Sciences and in Education were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. Fourteen different programs/centers at WCU engaged in collaborative activities with the public schools.

List of Schools with whom the Institution has collaborative activities.

Andrews Elementary (Cherokee County) Bethel Elementary (Haywood County) Central Elementary (Haywood County) Cherokee Elementary (Cherokee Central) Clyde Elementary (Haywood County) Cullowhee Valley (PK-8) (Jackson County) East Franklin Elementary (Macon County) Fairview (PK-8) (Jackson County) Hayesville Elementary (Clay County) Hazelwood Elementary (Haywood County) Hiwassee Dam (PK-12) (Cherokee County) Isaac Dickson Elementary (Asheville City) Jonathan Valley Elementary (Haywood County) Junaluska Elementary (Haywood County) Marble Elementary (Cherokee County) Martins Creek (PK-8) (Cherokee County) Murphy Elementary (Cherokee County) Peachtree Elementary (Cherokee County) Pisgah Forest Elementary (Transylvania County) Ranger (PK-8) (Cherokee County) Scotts Creek (PK-8) (Jackson County) Smokey Mountain (PK-8) (Jackson County) South Macon Elementary (Macon County) Swain East Elementary (Swain County) Swain West Elementary (Swain County) Vance Elementary (Asheville City) W. W. Estes Elementary (Buncombe County) Andrews Middle (Cherokee County) Murphy Middle (Cherokee County) Waynesville Middle (Haywood County) Swain County Middle (Swain County) Andrews High (Cherokee County) Asheville High (Asheville City) Cherokee Middle/High (Cherokee Central) Hayesville High (Clay County) Murphy High (Cherokee County) Pisgah High (Haywood County) Robbinsville High (Graham County) Smoky Mountain High (Jackson County) Swain County High (Swain County) Tuscola High (Haywood County).

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

The involvement of Western faculty in schools is an ongoing tradition that is substantial, varied, and extends well beyond the service area and region of the university. Faculty in every College, particularly in Arts and Sciences and in Education, are involved in schools as well as staff members throughout the institution. For the second year, the Office of School Services documented over 1,400 separate services where Western faculty and staff were involved in public school events ranging from schools throughout the region and state to schools in other states such as Florida, Ohio, and Minnesota and other countries such as Jamaica and Japan. Approximately 150 faculty and staff (Arts and Sciences and Education) were directly and physically involved in schools including co-teaching in public school classrooms, making guest presentations, leading teacher study groups, consulting on school improvement projects, providing technical assistance with technology and technology plans, and taking university students into the schools to participate in special projects such as tutoring remedial learners. Forty-six faculty members in the College of Arts and Sciences provided services to

schools. For example, one faculty member in Arts and Sciences provided workshops for teachers and sessions for P-12 students on biotechnology including genome and DNA sequencing. One faculty member led a master clarinet class for a class of students and presented a concert to a larger group. Other faculty members from Arts and Sciences mentored high school seniors on a Senior Project. Faculty also participated in distance technology with schools setting up and maintaining web-based communication with public school classrooms throughout the world. Some faculty and staff members provided volunteer one-on-one assistance with technology to teachers and P-12 students on-site. Faculty in Special Education worked in schools to support Research-to-Practice groups involved in approximately ten projects developing research-based curricula and pedagogies to improve outcomes for students with disabilities. Faculty were involved in public school activities in many other ways during the past year such as participating in action research projects with public school teachers. Faculty also reviewed over 50 proposals for College-funded grants to schools to enhance student achievement and professional development for teachers, making 11 grant awards in amounts from \$500 to \$1,000. Additionally, through funding by a federal PT3 grant, two public schools have had wireless Internet access points installed and maintained by the college's technology team in conjunction with the Apple iBook Project. All of these projects involved significant Western faculty involvement and directly targeted student achievement in the schools.

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

Service to beginning teachers is integral to the mission of the College. Individual faculty members as well as programs such as SUTEP and NC TEACH extend support to beginning teachers. The college offers assistance through site-based one-on-one consultation, workshops, phone calls, newsletters, web-based email and peer assistance. The college houses two teachers-in-residence, one of whom is National Board Certified, who assist mentors first year teachers, second year teachers engaged in the development of the Performance Based Licensure (PBL) product, and career teachers supervising preservice teachers through individual visits, newsletters, web-based email, system-wide meetings, and special regional workshops. During the past year, Western collaborated with all ILT coordinators and personnel administrators in the region to assess the needs of beginning teachers and to provide support to beginning teachers in the IHE/PANC project. Western maintains regular monthly contacts with approximately 120 initially licensed teachers, 120 mentors and 70 cooperating teachers. The college sponsored a regional Beginning Teacher Institute for teachers entering their second year of teaching. The one-week institute paired new teachers with assessor-trained mentors. Topics focused on the PBL product, INTASC standards, Closing the Achievement Gap, diverse learners, and mentoring. Follow-up sessions for Institute participants occur throughout the school year. The College provides funding for release time to second year teachers and their mentors allowing them to work on the required PBL product. College faculty are available for consultation. Additionally, the College communicates through newsletters the activities and resources it provides that are available to new teachers. The College sponsored two PBL retreats on two days at NCCAT open to 2nd year teachers in all 18 systems with 80 participants. The College also sponsored a video-splicing support session for 2nd year teachers providing technicians and tape. New faculty members who had not taken the Praxis tests were supported to take the tests to help align curriculum with test content. The Physical Education program at Western provided Praxis review sessions in the Fall and Spring for area teachers who had not yet passed Praxis II. The College supported a doctoral student to complete a comprehensive survey of the needs of beginning teachers including lateral entry teachers. The special education program offers a significant federally-funded Teacher Support Program at four different sites in the region serving approximately 35 teachers, including many who are beginning their careers, with weekly Cooperative Problem Solving sessions as well as a chat group. Western participates in NC RISE, an e-learning initiative to increase the number of trained special educators and support beginning special educators. WCU's NC TEACH program provides support through Saturday seminars to lateral entry teachers who are employed in public schools. Western faculty travel 55 miles to Asheville to offer the coursework. Further, the NC TEACH faculty and staff maintain on-site, phone, and web-based support to the teachers throughout their first year and beyond.

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

Western has designated a Director of Alternative Licensure, at the associate dean level, as the first point of contact for lateral entry teachers and is dedicated to "one stop shopping" to assist lateral entry teachers through easy access to licensure information, personal advisement, a wide array of accessible courses, and ongoing one-on-one support for those needing immediate assistance in the classroom. The Director also acts as a resource for information concerning lateral entry for the LEAs in our region and the Regional Alternative Licensing Center in Charlotte. All students who seek employment and those who become employed without a teaching license work with the director and faculty to develop individualized licensure-only plans. During 2000-2001, despite our rural location, 91 licensure-only plans were developed in 16 teaching areas. Over 50 students entered the MAT program designated specifically for lateral entry teachers. Faculty taught approximately 280 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. Over 90 sections of courses were offered in Asheville (55 miles from Cullowhee), the main population center in the region. Forty sections of education courses were offered during Summer School. WCU offered the NCTEACH program for the last three years on the Asheville campus. Western faculty traveled to Asheville daily to teach the courses to 17 students the first year, 33 students in the second year, and 48 students in the past year. The program includes courses and personal support by WCU (on-site, email, phone) throughout the teachers' first year of teaching. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. The College sponsored mentoring workshops to provide experienced teachers with the skills to support new teachers. The special education program offers the Teacher Support Program to all teachers at four different sites, three of which are distant from campus, serving approximately 35 teachers. The Teacher Support Program offers weekly Cooperative Problem Solving sessions for participating teachers and is open to all teachers, including lateral entry. Support includes a stipend and on-site consultation in classrooms where teachers are working. Western participated in the IHE/PANC Project this past year assessing the needs of beginning teachers, including lateral entry teachers, and providing support to those teachers. The support is targeted specifically at lateral entry teachers. The Physical Education program at Western provided Praxis review sessions in the Fall and Spring for area teachers who had not yet passed Praxis II. Other programs have been available to assist lateral entry teachers who have not yet passed the Praxis. The coordinator of the English education assisted a lateral entry teacher in the region to prepare for the Praxis although the teacher was not a graduate of this institution. The Special Education Program offered five online courses for lateral entry teachers during Summer 2002 and provided small stipends and tuition grants for M.A.T. students with federal funds.

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

WCU is strongly committed to providing quality professional development for career educators and provided over 1,400 professional development activities last year. Examples of these activities are presented below. Over 40 faculty from Arts and Sciences delivered more than 175 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math faculty worked with high school math teachers in almost every county in the region. Examples within the College include P.E. faculty collaborating on a research project with P.E. teachers at a local school and the special education faculty providing on-site collaboration and chat groups for area teachers. The Center for Math and Science Education provided several special courses and workshops for teachers. Both this center and the Office for Rural Education provided support for teachers in the field in obtaining grants such as the Eisenhower grants for school projects. The College collaborated with NCCAT and the public schools to offer workshops for over 150 teachers interested in pursuing National Board Certification including a new pre-candidacy session. Support for National Board Certification expanded this year to include monthly Saturday support sessions in six satellite sites in western North Carolina. Support was enhanced further with the recent notification of participation in the grant-funded National Board Appalachia Project. Thirty-six master practitioners co-taught methods courses with university faculty. The College offered several workshops on technology to teachers including a Summer Technology Academy for cooperating teachers, university supervisors and interns. The School University Teacher Education Partnership hosted 40 teachers for ten hours of instructional technology support. The College assisted 120 mentors and 70 cooperating teachers through individual consultations and workshops. Western sponsored and coordinated the Japan Global Partnership for the last three years enabling 21

teachers in western North Carolina to travel to Japan accompanied by Western faculty, and hosted by teachers in Japan for two weeks where they visit schools. In return, the American teachers host their Japanese counterparts. Western's Adventure of the American Mind project, a joint venture between the College of Education and Allied Professions and the History Department, supports 40 career teachers in the rural westernmost counties of North Carolina with free laptop computers, a free graduate course, and ongoing technical on-site support. Two other federal grants (PT3) provided similar support to career teachers in technology. The I-Book Project provided MacIntosh I-Books to teachers in schools with WCU interns. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 175 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville).

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

No schools in our region or service area were designated as low-performing schools in the past three years. Faculty continue to work with one school in the region designated as low-performing four years ago. In addition, through SUTEP, Western seeks to identify schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, Western Carolina University and the College of Education and Allied Professions actively engage in various efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. For example, the special education program provides Teacher Support Groups throughout the region and onsite consultation for teachers who need assistance with students in their classrooms. The Office of Rural Education with the NC General Assembly annually sponsors the Legislative Leadership School for middle and secondary students. This summer, the college worked with educators on the Cherokee Reservation to develop a grant proposal to improve the science curriculum in Cherokee Central Schools. These are examples of the efforts of the college to work with exemplary and lower-performing schools in the region to help their students to achieve at high levels.

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

Western Carolina University demonstrates commitment to supporting State Board of Education priorities throughout its professional education programs and beyond. Faculty and staff members documented over 130 separate activities or services in the past year designed to promote High Student Performance. These services included providing over 120 separate tutoring sessions, mentoring students for senior projects, providing special classes for music students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. In support of Safe, Orderly and Caring Schools, the College co-sponsored with the WCU Public Policy Institute a statewide symposium on safe schools with significant collaboration and involvement of public schools. In addition, faculty in the College have worked for the last two years on a project to help Cherokee Central Schools institute a "bully-proofing" program. Western supported Quality Teachers, Administrators and Staff with over 150 services including workshops and Saturday support groups for teachers pursuing National Board Certification, two two-day retreats for 80 Initially Licensed Teachers, a Summer Institute for Principals, consultation to administrators, and a two-day technology workshop for 40 teachers. The institution supported the priority of Effective and Efficient Operations by providing consultants for accreditation visits for SACS, by revising the mission statement of the college and some programs, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Strong Family, Community and Business Support with a conference to support Family Connections and with the work of the Developmental Evaluation Center involving teacher education students in Birth-Kindergarten. The Dean chairs the Council for the Advancement of the College of Education and Allied Professions comprised of professional educators and business persons from the region to advise and promote the activities of the College. The Council meets each semester. In these and other ways, the

institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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 College this past year has been collaboration with our school partners. The most visible example has been the reorganization of the WCU School University Teacher Education Program leading to several specific outcomes. Each committee is co-chaired by a public school educator and includes numerous public school members along with university faculty and university teacher education students. Committees undertook projects including surveying the needs of beginning teachers, working to establish a relevant professional development program, offering a Beginning Teacher Institute, expanding the partnership, and supporting career teachers to pursue National Board Certification. P-12 educators were consulted at all points in the development of a process for matching university interns with cooperating teachers. P-12 teachers also served as evaluators of candidate Technology Portfolios. The College took a leadership role in the IHE/PANC project to support beginning teachers in the region by bringing public school educators together with IHE faculty to plan and carry out project activities. The college worked with public school partners to structure weeklong activities for visiting preservice teachers from NC A&T State University. School partners provided key roles in planning and supporting all activities. A public school educator was a member of the search committee for the position of Director of the Office for Field Experiences. P-12 educators were members of each accreditation committee and continued to serve on the Teacher Education Council. Public school educators (38) continued to co-teach courses with university faculty going beyond one-class-period guest appearances. Public school educators also led Diversity Dialogues open to all students and faculty in the college. P-12 educators played key roles in the development of grant proposals this past year including providing essential information and writing portions of the grants. P-12 educators are also members of the College's Diversity Committee. The dean of the College again made a personal visit to every superintendent in the region to talk about the educational needs of the region and how WCU could better serve the region. The College's Instructional Technology Team works in close partnership with in-service teachers when developing and presenting instructional technology-related professional development to WCU teacher education faculty, candidates and regional cooperating teachers. Seven in-service teachers served as co-designers and presenters of instructional technology seminars and shared examples of their best practices and experiences using instructional technology in teaching and learning. Approximately seventy-five teachers co-evaluated all technology portfolios created by WCU teacher education candidates. The College and the university worked with public schools on a number of other projects mentioned elsewhere in the report including regional forums, regional contests, fairs (band, math, science, and foreign language), and other events (Odyssey of the Mind, Special Olympics).

Supplemental Information (Optional)

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The program was initiated three years ago when a representative from ETS was brought to campus to conduct a two-day workshop on the Praxis series for all teacher education faculty. Current strategies have been built upon this initial workshop. For four years, faculty have been encouraged to take the Praxis tests. Ten teacher education faculty took the Praxis this year and were reimbursed for costs. To date, over 40 teacher education faculty, including several in Arts and Sciences, have taken the Praxis. A travel stipend was granted to faculty who developed a plan describing how they would use the experience in their classes to help teacher education students be successful on the tests. Faculty in the Social Studies program engaged in a year-long study of the social studies teacher education curriculum including taking the Praxis test. They met to suggest changes in the

program and strategies to improve Praxis scores of students based on the information gained. Thus far, faculty in English and Physical Education held preparation sessions for interested students. The coordinator of the English education program assisted a lateral entry teacher in the region to improve scores on the Praxis. Other programs have ongoing efforts related to Praxis proficiency. Some programs revised methods courses or seminars to include Praxis preparation sessions. Finally, the Dean's office purchased Praxis preparation materials for teacher education programs to use to help students improve scores. The Dean's office also purchased an ETS-produced booklet for every senior teacher education student. These booklets were in addition to the Tests-at-a-Glance booklets routinely provided by the College. Continuing to add to existing resources, the Dean's office purchased multiple copies of the Learning Plus series in Writing, Mathematics, and Reading to be available to students preparing for Praxis I exams. Multiple copies were placed on permanent reserve in the library and in the Office of Teacher Education and Field Experiences. Copies were also placed on reserve in the community college libraries at which distance education programs are delivered.

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

The College employs a number of strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. The College participated in all institution-wide recruiting efforts including Open Houses, a statewide recruiting tour of major cities called WCU on Tour, career fairs, new student orientation and information fairs, and a variety of other opportunities such as workshops for high school counselors and meetings with community College personnel. The College sends a representative, professional display, view books, and program brochures to all the above annual activities on campus, cities around the state, and campuses of regional community Colleges. This year a faculty committee redesigned and published new recruitment brochures for all undergraduate majors in the college. The College also takes advantage of special opportunities to recruit students into teacher education by speaking to groups of high-school students visiting campus for various activities such as the Odyssey of the Mind tournament, discipline area contests, and summer programs like Cullowhee Experience and Legislative Leadership School. The dean of the College sends a personal letter of invitation to all prospective students who express an interest in any licensure program including a separate letter to minority prospective students and an additional personal letter to all accepted applicants to any licensure program. Specific recruiting initiatives include the annual Teachers of Tomorrow Day where over 200 high school students visit campus for a special program. A separate annual "Reach to Teach" day is held to recruit middle grade and high school minority students into teaching. The College also houses an active Teaching Fellows program enrolling over 20 new fellows each fall who also assist with recruiting. The College is also a partner with three Teacher Cadet programs at East Rutherford High School, Enka High School (approximately 75 and 50 miles from campus, respectively), and Smoky Mountain High School (added this past year). Programs in Birth-Kindergarten, Elementary Education and Middle Grades are currently on-going or agreed to with eight community colleges in the region in 2+2 agreements. Participating community colleges range from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). This means that students at those sites are able to complete all their coursework at community colleges up to 90 miles from Cullowhee through the local community college and WCU. WCU courses are taught using distance learning technologies. Two federal grants provide stipends to students pursuing special education licensure. The College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee, which includes representatives from Asheville and Cherokee where significant numbers of public school minority students reside, met several times during the year, and, with the University Director for Multicultural Affairs, explored

funding sources for minority students to enroll at WCU particularly in teacher education. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. Outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship are contacted personally by the director of Special Programs and Teaching Fellows and the Dean of the College. The Dean writes a personal letter to each minority student who expresses interest in WCU as a teacher education student or as undeclared inviting him or her to become a teacher education student. In another significant initiative, the College hosted more than 70 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging them to consider teaching as a career. This activity was coordinated with minority student groups on campus and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. Participants were overwhelmingly positive about the day and several indicated a genuine interest in teaching as a career. This year, WCU participated in a Rural-Urban Exchange with NC A&T State University exchanging four students in teacher education from each institution for a week of experiences in public schools and the community. Two faculty members accompanied the students. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at Western Carolina University. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. For the second year, Western had a delegation of over 15 faculty, public school teaching partners and students at a statewide conference on Closing the Achievement Gap, and made presentations in three separate sessions at the conference.

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

The College has engaged initiatives in the past year to: (1) increase the number of caring, competent, and qualified teachers, (2) support beginning and career teachers, and, (3) enhance the quality of the preservice program. To increase the number of caring, competent teachers, the College worked to expand its 2 + 2 programs in BK, Elementary, and Middle Grades Education. Specifically, the College agreed to offer programs in the eastern part of our service area up to 90 miles away (Western Piedmont Community College)and to other community colleges in the region (Caldwell CC, Blue Ridge CC, Gaston CC). To support beginning teachers, the College engaged in three projects. Two school systems and Western collaborated on the development of a grant proposal that was funded to support beginning teachers from Z. Smith Reynolds Foundation. Western sponsored two ILT retreats for a total of 80 teachers over a Sunday and Monday providing room, board, activities, and a small stipend. In addition, Western partnered with all LEAs in the region and several other colleges and universities on a grant-funded project to support beginning teachers in the region – IHE/PANC project. Western took the lead on this project. To improve the quality of the preservice program, Western undertook four specific initiatives. In the reorganization of the School University Teacher Education Program, each committee of faculty, public school educators, and university students worked to develop specific objectives and to carry out those objectives. Outcomes included expansion of the partnership to new schools, specific staff development activities, and ongoing opportunities and support for new and career teachers. A second initiative impacting the quality of the program was the Rural-Urban Exchange in which four teacher education students from Western visited NC A&T for a week and four teacher education students from NC A&T visited WCU for a week to visit public schools and participate in community activities. The creation of a new program, now an annual event, increased diversity knowledge and awareness for the entire undergraduate teacher education program and involved public schools in both areas. A third initiative also involved diversity; a diversity plan for the College was developed with widespread input from faculty and public school personnel. Western's Center for Mathematics and Science Education also collaborated with NCCAT on a project with Swain County Schools on Closing the Achievement Gap. A fourth initiative to improve program quality was the development of an assessment plan for the undergraduate and graduate professional education programs.

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	4	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	63	White, Not Hispanic Origin	214
	Other	0	Other	1
	Total	68	Total	221
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	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	48
	Other	0	Other	0
	Total	6	Total	52
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	8	8	8
Elementary (K-6)	8	6	6
Middle Grades (6-9)	9	8	8
Secondary (9-12)	30	21	20
Special Subject Areas (k-12)	16	15	14
Exceptional Children (K-12)	18	18	17
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	2	2	2
Other	0	0	0
Total	91	78	75
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	326
MEAN GPA	3.34
Comment or Explanation :	

C. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	4	4	0	0
Elementary (K-6)	49	44	0	0
Middle Grades (6-9)	9	8	0	0
Secondary (9-12)	21	12	0	0
Special Subject Areas (K-12)	23	15	0	0
Exceptional Children (K-12)	26	22	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	132	105	0	0
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
Elementary Education	67	100
English	7	100
Family & Consumer Science	1	*
German	2	*
MG-Lang Arts	2	*
MG-Math	5	100
Math (9-12)	5	100
Music	12	92
Physical Ed	6	83
Science (9-12)	1	*
Social Studies (9-12)	9	100
Spanish	1	*
Spec Ed: Learning Disabled	7	100
Spec Ed: Mentally Disabled	2	*
School Summary	127	98
* 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	32	250	20	6	0	0
U Licensure Only	1	1	12	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	3	50	8	0	0
U Licensure Only	1	2	6	2	3	0
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	134	96	70

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
Buncombe	464
Haywood	319
Henderson	256
Jackson	182
Macon	182
Charlotte-Mecklenburg	166
Cherokee	158
Gaston	125
Rutherford	106
McDowell	104

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.	3.7	3.38	3.58
the ability to effectively manage the classroom.	3.41	3.09	3.49
the ability to use technology to enhance learning.	3.5	3.26	3.55
the ability to address the needs of diverse learners.	3.43	3.12	3.45
the ability to deliver curriculum content through a variety of instructional approaches.	3.66	3.26	3.58
Number of Surveys Received.	56	58	55
Number of Surveys Mailed.	94	94	94

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
35	33	16

IHE Graduate Performance Report

WESTERN CAROLINA UNIVERSITY

2001-2002

Overview of Master's Program

Western's masters program leading to professional education licensure include: MAEd in Comprehensive Education (with twelve concentrations), Educational Supervision, School Counseling; MAT in Comprehensive Education (with ten concentrations); MA in School Psychology (NASP approved); and, MS in Communication Disorders. All programs are in the College of Education and Allied Professions (and Graduate School). The first three programs listed above were revised within the last three years and satisfactorily completed paper and on-site reviews by the University of North Carolina system and the State Department of Public Instruction. The MAEd programs in Comprehensive Education and Educational Supervision are designed for experienced educators. The other masters degrees are for entry level educators although they meet advanced competencies. All programs require baccalaureate degrees from accredited institutions and standardized exam scores for admission. Some have additional requirements such as current licenses, portfolios, interviews, and writing samples. All have clinical components including a culminating internship and all require a culminating demonstration of competencies such as a portfolio and/or a written comprehensive examination. All programs are aligned with State-approved guidelines and competencies. All programs are available to students on a fulltime or part-time basis. Some programs are available in their entirety in Cullowhee and in Asheville. Others are available only in part in Asheville. Two of the programs, School Counseling and Communication Disorders, have capped enrollments and are accredited by the relevant specialty area association (CACREP and ASHA) which conduct on-site reviews. Faculty in all of the programs have graduate faculty status and are active in their respective areas. Teaching formats include a wide range from traditional classroom delivery to web-enhanced courses, interactive television distance learning, and online courses. Some programs offer weekend formats, compressed formats, special scheduling, and back-to-back course scheduling.

Special Features of Master's Program

Masters Program Special Features General characteristics of the Masters Program are discussed in the Overview. Special features of the masters programs will focus on the MAT and the MAEd in Comprehensive Education. The Master of Arts in Teaching was developed within the last three years for individuals with non-professional education degrees who aspire to an advanced degree leading to teaching licensure. The MAT in Comprehensive Education includes ten concentrations with a common core of professional studies and requires 36-42 semester hours. Advisors in content areas determine the relevant courses needed at the graduate level based on undergraduate experience making each degree individually tailored. Some students may need undergraduate prerequisite courses. The MAT requires one to three semesters of clinical experience based on the experience and circumstances of the individual (e.g., documentation of private school teaching experience, lateral entry status). All students are required to demonstrate achievement of advanced competencies with a portfolio including advanced proficiency in clinical experiences. In order to attain a teaching license, graduates are required to earn passing scores on Praxis II in the specialty area. To this point, several individuals participating in the NCTEACH program are pursuing the MAT. The Master of Arts in Education in Comprehensive Education was revised within the last four years for teachers with a current license in the area of concentration. The program extended INTASC standards and was built upon the core propositions of the National Board for Professional Teaching Standards and designed to lead to National Board Certification. In fact, teachers who earn National Board Certification before completing the degree are exempt from the culminating portfolio requirement for the degree having already successfully demonstrated advanced competencies. The current MAEd in Comprehensive Education shares a common core with new courses in diversity and leadership and a required methods course taught in the discipline. Twelve concentrations are offered including

elementary education, middle grades education, art, music, physical education, reading, English, social sciences, chemistry, biology, mathematics, and special education (with emphases in learning disabilities, mental disabilities, behavioral disorders, and severe disabilities).

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	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	99
	Other	2	Other	7
	Total	38	Total	113
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	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	63	White, Not Hispanic Origin	221
	Other	0	Other	1
	Total	64	Total	230
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	3.82
MEAN MAT	50
MEAN GRE	1460
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	11	8	0	0
Middle Grades (6-9)	6	6	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	7	5	0	0
Exceptional Children (K-12)	13	5	0	0
Vocational Education (7-12)	1	1	0	0
Special Service Personnel	64	34	0	0
Total	103	60	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
School Summary	2	*
Spec Ed: Mentally Disabled	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.	3.78	3.67
the ability to connect subject matter and learner's needs.	3.67	3.78
the ability to implement research-based approaches in the education profession.	3.89	3.44
the ability to assume leadership roles in school and the education profession.	3.78	3.78
the ability to facilitate learning for diverse students	3.56	3.89
the ability to engage in continuous professional development.	3.63	3.78
Number of Surveys Received.	9	9
Number of Surveys Mailed.	38	38

IHE School Administration Performance Report

WESTERN CAROLINA UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The Western Carolina University MSA Program requires 42 semester hours of coursework distributed among classes in educational foundations (4 courses), professional studies (8 courses in leadership, organizational management and school change), and field experiences (2 internships). Originally aligned with the standards for principals adopted by the State Board of Education, the program has been re-examined by its faculty in light of our most recent external program review (2001), cumulative data collected from the last five years of MSA completers, and interviews with regional superintendents (2001-2002). Program adjustment schedules to begin in the spring of 2003 respond to those assessments, our ongoing internal annual program reviews, the maturation of our Ed.D. program in Educational Leadership, current research in the discipline, and works by the National Policy Board for Educational Administration. As a consequence, the scope and sequence of the MSA Program is tighter, more reflective of reform initiatives in North Carolina (for example, there is considerable more attention placed on student assessment and accountability in the redesign) and better articulation with specialist and doctoral studies. The MSA program is housed in the Department of Educational Leadership and Foundations (ELF) within the College of Education and Allied Professions. ELF has 12 tenure lines, six of which are devoted primarily to the preparation of administrators. Eleven faculty members teach MSA courses. All tenure-line faculty hold doctorates as do the field practitioners who teach courses as adjunct faculty. The Department is committed to the inclusion of regional superintendents among its teaching faculty, sometimes as adjuncts with responsibility for entire courses and sometimes as guest lecturers in other classes. The WCU service region presents unique geographic challenges. It comprises some 17 counties separated by both distance and not-readily-crossed mountains. To adequately meet local LEA needs for future administrators, we offer the MSA program in its entirety on our home campus in Cullowhee and on the UNCA campus in Asheville. Students may complete the program either on a full-time or part-time basis. WCU participants in the Principal Fellows Program are expected to complete additional non-course requirements as part of their MSA obligations. As a capstone experience, all students must complete an acceptable exit portfolio documenting their proficiency in competencies identified by the state as essential for effective practice, their ability to conduct site-specific action research, their expertise in collecting and assessing quantitative data, and their mastery of specific technology skills. Students demonstrate their communication skills both in the development of the portfolio and in its defense before a faculty committee.

Special Features of the Master's of School Administration Program

The WCU MSA Program includes programmatic, logistical, technological, and geographic special features. Programmatically, it takes assessment functions seriously. Consequently, it has evolved within and across courses. The internship requires demonstration of competencies rather than satisfaction of a specific number of hours. Faculty members link coursework to field experiences and are sensitive to the need to stress applicability and relevance of specific competencies. Classes are interactive and incorporate the use of case studies and problem-based learning activities. In 2001-2002 the Department co-sponsored the annual meeting of the International Network of Principal Centers, underwrote attendance by second year Principal Fellows to that meeting (several of whom were session facilitators), and also helped sponsor two area teacher leaders' participation. The program is delivered at two sites on a fulltime or part-time basis. Classes are available in a variety of delivery formats (face-to-face, via interactive television, WEB-enhanced, on weekends, in the evening, courses back to back on the same evening). Faculty members expect students to possess certain technological proficiencies and integrate their demonstration in requirements. All MSA graduates are able to use basic presentation software, word-processing, and the Internet to conduct research. Several are familiar with statistical packages that assess data and can use programs such as Excel. Students in the School Community Relations class create web sites for schools and use publication software to design marketing tools for schools. WCU has a comprehensive technology support system on campus sponsoring regular training sessions and helps faculty to remain current. The library provides on-line reserve

services to faculty and supports multiple on-line research resources that can be accessed by students at home. Two faculty members published research related to the use of technology in course delivery, another is involved in research on technology supported by the Gates Foundation, and a third appeared in the Microsoft Education website as the featured educator for January 2002. WCU's location in the Southern Appalachians provides MSA faculty with unique research opportunities and pedagogical challenges. Sensitivity to school issues in rural settings is key, while simultaneously ensuring that graduates can work in any school setting. Research about schools and schooling in the region yielded publications and conference papers in 2001-2002. One member is editor of the Encyclopedia of Appalachia's education section (publication date, Fall, 2002). Another faculty member focused her recent research on Native American schooling, looking at experiences of the Eastern Band of the Cherokee. She made several regional and one international presentation of her findings and has partnered this past year with a Native American teacher in some of her classes. Another is conducting research on African American school experiences in the region. Two faculty members published their work on the role of place and gender in the work of senior educational leaders in the region. Faculty members appreciate the unique needs and rich history of WCU's setting and imbue their MSA courses with them.

Service to Public Schools

The MSA program provides service to public schools by preparing prospective school administrators who possess the knowledge, skills, experiences, and dispositions that will enable them to be effective educational leaders. The current MSA program focuses on the role of the principal as a data-driven instructional leader who must work in a rapidly changing educational environment that demands high academic performance from all students and measurable accountability from all educators and produces schools practitioners who possess statistical, technological, organizational, and personal tools conducive to success in the region. Specific course projects are designed to yield useful products for schools. For example, students in our school improvement course must define and address a "real problem" in a school where they work or intern. MSA students in the School Community Relations class complete an environmental scan of a public school. This has become a popular document with principals in the region who use it for planning purposes and for SACS visits. All MSA students must design and complete an action research project that addresses a troublesome issue, again in a public school in our region. All departmental faculty have personal and professional ties to the region. Many of the services they perform are informal. However, much of the work of the department is more formal. Last year the MSA faculty accounted for over 500 hours of unpaid service to public schools. Beyond professional service, faculty members also contribute to area schools as members of the community. They serve as judges for senior projects, as interviewers for scholarships, and in one case in the past year, as a judge in the regional science fair. For example, Blue Ridge School is one of the few public institutions in our service region to be considered "at risk" for low performance. Over the past five years, several faculty members have provided unpaid services to it, conducting academic needs assessments, helping develop schedules, and connecting LEA staff with particular specialists. In 2001-2002, one ELF faculty member gathered community service data for the school, analyzed it, and provided feedback for its faculty and the community they serve. Another faculty member sits on the School Improvement Team for Candler Elementary School. Yet another serves on the Board of Directors for the North Carolina Association of School Administrators (NCASA) as well as the Board of Directors for the North Carolina Association for Supervision and Curriculum Development (NCASCD). Another faculty member facilitated the development of area scheduling at Pisgah High School. Among the services rendered to individual schools or professionals who work with these schools in the state during the 2001-2002 academic year are: leadership in a global partnering program that pairs area educators with their Japanese counterparts (5 districts); presentations to Principals' Executive Program participants on teacher leadership (over 20 districts) and the nature of the principalship (over 15 districts); and, a presentation to mental health providers on issues related to school age children and youth (Macon County).

Support for Beginning Administrators

The WCU MSA Program Director sponsors an MSA Alumni organization for recent graduates. Its purposes are to ensure that the networks established during the program continue as students move into administrative positions throughout the region and to maintain contact between the university and those individuals. The group met twice last year and will meet again this fall at WCU's School Safety Summit sponsored in conjunction with the Attorney General's Office. The meetings of the alumni group are sometimes in a social setting off campus. The Department facilitates the growth of those connections by using MSA graduates as guest speakers, as resources for current

students as potential future students in its Ed.S. and Ed.D. programs. Additionally, MSA faculty are aware of the structure and content of the state's licensure exam. The program director has taken it, another has attended a training session on it, and several years ago, two members helped develop the state standards on which it is partially based. They integrate exercises in courses that prepare students for the exam. The program director conducts licensure exam preparation sessions in both Cullowhee and Asheville before each of the three administrations of the exam. These sessions are open to anyone in the region, not just WCU graduates. MSA students and graduates are invited to professional development opportunities on campus, can join the local Phi Delta Kappa network sponsored by the Department and participate occasionally in field-based research projects conducted by faculty. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. Evidence of success in such support in 2001-2002 includes licensure pass rates (100%), success in attaining positions (approaching 100% of those trying in the region), attendance at alumni events, and work with faculty on specific projects (several on-going endeavors, a co-publication with an Ed.D. graduate who was formerly a graduate of the MSA program, and research assistance for the preparation of a particular course). The Department supports career development of beginning administrators through the maintenance of a user-friendly advanced degree option. It works closely with LEAs to design individual programs for locally hired assistant principals who lack the appropriate administrative licensure, and its faculty sees their routine school visits as another opportunity to interact with graduates.

Support for Career Administrators

The Department housing the MSA program sponsors the regional Phi Delta Kappa Chapter. PDK and the department publish a newsletter featuring recent publications and initiatives of interest. PDK programs are designed for career administrators. For instance, one of its 2001-2002 meetings highlighted the work being done in Transylvania County using the Baldrige Model. PDK met six times last year and published six newsletters. The Department supports Ed.S. and Ed.D. programs that serve career administrators. Department faculty conduct research with field practitioners on topics germane to their practice. In 2001-2002 that included work on effective professional development, the work of learning communities and how to get them started. MSA students intern in regional public schools, learning from and assisting career administrators. Their course requirements include the generation of products (school newsletters, brochures, environmental scans, action research projects, improvement plans, and web pages) that meet the needs articulated by sitting administrators. The faculty attends professional meetings in the region and state designed to serve the needs of sitting administrators. In 2001-2002, two faculty members attended the NCASA state conference, one attended the NCASA annual legislative update meeting, three attended the Summer Leaders Conference, two attended PEP sessions, and one attended the state NCASCD conference. Four attended the meeting of the North Carolina Professors of Educational Leadership. MSA faculty made presentations to school leaders on multi-cultural issues germane to teaching Native Americans. Another assisted school leaders at Hazelwood Elementary as they revised their mission statement. He also served as the SACS consultant to Blue Ridge School. Additionally, several MSA faculty made presentations to school leaders in other states that led to building connections to outside expertise that their students might later use. Two Department faculty members serve on steering committees of the School University Teacher Education Partnership collaborating with local educators including building level and central office leaders. The Department sponsors an annual lecture (the Ainsley Lecture) on a topic related to leadership and invites regional educators. In its newsletters, it also highlights university guest speakers who might be of interest to administrators. In 2001-2002, a faculty member received a grant to sponsor Roland Barth as a guest lecturer. Also supportive of career administrators is work currently being done by faculty members on supporting new exceptional education teachers (a shortage area that was more retention problematic in the region), on the effectiveness of the cyber-campuses in three LEA's, and on the preparation for a regional conference sponsored by the local Public Policy Center and the Attorney General's Office. Two faculty members received an internal instructional support grant to design an assessment center workshop for prospective school administrators (available in 2003), which can serve as a formative evaluation tool for central office leaders as they plan to meet future local unit administrator needs.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	6	Total	5
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	25	Total	13

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

	Masters
MEAN GPA	3.81
MEAN MAT	NA
MEAN GRE	1406
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	14	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.	3.5	3.33
the preparation to use technology to support the instructional program.	3.5	3.44
the preparation in instructional leadership.	3.38	3.5
the preparation to assist teachers in meeting the needs of diverse learners.	3.13	3.44
Number of Surveys Received.	8	9
Number of Surveys Mailed.	14	14



Wingate University

2001 - 2002



IHE Bachelor's Performance Report

WINGATE UNIVERSITY

2001-2002

Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. In recent years the university has addressed the changing demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Matthews Center. In 1995 the institution attained university status. Wingate University now attracts students from throughout the United States and a dozen foreign countries and is known as the premier small private university in North Carolina.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and charitable organizations and projects reflects Wingate's commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive field experiences, student teaching, and practica. Students who desire more intensive or specialized study in education may receive personal research assistance from education professors through Dupont research grants and university honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching

program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serves on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education offers ten education majors and eleven licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), History and Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and Reading (K-12)/Elementary Education. The graduate program offers the Master of Arts in Education degree for individuals who already hold elementary school licensure, and the Master of Arts in Teaching degree for individuals who hold degrees in areas other than education and seek to prepare for a teaching career.

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.)

Wingate University collaborates with LEA's and the public schools through service on boards and committees, cooperative projects, and faculty exchanges. The Dean of the School of Education serves on Union County Schools' Quality Leadership Council, Academic Achievement for All Task Force, and Alliance Strategic Planning Force. Union County public school administrators and teachers serve on Wingate's Teacher Education Committee (this year the Union County LEA and Unionville and Marshville Elementaries, Piedmont and Weddington Middle Schools, and Sun Valley High School were represented) and Student Teacher of the Year Selection Committee (this year personnel from Union County's central office and New Salem Elementary served in this capacity). All searches for education faculty include public school personnel (this year a teacher from Wesley Chapel Elementary participated). Public school teachers and administrators evaluate student teaching portfolios (this year teachers from Fairview Elementary, Monroe Middle, and Forest Hills High assisted). Professors incorporate public school educators as guest speakers for the various classes (this year speakers included teachers from Fairview and Marshville Elementaries, Monroe and Weddington Middle Schools, Parkwood High, and the Union County Central office). Wingate utilizes public school personnel as adjunct professors for education classes. This year public school educators taught courses at Wingate in reading, music methods, English methods, and special education. A teacher from Weddington Middle School conducted a workshop for Wingate language arts methods candidates on teaching writing using North Carolina curriculum standards. An education faculty member serves on the Initially Licensed Teachers (ILT) team at Union Elementary. Physical education faculty collaborate with Wingate Elementary in Project Build-Up, a program emphasizing personal and social responsibility, and in conducting weekly sessions to help prekindergarten children develop their motor skills. Teacher education faculty members served on the executive board of the North Carolina Alliance for Athletics, Health, Physical Education, Recreation, and Dance and participated with P-12 teachers in DPI panels to study the adoption of physical education textbooks and revision of K-12 social studies curricula. Physical education faculty continue to collaborate with Myers Park High School (Charlotte-Mecklenburg Schools) in the PEPSE program, a statewide initiative to implement sports safety education in

physical education classes, and in the PEP grant for Trips for Kids. Wingate art faculty collaborates with Union County public school teachers to plan and implement the annual summer arts program for area students on Wingate's campus. One professor serves as art consultant and assists with instruction at Wildwood Forest Elementary in Wake County and is presently collaborating with Forest Hills High School teachers on a book project using local herbs. The Theater Department collaborates annually with the Union County School District to present quality children's productions at the Batte Center on Wingate's campus. An education faculty member serves on the Unionville Elementary NIOST/ASACA after-school program accreditation committee.

List of Schools with whom the Institution has collaborative activities.

Union County Schools: Quality Leadership Council, Academic Achievement for All Task Force, and Alliance Strategic Planning Force; Wingate's Teacher Education Committee, Student Teacher of the Year Selection Committee; Guest Speakers Fairview Elementary : Guest Speaker Marshville Elementary : Wingate Teacher Education Committee; Guest Speaker New Salem Elementary : Reading Tutoring Union Elementary : ILT Team Wingate Elementary: Project Build-up; Preschool Instruction Unionville Elementary : NIOST/ASACA Committee; Wingate Teacher Education Committee Wildwood Forest Elementary (Wake County): Art Consultant/Instructor Piedmont Middle School:Wingate Teacher Education Committee Weddington Middle School : Writing workshop; Wingate Teacher Education Committee; Guest Speaker Sun Valley High : Wingate Teacher Education Committee Parkwood High : Guest Speaker Myers Park High School (Charlotte-Mecklenburg Schools): PEPSE; PEP grant for Trips for Kids.

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

All School of Education faculty and many in the College of Arts and Sciences serve public schools in substantive ways. Teacher education faculty served on teams for evaluating programs and promoting student literacy and self-concept. Teacher education faculty serves as liaisons to coordinate field experience and student teacher placement in area schools. Reading foundations class was taught at New Salem Elementary School, and each candidate worked with a teacher there to tutor students and assist with instruction throughout the spring semester. Teacher education faculty's partnership with Union Elementary included regular on-site and classroom visits with teachers to address instructional issues and concerns. Education faculty conducted a staff development session on physical education for Charlotte-Mecklenburg preschool educators. Wingate's library staff conducted classes in basic research techniques for students at Piedmont High School, Forest Hills High School, and Metrolina Academy. The Wingate University Theatre books and manages tours of Children's Theatre productions for area elementary schools. The Theatre Director volunteered as a storyteller, and presented a program in area schools involving literature and drama. Art education faculty served as adjudicators for Scholastic Awards, an art competition for middle school and high school students from Mecklenburg and surrounding counties. In addition, an Art education professor, in affiliation with the North Carolina Art Museum and Mint Museum of Art, developed assignments for elementary children in the state. Music faculty served as adjudicators for district and regional NCMEA choral festivals at Wingate and Pinehurst. Mathematics faculty served as judges in the annual Math Contest. Faculty from all colleges served as judges for the annual Shakespeare Recitation Contest and moderators for the Hi-Q Academic tournament, which hosted secondary school students and teachers from across the region. Science Faculty coordinated presentations at Wingate University for area educators through Project Wild. Education and Arts and Sciences faculty conducted literacy activities at Western Union, Unionville, Walter Bickett, and Wingate Elementaries. Art faculty judged the Lion's Club Peace Poster Contest for area middle school students. A teacher education faculty member serves as the DPI's on-call representative to speak with area educators regarding the Playground Injury Prevention Program (PIPP) and serves area LEAs as consultant for inspection of playground facilities.

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

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work

with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools. This year specific support activities included: conducting phone surveys of recent elementary education graduates teaching in area schools to determine needs of first year teachers and to generate feedback on our preparation; conducting targeted observations in classrooms at the beginning teacher's request and providing feedback regarding specific instructional concerns; facilitating new teacher dialogue groups; and providing research and resource assistance. An education faculty member serves on the Initially Licensed Teachers (ILT) team at Union Elementary; duties this year included conducting scheduled training and informational sessions for the ILT's and meeting regularly with beginning teachers to provide support and mentoring. Education faculty are available to help beginning teachers obtain continuing licensure; this year an education faculty member attended the DPI's Performance-Based Licensure (PBL) Training sessions to learn how to better assist beginning teachers with the preparation of PBL products. Faculty are also available to assist new teachers with specific professional development projects; this year assistance was provided to a new teacher at Union Elementary in designing and conducting a professional development activity in which she hosted teacher candidates at her school site to familiarize them with instructional practices and the demands new teachers face. An education faculty member has formed a partnership with a local principal (Marshville Elementary) to collaborate on how the university and public schools can better serve beginning teachers and ensure their retention. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are also available to support beginning teachers.

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

Needs of lateral entry teachers are met through several programs and initiatives at Wingate. The Master of Arts in Teaching degree program, begun in 1996, was designed specifically to serve alternative entry and lateral entry teachers. Courses are usually offered at the Wingate University Matthews Center, the most convenient location for the majority of students. The courses are scheduled in the evenings during the fall and spring semesters as well as two summer sessions. All courses are offered in a rotating sequence over a period of two years. The MAT program is steadily growing. During the 2001-2002 academic year over 50 MAT students enrolled in courses in the program. Lateral entry teachers may also seek licensure through Wingate University's traditional undergraduate programs, as well as through its Continuing Education program at the Matthews Center. The School of Education provides analysis of transcripts and program advising for lateral entry candidates; the Dean of Education recently met with representatives of the Charlotte Area Alternative Licensing Center to streamline efforts to more fully meet the needs of lateral entry applicants. Wingate continues to expand its schedule of late afternoon, evening, and summer classes to accommodate the needs of these students, and courses may be pursued at other area institutions through CAEC, a regional consortium of higher education institutions. An education faculty member currently serves on CAEC's board. The Wingate University Field Experience Coordinator and teacher education faculty visit, mentor, and supervise lateral entry teachers, including this year supervision of teachers at Shiloh Elementary, Sardis Elementary, Union Elementary (all in Union County), and Crown Point Elementary (Charlotte-Mecklenburg schools). Many services provided to beginning and career teachers are also made available for lateral entry teachers: for example, the ILT team at Union Elementary served many lateral entry teachers as well as traditional beginning teachers; lateral entry teachers participated in many staff development opportunities offered by Wingate; Wingate provides resources and materials for curriculum enrichment to lateral entry teachers through the Ethel K. Smith Library and the Curriculum Materials Center and responds to the requests of lateral entry teachers and their employers for specific training and assistance.

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

School of Education faculty readily responds to requests for assistance from teachers and administrators in area schools. Faculty assists teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Education faculty shared information about its programs and services for career teachers at the Professional Services Day held at Union Elementary. Teacher education faculty are active as leaders and presenters in organizations such as Delta Kappa Gamma (Alpha Zeta International Society), an honorary association of women educators which includes public school teachers and administrators. Several faculty members are active in Phi Delta Kappa, an international professional organization that provides

information, services, and resources for public educators. This year we worked with the PDK Area 8-C coordinator to initiate the formal process to establish a Wingate-area chapter in order to make PDK's benefits and services more readily available to area educators. Faculty contributes to the professional development of career teachers by serving as presenters at the various professional associations of public educators; audiences for these presentations included art educators and supervisors, administrators, and classroom teachers. This year presentations to K-12 educators included: National Art Education Association and North Carolina Art Education Association; North Carolina and National Alliances for Athletics, Health, Physical Education, Recreation, and Dance; Youth Sport Conference and Sport Law Conference. Faculty also made presentations to local P-12 teachers. The director of the Wingate University Theatre conducted an inservice program on storytelling for teachers at Unionville and Wingate Elementaries. Wingate University provided several professional development opportunities for which career teachers received license renewal credit, including the Multiple Intelligences Workshop, Project WILD, and the Band Directors' Conference. This year, Wingate's Thayer School of Education and the Ethel K. Smith Library, in partnership with Fayetteville Technical Community College, introduced the Congressional Scholars Program to 40 secondary teachers from schools in the 8th congressional district. Participants in this program will receive regular instruction and support from Wingate and FTCC in completion of a year-long project integrating computers, technology, and Library of Congress resources into classroom instruction and in mentoring colleagues as they develop similar projects. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to all Union County teachers. Wingate's M.A.Ed. Program served the professional development needs of career teachers for advanced degrees and continuing education credits.

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

Wingate University faculty and candidates assist priority schools and at-risk through collaborative projects and initiatives, as well as by providing services to at-risk students. The Dean of Education serves on Union County's Academic Achievement for All Task Force which is examining ways to close the achievement gap between schools in the district. An education faculty member attended the DPI workshop Improving Minority and At-risk Student Achievement Conference VI and shared information learned there with candidates in education foundations and student teachers. Since many of our area priority schools have a large Hispanic population, Wingate is seeking to establish an ESL licensure program in order to better serve local needs; an education faculty member maintains contact with the Union County Schools' Coordinator for ESL, attended the DPI meeting on stand-alone ESL licensure programs, and is presently enrolled in an ESL licensure program at another institution. The Student North Carolina Association of Educators (SNCAE), our student professional education organization, has "adopted" a local low-performing school (Walter Bickett Elementary) and conducts service projects to benefit the school. This year, SNCAE conducted a book fair, which raised both literacy awareness and funds for Walter Bickett's library. Communications studies faculty conducted literacy activities with students at Walter Bickett during Young Author's week and conducted a workshop on storytelling at Wingate Elementary School. In order to better prepare our graduates to serve the needs of low-performing schools, teacher education faculty field placements include at least one low-performing school among each student's range of experiences. Several education candidates tutored students in Forest Hills High School's AVID program, which seeks to boost student academic achievement through individual and small-group tutoring. Wingate's library staff conducted classes in basic research techniques throughout the year for 54 Forest Hills High School students. Physical education faculty direct Project Build-Up, a program emphasizing personal and social responsibility, at Wingate elementary school, a low-performing school with a diverse population. Education candidates in Adaptive Physical Education work with students in the Special Population Class at East Union Middle School. Athletic training candidates serve as mentors and tutors to students at a low-performing school through the Bulldog Buddies program at Wingate Elementary.

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

Efforts to Close the Achievement Gap involved conference attendance (Improving Minority and At-risk Student Achievement Conference VI.) and committee work (Union County's Academic Achievement for All Task Force), as well as working with local low-performing or priority schools, particularly those with a large

minority population. Specific activities are detailed in other sections of this report. Highlights of those activities include our campus student educators association "adopting" Walter Bickett Elementary for service, literacy awareness, and fundraising activities; tutoring students in Forest Hills High School's AVID program (which seeks to boost academic achievement through individual and small-group tutoring); Wingate's library staff conducting classes for Forest Hills High School students in basic research techniques; collaborating with Wingate Elementary through Project Build-Up (a program emphasizing personal and social responsibility), the Bulldog Buddies program (which offers mentoring and tutoring to students) and in conducting weekly sessions to help prekindergarten children develop their motor skills. Since many of our area priority schools have a large Hispanic population, Wingate is seeking to establish an ESL licensure program in order to better serve local needs. Another priority of the SBE was the recruitment and retention of teachers. Efforts in this area were targeted to our work with lateral entry and beginning teachers. Faculty provided support to beginning and lateral entry both formally, through the Initially Licensed Teachers (ILT) team at Union Elementary, through which Wingate Faculty provided training, support, and mentoring; and informally, through personal contacts, targeted observations and feedback regarding specific instructional concerns, after-school dialogue groups, and research and resource assistance. Education faculty attended Performance-Based Licensure (PBL) Training sessions and PRAXIS Workshops to learn how to better assist beginning teachers in obtaining continuing licensure. Our M.A.T. Program fulfills the demand for well-prepared alternative entry teachers. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through our own flexible course scheduling and through our participation in a regional consortium of higher education institutions (the CAEC). A third SBE priority, improving student performance on writing assessments, was mirrored in Wingate's undergraduate teacher preparation program. This year, public school personnel provided a workshop for language arts methods classes on the effective teaching of writing incorporating state standards. Local classroom teachers provided typical samples of children's writing for the student to evaluate. The professor for this course has registered for the DPI's Certified Trainer Writing Institute (originally slated for June 2002 and rescheduled for Fall of 2002) in order to better prepare our teacher candidates to teach writing.

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

Special emphasis this year was placed upon ensuring the professional development of lateral entry teachers. Wingate assisted lateral entry teachers to meet their needs for coursework through several programs and initiatives, including the Master of Arts in Teaching degree program, flexible scheduling of classes at both the main and satellite campuses and at school sites. In addition, courses may be pursued at other area institutions through CAEC, a regional consortium of higher education institutions (an education faculty member currently serves on CAEC's board). The School of Education provides analysis of transcripts and program advising for lateral entry teachers; the Dean of Education recently met with representatives of the Charlotte Area Alternative Licensing Center to streamline efforts to more fully meet the needs of lateral entry applicants. To assist lateral entry teachers with professional and instructional concerns, teacher education faculty visit, mentor, and supervise lateral entry teachers at their request or that of their principal. Resources and materials provided to beginning and career teachers, such as the Curriculum Materials Center and inservice opportunities, are also made available for lateral entry teachers. Special emphasis was placed this year on assisting schools with a large number of at-risk students. Collaborative programs with elementary schools include Wingate Elementary program (which offers mentoring and tutoring to students) and in conducting weekly sessions to help prekindergarten children develop their motor skills. Specific activities include our student educators association "adopting" Walter Bickett Elementary for service, literacy awareness, and fundraising activities; tutoring students in Forest Hills High School's AVID program (which seeks to boost academic achievement through individual and small-group tutoring); and Wingate's library staff conducting classes for Forest Hills High School students in basic research techniques. Since many of our area priority schools have a large Hispanic population, Wingate placed special efforts on meeting the needs of these students. Wingate has begun the process of establishing an ESL licensure program in order to better serve local needs. In light of the North Carolina Professional Teaching Standards Commission's expectation that teachers be reflective about their practice, increased emphasis was placed upon the role of reflection and the reflective process in our teacher education classes. A consistent model for reflection is provided in all education classes through the adoption of a supplementary textbook and required reflective assignments. Reflection is an integral component of lesson

planning, and candidates use peer feedback to reflect on the success of classroom presentations. All field experiences require that candidates' reflection be both formative and summative. The student teaching portfolio requires continuous reflection on the relationship between the candidate's classroom practices and the INTASC standards. Field experience and student teaching handbooks were revised this year to reflect the increased emphasis on the reflective process.

Supplemental Information (Optional)

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

Wingate University closely scrutinizes test scores/reports of its candidates. Freshman students who initially declare education as their major are provided information on PRAXIS requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in the Foundations of Education and Educational Psychology classes. Tests At a Glance (TAAG) booklets are distributed during academic advisement and upon request, and students may borrow additional study materials from the School of Education office. Students who do not pass the PRAXIS I receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students cognizant of campus resources and tutoring options, and to help them form study groups. Library personnel provide individual assistance by locating additional study materials, including PRAXIS videotapes. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The Academic Resource Center offers tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and encourages those with specific disabilities to request a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS and to provide early intervention; education faculty met this year with mathematics and English faculty to examine placement instruments and practices, and new procedures are being developed for use in the 2002-2003 year. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. This year, three education faculty members attended sessions on PRAXIS preparation presented prior to the DPI's Teacher Education Forum. Faculty assisted candidates with preparation for PRAXIS II content and specialty area tests; this year a Teacher Education faculty member provided a PRAXIS preparation session to the elementary education student teachers, and Physical Education faculty provided a similar session. Education faculty took various PRAXIS exams to enhance their course preparation. After students take the PRAXIS II, scores are monitored closely, and students are questioned regarding areas in which they were best or least prepared; education faculty use that information to make adjustments to course syllabi. As a graduation requirement, Wingate seniors must pass an Exit Exam in their major field; for education majors, this consists of a professional core exam as well as a specialty area exam. Students report that the exit exam helps prepare them for PRAXIS II. Informal score comparisons conducted this year suggest that poor performance on the exit exam correlates with low performance on the PRAXIS II; in the future, low Exit Exam scores will be used to identify students who could benefit from further study before taking the PRAXIS II.

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

Efforts of the School of Education to attract and retain quality teacher education candidates are ongoing as faculty participates in all admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, or Admissions. The university's Office of Career Services offers an annual Job Fair for the entire university community, which includes recruiters from area school systems. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Education faculty members meet prospective students in the annual Academic Smorgasbord to present information regarding all program areas and to answer students' questions. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring an education major are assigned to academic advisors who are on the teacher education

faculty. An active university student organization, SNCAE (Student North Carolina Association of Educators) involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching and this fall hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The office at the Wingate University Matthews Center, our satellite campus near Charlotte, publicizes our programs and distributes recruitment materials. This year a special effort was made to recruit lateral entry teachers, teacher assistants, and public school workers into the M.A.T. licensure program; teacher education faculty visited each Union County elementary and middle school and selected schools in nearby counties, talked with personnel, and distributed brochures and promotional posters. Education faculty presented information about its licensure programs with teacher assistants and other paraprofessionals at the Professional Services Day held at Union Elementary. Local schools have been a source of long-range recruitment as education faculty has spoken to elementary, middle, and high school students about teaching as a career choice. Several education faculty are members of Delta Kappa Gamma, an education sorority, which sponsors an annual scholarship for students who major in education as well as an annual brunch to which prospective education majors from area high schools are invited. Wingate has initiated the process to seek recognition by Kappa Delta Pi through establishment of a local chapter; we believe that the existence of a local chapter of the nationally recognized honor society in education will serve as a tool for recruitment of the brightest and best future educators.

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

Wingate University has established an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by this office, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted by the School of Education to follow up on their interest. Education faculty and students participate in Career Days at local schools with diverse populations to provide information about teaching as a career choice. All interested students are provided the full range of materials, opportunities, and services offered by the School of Education. Minority education majors serve as Freshman Experience peer mentors and work closely with minority prospective education majors and undecided majors to encourage them to pursue licensure. Minority education professionals, including Wingate Education alumni, increase the visibility of minorities in the profession and serve as role models for prospective candidates for licensure by serving as field experience hosts and guest speakers. Minority education majors were highly visible this year as officers in student government and in leadership roles in fraternities and student organizations. Wingate's ongoing involvement in ESL initiatives serves as encouragement for Hispanic students and other language minorities to seek professional licensure.

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

This year teacher education faculty in the Department of Sport Sciences hosted the first annual Community Health Fair, which provided health information and services to the Wingate Community and the community at large. Math and education faculty collaborated with Texas Instruments to present a hands-on calculator workshop for K-12 preservice elementary and mathematics teachers and education faculty. Wingate initiated efforts to secure campus chapters of two education-related organizations: Phi Delta Kappa, an international professional association, and Kappa Delta Pi, an international honor society. This year Wingate developed and used new procedures for documentation of technology competence by student teachers, replacing DPI's old Advanced Technology Competencies with the ISTE standards. Every student teacher submitted a professional portfolio, which demonstrated competency in the ISTE standards. Candidates were encouraged to choose electronic submission for the portfolios, and instruction and assistance were provided for those who chose to do so. With the adoption of the new standards, education faculties are currently revising course syllabi to insure

that appropriate competencies are being addressed. Wingate initiated efforts to seek the development and approval of an ESL licensure program. Since many of our area priority schools have a large Hispanic population, Wingate is seeking to better serve local needs through these efforts. This year an education faculty member maintained contact with the Union County Schools' Coordinator for ESL, attended the DPI meeting on stand-alone ESL licensure programs, and is presently enrolled in an ESL licensure program at another institution. Along with Fayetteville Technical Community College, Wingate was selected to administer the Congressional Scholars Program. Participants in this program will receive regular instruction and support from Wingate and FTCC in completion of a year-long project integrating computers, technology, and Library of Congress resources into classroom instruction and in mentoring colleagues as they develop similar projects. This summer, personnel from Wingate's Thayer School of Education and Ethel K. Smith Library, and FTCC personnel, met with 40 secondary teachers from schools in the 8th congressional district in a summer institute held at Montreat College.

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	38
	Other	0	Other	0
	Total	4	Total	38
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	1
	Other	0	Other	0
	Total	0	Total	1

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)	0	0	0
Elementary (K-6)	16	16	13
Middle Grades (6-9)	1	1	0
Secondary (9-12)	2	2	0
Special Subject Areas (k-12)	1	1	0
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	20	20	13
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	175
MEAN PPST-M	183
MEAN CBT-R	329
MEAN CBT-W	326
MEAN CBT-M	327
MEAN GPA	3.34
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	5	5	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	0	0	0
Special Subject Areas (K-12)	4	3	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	12	8	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	7	100
English	1	*
Math (9-12)	1	*
Music	3	*
Physical Ed	4	100
Social Studies (9-12)	3	*
School Summary	19	89
* 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	4	5	3	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation: Summer is counted as a semester for graduate students.						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	20	95	75

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
Union	161
Anson	55
Stanly	55
Charlotte-Mecklenburg	34
Cabarrus	11
Richmond	9
Gaston	8
Guilford	6
Iredell-Statesville	6
Rowan	6

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.3	3.38	3.64
the ability to effectively manage the classroom.	3	3.13	3.42
the ability to use technology to enhance learning.	2.9	3.38	3.58
the ability to address the needs of diverse learners.	3.1	3.25	3.42
the ability to deliver curriculum content through a variety of instructional approaches.	3.5	3.5	3.58
Number of Surveys Received.	10	8	12
Number of Surveys Mailed.	15	15	15

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	4	7

IHE Graduate Performance Report

WINGATE UNIVERSITY

2001-2002

Overview of Master's Program

Since its founding in 1896, Wingate has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.). The M.A.T. program allowed individuals who held baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the M.A.Ed. and the M.A.T. are practitioner degrees, and the goal of both is to prepare teachers to provide quality instruction in K-6 classrooms. The graduate professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. The M.A.Ed. program consists of 30 semester hours in core and content-related experiences and in assessment and evaluation. Each course includes integral field experiences, involving the planning, implementation, and evaluation of instruction. The M.A.T. program consists of 39-42 semester hours leading to the Master of Arts in Teaching degree with licensure in Elementary Education (K-6). Prior to acceptance in the degree program, candidates undergo evaluation of recent experiences and transcript analysis to ensure that the student has met the liberal arts component consistent with Wingate's conceptual framework. Students are notified of prerequisite coursework necessary for formal admission. Progression in the program is limited until prerequisites are met. Requirements for the M.A.T. degree include the same core, content, and evaluation and assessment components as the M.A. Ed., plus 6 additional hours of coursework in content areas, and the completion of a 3-6 hour internship, which is individually designed to match the needs and experience of the candidate. Before licensure can occur, students must meet minimum score requirements on the required PRAXIS tests.

Special Features of Master's Program

Several unique features distinguish Wingate's graduate education programs from those at competing institutions. Wingate's programs emphasize the role of reflection in learning and professional growth. A uniform model for reflection has been adopted for all courses in the program. Reflective components are essential in each course; for example, candidates complete written self-evaluations on class presentations which demonstrate the reflective process and take into account peer feedback. Reflection is also crucial in the development of the program portfolio; rather than serving as merely a showcase of unrelated projects from independent courses, the program portfolio centers on reflection on the role of course material and activities to professional growth. A second distinguishing feature of Wingate's programs is its emphasis on practical application of research and course content to the instructional setting. Courses in the program have an applied component, which are met through such activities as collaboration with area teachers in the preparation of instructional activities, actual observations and teaching experiences in schools, and peer coaching and mentoring projects. Each M.A.T. candidate, after fulfillment of all other course requirements, completes a supervised practicum in a K-6 school setting; this practicum is individually designed to meet the particular needs and experience of the candidate. For example, an M.A.T. candidate who is teaching successfully in a lateral entry teaching position may complete a seven-week internship, supervised primarily by the school principal, while a candidate with no classroom experience may complete a fifteen week student teaching experience similar to that of undergraduate student teachers. Wingate's graduate programs offer flexibility in admissions and program progression. Unlike cohort programs, admission to Wingate's programs is on a

rolling basis, and courses are designed so that they do not have to be taken in a particular sequence. An established course rotation ensures that each required course is offered at least once over a two-year span so that candidates may complete the program in as little as two years (although students have up to six years to complete requirements). Additionally, students may substitute comparable coursework at other institutions for up to six hours of the program. Wingate refers students to published course listings from area institutions as this material becomes available to us.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	38
	Other	0	Other	0
	Total	2	Total	42
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	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	3.26
MEAN MAT	41
MEAN GRE	1351
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	7	7	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	7	7	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
Elementary Education	2	*
School Summary	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.		3
the ability to connect subject matter and learner's needs.		3
the ability to implement research-based approaches in the education profession.		3
the ability to assume leadership roles in school and the education profession.		2
the ability to facilitate learning for diverse students		3
the ability to engage in continuous professional development.		3
Number of Surveys Received.		1
Number of Surveys Mailed.	2	2



Winston-Salem State University

2001 - 2002



IHE Bachelor's Performance Report

WINSTON SALEM STATE UNIVERSITY

2001-2002

Overview of the Institution

As the first higher education institution in the nation to grant degrees in elementary education to African American teachers, Winston-Salem State University (WSSU) was founded as the Slater Industrial Academy on September 28, 1892. What began as a schoolhouse with twenty-five students and one teacher has evolved into a four-year liberal arts institution with majors in 36 areas and an enrollment of 3,000 students. From the beginning, the preparation of teachers was an essential component of the university's mission. Before becoming WSSU, "TC" (Teachers College) as it was affectionately known, graduated some of the best schoolteachers and principals for the state of North Carolina and the nation. Traditionally, WSSU has been a baccalaureate institution, but more recently it has instituted graduate programs in elementary education, physical therapy, and business administration. Of the 3,000 students enrolled at WSSU, 87% are African American, 12% Caucasian, and 1% from other minority groups. The gender distribution of the student body is 68% female and 32% male students. A high percentage (92%) of students come from North Carolina and only 8% from out of state. The majority of students (92%) receive some type of financial assistance. In January 2001, institutional reorganization resulted in the establishment of five academic units: Division of Continuing and Graduate Studies, College of Arts and Sciences, School of Education, School of Allied Health Sciences, and School of Business and Economics. The teacher education program at WSSU represents a collaborative effort of two main academic units: The College of Arts and Sciences and the School of Education.

Special Characteristics

As a Historically Black Institution and one of four universities of the University of North Carolina System in the Piedmont Triad, WSSU is in a unique position to address the need for a more diverse teaching force. While national reports indicate a decline in the number of minority teachers, WSSU has provided a steady number of African American teachers for public schools. Many minority pre-service teachers have been successful in completing their program because of the caring and nurturing environment that Teacher Education faculty provide. It has been a unique feature of the teacher education program and the campus-wide community to provide opportunities for minority students, not only in teacher education, but also through a comprehensive pre-college program for K-12 students. For example, this summer more than ten faculty members from the School of Education and the College of Arts and Sciences and more than 800 K-12 students from Winston-Salem/Forsyth County Schools (W-S/FCS), participated in enrichment programs in science, mathematics, health education, and development of basic skills. This was an extraordinary effort intended to ensure academic success on the N.C. End-of-Grade scores for students from underrepresented groups. Furthermore, when the spotlight is on closing the achievement gap, the institution attempts, through its Birth-Kindergarten program, to prevent the gap from ever developing. It is within this context that WSSU's teacher educators commit to preparing knowledgeable, ethical, and effective teachers who are capable of addressing the challenges of the teaching profession with creativity, self-reliance, and respect for human differences.

Program Areas and Levels Offered

The Teacher Education Program at WSSU represents a collaborative effort of the College of Arts and Sciences and the School of Education. The School of Education is the organizational unit of the Teacher Education Program. The Teacher Education Council (TEC) monitors curriculum changes, policies, and procedures of all undergraduate

teacher preparation programs. The School of Education houses and administers the following initial licensure programs at the undergraduate level: Birth-Kindergarten, Elementary Education, Middle-Grades Education, Special Education/Specific Learning Disabilities, and Physical Education. The College of Arts and Sciences is responsible for the administration of the following initial licensure programs at the undergraduate level: Music Education, Art Education, Spanish Education, English Education, Mathematics Education, and a comprehensive Social Studies Certification. Undergraduate programs are recognized by Kappa Delta Pi Honor Society and the following professional associations: National Middle School Association, Council for Exceptional Children, National Council of Teachers of English, National Council of Teachers of Mathematics, National Council of Teachers of Social Studies, Southern Association of Colleges and Schools, and National Council for the Accreditation of Teacher Education

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

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

The Teacher Education Program at WSSU maintains several partnerships with W-S/FCS and participates in various collaborative activities with other surrounding public school systems in Davie, Davidson, Stokes, and Yadkin Counties. Specifically, W-S/FCS teachers and principals play an integral part in the preparation of WSSU pre-service teachers. They serve as master teachers, supervise clinical experiences, and participate as adjunct instructors in the teacher education program. Six W-S/FCS and Davie County classroom teachers and two school principals participate regularly as adjunct instructors. In addition, two W-S/FCS principals are members of the Teacher Education Council (TEC), a governing body that oversees the entire teacher education program. The newly created Teacher Education Advisory Board includes seven teachers and two school principals from the following school systems: W-S/FCS, Davie County, and Stokes County. In addition, W-S/FCS schoolteachers and principals are regular participants on faculty search committees. Through the University-School Teacher Education Partnership (U-STEP), WSSU teacher educators collaborate with Konnoak Elementary School (W-S/FC), a professional development school (PDS) at which two WSSU faculty members work regularly with 3rd grade teachers in curriculum development. Five WSSU faculty members from Arts and Science participate in instructional strategies. A professional trip that included two WSSU faculty and eight teachers from Konnoak to Fairfax, VA was the result of collaborative professional development activities. More than 40 third graders benefit from this partnership. The principal of this partnership school participates in interviews conducted by the Department of Education for aspirants to teacher education. At another local PDS, Parkland High School, a WSSU faculty member and a National Board certified high school teacher collaborate in the evaluation of the computer assisted reading laboratory created last year through the university's matching incentive funds. More than 40 students benefit from this reading lab. In addition, three pre-service teachers and their instructor assisted 25 students with the Academic Decathlon Team and tutored individual students in Economics, Legal and Political Systems, United States History, and World History.

List of Schools with whom the Institution has collaborative activities.

A third set of partnerships includes W-S/FC Schools' K-12 students and faculty members in the College of Arts and Sciences and the School of Education in several activities summarized as follows: (1) SCIMAX (SCience and MATH EXcellence): 51 W-S/FC rising 6th graders participated in this two-week summer enrichment program engaging in hands-on activities to develop their interests in sciences and mathematics in preparation for the transition from elementary to middle school. (2) Minority Science Outreach Program: 20 W-S/FCS high school graduates participated in this six-week summer program. The project focuses on counseling, recruitment, and retention of minority students through an intensive program in mathematics, physical science, computer science, and English. (3) National Youth Sports Program: 300 W-S/FCS 5th through 11th grade students from underrepresented groups participated in a five-week day camp summer program that provided sports instruction,

academic enrichment, drug/alcohol abuse prevention, and development of healthy lifestyle behaviors. (4) K-8 CERTL (Center of Excellence for Research, Teaching, and Learning): 100 W-S/FCS K-8th students participated in this two-week summer day camp that provided activities to enhance the students' interests and abilities in science and mathematics. (5) 9-12 CERTL Research: Six high school students participated in research projects for six weeks under the guidance of WSSU faculty mentors.

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

Beth Day-Hairston, education faculty, worked every week for a total of 70 hours at Latham Elementary School (W-S/FCS) with five 3rd graders who needed assistance in reading. In addition, she demonstrated findings about good practices to teachers at this school site. Manuel Vargas, education faculty, assisted ESL teachers at Marvin Ward Elementary with Hispanic Open House. He made a presentation to 75 Hispanic parents about educational opportunities, school expectations, and cultural differences. Ann Barefield, education faculty, collaborated with a faculty member from a sister institution and LEAP Academy School principal in W-S/FCS in writing a grant to train lateral-entry teachers. A proposal for more than \$700,000 from the U.S. Department of Education was funded. Dan Wishnietsky, mathematics faculty, worked with about 200 4th and 5th graders at Ibrahim Elementary School on aeronautics for three months. Under the direction of Cynthia Williams, physical education faculty, seven physical education students became mentors to Kimberly Park Elementary School students. Cynthia Williams also assisted a Bolton Elementary School teacher in preparing for National Board certification. Susan Warren and Paul Kuhl, social sciences faculty, working in collaboration with a Parkland High School teacher and W-S/FCS Central Office administrator, contributed more than 100 hours in grant writing assistance. In collaboration with a sister institution and through a grant from a private foundation, WSSU purchased materials on character education for Forest Park Elementary school.

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

Teacher education faculty at WSSU organized several activities to support beginning teachers. The first and most important was a series of induction programs. The coordinator of U-STEP and Student Services organized a total of four five-hour sessions. National Board certified teachers, school principals, and master teachers participated in these activities and provided valuable feedback on topics such as classroom management, technology integration, cultural diversity, violence prevention, English as a Second Language (ESL) strategies, direct instruction, and character education. Participants were provided the following incentives: A \$250 stipend, school supplies, and refreshments. A congratulatory letter was also mailed to all beginning teachers who secured employment for the 2001-2002 academic year. In this letter, the interim dean of the School of Education offered support on behalf of all faculty members at WSSU. Another letter was mailed to the school principal and mentor where beginning teachers were employed offering the assistance of WSSU Teacher Education faculty for beginning teachers. The Office of Alumni Relations mailed invitations about campus events and publications (Archway) to beginning teachers. Some who live near WSSU campus were able to attend cultural events (Diggs Gallery) and other university activities (Homecoming). An e-mentoring activity was initiated to expedite communication between the Teacher Education department and beginning teachers. Through e-mails, several faculty maintained constant communication, offered advice, and shared information on useful Internet sites for instructional materials. Two phone-a-thon sessions were conducted to diversify outreach activities with recent graduates. Another initiative to support beginning teachers involved mentoring of beginning teachers by members of the newly created Teacher Education Advisory Board, many of whom are master teachers and school principals. In fact, a first-year teacher in Charlotte-Mecklenburg received encouragement and guidance regarding classroom strategies, something that may have prevented her from leaving the teaching profession.

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

The Office of Student Services in the School of Education has as its primary responsibility to streamline information on lateral-entry candidates. Credentials are evaluated promptly and a course of study is presented to candidates for enrollment at WSSU. The Middle Grades and Birth-Kindergarten programs are in their second

year of flexible scheduling for lateral-entry teachers. These candidates complete modules of 9-18 semester hours in the summer and on weekends during the fall semester. Approximately twenty (20) candidates from surrounding counties are in the process of completing their certification requirements this year. The evening and weekend schedule for Elementary and Special Education lateral-entry candidates is a newly developed program, which will offer greater flexibility for completing professional studies. Lateral-entry candidates will be able to choose specific courses for a particular number of weekends without disrupting their teaching schedule. For example, a two-hour course can be completed in three weekends. Brochures have been developed and disseminated through the W-S/FCS Central Office. Through a special Distance Learning grant from the Office of the President of the University of North Carolina, WSSU is expanding its distance learning programs to serve lateral-entry candidates from surrounding counties. For example, the Physical Education program offers an entire lateral-entry program through distance learning. The Birth-Kindergarten and Special Education programs will use site-based programs established at Surry Community College to provide more flexibility for lateral-entry teachers. Another activity to address the needs of lateral-entry candidates is the supervision of independent study for those students (e.g., elementary teachers) who do not have any other alternative to complete course requirements. This is a totally volunteer activity from WSSU faculty members in the School of Education. The interim dean of the School of Education maintains close communication with officials of the Charlotte Alternative Licensing Center, which maintains information about WSSU course availability, evening schedules, and fall Weekend College. This collaboration has resulted in an exponential increase of lateral-entry candidates. Approximately 40 lateral-entry candidates from surrounding counties are enrolled in summer school courses this year.

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

- (1) Maryanne Roesch and Ann Barefield, School of Education faculty, conducted a 40-hour science teacher training for 32 W-S/FCS career teachers. Through a grant from NASA and in collaboration with W-S/FCS Central Office, teachers received a \$375 stipend for their participation.
- (2) WSSU's School of Education, through a grant from a private foundation, provided a \$2,600 award to a Forest Park Elementary counselor to receive training on character education from Marva Collins Seminars in Chicago, IL.
- (3) Dorothy Singleton, Director of Student Teaching, conducted several workshops on Direct Instruction for career teachers as follows: 12 from Mineral Springs Elementary, 20 from Latham Elementary, 25 from 19 different counties in N.C., 11 from Palmico, NC.
- (4) Madu Ireh, technology coordinator, David Ader, Konnoak teacher, and Carolyn Anderson, WSSU instructional designer, conducted two-day technology workshops for 32 Konnoak Elementary School teachers. Additionally, Madu Ireh, conducted technology training for 25 teachers at South Davie Middle School and 20 teachers at Parkland High School. W-S/FCS teachers and WSSU faculty participated in a technology retreat (North Carolina Center for the Advancement of Teaching) to complete course re-alignment of learning outcomes and technology competencies.

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

- (1) One of the most significant contributions to low-performing schools this year was Dorothy Singleton's work on Direct Instruction (DI) at Mineral Spring Elementary. N.C. End-of-Grade scores increased considerably for 148 2nd-5th graders because of DI intervention.
- (2) Lynn Zubov taught her Special Education class at Petree Elementary and provided an opportunity for pre-service teachers to tutor more than 40 elementary school children in mathematics.
- (3) Manuel Vargas worked with two Hispanic 1st graders at Forest Park Elementary. Additionally, he assisted with English/Spanish translations at parent-teacher conferences. He also provided guidance about second language development to Forest Park counselors. He and Ann Barefield participated in Reading In Day and Career Day at this site. Francine G. Madrey, Claudia Warren, and Beth Day-Hairston also place students in field experiences at low-performing, at-risk, and/or low priority schools.

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

WSSU as an institution has invested enormous human and financial resources to ensure that underserved minority students experience academic success. Enrichment programs in mathematics, science, and basic skills are fittingly aligned with the SBE's closing-the-achievement-gap priority. The institution also believes that these efforts go beyond merely attempting to close the achievement gap and strives also to place underserved youngsters in a better position to pursue careers in higher education. For example, over 300 6th-12th students from the W-S/FCS participated in academic enrichment programs at WSSU summarized as follows: (1) HCOP (Health Careers Opportunity Program): 60 underrepresented middle and high school students participated in this four-week summer day camp program that provided enrichment classes in mathematics, science, computer science, language arts, cultural and health-related activities, and Spanish in an attempt to improve the N.C. End-of-Grade scores. (2) LCOP (Legislative College Opportunity Program): 75 underrepresented middle and high school students participated in this four-week summer day camp program that provided academic enrichment activities in math, science, SAT/ACT standardized test preparation, communication skills, and workshops to help students academically, culturally, socially, and emotionally. These activities were also designed to improve the N.C. End-of-Grade scores. (3) LUPE (Latinos United for Education): 30 Hispanic middle school students participated in this four-week summer day camp program to participate in academic enrichment activities in English as a Second Language, math, science, and communication skills. These activities were designed to improve the N.C. End-of-Grade scores. (4) SEMAA (Science Engineering Mathematics Aerospace Academy): 104 underrepresented middle school students participated in this four-week summer camp. The curriculum is designed to provide a hands-on approach and an in-depth exposure to mathematics, science, and technology. (5) Upward Bound: 60 high school students participated in this six-week summer enrichment and residential program that provided academic enhancement activities in music, art, African dance, SAT preparation, drama, Spanish, journalism, and cultural enrichment field trips.

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

Technology training for career teachers, faculty members, and pre-service teachers received a special emphasis this year. Edwin Bell and Madu Ireh, School of Education faculty, through a PT3 (Preparing Teachers for Tomorrow's Technology) grant from the U.S. Department of Education, made significant contribution to professional development of teachers in W-S/FC and Davie County. This effort included workshops, computer lab development, and a technology retreat. In addition, this effort has included realignment of learning outcomes with technology competencies from North Carolina Department of Public Instruction, NCATE (National Council for the Accreditation of Teacher Education), ISTE (International Society for Technology in Education), INTASC (Interstate New Teacher Assessment and Support Consortium) and development of learning outcomes in the upper level of Bloom's Taxonomy. This effort included faculty from the College of Arts and Sciences who teach academic content in teacher education as well as faculty in the Teacher Education program. A total of 44 courses have been re-designed to integrate technology guidelines from the agencies listed above. As indicated in letter E, this technology initiative benefited many career teachers within WSSU's area of influence and will continue since funding for year 3, from the U.S. Department of Education, has been already approved.

Supplemental Information (Optional)

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

In collaboration with North Carolina A & T State University, WSSU faculty developed preparation materials for Praxis I and Praxis II (Elementary Education and Physical Education). A group of five graduate students tutored undergraduate students in preparation for Praxis I test. A course (EDU 1303: Praxis I) has been specifically designed to assist undergraduate students with review and practice of basic skills. Websites that offer practice exercises have been made available to candidates for self-paced independent practice. In addition,

faculty members have re-aligned learning outcomes with Praxis II content categories as one of the most effective ways to improve performance on the Praxis II series. All elementary education students enrolled in ELE 4333 (Responsive Pedagogy) were given a Praxis II CD to help them prepare for the test.

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

Ann Barefield, education faculty, met with W-S/FC middle school principals to recruit lateral-entry teachers for middle grade certification program. Beth Day-Hairston submitted a grant to the U.S. Department of Education entitled "VIP for SUCCESS" in the amount \$797,143.64. The purpose of the grant is to prepare pre-service, general educators and lateral entry teachers to work with students with disabilities. This grant was designed to substantially increase the number of special education majors.

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

School of Education faculty members, in collaboration with the WSSU Admissions Office staff, participated in recruitment trips, phone-a-ton sessions, and open house activities intended to recruit minority students for teacher education. In addition to regularly held activities, CELL+ (Coalition for Education Leadership and Learning) Summer Enrichment program is designed to attract high school students who are interested in pursuing a degree in teaching. There are approximately 15 students enrolled in this program. The students attend this program for a four-week day camp in June. The program has an emphasis on technology and other subject areas such as English, mathematics, and science. School of Education faculty Francine Madrey, Claudia Warren, Cassaundra El-Amin, Beth Day-Hairston, and Cynthia Williams, submitted a proposal entitled An Inclusive Model: Teacher Preparation in a Culturally and Linguistically Diverse Society to the Fund for the Improvement of Postsecondary Education (FIPSE) in the amount of \$438, 513 for the purpose of increasing the quality and number of prospective K-12 teachers, particularly from underrepresented groups.

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

- (1) WSSU has created a NASA Lab on campus. This facility, which represents state of the art technology, offers flight simulations, exposure to science, and hands-on technology training to surrounding school systems. Students from the W-S/FCS organize regular field trips to this educational lab.
- (2) School of Education faculty Beth Day-Hairston, Maryanne Roesch, Francine Madrey, and Cynthia Stanley, along with two pre-service teachers, participated in an intense three-week Pluralism and Unity Program sponsored by WSSU, Salem College, and Wake Forest University and funded by the Hewlett Foundation. This program included student and faculty participants from WSSU, Salem College, and Wake Forest University, who explored diversity issues with respect to race, religion, socioeconomic status, gender, and sexual orientation. One of the objectives of this program is to integrate diversity into the classroom and in co-curricular activities.
- (3) Frankie Powell, Claudia Warren, and Beth Day-Hairston participated in Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships Grant with Frank Porter Graham Child Development Center.
- (3) Beth Day-Hairston conducted a service-learning project at Moore Elementary School. Pre-service teachers from the course Parent, School, and Community Relations planted a Spring Garden with 30 students.

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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
*	Total	1	Total	12
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	10	Total	15
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	10	Total	15

*Numbers provided by the institution in final editing.

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)	4	4	4
Elementary (K-6)	51	35	35
Middle Grades (6-9)	52	45	45
Secondary (9-12)	25	19	19
Special Subject Areas (K-12)	30	17	17
Exceptional Children (K-12)	31	21	21
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	193	141	141
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	325
MEAN CBT-W	322
MEAN CBT-M	321
MEAN GPA	3.30
Comment or Explanation :	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	3	0	2	2
Elementary (K-6)	23	0	6	6
Middle Grades (6-9)	12	0	18	18
Secondary (9-12)	5	0	2	2
Special Subject Areas (K-12)	2	0	2	2
Exceptional Children (K-12)	2	0	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	47	0	31	31
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	16	63
English	1	*
Health Specialist	1	*
M/G-Math	1	*
Math (9-12)	1	*
Physical Ed	4	50
Social Studies (9-12)	2	*
Spec Ed BED	1	*
School Summary	27	63
* 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	2	28	3			
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			
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	34	77	71

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	451
Charlotte-Mecklenburg	119
Guilford	59
Wake	45
Durham Public	34
Cumberland	24
Stokes	24
Rockingham	19
Halifax	18
Robeson	16

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.57	3.4	3.4
the ability to effectively manage the classroom.	3.29	3.2	3.36
the ability to use technology to enhance learning.	3.43	2.71	3
the ability to address the needs of diverse learners.	3.86	2.93	3.18
the ability to deliver curriculum content through a variety of instructional approaches.	3.29	3.13	3.09
Number of Surveys Received.	7	15	11
Number of Surveys Mailed.	24	24	24

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
10	2	7

IHE Graduate Performance Report
WINSTON-SALEM STATE UNIVERSITY

2001-2002

Overview of Master's Program

The Master's in Elementary Education (M. Ed.) Program at Winston-Salem State University is located in the Department of Education. The program is designed for elementary school teachers with a minimum of two years of experience. Successful completion of the M.Ed. program leads to the Master's of Education degree in elementary education and a North Carolina "M" license. The program is a direct response to local school district administrators in the Western Piedmont. The program extends the theory and practice studied at the undergraduate level.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	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
	Total	0	Total	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	2	Total	12
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	3.7
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
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)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	0	0	0
Comment or Explanation:				

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

No scores reported