

IHE Bachelor Performance Report

Lees-McRae College

2005 - 2006

Overview of the Institution

Lees-McRae College is a small, private, liberal arts institution that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, North Carolina, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern mountains of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-five programs of study ranging from the physical, biological, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several collaborative off-campus degree programs at four community colleges serving non-traditional Appalachian students. Three of these programs are in Elementary Education, and are part of the college's outreach effort to remediate the extreme teacher shortage in the state. The college is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators acquire the preparation necessary to be recommended to the State of North Carolina for clear licensure. The development of an electronic portfolio illustrating knowledge of and proficiency with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards is required of all students. Additionally, lateral entry teachers must have satisfactory evaluations (TPAI) from their respective school principal(s) and their reflective mentor teacher. Lees-McRae College and local area school systems have collaboratively designed a "Directed Mentoring Experience" as an option to replace the traditional Directed Student Teaching component of the program for lateral entry teachers to respect their unique position. Approximately fifty students are presently employed in public school systems while enrolled in the teacher education program.

Special Characteristics

The off-campus teacher education programs are identified by Lees-McRae College as one of its six "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the teacher education program through continued development and expansion of vigorous licensure programs. The program's Teacher as Reflective Practitioner conceptual framework and candidate exit criteria are aligned with INTASC Standards and continuously evaluated. Teacher as Reflective Practitioner is a broader, more encompassing framework which includes mentoring as a relevant and significant aspect

of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research on theory and practice. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of students and colleagues -- role models of reflective teaching. The elementary education program at Lees-McRae uses the A+ concept, which is the curriculum for Banner Elk Elementary School. This program demonstrates best practices in effective teaching and requires students to complete an Integrated Arts Curriculum which incorporates Humanities, Music, Drama, Dance, and Visual Arts. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Teacher Education Program. Employers have been positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience. For three consecutive years, Lees-McRae teacher education graduates ranked high among teacher education programs in North Carolina for the percentage of the institution's graduates being employed by North Carolina as teachers within one year of graduation with 70 or more graduates. Strengths cited by employers include their understanding of the Standard Course of Study, an ability to integrate across the curriculum, vast content knowledge, meaningful use of manipulatives, and positive interactions with children and other professionals. Burke County's confidence in program graduates is demonstrated by the fact that 75% of the student teachers in that county assumed the classroom position mid-year. Candidates are placed with career teachers, who plan to retire at mid-year. The Division of Education continues its expectation that all graduates create an effective teaching portfolio based on the INTASC Standards. The college has worked collaboratively to establish three professional development schools at two elementary schools and one middle school. These schools provide opportunities for both students and faculty to collaborate on efforts that benefit candidates, K-12 students, public school and college faculty.

Program Areas and Levels Offered

The Lees-McRae College teacher education program offers two degrees (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12). The Division of Education also offers the non-licensure program of Sport Management for students who desire to coach athletics in the community/collegiate/professional arenas. Currently, the Division of Education offers these programs according to the following analysis: Lees-McRae College, Banner Elk, NC: Bachelor of Arts in Elementary Education (K-6) - Bachelor of Science in Physical Education (K-12) - Bachelor of Arts/Science in Theatre Arts Education (K-12) - Bachelor of Science in Sport Management - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Mayland Community College, Spruce Pine, North Carolina; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-

Only Program of Study for Lateral Entry Teachers (K-6) - Professional development coursework for beginning/career Teachers.

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.)

Lees-McRae College, Division of Education and Physical Education, Teacher Education Program Collaborative Activities with LEA's: Avery County Public Schools -- two Professional Development Schools (Banner Elk Elementary School and Cranberry Middle School); ELL Assistance Program; International Outreach Program; Campus and Curriculum Center Resources; observation, assisting, and student teaching placements; professional development for beginning and career teachers; Teacher Education Committee and subcommittee memberships and professional development institutes or workshops on reading, classroom management, and a class on Appalachian heritage. Burke County Public Schools -- one Professional Development School (W.A. Young Elementary School); Thematic Unit Fair; ELL Assistance Program; teacher recruitment activities; observation, assisting, and student teaching placements; Teacher Education Committee memberships; support, consultation for four low-performing schools. Mitchell and Yancey County -- observation, assisting and providing student teaching placement; professional development for beginning and career teachers; professional development workshops for teachers in reading strategies; Recruitment Fair; Thematic Unit Fair. Stokes, Surry, Mount Airy City Schools and Yadkin County Public Schools -- observation, assisting, and student teaching placements; professional development for beginning and career teachers, Thematic Unit Fair, Recruitment Fair, and workshops for teachers in reading strategies. These include a variety of activities in which the administration, faculty and staff from all academic divisions, work collaboratively with area public schools in activities that include: planning for the cooperative use of resources found at the college, in the public schools, and the local community; serving as resource persons in instructional programs; utilizing the college's computer laboratory facilities; engaging in active research in the public schools; presenting theatre and cultural activities for school-age children; and inviting public school personnel to be part of the Teacher Education Committee and working subcommittees of the Teacher Education Committee, Lees-McRae College, in cooperation with the Division of Education and Physical Education, Division of Performing Arts, and Avery County Public Schools. In the 2005-06 academic year, the Division of Education expanded its collaborative activities with LEA's by: continuing to develop an international outreach program to bring the college's international students and faculty into the public schools, increasing enrollments in the off-campus programs in Burke and Mitchell Counties, and working with Avery County Schools, Appalachian State University, Fifth Dimension, and Mayland Community College on several grant applications.

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
Burke County Public Schools	Provide assistance to graduates who needed mentoring to improve their classroom learning outcomes.	The College Coordinator of Elementary Education, Education Professor, and the LEA Curriculum Director visited two LMC graduates in their schools. The professors worked on management, discipline, classroom climate improvement, literacy, and lesson preparation with the graduates. The professors followed up on the progress made in the quality of classroom activities.	Telephone and email communication with the two school principals describe graduate performance improvements. Because of these improvements, one principal, who did not think that he would retain the graduate, is rehiring her for the next school year.
Burke County Public Schools	Provide public school teachers with a model of integration for replication in daily classroom instruction, based on the North Carolina Standard Course of Study.	Lees-McRae College education candidates, during the methods semester, are required to develop and present a thematic integrated unit. These units are designed around the A+ school concept, using the arts to support acquisition of basic skills. At the request of the Burke County elementary staff development coordinator and principals, the candidates set up the units in a public school and presented them after school hours to accommodate public	Teachers attending received credit toward license renewal. Over 20 teachers attended the presentations which were held three afternoons from 4:00-9:00 p.m.

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		school teachers. Lees-McRae faculty attended multiple sessions to give support and evaluate candidate presentations.	
Burke County Public Schools	Provide assistance to four schools determined by the LEA to be “at risk” at mid-year.	A professor collaborated with the Director of Elementary Education and the four elementary school principals. The professor spent time observing in the schools and individual classrooms. Feedback was provided with the staff on time management, discipline, instructional strategies, presentation and materials. New materials were ordered, changes in schedules were implemented. Instructional strategies and best practices were modeled.	All schools made changes to ensure that the best instructional practices were used. One school made changes in the daily schedule to provide time-on-task Classroom Management was strengthened. All four schools saw improvement in the EOG scores from the mid-year scores on reading (math scores not back). Continued improvements and changes of schedules for the 2006-2007 school year will be implemented. Several workshops for instructional strategies will be given over the summer as follow-up. Once school will order new reading materials.
Ashe County, Wilkes Community College	Strategies for using literacy to motivate and encourage creativity	Presented literacy activities that could be extended to the creative arts	25 attendees were working toward licensure or teacher assistant requirements. 25 positive evaluations received.

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Carroll County Public Schools	Literary support for Americorps tutors	Lees-McRae Faculty provided a 3-hours workshop on Individual Reading Conferences and miscue analysis	24 Americorps tutors and one administrator attended the workshop.
Mitchell County	Teaching new literacy strategies to K-5 teachers.	Two after-school workshops were provided to demonstrate best practice strategy instruction. Assignments were given to write lesson plans and incorporate strategies into daily activities.	Teachers were excited. Lesson plan demonstrated use of new strategies. Teachers reported better student engagement, and increased literacy.
Charlotte-Mecklenburg County Olympic High School, Waddell Middle School, Briarwood Elementary School	Lees-McRae students, faculty and staff mainly from the Western Piedmont Cohort and the students on site at Lees-McRae College partnered to provide support for students displaced by Hurricane Katrina to the Charlotte-Mecklenburg area and to provide support for the staff of those schools.	Project Break (give the teachers and students a break) was developed to help the students that were displaced due to Hurricane Katrina. School supplies, T-Shirts, gift cards (from Wal-mart and Target) and books were collected. Over 100 backpacks were “stuffed” with the supplies. The students took one Friday off from school and work and traveled from Banner Elk, Morganton, and surrounding areas to Charlotte (approximately 60 miles from Morganton). Two school vans and several cars formed a caravan. One truck was completely filled with	The students and staff of the schools were overwhelmed! They made comments such as, “I can’t believe other people would do this much for our school. We need these materials so much! Our extra supplies have been depleted! You are such a blessing to these students. Thank you for caring.” We received thank you cards from the guidance counselor at each school thanking us for our support. This “Project Break” gave the LMC student and the LEA a way to connect. It provided the LMC student another opportunity to see diverse student

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		supplies. Three schools were visited where supplies (backpacks were given), books for the media, and “goodie” treat bags for the staff were given out. Teachers were given a “Break” as the LMC students assumed the role of the teacher for a brief period of time.	population and learning environment.
Avery County Freedom Trail Elementary School	Assisted classroom teachers develop a unit which incorporated Appalachian Heritage Movement and Writing.	Thirty-five, third graders participated in a cultural exploration of Appalachian Heritage. During a period of seven classroom periods (1½ hours each) the students learned three square dances and write a class poem entitled, “I Am Appalachian.”	The students enjoyed the class so much they performed the square dances and read the poem for a school assembly. Approximately 250 students and parents attended the performance. It was such a success that other grades have scheduled Appalachian Heritage activities for the 2006-2007 school year.
Burke and Avery County school personnel. Other surrounding county schools were invited to send participants.	Lees-McRae College faculty assisted public school teachers in acquiring new strategies for teaching reading.	Lees-McRae College staff conducted a Summer Institute 2005 featuring multiple presenters using reading as a backdrop for their presentations. Infused in the sessions were aspects of diversity and its effects on reading instruction.	The Institute served eleven teachers grades K-12. Teachers attending received credit toward license renewal. Participants gave positive feedback, including more confidence in meeting student needs in reading by making reading more meaningful to real life. A follow-up

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			<p>survey assessment of the participants, with 11 of 11 reporting revealed the following: (Scale: 5 – Excellent 4 – Good, 3 – Fair, 2 – Inadequate, 1 – Poor) Assessment Criteria: The materials and physical environment were appropriate for activities being conducted - 10 gave a rating of 5, 1 gave a rating of 2. ** The presenters were knowledgeable and well prepared 8 gave a rating of 5, 1 gave a rating of 4, 1 gave a rating of 3, and 1 gave a rating of 1. ** Information presented was meaningful and will be useful - 9 gave a rating of 5, and 2 gave a rating of 4. ** Presenters were engaging and interactive with conference participants - 9 gave a rating of 5, and 2 gave a rating of 4. ** Overall Assessment - 9 gave a rating of 5, and 2 gave a rating of 4.</p>

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Avery County Schools: Cranberry Middle and Freedom Trail Elementary	Lees-McRae students, faculty and staff worked with the public school to provide clothing for children in families with financial needs.	“Adopt an Avery Angel project.” In December 2005 the Lees-McRae College Student Government Association (SGA) worked with a school counselor at Freedom trail Elementary and Cranberry Middle School to “adopt” Avery County families in financial need. The families were identified by the schools and entered into a county-wide clearinghouse (Avery Project Christmas) in order to avoid duplication of services. SGA publicized this opportunity to the entire campus, and a total of 75 Lees-McRae students, employees, or groups ‘adopted’ an angel from the SGA Angel Tree which identified specified needs of families and individuals.	Six families, a total of 35 people, were served through “Adopt an Avery Angel” project. Sixteen of the people served were school aged children, who returned to school in January 2006 with hats, gloves, socks and boots.
Avery County Schools, Ashe County Schools, Mitchell County Schools, Watauga County Schools,	To identify, encourage and support low income, middle and secondary school students who are potential first generation college candidates.	“Lees-McRae College Talent Search Program” is in its 22nd year of serving students in public schools of Western North Carolina and their families. Students are primarily low income first generation potentials as	For 2005-2006 the LMC Talent Search Project either met or exceeded its goals of: 1. During the 2005-2006 school year, 650 students were served by the Talent Search Program. 2. 2/3 of the participating

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and Yancey County Schools – 18 schools within these systems.		college students. They are counseled and guided as they matriculate and helped in their college selection process. Additionally, free tutoring and financial aid assistance is offered. Approximately 20 field trips to cultural centers, including Washington, D.C., Charleston, S.C., as well as numerous college and university visits, were offered in 2005-2006. Three hundred students took advantage of these field trips at no cost.	students served will come from first generation low-income families. 3. 85% of participating middle school students will proceed to the next grade level. 4. 85% of high school students will proceed to the next grade level. 5. 75% of college ready participating students will register for college. 6. 75% of all participating students will have taken a technology-based workshop. 7. 85% of college ready participating students will apply for financial aid. 8. 40% of participating students that have dropped out of schools will enroll or re-enroll in an appropriate educational program. 9. 25% of the families of participating students will be contacted. 10. 100% of participating students will be provided supportive services that meet one or more of their assessed educational needs.

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

Faculty in the Division of Education at Lees-McRae College are expected to be involved in the LEA's they serve, and are assessed on this in their annual Professional Activities Report as well as in their recommendations for professional promotion at the College. The Division of Education has continued its leadership in three professional development schools. A faculty member hosts a Cub Club athletic program for home-schooled children. One instructor worked with four Burke County schools that were designated mid-year by the school system as "schools which need improvement." She met with the principals, visited the schools, observed classrooms, and gave feedback on best instructional practices observed and strategies that needed to be taught. The Division of Education encourages active involvement of LEA personnel in its Teacher Education Committee and subcommittees. The Teacher Education Committee and subcommittees meet on an as need basis to advise and inform the Teacher Education Program, and to identify public school needs. Approximately 30 participants from LEA's that the Lees-McRae College Teacher Education Program serves are actively involved in the Teacher Education Committee. Additional faculty involvement in service to the public schools include: Serving on various committees and in leadership positions (school board member, Teacher of the Year selection committee, Principal of the Year Selection Committee, Teaching Fellows applicant review, and as judges for science fairs); administering the SAT and ACT tests; proctoring for the EOG tests, providing professional development seminars for area teachers, and speaking at area high schools on topics related to college life.

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

As an extension of the Reflective Practitioner Framework, the Division of Education emphasizes its continuous interest and support of all beginning teachers, especially its graduates, as they enter their teaching careers. This support is put into practice through scheduled visitation(s) with beginning teachers and their principals, making available college resources and materials, providing staff consultation and development as requested, and routine e-mail discussions with graduates. Classroom observations for several first year teachers were scheduled with the teacher and the principal. Follow-up was provided. Lees-McRae College teacher education program graduates used their professors and mentors as resource persons who troubleshoot, advice, recommend advanced courses of study, and provide employment and career guidance within the public school setting. Strategies and support were given to the new teachers. Improvements in new teachers were noted by the principals in their performance and classroom observations. Collaboration and celebration dates were set for all the off campus cohorts. Monthly meetings were planned to share concerns, issues and successes. Professors were available for support, guidance, and feedback. New adjunct workshops were provided to ensure the continued level of support from all instructors on all campuses. The College website continues to include all teacher education program faculty and graduate contact information in order to facilitate communication with graduates for both Lees-McRae faculty, alumni of the teacher education program, and current pre-service teacher candidates. Every year, the Division of Education conducts an Exit Interview with all program completers to identify areas for future professional development, and provides recommendations and resources to meet these self-identified needs. The Division of Education offers PRAXIS II workshops and specialty seminars of interest to beginning teachers at no cost. The Division of Education also supports an alumni website to encourage collegial

support between new teachers. Mutually planned Summer Institutes and workshops were developed on topics such as reading and diversity. A classroom management workshop was offered as support for beginning teachers and teacher assistants.

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

Lees-McRae College is committed to assisting lateral-entry teachers in acquiring the necessary preparation to be recommended to the State of North Carolina for clear licensure. To achieve this goal, the Lees-McRae College's "Lateral Entry Policy" was presented and approved by the Teacher Education Committee in 2001, and revised in the spring of 2002. This policy, which adapts the teacher education program to respect the work that lateral entry teachers carry out each day in the public schools, has been disseminated to local area school districts, and is continually being reviewed and revised in light of changes in lateral entry policies at the local, state and national levels. During the 2005-06 academic year, the Division of Education served six lateral entry teachers. All education seminars, PRAXIS preparation seminars and workshops, faculty advising and mentoring services, and resources of the Division of Education are made available to lateral entry candidates without cost. The faculty visit local central offices and meet with public school personnel directors to explain how the Lees-McRae College Lateral Entry Policy can best facilitate their hiring needs. Faculty members also provided advising and lateral entry licensure information to lateral entry teachers not currently enrolled in the teacher education program. Lees-McRae College continues its Adult Lifelong Learning (A.L.L.) Program to include lateral entry teachers taking their up to 15 credit hours per year as non-degree seeking students, therefore allowing them to take advantage of reduced tuition rates as part-time students. A new 2 + 2 elementary education program at Mayland Community College in Spruce Pine, North Carolina, has allowed several candidates with a Bachelors or Masters degree to take required education courses.

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

In addition to the previously mentioned focus on teacher technology workshops, the Division of Education and College offer multicultural experiences for in-service credit through an International Studies Abroad Program. These programs focus on a dynamic multicultural agenda that integrate science, social studies, literature, and communication skills. In-service teachers are encouraged to apply their learning experiences from studies abroad in their home classroom environments. The college offers continuing education credits for career teachers at reduced tuition rates through its Adult Lifelong Learning Program. The Division of Education offers direct instruction, faculty expertise, campus and Curriculum Center materials and resources, and technology and internet resource (NC Live) accessibility to teachers on an as-needed basis and throughout their National Board Certification process. At the teachers' requests, lessons on writer's workshop, collaborative lesson planning, and process math instruction for end-of-grade test preparation are presented. All local area career teachers are formally invited to attend scheduled on-campus events pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, and teacher professionalism. The Division of Education has collaborated with the Burke County Public School System in conjunction with the WPCC cohort to open its thematic unit presentations to all Burke County Public School teachers providing inspiration and ideas in lesson design and

unit planning for career teachers. Teachers are provided continuing education credits for attendance at these Integrated Unit Fairs. Faculty members have served on the MAYread conference committees to help plan regional conferences on reading and literacy. The Division continues to collaborate with Avery County Schools (Crossnore Elementary) and other partners on a Twenty-first Century grant proposal. Several faculty members organized and planned for a Professional Development Summer Institute for teachers, June 2005, on reading instruction, with significant input from the Teacher Education Committee, public schools, and the Division. A second institute was a resounding success with over 20 teachers from several school systems attending. Additionally, a workshop on reading strategies and Appalachia Heritage were very successful.

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

The College offers faculty expertise and curriculum center resources to enhance instruction at area low-performing schools. Faculty members continue to collaborate with a local school district to implement services for at-risk Hmong and Hispanic pre-school children. Curriculum changes to provide a Bachelor or Arts in Elementary Education degree better equips graduates to work with ELL students, and is required of education students at the Banner Elk Program and encouraged at our three community college sites. Two new professional education courses continue to be developed -- one in classroom management and organization, and the other in the complexities of teaching to meet the needs of all children, to help graduates meet the needs of diverse learning styles often associated with the low-performing student, and skills desperately needed in low-performing schools. Annual assessments indicate these have been successful efforts and we are now getting requests from public schools on classroom management. While these areas are "spirally" integrated in the teacher education program, program assessment indicated that students desire direct instruction in these areas. Teacher Assistants were provided with a half-day workshop on classroom management and on diversity to ensure the quality of professionalism in the classroom. The Division also supports two specialty Charter Schools - The Crossnore Academy and Grandfather Academy - with observing and assisting education students and college graduates as full-time teachers. These schools educate abused and neglected children who have been placed in children's homes (affiliated with the schools).

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

The Division completed its preparation for and hosted a successful NCATE Focused visit which looked closely at Standard 2, the Assessment Standard. For this visit a new technology program, Taskstream, was implemented. Assistance to public schools continues to be a priority and is demonstrated through workshops, institutes, and consultation. Continued collaboration with the public schools continues through grant applications, the arts, tutoring services, special programs, classroom management and Appalachian cultural diversity.

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

The Division and Lees-McRae has focused on the following SBE priorities: high school performance, healthy students in safe, orderly and caring schools, and quality teachers, administrators and staff. Special emphasis was given to closing the achievement gap, character education, school violence prevention, classroom management, family and community involvement, and strengthening the teaching of reading. Specific examples include: 1. providing highly qualified teachers through elementary education programs at three locations. 2. Participation in MAYread, an interagency literacy program. 3. Providing a faculty who has direct responsibility for infusing diversity across all programs. 4. Adaptive Physical Education swimming is offered to special education students in the Avery County System. 5. Strengthening our conceptual framework to include dispositions that emphasize character development. 6. Providing alternative safe environments for children through after-school programs. 7. Candidates and faculty are involved in public school efforts to reach out to parents through Spring Fling, PTA Programs, Open Houses, MAYread, after school programs and tutoring. 8. A physical education faculty member continues to maintain the "Cub Club" for four year olds and older children and their parents. 9. The College President has an annual open house for all community members including parents. 10. Tutoring programs by candidates and LMC students using technology in reading and mathematics were provided in another professional development school to children striving to meeting standards at their school. 11. Professional Development workshops/institutes in reading, classroom management, and Appalachian cultural diversity. 12. Project "BREAK" a collaboration to support students who were dislocated due to Hurricane Katrina in the Charlotte-Mecklenburg Schools. 13. Participate in "Healthy Choice": a grant to help students make better nutritional choices in elementary and middle school. 14. Dance instruction and Appalachian heritage experiences offered to area public schools.

Supplemental Information (Optional)

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

The Division of Education provides PRAXIS II Workshops for all traditional and non-traditional students involved in the Teacher Education Program. These preparation opportunities are available during class time, evening hours, and on weekends to meet students' needs. The College has purchased and makes available the most recent PRAXIS I and II study guides (paper versions, including many specialty areas tests) for students to use in the Division's Curriculum Center. For students who failed to pass any part of PRAXIS I or II, remediation services were available free of charge in the Student Success and Internship Center in the form of 1:1 tutoring, practice tests, and skill-building workshops. Program coordinators at the off-campus locations schedule individual sessions with students when assistance is required. Designated tutors are also available for all off-site locations. All Professional and Materials/Methods Faculty and program coordinators of the Elementary Education program have taken the PRAXIS exams (within the past four years), and continue to do so with each revision of the tests. Faculty members incorporate their awareness of PRAXIS content into their direct instruction with pre-service teacher candidates. Students also create an INTASC Standards Portfolio, which supports (through reflection) their higher-level cognitive abilities in answering PRAXIS questions that

deal with meeting the needs of students through identified best practices. Program coordinators also instruct all part-time and adjunct faculty members in identifying learning outcomes in their coursework that directly correlate to the material covered in PRAXIS Series testing. Ultimately, a strong teacher education program is a student's best preparation for the PRAXIS Series, and the Division uses data gathered from both internal survey instruments and PRAXIS score reports to strengthen each component of the Teacher Education Program.

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

The Division of Education and Lees-McRae College actively promote opportunities to recruit students into professional education programs leading to licensure. Three off-campus locations, one approximately 100 miles from the main campus and the other two, 35 and 50 miles away, Lees-McRae College offers a Bachelor of Science or a Bachelor of Arts in Elementary Education to non-traditional Appalachian students who are time/place bound and could not otherwise gain their licensure. Faculty members from the on-campus program travel to the off-campus programs (which are comparable in scope and learning outcomes to the main campus Teacher Education Program) housed at three community colleges. Each off-campus program has a faculty member or members to serve as Program Coordinators. Coordinators act as liaisons between their off campus programs and the main campus, provide on-site academic and professional advising, and implement student development. During the 2005-06 academic year, the Division of Education and Physical Education hosted a College Open House and cookout for any student interested in teacher education. The off-campus program coordinators advertised several teacher education open houses, which they hosted in their local communities. They also worked with academic advisors at their respective community colleges and public school personnel directors to recruit potential teachers. Faculty members participated in the Burke County and Surry County Teacher Expos (Job Fairs). They also continued to work with the Office of Admissions in order to identify students with an interest in the teaching profession earlier, and develop a bond with them during their first semester freshman year.

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

Lees-McRae College makes on-going efforts to encourage minority students to pursue professional licensure. The majority of students enrolled in the Lees-McRae College Teacher Education Programs are diverse, non-traditional Appalachian students. The Admissions Committee and the Division of Education make concentrated efforts to interest minority students in teaching in several ways: personal meetings during orientation visits to the College campus; faculty, staff, and student recruiting visits to public schools which have predominately minority students; and the College-wide initiative, "Plan to Recruit a Diverse Population to Lees-McRae College", which has shown promise in increasing the existing number of minority students. The increase in the College's study abroad programs and international recruitment have heightened awareness of the College's programs and secured several non-US candidates for College enrollment. The College's mission statement sees the purpose as "extending its ministry of education to diverse populations." The Division of Education continues to attract diverse candidates through its new involvement in the International Outreach Program, where students at the College are provided the opportunity to teach first-hand about their native country and

culture to public school children. The professional course, EDU 361 Education of Culturally Diverse/Exceptional Populations included in-class speakers from diverse cultural and minority groups. The Division admitted African American, Hispanic and Hmong candidates into the programs. Arrangements for field placements were made in schools which have a large diverse student population.

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

During the 2005-06 academic year, the Division of Education acted on many facets of its strategic and continuous improvement plans. Program initiatives included: Project "BREAK" which was developed as a collaboration between Lees-McRae and Charlotte/Mecklenburg School System to assist students which were dislocated to this area due to Hurricane Katrina. Students took one day from their fall break to go to Charlotte and visit three schools, in which an influx of students had arrived due to the placement of evacuees in the Charlotte area. Materials and supplies were collected by the LMC students to give to the displaced students, such as; backpacks, toiletries, school supplies, gift cards from Wal-Mart and Target, t-shirts, and of course books. Treat/goody bags were made to distribute to the staff at these schools to show support and care. Books were donated to the school's media center or curriculum lab. Over 100 backpacks were collected and "stuffed" with the supplies. Over 400 treat bags were given out that day to the staff at the three schools. The continuing development and implementation of an International Outreach Program was established to provide cultural awareness opportunities for public school children. The Division of Education also worked to strengthen its existing teacher education program through several initiatives. During 2005- 2006, the division employed two additional full-time faculty members, one with a terminal degree. Both have experience in literacy and methods instruction. Both have NC Licensures and have successfully completed Praxis II. The division has moved to using more online portfolios, assignments, and assessments. Lees-McRae College is now home to an expansion chapter of the New Opportunity School for Women. This organization seeks to, "improve the educational, financial, and personal circumstances of low income women," in the Appalachian region. Any woman who has a GED or high school diploma, who is of low income, and who lives in or hails from the Southern Appalachian region is eligible to attend the New Opportunity School for Women. Most participants are between the ages of 30 and 55 and are motivated and eager to learn.

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	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	139
	Other	0	Other	0
	Total	20	Total	141
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	1
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	2	6
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	6
Comment or Explanation		

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	*
MEAN ACT-Math	*
MEAN ACT-English	*
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	3.78
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).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	79	66	1	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	79	66	1	0
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	58	97
Institution Summary	58	97
* 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	78	1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		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	62	95	79
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

LEA	Number of Teachers
Surry County Schools	74
Burke County Schools	35
Avery County Schools	23
Stokes County Schools	23
Wilkes County Schools	20
Yadkin County Schools	16
Mount Airy City Schools	11
Charlotte-Mecklenburg Schools	7
Elkin City Schools	7
Wake County Schools	7

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.	3.44	3.49	3.48
preparation to effectively manage the classroom.	3.28	3.54	3.19
preparation to use technology to enhance learning.	3.28	3.51	3.44
preparation to address the needs of diverse learners.	3.50	3.31	3.28
preparation to deliver curriculum content through a variety of instructional approaches.	3.63	3.37	3.31
Number of Surveys Received	32	35	32
Number of Surveys Mailed	49	49	49

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
9	3	25