

# **IHE Bachelor Performance Report**

## **High Point University**

**2005 - 2006**

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### **Overview of the Institution**

High Point University is a private, liberal arts university affiliated with the United Methodist Church and dedicated to the Church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. The University's distinctive academic approach imaginatively blends the liberal arts; interest in critical thinking and search for values with contemporary society's emphasis on innovation and competition across professional disciplines and national boundaries. High Point University is committed to responsible corporate citizenship and to playing a vital role in the educational and cultural life of the community. Currently, nearly 3,500 undergraduate and graduate students from 52 countries and 36 states attend High Point University at campuses in High Point and Winston-Salem. The university offers 45 undergraduate majors and five graduate-degree programs. It is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools.

### **Special Characteristics**

The Teacher Education Program at High Point University is based on a cognitive developmental model that parallels the university academic core of liberal arts studies and mission statement. A sequential program of field experiences, beginning in the sophomore year, provides a clinical assignment each subsequent semester through program completion. Partnerships with local schools also provide clinical opportunities for tutoring in areas of literacy, mathematics, and computer-based skills. In addition, the program provides experiences with children from diverse socio-economic levels, cultural backgrounds, and cognitive developmental levels. Program graduates complete their teacher education program having had a variety of field experiences with a diverse population of students. Co-teaching and inclusionary teaching strategies are provided in all methodology courses. All graduates in the teacher education program at HPU are required to present a multi-media senior capstone project which includes evidence of each candidate's competence in the areas outlined by the INTASC, Diversity and Technology Standards. The web-based project is a graduation requirement.

## **Program Areas and Levels Offered**

Elementary Education (K-6) Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies, Language Arts Secondary Education (9-12): Biology, English, History, Mathematics Special Subjects (K-12): Art, Physical Education, French Spanish Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. Graduate Degree Programs: M.Ed. in Educational Leadership, M.Ed. in Elementary Education, M.Ed. in Special Education: Concentration Mental Disabilities (all three graduate programs currently have temporary authorization only).

## **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.).**

The Teacher Education Program at High Point University continued to partner with Davidson and Randolph County Schools in an effort to assist with the training of special needs teachers. Full time faculty from the School of Education (SOE) teach special education classes on-site in both school systems each semester. Additionally, special education faculty audit transcripts, provide mentoring, and assist with the preparation for teachers in these schools systems for the Praxis II. In both Guilford, Randolph, and Davidson County teachers are currently enrolled in the add-on licensure programs in AG (Academically Gifted) which is has also been offered on-site in each of these three school systems. High Point University has also established a formal partnership with Archdale Trinity Middle School in Asheboro City Schools. As part of this partnership High Point University teacher education candidates provided technology training for 8th graders preparing for the computer proficiency exam and literacy tutoring for 6th, 7th, and 8th graders reading below grade level. High Point University faculty provided co-teaching support for EC and general education teachers at Archdale Trinity Middle School and conducted inservice on Differentiated Instruction to co-teaching partners. SOE faculty also served as judges at the Mathematics Fair at Archdale Trinity Middle School. The SOE is partnering with Davidson Community College, A&T State University, Davidson County, Randolph County, Thomasville City, and Lexington City Schools to provide an alternative means of licensing individuals potentially employed within each of these systems. High Point University will provide training in exceptionalities, literacy and methodology training to persons interested in pursuing teacher licensure in middle or secondary education. The SOE has worked with personnel directors and ILT Coordinators from each of these four systems to develop the program which is offered through Davidson Community College. High Point University hosted the 2nd annual Transition to College for Students With Disabilities seminar for parents, counselors and students in area public high schools from Guilford, Davidson, Randolph, and Lexington City Schools. High Point University also continued to host a summer camp for academically gifted rising ninth graders. This three week Academic All-Star Camp used teacher education students as mentors and teachers. Faculty in Elementary Education worked with kindergarten and first grade teachers at Montlieu Elementary School in the area of literacy instruction. Elementary science and math faculty in the School of Education also worked with the Math-Science Coordinator at Montlieu (a Science and Math Magnet School) and arranged for

teacher education candidates to teach science lessons and judge the science fair projects. The School of Education employs adjunct faculty from High Point Central High School as well as having the current principal of HPC serve on the Teacher Education Council. Faculty from the Modern Foreign Language Department have coordinated the participation of HPU International students into classrooms at Parkview and Johnson Street Global Studies School for their diversity celebrations. Additionally, Students from each of these two schools have been guests at the Annual International Food Tasting Fair held on the campus of HPU. The Modern Foreign Language Department sends their newsletter "The Spot" to all area foreign language teachers and invites public school foreign language teachers to seminars in MFL. Biology faculty taught a two day class on "bacteria in our body" at Sedge Garden Elementary School in Guilford County. GO FAR (Go Out for a Run), a 10 week activity and nutrition program, was conducted again in the Fall for area elementary school students. HPU Student Health Center staff and students developed this program to help address juvenile diabetes and obesity. In addition, the HPU Campus Volunteer Center held an annual "Giving Back to High Point" during freshmen orientation and several incoming freshmen volunteered in local schools in Guilford County (Welborn Middle School for example) to assist teachers in getting ready for the start of school by cleaning, setting up classrooms, moving furniture, etc. The principal at Welborn Middle School (Guilford County) became a community partner for the institution's QEP (SACS Reaffirmation) which has focused on the development of a comprehensive civic engagement (experiential) program at High Point University.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Randolph County Schools (Department of Exceptional Children)	1. Support for Lateral Entry Teachers (Quality Teachers)	1. Delivery of the EC licensure program on-site in Randolph County Schools by the School of Education at HPU. 2. Training for PRAXIS II for EC lateral entry teachers	1. During 2005-2006 the School of Education taught 4 courses on site which were available to RCS Lateral Entry EC Teachers. 2. A total of 56 lateral entry EC teachers have been served through this partnership.
Davidson County Schools (Department of Exceptional Children)	1. Support for Lateral Entry Teachers (Quality Teachers) 2. Improve Reading Achievement scores for Middle School students with Disabilities (High Student Performance)	1. Delivery of the EC licensure program on-site in Davidson County Schools by the School of Education at HPU. 2. Training for PRAXIS II for EC lateral entry teachers 3. SOE faculty in special education collaborated with Title-I Committee and provided consultation to all six middle schools on co-teaching strategies. 4. Focused staff development at North Davidson Middle School.	1. During 2005-2006 the School of Education taught 4 courses on site which were available to DCS Lateral Entry EC Teachers. 2. A total of 56 lateral entry EC teachers have been served through this partnership. 3. Reading scores not yet available.
Asheboro City Schools Archdale Trinity Middle School	1. Raise Student Achievement (High Student Performance) 2. Support for Beginning and Career Teachers (Quality Teachers 3. Raise Student Achievement (High Student Performance)	1. Tutoring was provided by teacher education candidates enrolled in EDU 322/23 for 12 weeks with pre and post testing administered 2. To improve co-teaching effectiveness, special education faculty in the SOE provided inservice training and follow-up feedback to teachers at ATMS who were co-teaching. 3.	1. Of the 10 ATMS students targeted for the reading program, 90% improved in word recognition and phonemic awareness, 50% showed growth in spelling, and 90% showed growth in oral vocabulary. 2. Co-teaching effectiveness will be monitored. Differentiated Instruction strategies will be provided 2006-2007. 3. ATMS students had the highest computer

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		Candidates enrolled in EDU 311 provided technology assistance and tutoring for computer based proficiency test.	scores of all the middle schools in Asheboro City Schools. Of the 125 ESL, LD, and BED students tutored, 50 passed the computer proficiency test. EC subgroup met AYP in 2005-2006. Only two of nine middle schools in Randolph/Asheboro City to achieve 100%. Principal has sent letter of commendation to faculty in special education and has requested additional assistance for 2006-2007.
Guilford County Schools - AL Program	1. Support for Career Teachers (Quality Teachers)	A proposal to develop a cohort program for career teachers in GCS leading to AIG licensure has been developed in collaboration with the SOE, the Dean of the Evening Degree School and the coordinator of AL services in Guilford County Schools County Schools. The cohort program provides a tuition concession for career teachers in Guilford County Schools.	The proposal, including the tuition concession agreement has been approved by the president of HPU and its Chief financial Officer. The proposal has been presented to Guilford County Schools Financial Officer by the AL Coordinator of Guilford County Schools. The proposed program has been advertised on the website of HPU and through local media.
Guilford County Schools: Montlieu Elementary School	1. Raise Student Achievement (High Student Performance) 2. Collaboration in Public Schools (Community	1. Teacher education candidates worked throughout the fall semester as mentors implementing science lessons and project-based activities. 2.	Activities were completed and the Elementary Education Science and Literacy Coordinator will continue to work at Montlieu Elementary School again this fall 2006.

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	Support) 3. Impact on Low Performing Schools (High Student Performance)	Teacher Education candidates were judges for the science fair held at Montlieu Elementary School. 3. Elementary Science Educator worked with curriculum facilitator at Montlieu to develop assessment and evaluation plan.	
Randolph County, Davidson County, Lexington City, Thomasville City, Davie County Schools Davidson Community College A&T State University	1. Collaboration in Public Schools (Community and Business Support) 2. Support for Lateral Entry Teachers (Quality Teachers)	1. Partners met and established guidelines for the partnership which offers lateral entry teachers a collaborative program of study leading to licensure. 2. A schedule of methods coursework to be offered by the two IHE's (HPU and A&T) was established. 3. The Dean of the Evening Degree School participated in one planning meeting to discuss financial aid procedures and the application process for prospective lateral entry teachers.	Formal agreements with the local school partners and Davidson Community College have been established. Information session for prospective lateral entry teachers with all the public school partners, HPU, and N.C. A&T was held on 5/4. Local media covered the 5/4 event which was hosted by Davidson Community College.

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

High Point University faculty are involved with public schools in numerous ways. Two School of Education (SOE) faculty serve as surrogate parents for Guilford County EC students. One faculty member in special education served as Team Leader for Project Soaring High which targeted teacher assistants from 10 North Carolina school systems. Another faculty member participated in the Very Special Arts Festival at Gateway Education Center (Guilford County Schools). The partnership between the SOE, Davidson and Randolph County schools has continued in which special education faculty regularly teach classes, mentor, and provide Praxis II training to EC teachers on site each semester. Technology faculty taught the Educational Technology course on-site for Guilford County teachers. Elementary Education faculty worked with Literacy Facilitators in Guilford County Schools to develop Planned Writing Instruction Programs and developed an after school tutoring program for low performing elementary and middle school students in area public schools. This program was coordinated by undergraduates three afternoons each week on the campus of HPU and supervised by SOE faculty. Inservice training in the areas of differentiated instruction, co-teaching, brain-based teaching has been provided by faculty in the SOE in Thomasville, Asheboro, Guilford, and Davidson County Schools. Faculty in the Department of Physical Education continue to assist local elementary schools with Annual Field Day competitions and directed a Summer Soccer Camp which served Randleman, Central Davidson, and Trinity high school females. Another faculty member served as a board member to the Southwest Guilford High School Athletic Building Foundation. Faculty in the English Department continue to host the annual "Phoenix Festival" which is a full day creative writing workshop on the campus of HPU for area high school students. Another serves as a leader for "Hands-On-Shakespeare" a three day summer workshop for secondary teachers which is sponsored by the NC Shakespeare Festival. In the Department of History, a faculty member continues to provide leadership for the "Teaching American History Foundations First" which is a collaborative project with Davidson, Lexington, and Thomasville City Schools. Undergraduates, under the supervision of Fine Arts faculty, taught a series of workshops in music at a local elementary school in Guilford County. Math faculty have conducted AP Statistics workshops for teachers in Davidson County Schools and coordinated the Greensboro Youth Council's High IQ Bowl (Guilford County Schools). Additionally, in collaboration with the SOE, math faculty have made presentations about co-teaching at the NC Council for the Teachers of Mathematics and co-taught the Methods of Teaching Mathematics to Randolph County teachers on-site. Faculty in the Biology department wrote the biology questions and served as judges in the Guilford County Junior League High-IQ Bowl. Many faculty across campus serve as tutors in Communities in the Schools (CIS) Programs and volunteer with students in grades K-8 with Junior Achievement.

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

The School of Education has worked with ILT Coordinators in Davidson County Schools to develop plans of intervention for beginning teachers in instructional planning and behavioral management techniques. Classroom observations and opportunities to enroll in Praxis II workshops through the School of Education have been offered at no cost to first year teachers who were still working to meet licensure requirements in 2005-2006. The School of Education

continues to offer the EDU 480: Lateral Entry Internship to beginning teachers who are newly employed and working to complete licensure requirements. The EDU 480 internship is a structured three credit opportunity designed to provide lateral entry teachers with mentoring, feedback, and classroom observations from faculty in the School of Education. During October of 2005, the School of Education hosted a seminar during Alumni and Family Weekend called "How To Get (And Keep) Young People in Teacher Education". As part of this program the School of Education introduced a mentoring opportunity for alumni to pair themselves with a beginning teacher to offer support, strategies, and reassurance. Alumni signed up to serve as a mentor to a new teacher for one year and this could be done either locally or long-distance through e-mail (many alumni who attended were from out of state). The response of alumni was excellent and many graduates received the friendship and support of an alumni (mentor) during their first year of teaching. Because so many of the graduates stay in the immediate High Point area, frequent communication is possible. Graduates are often asked to return the following year to serve on Teacher Education Interview Committees as new students are seeking to be admitted into teacher education. This is an excellent opportunity for first year teachers to network with faculty in the SOE and maintain their relationship with former professors and mentors. First year teachers continue to be contacted near the end of the first year of teaching and are asked to evaluate their teacher education preparation.

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

L.E.A.P. (Lateral Entry Admissions Program) which is offered through the Evening Degree Program at HPU continues to provide newly employed public school teachers with a variety of services designed to increase their success at teaching and meeting state mandated licensure requirements. Through the LEAP program, transcript evaluations and recommended programs of study are developed for lateral entry teachers seeking either affiliation with an institution of higher education or simply coursework prescribed by the RALC at no cost to the individual. High Point University continues to serve more than 100 lateral entry teachers and offers courses to accommodate the needs of newly employed teachers such as evening classes, late afternoon classes, and the option of taking a maximum of two directed studies for those needing more flexibility in scheduling. Additionally, the SOE has developed four online options for lateral entry teachers which include the course in exceptionalities, literacy and learning, technology, and human growth and development. The LEAP Program also offers a unique opportunity to lateral entry teachers who affiliate with HPU. The Lateral Entry Internship (EDU 480) is a modified version of a traditional student teaching internship and allows the newly employed teacher the mentoring, guidance, and feedback needed to achieve success in the classroom. Lateral entry teachers enrolled in EDU 480 are supervised by full-time faculty in the SOE and receive a minimum of three observations with feedback from university supervisors. Within the 480 experience the lateral entry teacher is required to demonstrate competency in instruction, planning, and behavior management. The individual must show improvement across the three observations and receive a passing final grade reflects successful performance in order the classroom. Additionally, lateral entry teachers enrolled in the LEAP program also receive preparation and training materials for the Praxis II. The SOE has developed study guide materials, sample questions, and review sessions for several of the Praxis II areas. Efforts have also been made to assist lateral entry teachers with the cost of taking classes at HPU. By partnering with some area school systems, certain classes have been offered to lateral entry

teachers on-site. These classes not only are more convenient but are offered at no cost to the lateral entry teachers who enroll in them. For example, the EC Departments of Randolph and Davidson County Schools have provided funding for these classes through a contractual agreement with HPU. The total cost to the lateral entry teacher has therefore been greatly reduced.

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

There are several programs at High Point University that help to support career teachers. The English Department continues to sponsor both the Phoenix Festival, a literary festival which brings to campus high school students and their English teachers and the Shakespeare Festival's "Classics in Context" series which is an in-service event for area secondary teachers who also receive CEU credit. This year, the theatre department offered free matinee performances of *2 Sticks* and *the Crucible*. Local teachers took advantage of this opportunity to bring their students to a live performance. A faculty member from the Department of Physical Education trains and certifies teachers in First Aid and CPR. Mathematics professors conduct AP statistics workshops for teachers at Morehead State University and conducted statistics workshops on-site in Davidson County Schools during 2005. History faculty conducted workshops for 8th grade middle school teachers in Thomasville and Lexington City Schools at Old Salem on content development in U.S. and North Carolina History. Within the School of Education numerous opportunities to expand on existing skills through various licensure programs designed for career teachers now exist. In the area of Academically Gifted (AG), HPU now provides tuition concession for area school systems interested in establishing cohorts of teachers who wish to add the AG license. One population of individuals who has been targeted for such a cohort is AP/Honors teachers in Guilford County Schools. The Add-On License in School Administration is now offered on the campus of HPU to support career teachers in their pursuit of career advancement. Late afternoon/evening/on-site classes give these teachers the opportunity to add these licenses conveniently.

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

The School of Education, in a partnership with Eternal Life Youth Center, received grant money from the High point Community Foundation to develop an after school tutoring program which targeted students from low performing elementary and middle schools. Training and supervision was provided by the coordinator of Elementary Education. Teacher Education majors provided tutoring three times a week with pre and post assessment in the areas of reading and mathematics. The tutoring program met on the campus of HPU in the Curriculum Center of Smith Library. All materials and teaching resources were provided through grant money and the School of Education. Science methods faculty consulted with the math-science coordinator at Montlieu Elementary School (low performing) to have teacher education students plan and teach science lessons. Welborn Middle School currently serves as a site for the HPU Civic Engagement Program which is part of the institutions' QEP required for SACS reaffirmation. HPU students tutored at this low performing school during 2005-2006 and the principal of Welborn served as a community representative on the HPU SACS Advisory Board for the Civic

Engagement Program. Foreign language faculty members have worked at Archdale Elementary School with Non-English speaking students and tutored in the area of reading. Many HPU faculty continue to tutor in the Thomasville Communities in Schools (CIS) Program to assist at-risk students in grades K-12. During the past year, students were assigned to Parkview Elementary, Liberty Drive Elementary, Elementary, Montlieu Avenue Elementary, Kirkman Park Elementary, and the principal of High Point Central High School served on the School of Education's Teacher Education Council.

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

In an attempt to promote SBE priorities, candidates in the Teacher Education Program at High Point University receive instruction in their methodology courses using a co-teaching model of service delivery. A faculty member in general education works along with one special education faculty member in methods courses in communication skills, mathematics, science, and social studies so that two primary objectives can be met. First, teacher education candidates are exposed to, and directly experience, the various models of co-teaching cited in the research of best practices. Research conducted within the SOE at HPU shows that undergraduates exposed to co-teaching early on in their preservice program are more inclined to be knowledgeable, enthusiastic, and well prepared to teach in today's inclusion classrooms. They are also more inclined to be supportive of co-teaching and are more likely to volunteer to co-teach if asked to do so. Secondly, the co-teaching model at HPU is designed to specifically address the instructional strategies needed to work in general education classrooms with low-performing and/or students with disabilities. Specific training using strategies such as differentiated instruction, webquests, concept mapping, cooperative learning, etc. are offered during a series of co-teaching modules which is presented in all methodology classes. Teacher Education students are expected to demonstrate competency in writing co-teaching lesson plans, developing their own webquest ideas for delivery of instruction, and must create their own website to use in their classroom as part of the senior capstone presentation. Additionally, the formal partnerships between HPU and area school systems have focused on tutoring in literacy and reading to improve EOG scores and thus assist with the priority goal of closing the achievement gap. The School of Education worked directly with Eternal Life Ministries in 2005-2006 through a grant awarded by the High Point Community Foundation to develop an after school program on the campus of HPU to assist low performing students from area schools in reading, writing, and mathematics. This program was coordinated by Elementary Education faculty and implemented by teacher education undergraduates who worked directly with students in elementary and middle grades. Finally, with regard to parents and working with families, a seminar was offered this year by a retired area school principal for student teachers who focused on the strategies needed for effective communication with parents. Another seminar focused on "All Kinds of Minds" and provided student teachers with multiple opportunities to learn strategies for working with students who possess various learning style strengths, interests, and intelligences.

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

In 2005-2006 the School of Education emphasized three primary areas in an effort to improve the quality of our teacher preparation programs. The School of Education has made a concerted effort to improve the pass rate of students taking Praxis I. Specifically, Praxis I training sessions held in the Academic Services Center (ASC) have been embedded into required sophomore level field work. Students meet a minimum of three times in the Academic Services Center and are required to utilize The Learning Plus software from ETS which is designed to provide practice in the PPST tests. The Academic Services Coordinator reviews the performance of each student during these practice sessions and develops an prescriptive plan, if needed, to assist a student in area(s) of difficulty. Tutoring through the ASC is then provided. The Academic Services Coordinator also took the PPST (Praxis I) tests during 8/05 in order to provide even more support and feedback to students regarding their performance. It is noted that the pass rate of students who took the Praxis I test improved in every licensure area assessed and the overall pass rate for Praxis I improved by 20%. Secondly, the SOE has focused on formalizing public school partnerships with area school systems. The establishment of the partnership between the School of Education and Archdale Trinity Middle School (ATMS) has been mutually beneficial to students and faculty at ATMS as well as teacher education candidates. Our students have been provided with an excellent learning environment which has provided tutoring opportunities in reading and technology, opportunities to work with co-teachers in inclusion classrooms and has strengthened the skills of ATMS faculty in differentiated instruction, literacy, and co-teaching strategies.

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

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

One of the priority goals for the Teacher Education Program at High Point University during 2005-2006 has been to develop strategies to improve the pass rate of students taking the Praxis I tests. The Learning Plus System from ETS had already been purchased by the School of Education but data indicated that students were not using the program consistently or efficiently. Several steps have been taken to utilize the Learning Plus System more effectively. First, a sophomore level field experience was restructured allowing three weeks of intense training using Learning Plus to be embedded into the EDU 219 Practicum. The instructor of EDU 219 coordinated the practice sessions using the Learning Plus System with the Director of the Academic Services Center (where the Learning Plus System was housed). As a mandatory part of EDU 219 all students were expected to use the Learning Plus System and receive feedback from the Director of Academic Services on areas of potential weakness. Secondly the School of Education provided funding for the Director of Academic Services to take the PRAXIS I so she could give relevant feedback to students based on first-hand experience of having taken the Reading, Math, and Writing PPST tests. Finally, as a requirement of EDU 219, students were expected to develop a 10 hour tutoring plan through the Academic Services Center based on potential areas of weakness which had been identified based using the Learning Plus System. Once the tutoring was completed students were encouraged to take the PRAXIS I. Data indicated

that the pass rate for students taking Praxis I improved in every licensure area (20% improvement overall). In an effort to improve Praxis II Specialty Area test performance in Elementary and special Education, all faculty members teaching in these areas have taken the most recent version of these tests and have developed packages of study materials. The School of Education continues to contract with an Educational Consultant (Dr. Grace Mitchell) who provides a day long intensive training session on Praxis II in Elementary Education. This session is held annually on Reading Day and attendance is required for all elementary education majors.

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

The School of Education has focused on three primary areas in an effort to improve recruitment at High Point University. The first of these areas is communication. During 2005, the School of Education hosted a special event on campus for alumni, current students, and teachers called "How to Get (And Keep) Young People in Teacher Education". A panel comprised of former graduates in Teacher Education currently holding positions in the public school setting ranging from classroom teachers to an associate superintendent answered questions written by current students enrolled in Teacher Education. In an interactive panel discussion, panelists, students, alumni, and faculty addressed key issues and concerns raised by students in teacher education. The School of Education also developed a website that contains much needed information on current course schedules, options for programs of study and general information about teaching in elementary, middle, secondary, and special education. Efforts to improve the academic advising of middle and secondary students were made in 2005 by adding a second advisor from within the School of Education for students in secondary and specialty area subjects so that students had the benefit of working with a faculty member from both the content area as well as the Teacher Education Program. Secondly, the School of Education has focused on improved recruitment through two new outreach programs. The School of Education has partnered with Piedmont Baptist College and offers those students the opportunity to complete the degree in Elementary Education, Secondary English, or Physical Education. As a result students have been recruited into teaching who might not otherwise have been eligible for a NC teaching license. Students must complete both degree program requirements and do the Technology Portfolios and the Student Teaching internship at HPU. It should be stated that 2 of the 6 Outstanding Student Teaching Awards during 2005-2006 went to students who came from Piedmont Baptist College. The Teacher Assistant (TA) Program has also been developed within the SOE through collaboration with local LEA's and the HPU Evening Degree Program. During 2005-2006 the SOE offered the sequence of methodology courses through the Evening Degree Program thereby allowing Teacher Assistants the option of continuing their coursework in the evening. Within the TA Program opportunities for completing the required internship in classrooms within the LEA are also possible. Lastly, the School of Education has allowed the elective introductory field experience course in Education (EDU 101) to be used as an option that freshmen can take to satisfy the course requirements of the newly implemented QEP Civic Engagement Program at HPU. By providing freshmen who have not chosen to major in education with the option of working in the schools to satisfy their service learning hours, it is hoped that this will prove to be a potential recruiting tool for the SOE.

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

The School of Education at HPU has continued to improve its visibility at schools with high minority student enrollment. During 2005-2006 the principal of High Point Central High School (HPC) served on the Teacher Education Council. HPC currently has about 60% minority student enrollment, therefore this principal's input regarding issues of minority student recruitment has been quite beneficial. Additionally, a number of key school administrators with minority background have served on the Teacher Education Council during 2005-2006 including the Personnel Director from Guilford County Schools, and two elementary principals from the Thomasville City and Guilford County School Systems. The perspective of these individuals is quite important when evaluating the direction that teacher education must take if it is to increase the numbers of minority students pursuing teacher licensure. One example is the Teacher Assistant Program which was started through the Evening Degree Program at both the High Point University and Madison Park Campus in Winston-Salem. Minority student enrollment has increased significantly with the addition of newer programs such as the Teacher Assistant Program. Ethnicity Data collected in 2005-2006 reveals that in the Evening Degree Program, 24% (N=49) of the total enrollment (N=205) listed themselves as a minority student. These efforts, along with hiring of a new minority faculty member in the SOE last Spring 2006 will help to attract more minority students to High Point University's Teacher Education Program.

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

The SOE has developed a longitudinal assessment plan which allows the SOE to systematically evaluate the developmental progress of teacher education candidates across the program of study. The plan culminates with the development of a candidate website which utilizes skills in technology and highlights the candidate's knowledge, skills and disposition. Candidate's reflect on their own educational philosophy and present evidence of competency with regard to the INTASC standards. During 2005-2006 graduating seniors were the first pilot group to be trained using FrontPage software and presented their websites as part of the senior capstone seminar experience required for completion of the Teacher Education Program. Secondly, the SOE has focused on the implementation of new graduate degree programs in Educational Leadership, Elementary Education and Special Education: Mental Disabilities Concentration. The SOE has received temporary authorization from the State Department of Public Instruction for the delivery of M.Ed. degree programs in Elementary Education and Special Education. A special emphasis has been placed on working with area school administrators to develop a cohort instructional model for training prospective educational leaders on-site (Randolph County Schools), and incorporating the themes of 21st Century Teaching into courses and assignments offered at the graduate level. Lastly, with the institution's SACS Reaffirmation, the QEP (Quality Enhancement Plan) proposed by the institution (and approved by SACS) is the development of a comprehensive civic engagement program. As part of the QEP, area schools have committed to serve as community sites where students may choose to complete required service learning hours. The School of Education has been able to add these additional opportunities for prospective students who might choose to major in teacher education once they have had the

opportunity to participate in the civic engagement program during freshman year. It is hoped that this new initiative will also be an effective recruiting tool for new students in teacher education.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	117
	Other	0	Other	0
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>129</b>
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	4	White, Not Hispanic Origin	13
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>13</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	23	9
Middle Grades (6-9)	20	15
Secondary (9-12)	17	8
Special Subject Areas (k-12)	14	11
Exceptional Children (K-12)	68	56
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	142	99
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,200
MEAN SAT-Math	605
MEAN SAT-Verbal	586
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.45
Comment or Explanation	

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
<b>N= #Completing NC=# Licensed in NC</b>				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	30	27	1	1
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	2	0	0	0
Special Subject Areas (K-12)	3	3	0	0
Exceptional Children (K-12)	3	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	40	35	1	1
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	24	92
Institution Summary	24	92
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		35	5			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		1				
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	29	86	69
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford County Schools	209
Davidson County Schools	179
Randolph County Schools	135
Forsyth County Schools	115
Thomasville City Schools	29
Wake County Schools	22
Lexington City Schools	18
Charlotte-Mecklenburg Schools	18
Rockingham County Schools	18
Surry County Schools	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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.73	3.85	3.87
preparation to effectively manage the classroom.	3.27	3.92	3.73
preparation to use technology to enhance learning.	3.45	3.46	3.60
preparation to address the needs of diverse learners.	3.40	3.77	3.60
preparation to deliver curriculum content through a variety of instructional approaches.	3.45	3.85	3.80
Number of Surveys Received	11	13	15
Number of Surveys Mailed	19	19	19

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
6	6	10