

IHE Bachelor Performance Report

Elon University

2005 - 2006

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon offers its 4,700 undergraduates a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon also is a national leader in experiential education. Students regularly connect knowledge with experience in programs such as study abroad, internships, research, service learning, and leadership. With 48 undergraduate majors, an average class size of 22, a 15–1 student-faculty ratio, and world-class facilities, Elon provides an ideal learning environment where students are encouraged to investigate for themselves and become independent learners. Elon faculty are devoted to teaching and are accessible to their students. Eighty-three percent of the full-time faculty hold the highest degrees in their fields. Elon’s distinctive programs and learning styles have received national recognition. For the 6th year in a row, the National Survey of Student Engagement (NSSE) named Elon one of the top universities in the nation in engaging students in learning. In the survey, students gave Elon high marks in five (5) categories: level of academic challenge, active learning, interaction with faculty, enriching educational experiences, and supportive campus environment. In addition, Elon is ranked 5th among 130 Southern regional colleges and universities in the 2006 edition of U.S. News & World Report’s “America’s Best Colleges.” Elon ranks #1 on a list of 100 outstanding (but underappreciated) colleges in “Harvard Schmarvard: Getting Beyond the Ivy League to the College That Is Best for You,” a book by Jay Mathews. Additionally, Newsweek-Kaplan’s 2006 college guide names Elon one of the nation’s “hottest colleges” and the hottest school for student engagement. The 2006 edition of the Fiske college guide lists Elon among 28 of the nation’s “best buy” universities. Elon offers students exciting opportunities and academic challenge with six (6) selective, four-year Fellows programs. These include Honors Fellows, Elon College Fellows (arts and sciences), Journalism and Communications Fellows, Isabella Cannon Leadership Fellows, Business Fellows, and the North Carolina Teaching Fellows. Outside the classroom, Elon students have many opportunities to put their learning into practice and grow personally. The university competes in 16 intercollegiate men’s and women’s sports in NCAA Division I (I-AA in football), and is a member of the Southern Conference.

Special Characteristics

Elon’s low student-faculty ratio of 15-1 gives teacher education students the advising, academic challenge, and support services they need to become successful teachers. The program offers students opportunities to begin field experiences as early as winter term of the freshman year,

enabling students to make informed decisions about entering teaching early in their college careers. These early field experiences are followed by more extensive field experiences as part of methods and special education courses, which are taken after students have been formally admitted to the program. Thus, the Elon teacher education student enters the student teaching semester with as many as four (4) semesters of school experience. Placements in practicum experiences are made by the Director of the Office of School Outreach Programs; a tracking system is maintained to ensure that students gain experiences at different grade levels and in schools with diverse faculty and student populations, including at least one experience in a priority school, as deemed appropriate by the intended degree program and subsequent licensure area(s). Elon University is one of fourteen campuses participating in the North Carolina Teaching Fellows Program and is the only private, coeducational campus in the program. Teaching Fellows are involved in a number of additional experiences in the schools, including requirements to provide tutorial services to local public schools, including charter schools, for a minimum of 10 hours per semester for two semesters prior to the student teaching experience. Many Teaching Fellows volunteer to work in different schools and various public school programs each semester and significantly exceed these expectations over the course of their college careers. The university organizations, Elon Volunteers and Service Learning, provide all members of the Elon campus, including all pre-service teachers, the opportunity to develop an ethic of service by connecting campus and community through service experiences. Many such opportunities are provided through the local schools. Recent statistics show that eighty-one (81) percent of graduating seniors participate in service while at Elon University. Thus, Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student; subsequently, the institution provides numerous opportunities for students and staff to participate in volunteer work.

Program Areas and Levels Offered

The Teacher Education Program at Elon University offers initial licensure programs (bachelor's degrees) in elementary education, middle grades education, special education (general), secondary programs in English, mathematics, history/social studies, and science (biology, chemistry, physics, and comprehensive science). In addition, Elon offers K-12 licensure programs in physical education, music education, French, and Spanish. The M.Ed. programs are in elementary education and special education (general curriculum), and a newly approved curriculum of specialization has been added whereby M.Ed. degree-seeking students may also opt to be trained in and receive add-on licensure for Academically and Intellectually Gifted (AIG) education. The Advanced Track program in elementary or special education is also offered as an option for individuals who hold baccalaureate degrees and who are interested in teaching. This program permits licensure-only candidates to gain the initial teaching license and, after obtaining a minimum of one year of teaching experience, return to complete course work for the M.Ed. degree. The current teacher shortage and the NC policies that permit school districts to employ unlicensed teachers through the Lateral Entry program guidelines have led to an increase in participants who choose to enter the teaching profession through non-traditional means. Thus, the Alternative Pathways to Teaching (ATP) program has been designed for those individuals who are employed as lateral entry teachers. Elon's response to the teacher shortage and its subsequent work with school districts to provide opportunities to these unlicensed teachers to gain the appropriate credentials has continued to remain a priority, with significant price reductions for coursework being offered to both lateral entry and licensure only candidates.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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.)

Through the Office of School Outreach Programs (OSOP), Elon University continued to serve many individual schools within the Alamance-Burlington School System during the 2005-2006 academic year. Numerous opportunities for professional growth have been offered to all licensed employees who serve in the 34 local schools (19 elementary, 7 middle, 6 high, 1 alternative, 1 middle college) through the “The Professional Development Academy at Elon” (PDA). Local public charter schools (Clover Garden and River Mill) and area private schools (Burlington Day School and Blessed Sacrament Catholic School) as well as Alamance Developmental Center (a disabled pre-K center) were invited to participate in this effort, which provided eligible participants with licensure renewal credit opportunities. This effort is described in further detail in several appropriate sections of this report. The PDA serves as the central entity within the School of Education through which much of Elon’s service to public, charter, and private schools is provided. Additionally, an Elon faculty member continues to serve on the executive board of directors for the School-to-Careers Partnership, a collaborative effort that continues to expand its efforts to offer assistance to both teachers and students. OSOP also worked with Alamance-Burlington Schools to continue to provide an established partnership for teachers seeking National Board Certification. This ongoing project has been very successful during the 2005-2006 school year and has served an additional 30 career teachers in multiple training and help sessions. This effort is described in further detail in Section E. OSOP also facilitated collaborative activities with several priority schools in the surrounding area. Services to assist teachers and students in these schools have been developed and are described in further detail in sections B and F. Formally adopting various schools offers significant opportunities for Elon’s faculty and pre-service teachers to make meaningful contributions to these at-risk populations. Additionally, continued active membership in the Piedmont Triad Education Consortium also provides opportunities for Elon to remain involved with area school systems’ needs. Elon University hosted on campus the fifth annual Technology Fair for the local school system, an event through which P-12 students showcase their accomplishments in technology through a competitive venue. Finally, the School of Education’s continued membership and active involvement in the local chamber of commerce’s Education Council allows for continual dialogue and subsequent work on various education-related projects.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>1. Formal partnerships are established by Elon University's School of Education with the Alamance-Burlington School System, consisting of 33 schools. Efforts and activities yielded both meaningful service to and effective collaboration between these institutions during the 2005-2006 academic year.</p>	<p>1. Provide support to beginning teachers and increase retention rates of certified/professional staff, including beginning teachers.</p>	<p>1. Establish and maintain Successful Beginnings (SB) programs for teachers in their first and second years. Meet monthly (August – May) to accomplish the following goals: • provide a comfortable and professional setting to exchange ideas • network with colleagues and area educational professionals • extend knowledge and skills of educational issues and practices • seek solutions to problems and concerns often encountered in first years of teaching • engage in social activities to foster collegial relationships between participants and other educational professionals • emerge from beginning years as confident, highly effective professionals. • Increase the retention rates of beginning teachers in ABSS, measuring ultimate growth or loss annually</p>	<p>1. Elon offered two (2) separate programs – SB – Year 1 and SB – Year 2 on a voluntary basis to teachers within these two experience groups. Surveys administered, including formal written and informal verbal dialogue, showed that participants were positively impacted through these programs. Many personal and professional needs were met, with some participants indicating that the SB program/venue was virtually the only viable support system in place for them throughout the school year. As indicated in last year's report (July 2005), retention rates of beginning teachers who attend support/SB programs versus those who opt not to do so have begun to be tracked in 05-06. Teachers who were hired as first year professionals during the 04-05 school year and who completed one year of teaching have been followed, determining whether or not they returned for a second year and whether or not they attended the SB 1 program. Both the number of participants and non-participants have been compared as well as the corresponding percentages between attendees and non-attendees. This comparative data allows program faculty and school personnel to determine, over time, if such a program makes a</p>

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			<p>difference regarding retention of first-year teachers. An analysis of the preliminary data shows that a total of 164 first-year teachers were hired in ABSS and completed one full year of teaching in 2004-2005. 59 of them attended SB 1 that year. Of that number 45 (76.3%) returned to teach for a 2nd year, while 14 (23.7%) did not (for various reasons). In future years, the district will collect definitive data regarding those who do and do not return for a second year, and this will be compared to SB 1 attendees and non-attendees. In this way more specific impact conclusions can be extracted from the data, using a name-for-name match to determine those returning and those departing the district. The same data collection system shall be used for those who attend SB 2 and who return or do not return to teach for a 3rd year. Beyond the study's numbers and percentages data, it should also be noted that survey results again this year revealed that participants felt that solutions to problems as well as various instructional and managerial strategies were provided for them and that they were able to successfully implement such strategies and solutions in classroom settings immediately following these particular support sessions.</p>

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<p>2. This effort was designed to serve career teachers in all ABSS schools indicated above and was expanded in 2005-2006 to serve teachers in the following districts: Guilford, Orange, Chapel Hill – Carrboro, Randolph, Caswell, and Chatham.</p>	<p>2. Provide meaningful support to career teachers who choose to pursue National Board Certification</p>	<p>2. Expanded The National Board Support System Project, a co-sponsored effort between surrounding school districts and Elon University. Goals included the following: • Conduct Interest Session workshops three times per year (1 fall; 2 spring) • Divide participants into cohorts, based upon entry dates and submission dates • Provide technical assistance through Portfolio Workshops (3 per year) • Provide training regarding the assessment process by offering Assessment Workshops (3 per year) • Provide content specialists (other NBCT's) to assist candidates with matters related to and products constructed for their respective content areas through Breakout Sessions (3 per year)</p>	<p>2. The support project for National Board candidates continued in 05-06, offering three cohort opportunities. Twenty-six (26) participants took advantage of the workshops offered during AY 05-06. A system of tracking is in place to monitor the number of NB candidates who attain certification and who attended the support system project. These data are available in November following the completion of the previous year's project period. Several IHE's and school systems formed a consortium in 04-05 to better serve NB candidates. As planned during the summer of 2005, Elon expanded the number of interest sessions offered and advertised them through the consortium, yielding an unprecedented number of teachers to attend interest sessions in fall 2005 and spring 2006. A total of 133 interested teachers attended the sessions, which will likely yield a significant increase in the number of NB candidates to be served in 2006-2007.</p>
<p>3. This effort served all of the same ABSS schools listed above as well as teachers in area charter and private schools. Additionally, some teachers</p>	<p>3. Provide high quality professional development sessions for K-12 teachers and teacher assistants in reading instruction</p>	<p>3. Using selected university and public school faculty, design and deliver high quality professional development through fall, spring, and summer reading academies. Offered to K-12 teachers and assistants, the academies are structured to</p>	<p>3. The summer 05, fall 05 and spring 06 series of Reading Methodology were successful; each session was completely filled, primarily with teachers from the Alamance-Burlington Schools. Participants were placed in sessions on a</p>

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<p>not currently employed due to extended family leaves have taken advantage of these free-of-charge workshops to keep their licensure current.</p>		<p>meet the various needs of professionals whose licensure requires instruction in reading as well as those paraprofessionals for whom NCLB dictates additional content-related training. These academies shall serve a total of thirty-five (35) participants each (= total of 135 per year). Academies shall be structured to meet diverse needs of K-12 educators, with fall and spring sessions meeting three times per month, over the course of 3 months per semester. A total of 9 sessions shall be scheduled during each full semester, offering participants opportunities to earn 1.0, 2.0, or 3.0 renewal credits. Likewise, either 10, 20, or 30 hours may be completed by paraprofessionals. The summer reading academy is provided during one full week in June and offers participants the same number of renewal credits or hours of classroom instruction. Sessions in 2005-2006 focused on the following topics: 1. Building Fluency (an overview of early literacy: phonemic awareness, phonics, vocabulary, and fluency); 2. Building Comprehension; and 3. Beyond the Textbook Additional instructors have been hired for the 2006-2007 academic year, and new strands of instruction related to teaching reading shall be added</p>	<p>first-come/first-served basis, and, again this year, it was necessary to establish a waiting list for each of the 3 series. Thirty-eight (38) participants completed either 1.0, 2.0, or 3.0 renewal credits in the summer 05 series, with thirty-seven completing in fall 05 and thirty-nine 39 in spring 06. These sessions exceeded the established capacity of 35 in order to accommodate the school system’s needs. A total of 114 participants, including both teachers and teacher assistants, were provided instruction in reading during the 2005-2006 academic year. These reading series were highly rated by participants, with some citing that this had been perhaps the best set of workshops ever attended. Most stated that meaningful strategies had been taught and that these had been implemented with ease in the classroom, yielding unprecedented success with selected students. Ratings by participants are carefully reviewed after each series, as are the specific written comments they provide. These ratings are consistently high among all participants, with more than 96% rating all surveyed items as “strongly agree,” the highest rating on the evaluation instrument. This shows that teachers and assistants believe that their time is well-spent in this</p>

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		to this series. These include a focus on “reading across the curriculum” combined with using technology additional strategies to enhance reading instruction.	professional development effort. Most importantly, they cite that their students will be (or have been) the benefactors of their training.

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

Numerous Elon faculty members, representing various disciplines, have offered service during 05-06 to local, surrounding, and distant schools and school systems in a variety of ways. More than 40 faculty participated in Speakers' Bureau, a local project that provides a listing of speakers and their areas of expertise to local public school personnel. Presentations by these faculty and other faculty and staff called upon for their expertise presented to K-12 classes on a wide range of topics. Full-time education faculty participated in the Professional Development Academy at Elon (PDA) by conducting workshops and seminars for local teachers. Education faculty continued their work with the Adopt a Class-Adopt a School Project with local schools. Music education faculty members served as adjudicators and clinicians for several regional, state, and out-of-state band and choral festivals and competitions. The history department hosted a regional History Day competition, and math faculty served as judges for the state math fair and hosted an AP Calculus Review Program, with follow-up sessions in each of the local high schools. Other Elon faculty have presented to K-12 educators on the topics of reading comprehension, literacy, ESL materials and strategies, Holocaust studies, Africa and imperialism, leadership, high school health, statistics, algebra, geometry, visual arts, and dance. A variety of university-sponsored cultural events were made available to local educators and students at no charge; tickets for plays, musicals, national and international speakers, and convocations were coordinated through OSOP and the Cultural Programs office. Admissions staff have presented more than 350 hours of workshops for students, teachers, parents, and guidance counselors around the region and across the state. Topics have included study skills, time management, and financial and academic planning for college. Another faculty member participated at each local high school by serving on a panel to discuss what preparation for college is about during the high school years. Elon also hosted the local middle school Battle of the Books competition for the fifth year during 05-06. Several non-education faculty members worked with OSOP to develop service projects wherein their respective groups/classes served many K-12 schools. Groups included Teaching Fellows, Student Government Association, physical education classes, student athletes, international students, Society of Professional Journalists, and American Chemical Society. Service included presentations/collaborations in journalism, chemistry science fairs, fitness, soccer, a career fair, ESL, and study skills. Several Elon faculty serve as members of K-12 leadership teams and as PTA/PTSO officers. Faculty and staff members also regularly serve as consultants for various other K-12 projects and continually seek opportunities to volunteer in the local public schools as readers, chaperones, speakers, and consultants.

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

Elon University supports beginning teachers with a variety of resources. Sponsored through The Professional Development Academy at Elon (PDA), two (2) programs of support were delivered to beginning teacher audiences, through the Successful Beginnings (SB) programs. The SB Year 1 program served 25 beginning and lateral entry teachers once monthly with professional development sessions, social functions, and collaborative activities. In addition to helping first-year teachers emerge from their initial experience as highly qualified, confident professionals, this effort is designed in part to assist the local school system with its own efforts to retain first-

year teachers. Program goals for all SB programs (Years 1 and 2) were designed by OSOP in response to needs determined by the local school system and business community. Both school system and university personnel served as instructors for these sessions. SB Year 2 was also offered; the majority of participants had attended the Year 1 program in 04-05 while other second-year teachers new to the system also joined the group. A total of 15 second-year teachers completed the SB 2 series. The professional development topics for this Yr 2 group were chosen based on needs identified by both participants themselves and the faculty members who facilitated the sessions. Formal and informal feedback from both of these groups of novice teachers (SB 1 and 2) confirms the need to continue such support efforts for beginning teachers. The SB programs are initially advertised and offered to new teachers during the New Teacher Induction sessions, a co-hosted three-day event that takes place at Elon each summer. It should be further noted that because several of Elon's graduates begin their first year of teaching in the local schools, supervising professors who have pre-service candidates in the schools are able to visit with many beginning teachers. Professors regularly visit classrooms to gain a fuller understanding of the problems and challenges that beginning teachers face and freely offer their assistance (observations, verbal and written feedback, conferences, etc.) to these beginning educators free-of-charge. Elon's School of Education also makes curriculum materials from its Curriculum Resources Center available to local teachers at no charge.

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

With its strong commitment to preparing teachers, Elon University works closely with individuals and with school systems (Alamance-Burlington, Caswell, Orange, and Guilford) to help lateral entry teachers gain licensure. Elon continues its Alternative Pathways to Teaching program (APT), specifically designed for lateral entry personnel. The program currently serves 14 students. APT provides a structured, two-year sequence of courses to enable lateral entry teachers to gain clear licensure. APT begins with a year-long course that integrates teaching methodology with essential skills in behavior management, instructional planning, and differentiating instruction for diverse learners. During the first year, teacher education faculty supervise these LE teachers as they work on field-based assignments. Following this initial experience, teachers expand their knowledge and skills through coursework in instructional technology, educational psychology, and content courses specific to their respective licensure areas. Upon completion of coursework, required licensure exams, and satisfactory evaluation by the employing school district, teachers exit the program fully licensed to teach in North Carolina. This structured program also includes several graduate level courses that can be applied towards a master's degree in elementary education or special education. The Dean serves as the initial advisor and coordinates the program for lateral entry teachers. Classes are intentionally scheduled in the late afternoons and evenings to assist these teachers in completing required coursework for licensure. College Level Examination Program (CLEP) exams can be used by candidates to demonstrate mastery of subject matter. Working closely with surrounding school systems, OSOP also annually organizes a series of Praxis II workshops held in the evenings and on Saturdays for lateral entry teachers. Elon teacher education faculty present these sessions for both elementary and special education lateral entry teachers, with participants' evaluations and follow-up e-mails indicating that these sessions are extremely helpful. Elon will continue to offer these sessions, using both teacher-made and ETS materials/publications to adequately prepare these LE candidates to successfully complete testing requirements. Additionally, lateral entry

teachers are highly encouraged by their principals and Elon faculty to become participants in the Successful Beginnings (Years 1 or 2) programs, which are offered by Elon as support for beginning teachers. This effort includes all beginning teachers (ILT, lateral entry, and VIF) as well as those new to the area; in addition to other specific goals and objectives, these programs provide a comfortable, professional venue once monthly through which beginning teachers seek solutions to problems and challenges faced in their classrooms daily. Finally, Elon University has entered into serious dialogue to design a program with a local community college to better serve the needs of lateral entry teachers, which is discussed in more detail in Section K. In these ways, Elon's commitment to serve teachers who seek alternative routes to licensure remains innovative and strong.

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

Elon University's Professional Development Academy at Elon (PDA) offers a variety of activities during the academic year to support career teachers in the local school systems. The PDA at Elon offers seminars and workshops for renewal credit to these particular teachers; such sessions are always offered free-of-charge to participants and are designed to improve the skills of experienced teachers, based upon a myriad of professional development needs. Presentations through this venue are made by both university faculty and public school personnel and center upon topics that have been identified by the schools or school systems as pertinent needs. Elon also continued its ongoing partnership with the Alamance-Burlington Schools to support career teachers who wish to pursue National Board Certification; this project, known as "The National Board Support System," uses a local National Board certified teacher, validator, and assessor as the primary instructor for these workshops. Additionally, other local NBCT's who have benefited from this support system in previous years serve as mentors and content specialists to work with cohorts of candidates throughout the academic year. Their expertise is especially helpful to candidates as they prepare and continually revise products for submission and assessment to the national candidate center. Interest sessions for potential candidates are held three times yearly, and follow-up sessions are scheduled during the evenings and on Saturdays throughout the academic year. In 2005-2006 groups of career teachers were divided into three (3) cohorts to attend twelve (12) support sessions that focused on standards, writing, editing, videotaping, assessment center expectations, and related topics that offered support to teachers in their quest to become NBPTS certified. Additionally, this effort provides registered candidates with many free-of-charge materials and supplies to generate portfolios and videos; furthermore, communications majors at Elon often volunteer time to videotape teachers' classroom settings and to assist in the editing process. Twenty-six (26) teachers affiliated with Elon's support program as NB candidates, while more than 40 attended interest sessions in fall 2005 with 93 attending in the March and May 2006 sessions. The design and subsequent success of this local NB support model continues to provide for an expanded partnership among various school districts and IHE's in the surrounding counties to reach a broader audience of interested candidates. Through a newly formed consortium in spring 2005, Elon University has joined with other IHE's and school districts in the region to deliver various support sessions to a significant number of career teachers who plan to become certified.

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

Elon's School of Education continues to work in at-risk schools and with at-risk student populations. During the 2005-2006 school year, education faculty members worked with locally identified schools to define both short-term and long-term "adoption" for the schools' respective diverse needs. Having completed its fifth year as a formally organized program, the Adopt-a-School/Adopt-a-Class Project (AS-AC) continued to operate very successfully in 2005-06. This effort involves using second level methods students in math, science, language arts, and social studies methods courses to create a meaningful project, either for an individual class or a school. The goals of these projects augment the minimum existing practicum requirement to allow for a more fully integrated experience for teacher candidates and insure that each candidate has at least one field experience in a priority or at-risk school. Participating schools included Eastlawn Elementary, North Graham Elementary, and South Graham Elementary. Teacher candidates worked with their cooperating teachers, principals, and respective professors to create meaningful projects during each semester. Examples of projects completed during 2005-06 included community resources and speakers, tutorial sessions, reading buddies, and math kits, including activities and homework packs in Spanish and English, as well as organizing and delivering services for specific tutorial projects in two after-school programs. Professors also worked in these identified schools, serving as additional teachers and instructors themselves, while also observing their assigned teacher candidates. This experience was deemed highly successful and meaningful by teacher candidates, K-5 teachers, professors, and principals. The immersion of candidates and university professors into these schools continually yields a more meaningful field experience and assists both K-5 at-risk students and their teachers in very tangible ways. An added benefit for both the university and the selected schools was the incorporation of professors delivering professional development. For example, a methods professor provided instruction and training in the integration of math and science and language arts and social studies. Another professor worked with his partner school to provide assistance in the areas of language arts, reading, and spelling. Principals in the partner schools requested these topic areas and worked with professors to design and deliver meaningful staff development and to offer assistance to their respective teachers. Elon offers this service as part of the AS-AC Project, allowing for selected professors to serve as consultants to the schools based upon the needs of the institutions as well as these instructors' areas of expertise. Education majors and students from the university at large also participated in many other service projects and in after-school programs to assist at-risk youth in grades K-12. More than 100 teacher education candidates participated in tutoring activities at various other school sites.

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

By design, Elon's workshops and seminars offered through the PDA in 2005-2006 have focused on Closing the Achievement Gap issues, No Child Left Behind legislation, and increasing student performance as measured by both local criterion referenced tests and the testing component of the ABC's of Public Education in North Carolina. Efforts to assist all schools, particularly "at-risk" schools, are embedded in a philosophy of increasing teachers' knowledge, skills, and performance in the classroom so that students are more successful on local and statewide assessments. This effort has been advanced through the Adopt-a-School/Adopt-a-Class

(AS-AC) effort. Developing highly qualified teachers remains the first priority in the School of Education at Elon University. A true partnership has been forged between Elon's School of Education and the LEA (ABSS); this relationship provides many opportunities to effectively dialogue and subsequently implement innovative strategies to assist local schools with recruitment, retention, professional development, and support efforts. Adequately preparing teacher candidates for realistic classroom settings in the public schools also remains a priority, and the incorporation of additional experiences, workshops, and seminars in diversity, student achievement, Closing the Achievement Gap, classroom management, and working effectively with families and caretakers of k-12 students continue to be addressed within an already rigorous curriculum for all education majors. In these and other ways, Elon's commitment to produce highly qualified teachers for the profession continues to undergird the School of Education's conceptual framework and mission statement.

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

Many of the efforts mentioned in the prior sections are those that have been forged through Elon's historical and ongoing commitment to serve and support educators in the surrounding communities. During the 2005-2006 academic year, a special emphasis has been placed upon examining the depth and overall impact that projects and established efforts are having. This has been spearheaded jointly by the Dean's Office and the Office of School Outreach Programs, with the intent of carefully examining both the internal and external goals and subsequent outcomes of various efforts as well as attempting to discern how best to bring Elon's monetary and human capital resources to bear to better support public schools with their diverse needs. This examination has led the School of Education to critically examine the levels and types of support currently offered to schools and their stakeholders, and findings yield that Elon continues to be responsive to its public school partners on a variety of fronts. Internal goals related to these efforts have been examined carefully, and the institution is poised to host meaningful dialogue sessions with its partners to ensure that external goals are also being met and revised appropriately. Such sessions will allow for partners to discuss new and changing needs on the horizon as well as to offer insight about how to strengthen existing programs and ongoing efforts of support. Such dialogue will allow for improvements to be made and for more responsive action on the part of the IHE to better equip itself to meet the needs of surrounding schools. This external work will be undertaken beginning in the summer 2006 and continue through the fall semester of 2006. The ultimate intent is that these sessions will yield insights about how Elon should proceed to assist its partners to both continue existing and implement additional programs to assist teachers, students, and parents in their ever-increasing quest to provide rigorous, quality educational programs. It is to this extent that Elon University is committed to serve its partners and constituents in the most meaningful and helpful ways in the coming years.

Supplemental Information (Optional)

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

Undergraduate, graduate, and lateral entry teachers are informed of the various test requirements at appropriate points in their respective programs. If potential candidates have not met the SAT score minimums for admission to teacher education, the PPST test requirements are explained in EDU 211 (the introduction to education course) and through printed materials that prospective candidates receive. Specifically, students are provided with the applicable website address to preview the tests and are encouraged to purchase commercially available study guides if needed. For those few students unsuccessful on their initial attempt on the PPST, they are advised on possible remediation strategies. These students are encouraged to make use of available tutoring on campus to prepare for the tests. For the PRAXIS Specialty Area tests, students are advised on these testing requirements during the methods courses and student teaching/capstone seminars. Elon University has paid the fees for teacher education faculty to take the appropriate PRAXIS examinations for better advising of students. Few Elon teacher candidates have trouble passing these standardized tests. Some additional PRAXIS II testing materials in several subject areas (biology and general science; social studies; elementary education, special education, etc.) were purchased for Elon students and workshop participants to use and check out through the Curriculum Resources Center (CRC).

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

Recruitment efforts for Elon University are coordinated by the Admissions Office. Teacher education faculty members work with the Office of Admissions on special recruitment days to present information regarding the Teacher Education Program to high school juniors and seniors. Prospective students are informed of the teacher licensure programs offered by Elon University, and specific details of the programs are discussed with potential applicants. Current teacher education students assist the faculty with these presentations so that prospective students gain current students' perspectives on the programs. In addition to these efforts to recruit prospective students, teacher education faculty members meet with undecided students at the university in both formal and informal settings to discuss the Teacher Education Program and the employment opportunities available for future teachers. The Elon University Teaching Fellows program is a focused effort to recruit students into teaching. Elon provides a significant incentive by matching the \$6,500 state grant with an additional \$6,500 in scholarship assistance, for a total scholarship of \$13,000 per year. The Elon Teaching Fellows program provides special seminars, both extended and local field trips, and a semester of study in either London or Costa Rica, with an internship in local schools, to prepare uniquely qualified teachers for the North Carolina public schools. The Office of School Outreach Programs and the Elon Teaching Fellows Program co-sponsored some day-long campus visits for local high school students who were enrolled in Teacher Cadet programs during the 2005-2006 academic year. Pre-planned agendas allowed these students to visit the School of Education, talk to pre-service teachers, visit classrooms, and gain insight about careers for teachers in the public schools. In this way, Elon also seeks to

encourage young students to pursue the possibilities of becoming teachers and remaining in North Carolina.

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

In addition to the general recruitment activities described in section J, the Admissions Office continues to maintain a special focus on recruitment of minority students. The Kaplan DayStar guide names Elon one of the top 100 schools in the nation for African American students. Additionally, a report by the Education Trust cites Elon's 72% graduation rate for African American students as #7 among all U.S. master's level schools. Prospective minority students are invited for a special weekend, Multicultural Experience Weekend, at the university; special sessions are planned for these prospective students, including information sessions on academic offerings, financial aid, and college life. During regularly held open house and orientation weekends, there are scheduled opportunities for teacher education faculty members to speak to prospective students regarding education as a possible major. Minority students are also recruited to Elon University through the NC Teaching Fellows Program. Additional recruitment efforts, as defined, directed, and implemented by the Director of Multicultural Recruitment, a staff position within the Admissions Office, include the following: identifying potential minority students through various search services; traveling to locations with higher concentrations of potential college-bound minority students; attending college fairs, churches, and other programs geared to working with minority youth on transition from high school to college; contacting minority prospects by current minority students; and hosting prospective minority students overnight on campus by the Student Ambassadors Committee. The School of Education also secures current minority teacher education candidates to speak at all Open Houses. In 2005-2006, the number of undergraduate teacher education candidates admitted to teacher education was 229 with 11 of those as minority undergraduate candidates (4.8%). Similarly, the number of graduate teacher education students was 94 with 16 minority candidates (17.0%). As part of its mission, Elon University is committed to building community through diversity. With a student body drawn from 44 states and 41 countries, Elon celebrates the rich variety of backgrounds, experiences, and outlooks that students bring with them to the institution. Intensive efforts to recruit minority students to Elon and into the teaching profession remain both a university and program priority.

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

Beginning fall 2006, Elon plans to partner with Alamance Community College (ACC) and the regional alternative licensing center (RALC) to serve lateral entry personnel through a new program. We currently envision the RALC to issue programs of study for lateral entry candidates, with the community college providing selected courses needed toward completing initial licensure. Likewise, Elon University shall provide these candidates with the necessary upper level pedagogical courses required to be taught by senior institutions. This effort will allow Elon to have direct input into the preparation of teachers who will likely serve in the surrounding community schools. A significantly reduced pricing structure will be offered to these particular candidates, making required coursework affordable to these educators. Another new venture for Elon in the coming academic year will be to formally adopt an at-risk high

school, its feeder schools, and its surrounding communities. This effort will bring a number of Elon's university-wide resources, including extensive human capital, to join with ranks of teachers, administrators, and an entire school community to breathe life into a struggling school and its respective neighborhoods. Hugh M. Cummings High School, located in Burlington, NC, was recently designated one of NC's 44 lowest performing high schools, failing to "achieve adequate yearly progress" according to the standards set by the federal NCLB legislation. First identified as a major institutional objective by Elon's President, Dr. Leo M. Lambert, Elon University has pledged a major commitment to this effort, and initial steps are being taken currently to develop a unique problem-solving partnership with the local school district and other city and county entities. Elon's efforts will be spearheaded by a recently named Faculty Fellow, a position housed in the President's Office and one that operates as a special assistant to the President. Dr. Deborah Long, an associate professor of education and recently past chair of the education department, has been named to this position. The effort offers Elon University's faculty, staff, and students an unprecedented opportunity to further its commitments to engage learning and to strengthen ties with the surrounding communities and schools.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	4
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	191
	Other	0	Other	1
	Total	28	Total	199
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	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	33
	Other	0	Other	0
	Total	12	Total	34

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	1	
Middle Grades (6-9)	5	
Secondary (9-12)	1	
Special Subject Areas (k-12)		
Exceptional Children (K-12)	2	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	9	2
Comment or Explanation		
Includes only new lateral entry students admitted 2004-2005. Does not include continuing lateral entry students admitted prior to 2004-2005.		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	183
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.33
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	49	41	2	2
Middle Grades (6-9)	5	5	2	2
Secondary (9-12)	24	24	4	4
Special Subject Areas (K-12)	11	11	1	1
Exceptional Children (K-12)	9	8	3	3
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	98	89	12	12
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	53	100
Spec Ed: LD	10	100
Institution Summary	63	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	14	24	33	36		
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.

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	89	94	46
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Alamance-Burlington Schools	349
Guilford County Schools	142
Wake County Schools	71
Charlotte-Mecklenburg Schools	57
Forsyth County Schools	53
Randolph County Schools	40
Person County Schools	33
Chatham County Schools	31
Durham Public Schools	31
Orange County Schools	30

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
quality of teacher education program.	3.81	3.88	3.68
preparation to effectively manage the classroom.	3.43	3.58	3.35
preparation to use technology to enhance learning.	3.76	3.67	3.52
preparation to address the needs of diverse learners.	3.62	3.71	3.35
preparation to deliver curriculum content through a variety of instructional approaches.	3.86	3.67	3.68
Number of Surveys Received	21	24	31
Number of Surveys Mailed	41	41	41

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
11	8	11