

IHE Bachelor Performance Report

Lenoir-Rhyne College

2005 - 2006

Overview of the Institution

A small coeducational private college that sits in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College first opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the college affiliates with the N.C. Synod of the Evangelical Lutheran Church in America. Currently, the college enrolls over 1500 students and offers more than forty fields of study leading to a bachelor's degree and four fields of study leading to a master's degree. An Evening College option provides classes to serve working professionals, including those majoring in Birth-Kindergarten, Elementary Education, English-As-A-Second-Language (ESL), and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the college provides graduate and continuing education opportunities in marketable areas of study including the health sciences, technology, business, and education. Graduate programs in business, counseling, occupational therapy and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The college provides options for internships, community service projects, and mentoring relationships, through partnering outstanding alumni with students to further engage their learning efforts. Lenoir-Rhyne College promotes a living college mission through administration, faculty, and staff who commit themselves to the personal development and guidance of all students as whole persons. The college provides paths to initial licensure in 17 areas and paths to advanced licensure in two areas (School Counseling and Birth-Kindergarten Education). For well over a century, the college has held the preparation of public school professionals as an integral part of its service to the community.

Special Characteristics

Public school preparation programs at Lenoir-Rhyne College embody the college-wide mission of holistic development in "Mind, Body, and Spirit". This mission is also found in the conceptual framework of the Reflective Practitioner for the teacher/counselor preparation program. Teacher and counseling candidates in any of the 17 initial or two advanced teacher licensure areas, who complete a program at Lenoir-Rhyne are expected to know their content, know how to teach/counsel, be successful with diverse populations, be leaders, be reflective about their

practice for effective change, and be respectful and caring. School counselors who complete a program at Lenoir-Rhyne are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue throughout each candidate's preparatory program culminating in a full year clinical placement during the senior year that includes 15 weeks of student teaching. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings that allow them to apply and refine their teaching/counseling expertise and leadership skills.

Program Areas and Levels Offered

Lenoir-Rhyne College offers bachelor's degree programs leading to initial licensure (Standard Professional I) in Birth-Kindergarten, Elementary Education, Middle Grades Education, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Licensure in Biology, Business Education, English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Reading, Art, ESL, Music, Physical Education, and Spanish. Students may also minor one of the following areas: Birth-Kindergarten Education, ESL, and/or Reading Education. Advanced licensure degree programs are offered in Birth-Kindergarten Education and School Counseling.

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.).

Lenoir-Rhyne College has partnering agreements with 16 NC school districts, supported by 7 full-time faculty members in the School of Education and 94 other full-time faculty members in the college at large. The majority of collaboration occurs between the college and the LEAs that are geographically closest to the campus. The Hickory Public Schools (HPS), the western North Carolina School for the Deaf (NCSD), the Newton-Conover City Schools (NCCS), and the Catawba County Schools (CCS) are four of the most frequently engaged partnering districts. During 2005-2006, new partnering relationships were created and others continued. Due to tremendous growth in the Elementary Education program, significant expansion of L-R's partnering relationship with the Hickory Public Schools was desired, and a broader elementary district partnership between the five public elementary schools in the district and the Elementary Education program at Lenoir-Rhyne College was established. Middle and secondary schools in partnering districts were also the focus for addition collaborative activities in 2005-2006. As a result of the previous year's planning sessions with Arndt Middle School (CCS) and the new literacy practicum requirement for teacher candidates in middle and secondary licensure programs, teacher candidates studying adolescent literacy tutored and attended class periodically on the middle school campus as part of their content literacy class. Planning sessions with the new Newton-Conover High School of Health Sciences (part of the New Schools Project) led to

the creation of collaborative activities joining the School of Education and the School of Health Sciences with this unique public high school. Partnership activities with the Catawba County school district included the placement of middle school teacher interns as part of a new middle school curriculum and philosophy class, with guest lecturer appearances at the college by middle grades administrators and teachers. Another highly valued collaborative event with area school administrators were formal interviews of student teachers, in which principals provided feedback and assisted in matching students with teachers for practicum placements. Expanded activities with the Burke County and Newton-Conover Schools included placements for school counseling interns (BCS), and participation by a collaborative team of NCCS administrators, K-8 teachers, and college faculty in the Smithsonian Institute/National Academies of Science sponsored LASER Institute in Washington, D.C. Also in collaboration with NCCS, an L-R faculty member serves on the district's new GEAR UP Advisory Board. Partnership continues with the western North Carolina School for the Deaf (NCSD), facilitated by D/HH faculty members and adjunct faculty who spend significant time teaching and supervising at both sites. Another exciting collaborative project was designed and funded during 2005-2006 and will begin in 2006-2007. "The Little Read", an outgrowth of an adult community reading initiative called "The Big Read", was designed by faculty from the School of Education, the School of Communication and Literature, community and school partners. This project will bring noted children's authors over a three-year period to area public school districts (HPS, CCS, NCCS), and it will also provide curriculum materials and resources to support literacy development throughout the community for teachers, schools, and families. Other activities during 2005-2006 include planning and ongoing evaluation meetings that connect School of Education faculty with site coordinators of tutoring and other school-based programs (SweetHEARTS, Project Heart, Project Gift, and Centro Latino, various programs at NCSD), located within a number of our partner school districts (HPS, CCS, and Newton-Conover City Schools, and the western NCSD). Moreover, teacher candidates in elementary education and reading licensure programs were paired with children at St. Stephens Elementary (CCS) for extended tutorial time, L-R physical education teacher interns facilitated adaptive P.E. classes at Viewmont Elementary (HPS) with autistic children (HPS) and the Conover School (NCCS) with special needs students. Faculty members proctored EOG tests as volunteers in Catawba County Schools. L-R faculty, teacher and counselor candidates learn and serve public school students in a variety of areas (Examples for faculty are also located in Section B). In 2005-2006, participation continued in the Frank Porter Graham's Crosswalks project, a research project that recently provided diversity in-service to collaborative groups of child developmental agency professionals and college faculty, as well as continued professional development in emergent literacy. Also continuing in 2005-2006 was the RIPPELL project, a DOE grant funded program designed to better prepare educators to serve diverse populations of students for whom English is a second or other language. This project links L-R with 8 public school partner districts and is guided by an L-R faculty directors and a newly expanded advisory committee made up of representatives from current partnering LEAs (Hickory, Catawba, Caldwell, Burke, Alexander, Lincoln, Iredell-Statesville, and Newton-Conover). During the 2005-2006 year, the RIPPELL grant, which is able to provide tuition vouchers and stipend incentives, enabled many pre-service and in-service educators to broaden their knowledge of ELL strategies.

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
Hickory Public Schools	<p>Priority 1. To strengthen the preparation and promote the retention of quality teachers -</p> <p>Priority 2: To support high student performance and reduce dropout rates by providing training and professional growth opportunities</p>	<p>Priority 1- Activity 1: Creation of a partnering relationship that places cohorts of student teachers and junior level teacher candidates into all elementary schools in the Hickory Public schools. - Priority 2-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)</p>	<p>Priority 1 Summary: College faculty and Dean met with LEA Supt., Asst. Supt. & all Elementary principals in the district. A formal Memorandum of Understanding between the L-R Elementary Education program and the 5 HPS Elementary Schools was established to facilitate the effective placement of interns and student teachers. Twenty-four (24) student teachers for the 2006-2007 school year were interviewed and collaboratively placed in HPS Elementary Schools. - Priority 2 Summary: Five (5) HPS teachers completed licensure in ESL through the RIPPELL project in 2005-06; Fifteen (15) teachers completed a course "Practicum in ELL SIOP", Ten (10) teachers completed the 3 credit hour introductory phase (WELL); One (1) teacher completed the local endorsement program of 9 credit hours and has applied to complete the ESL licensure program; A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. Dropout</p>

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
			rates for LEP students in HPS decreased 4% in 04-05; During the last reported year, AYP goals for HPS LEP students in reading (grades 3-8) were not met; in math (grades 3-8) were met with CI; performance in reading and math for grade 10 were not reported due to the size of the subgroup.
Newton-Conover Public Schools	Priority 1. To strengthen the preparation and promote the retention of quality teachers. - Priority 2: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1- Activity 1: Creation of a partnering relationship that advances opportunities for both pre-service teachers, teachers, and students at Newton Conover School of Health Sciences. - Priority 2-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives). - Priority 2-Activity 2: Collaborative participation in a week long strategic planning workshop at Smithsonian Institute/National Academies of Science sponsored LASER Institute in Washington, D.C.	Priority 1 Summary: Two (2) Secondary Education faculty, five (5) School of Health Sciences faculty, and the Newton School director met several times for planning sessions. Two (2) School of Education faculty visited the school site with students; Newton School students visited the L-R School of Health Sciences and participated in a career forum; plans were made for student teachers in the '06-'07 cohort to spend 5 weeks of their fall internship at the school; plans were made for Newton School students to serve as interns within the School of Health Sciences (nursing, OT, Health and Wellness, athletic training). - Summary: Priority 2-

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
			<p>Activity 1: One (1) NCCS teacher completed licensure in ESL through the RIPPELL project in 2005-06; A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. Dropout rates for LEP students in NCCS increased 4% in '04-'05; During the last reported year, AYP goals for NCCS LEP students in reading (grades 3-8) and math (grades 3-8) were met; performance in reading and math in grade 10 were not reported due to the size of the subgroup. - Summary Priority 2-</p> <p>Activity 2: A team of NCCS administrators, teachers, and L-R college faculty authored a strategic plan for the implementation of inquiry-based science instruction.</p>
Catawba County Schools	Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)	Priority 1 Summary: Seven (7) CCS teachers completed licensure in ESL through the RIPPELL project in 2005-06; A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. Dropout rates for LEP students in CCS decreased 10% in '04-'05; During

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			the last reported year, AYP goals for CCS LEP students in reading (grades 3-8) were not met; in math (grades 3-8) were met; performance in reading and math for grade 10 were not reported due to the size of the subgroup.
Caldwell County Schools	Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)	Priority 1 Summary: Eighteen (18) teachers representing elementary, middle, and high schools completed a course, "Practicum in ELL literacy" in May 2006. A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. During the last reported year, AYP goals for Caldwell Co. Schools LEP students in reading (grades 3-8) and in math (grades 3-8) were met; performance in reading and math for grade 10 were not reported due to the size of the subgroup.
Burke County Schools	Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)	Priority 1 Summary: Four (4) BCS teachers completed licensure in ESL through the RIPPELL project in 2005-06; Twenty-three (23) elementary and middle school teachers completed a class

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
			<p>“Introduction to Approaches and Methods in TESL”. Of those, ten (10) are continuing coursework toward local endorsement (9 credit hours). A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. During the last reported year, AYP goals for BCS LEP students in reading (grades 3-8) were not met and in math (grades 3-8) were met; performance in reading and math for grade 10 were not reported due to the size of the subgroup.</p>
Iredell-Statesville Schools	<p>Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities</p>	<p>Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)</p>	<p>Priority 1 Summary: One (1) ISS teacher completed licensure in ESL through the RIPPELL project in 2005-06, and several lateral entry teachers are taking courses;. During the last reported year, AYP goals for ISS LEP students were not met in both reading (grades 3-8) and in math (grades 3-8); performance in reading and math for grade 10 were not reported due to the size of the subgroup.</p>

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
Lincoln County Schools	Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)	Priority 1 Summary: (1) One LCS teacher completed licensure in ESL through the RIPPELL project in 2005-06; A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. During the last reported year, AYP goals for LCS LEP students were met in both reading (grades 3-8) and in math (grades 3-8); performance in reading and math for grade 10 were not reported due to the size of the subgroup.
Alexander County Schools	Priority 1: To support high student performance and reduce dropout rates by providing training and professional growth opportunities	Priority 1-Activity 1: Continued participation in Project RIPPELL (includes offerings of coursework, workshops to support ELL learners tuition free with stipend incentives)	Priority 1 Summary: Four (4) ACS teachers completed ESL licensure through the RIPPELL project in 2005-06; A team of high school staff are registered to attend an ELL SIOP institute in Summer 2006. Dropout rates for LEP students in ACS increased 1% in '04-'05; During the last reported year, AYP goals for ACS LEP students were met in both reading (grades 3-8) and in math (grades 3-8); performance in reading and math for grade 10 were not reported due to the size of the subgroup.

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

While activities occur across the region, L-R participates in targeted extensive collaboration with four LEAs: Hickory Public Schools (HPS), the Newton-Conover Public Schools (NCCS), the western North Carolina School for the Deaf (NCSD), and the Catawba County Schools (CCS). During 2005-2006, L-R faculty provided support and instructional services to area schools, including the following: all schools in HPS, CCS (especially Jacobs Fork, Sweetwater, Balls Creek, Startown, Clyde Campbell, St. Stephens, Claremont, Lyle Creek, Blackburn, and Oxford Elem.; Arndt Middle; Catawba Intermediate; St. Stephens, Bandys, and Fred T. Foard Highs); NCSD, and NCCS (Conover School; the Newton-Conover School of Health Sciences; N-C Middle; Shuford Elem.); Burke County Schools (Hibriten, East Burke, and Freedom High; Hildebran Elem.); Cabarrus County (Pitt School Elem.). Caldwell County Schools (Granite Falls Elementary, South Caldwell High), Alexander County Schools (East Alexander Middle), and Wilkes County (Wilkes Central High). School of Education (SOE) faculty acted as consultants (SACS), ILT mentors, test preparation facilitators, grant collaborators, workshop leaders (technology, diversity), resource experts (literacy), and guest speakers (counseling). Arts and Sciences faculty offered services and college facilities to area LEAS. The A Cappella Choir held its annual Choral Festival with 90 singers representing 7 public high schools participating. Music facilities also were provided gratis for the NC Western District Jazz Honors Band. During the summer of 2005, "Teacher's Academy" convened on campus connecting the college with many area teachers. School of Literature faculty provided poetry workshops and readings to local students, and School of Business faculty consulted with high school FBLA advisors. SOE faculty mentored ILTs through NCTEACH program and traditional licensure programs. In addition to those listed in section A, faculty held leadership positions with state and local advisory boards for non-profits like the Catawba County Council on Adolescents; LEA projects like GEAR UP, the New Schools Project, the NCSD's Human Rights Committee, and Beginnings. Faculty volunteered weekly in school libraries and tutoring projects, oversaw SNCAE's book donations to area K-6 schools, and provided new and ESL teacher resources. Reaching out to families through agencies, L-R students and faculty set up a face painting booth for children at Hickory Latino Centre's holiday celebration. Furthermore, faculty adjudicated contests (poetry, science), and partnered in professional development activities (literature circles at Blackburn, technology at Claremont). The School of Fine Arts hosted singers from area schools (3rd-12th grades) to participate in the L-R Youth Chorus. Faculty were guest conductors in multiple venues (Northview and Grandview Middle; Hickory, St. Stephens, Fred T. Foard, Freedom, South Caldwell, and Bandys High). The School of Modern and Classical Languages hosted the 31th Annual Language Festival where L-R faculty served as judges to school-aged students participating in cultural bees, testing, skits, recitation, singing, and oratory. This year more than 400 students from area schools attended the Festival.

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

Relationships with beginning teachers are a priority, with faculty supporting program completers in multiple programs across the P-12 grade range through e-mail, phone and on-site visits. Also faculty provided beginning teachers materials to assist them in setting up their classrooms (posters, software, books, consumables). During 2005-2006, beginning teachers were encouraged

to continue their professional development through written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). Many of our public school partners, who serve on our Teacher Education Council, are assigned as mentors or lead teachers to support beginning teachers, and L-R's NCTEACH program utilizes many retired master teachers to coach and mentor new teachers. During 2005-2006, School of Education faculty assisted in new teacher orientation for the Hickory Public Schools, as well as mentor training. Also beginning teachers who are recent alumni were invited to campus to participate in a panel discussion with student teachers about their first-year experiences. Teacher and counselor candidates continue to have access to the campus curriculum lab and the library for one year after their program completion. While these specific efforts were focused on beginning teachers, the activities listed under sections A and B of this report also were provided to beginning teachers in the LEAs involved.

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

Lenoir-Rhyne prepares lateral entry personnel through both a traditional post-baccalaureate "licensure-only" programs, and as a host site for NCTeach. In the 03-04 year, lateral entry or initial "licensure-only" programs of study were issued to 36 individuals. Twenty-three of those individuals followed through to enrollment. The number of plans of study issued in 04-05 increased to more than 50 and many have enrolled. All 17 of our licensure areas are available through licensure-only, and middle grades and secondary programs in core academic areas and second languages are available through NCTeach. Efforts are made for greater flexibility in designing programs of study for lateral entry teachers through intense analysis of transcripts and the opportunity for the candidate to provide alternative means of competence. Three traditional licensure programs (Elementary Ed, ESL, B-K) are available for candidates who must attend in the evenings, with content area courses rotating periodically in the evening times as part of the L-R Evening College program. These offerings are helpful for lateral entry teachers who may need to earn content area credits. It should be noted that many faculty both inside and outside the School of Education serve the lateral entry population. During 2005-2006, college faculty specializing in the middle grades and secondary content areas (and specifically in the content areas of mathematics, history, English, Spanish, art, and physical education) worked on a directed study basis with lateral entry teachers who are not available to attend day time classes. In Spanish, modern language faculty offered content testing to allow lateral entry teachers to demonstrate competence in the foreign language as a part of licensure. Whenever possible, classes were scheduled to meet the needs of practicing teachers. For example, with the knowledge of the NCLB summer deadline for many teachers on provisional licenses to complete vital coursework, the college made a concerted effort to schedule May and June summer session courses at convenient times and to contact school district ILT coordinators to encourage enrollment. L-R has continued to offer professional education courses during the summer for lateral entry teachers such as courses in teaching exceptional children, content area literacy, educational technology, and methods for secondary teachers. The on-site NCTEACH program has enrolled more than 100 students in the program over the past 4 years. L-R continues to provide the NCTEACH program, and in 2005-2006, will again welcome over 20 new lateral entry teachers from western North Carolina into the rigorous alternative licensure program. In addition to all the activities already listed as collaborative or service, (Sections A and B) faculty also supported lateral entry teachers by providing PRAXIS I and II study materials and PRAXIS

I workshops and individual support. Also, the Director of Teacher Education consulted with many lateral entry teachers about course offerings at other colleges, study resources, and transcript reviews. She provided syllabi and course descriptions to the RALC as needed.

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

Every career teacher or counselor who works with L-R candidates as cooperating teachers during the candidate's full time teaching practicum or counseling internships receive a small remuneration as well as one tuition-free course for each candidate with whom they work. Also, L-R offered, as in previous years, continuing education opportunities for career teachers through special programs such as participation in the L-R Concert band, ESL training, and service as NCTEACH Master Teachers and as instructors in the Kids in College summer program for upper elementary AIG students from area schools. During 05-06, ESL workshops were provided for career teachers who wished to receive additional preparation in assisting ELL learners. The workshops were provided on the school sites whenever possible to encourage career teacher participation. Resources for this workshop were provided through a federal DOE grant, RIPPELL. Additionally, college faculty provided support for experienced teachers by nurturing on-going mentoring relationships with career teachers. Career teachers are invited to serve on the Teacher Education Council and to participate in student teacher interviews. L-R also regularly employs retired career master teachers to teach both pre-service and in-service candidates. During 2005-2006, career teachers were encouraged to continue their professional development through college faculty assistance with reviewing National Boards materials, support by providing written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). Providing assistance to career teachers by supplying tutors for their P-12 students is viewed by the college as a significant service. College students, both prospective teachers and others, as well as college faculty serve as tutors in the schools (HOSTS, SweetHEARTS) or in community tutoring programs (Project Gift, Project HEART) that serve public school children, as part of their college service. Feedback from career teachers is valued and those that serve as cooperating teachers were asked to provide letters of recommendation to support student teaching award nominations. All school personnel have access to our library, including the curriculum lab through interlibrary loan. Additionally, a satellite curriculum lab located in a resource center of an LEA continues to provide access to state-adopted materials that had not been locally adopted. This satellite resource lab has increased the resources available to career teachers and students. Since its creation, the satellite curriculum lab has served not only career teachers but lateral entry and pre-service teachers as well.

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

No schools have been identified as low performing in our area. However, some schools in L-R partnering districts did not meet the 2004-2005 AYP goals as identified by the NCLB legislation. In 2005-2006, L-R education students spent significant time in field placements working with "at-risk" students, including those with racial, socioeconomic, and language differences as well as those simply performing below grade level. Lenoir-Rhyne targets schools within the partner

LEAs that have a higher percentage of racial diversity among students as well as a higher percentage of students receiving free and reduced lunches. The one-on-one time our candidates spend with the children, under the guidance of the classroom teacher, tutorial director, and/or college supervisor, increases the chances for success for these P-12 students. For example, during the 2005-2006 academic year, L-R candidates, enrolled in Foundations of Reading course, worked with elementary students identified with deficits in reading fluency and comprehension. Prospective middle, secondary, and teachers of special K-12 subjects enrolled in a Content Literacy course served middle school students at their school site, providing strategies to increase comprehension and enhance study skills. The focus on assisting both pre-service and in-service teachers of English language learners through the resources and instruction of the RIPPELL program has continued during 2005-2006. During the past year, the program has provided workshops on site with P-12 teachers in Caldwell, Hickory, and Burke counties, and has provided an accelerated summer program for teachers with an accompanying laboratory for ELL students. During 2005-2006, the ESL program helped prepare sixteen (16) teachers to become licensed ESL teachers. There have been forty-eight (48) licensure completers since the grant began four years ago, and an additional eleven (11) candidates have either been accepted into licensure or have started the application process. Lastly, an L-R student organization, Alpha Lambda Delta, teamed up with the local United Way to provide support for P-12 students in priority schools by collecting school supplies through an organized collection drive across campus.

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

While Lenoir-Rhyne College supports all five of the State Board of Education priorities, two have received particular support during the 2005-2006 year of record. Recruiting and retaining quality teachers, administrators, and staff (SBE Priority #2) is a priority of obvious importance, and with the recognition of the continued areas of high need, this particular topic is of immediate concern to the college and its teacher and counselor preparation programs. In support of this area, L-R continues as a host site for NCTEACH, a quality alternative licensure program that targets skilled professionals to transition to teaching, many times in areas that have continued to have vacancies like science, mathematics, and second languages. Moreover, the college, recognizing the increasing cultural and linguistic diversity in our schools and the need for teachers to be well equipped to meet the needs of English Language Learners (ELL), has provided DOE grant supported ESL instruction to many P-12 teachers across the region. Through Project RIPPELL, pre-service and in-service teachers, as well as teacher assistants, have earned continuing education credits and local endorsement certificates. Also growing numbers of career teachers have added ESL as a licensure area to their professional educator's license. During 2005-2006, a major for pre-service teachers in ESL has attracted increasing numbers of prospective educators, and coursework in ELL has been added as a requirement to the middle grades preparation program. Another SBE priority area that also received particular attention during 2005-2006 is the emphasis on strong family, community, and business support (SBE Priority #5). Preparation for candidates in the area of family-school-community relationships is threaded throughout the licensure programs, and is additionally emphasized through required courses that target working with diverse students and their families. Providing support for public school children and teachers through partnering activities with business and community agencies is vital. During 2005-2006, college faculty worked closely with community

and business members to implement a community literacy project (“The Big Read”) and to plan another one specifically designed to encourage literacy among children and families (“The Little Read”). Both projects involve hosting notable award-winning authors, providing resources for learning, and engaging readers across the community in a common experience.

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

Within the year of record (2005-2006), several areas received special emphasis. The continued expansion of the ESL program, with the strong support and direction of Project RIPPELL, has now completed its fourth year. During 2005-2006, the program continued offering a local endorsement certificate (LEC) as a recruitment and retention tool and continued alternative delivery models such as designing and delivering instruction at partner schools sites, whenever the school community committed to participate with 75% or more of the faculty and staff. The RIPPELL program also provided outreach and instruction to IHE faculty by inviting their attendance at a SIOP workshop for teachers of older adolescents and young adults. The project also collects and analyzes test scores to assess the training of ESL teachers from initial partner LEAs, comparing that data with baselines from the second year of the grant, as well as collecting data to establish baseline data for new partners as they begin. A second emphasis during 2005-2006 was on expansion of a district-wide partnership between the five Hickory Public Elementary Schools and the Elementary Education program. Planning sessions with central office administration, school principals, and college program administrators during 2005-2006 have resulted in a detailed Memorandum of Understanding that outlines the commitment of the partners to providing mutually beneficial settings and instruction to serve public school children and to best prepare pre-service elementary teachers as early as possible in realistic field-based settings. A third emphasis for 2005-2006 was on providing literacy outreach through participation in the community-wide program, “The Big Read”, and through securing funds and planning for an equivalent program for elementary school children over the next three years called “The Little Read”. Throughout the 2005-2006 year, students, parents, and teachers participated as community members in a countywide reading initiative, resulting in a common reading of a selected text (“The Things They Carried”), small book discussions across the community, a visit from the author (Tim O’Brien), and a campus hosting of a replica of the Vietnam Veterans Memorial (an exhibit called “The Wall That Heals”). Area school groups visited the exhibit and attended the author’s reading and discussion. Building from the success of this program, over the next three years a similar opportunity will be provided as part of “The Little Read”, a program with the goal of providing quality literature for classroom use and to involve in meaningful ways parents and other community members in the educational process, while enhancing the “hands-on” experience of prospective teachers at the college. Plans are in place to host a residential visit by a noted children’s author, provide classroom resources, and organize special reading and cultural programs in conjunction with each author’s appearance.

Supplemental Information (Optional)

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

During 2005-2006, L-R faculty hosted free PRAXIS I Saturday workshops on campus for prospective teachers. Materials for self-study as well as modeling and practice tests were provided. In addition, individual faculty tutored students needing more intensive support over time in mathematics, reading, and writing. Learning Plus continues to be available free to candidates to participate in self-assessments and tutorials in preparation for PRAXIS I. The conceptual foundations mathematics course required of all elementary and middle grades students is in its 8th year, and an additional foundational mathematics course has been added to the requirements for the preparation of elementary teachers. The college hosts a Writing Center on campus as well as the opportunity for students to request student tutors in various content areas. To better prepare teacher candidates for PRAXIS II, the college continues to offer a physical science course for K-6 licensure students that more closely aligns with the K-6 science curricula. Additionally, our student education organization, SNCAE, has sponsored weekend. Also faculty continue to use ETS study guides, case studies and reflective writing in courses to support candidates' thinking through application of course content to real situations such as those found on PRAXIS II. Test-At-A-Glance (TAAG) booklets as well as PRAXIS workbooks are available through the Internet and may be checked out through the School of Education. These same supports are offered to licensure only, lateral entry and NCTEACH candidates enrolled in L-R's program.

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

To encourage enrollment during 2005-06, unit faculty participated in freshman previews and recruitment fairs, known as "Southern Fried Fridays", and "JumpStart". Graduate faculty also participated in Open Houses targeting prospective graduate students. Faculty members regularly attended open house lunches that targeted prospective Deaf and Hard of Hearing students and high school juniors that are interested in education at a career. Faculty were provided lists by the Admissions office to personally call and email high school seniors who have shown an interest in the college and the Teacher Education or Counselor Education programs. Prospective students visited classes, and notices of scholarships, grants, and awards are posted and emailed to students and their advisors. Annually a local chapter of an international professional educational organization (Delta Kappa Gamma) sponsors a scholarship that is awarded to a prospective teacher. Once enrolled in the college, School of Education faculty serve as advisors to students expressing an interest in teaching and volunteer to advise undeclared majors in efforts to plant seeds for the teaching profession. During 2005-2006, professional education faculty volunteered to teach sections of LRC 101, the college orientation course. Annual "interest" meetings are held in the fall for both day and evening students interested in pursuing licensure, and often undeclared students attend introductory education classes, which frequently results in attracting students to the major. While in the introductory courses, L-R students are required to observe teachers at multiple levels of instruction to help them select a level that is the best fit or to introduce them to a grade range that perhaps they had not considered. To recruit career changers

and adult learners into teaching, the NCTEACH program is advertised in the local newspaper, through the college webpage and links on school district pages. The NCTEACH Coordinator hosts informational sessions, informing adult applicants and facilitating the admission process for prospective participants into the NCTEACH Program. During 2005-2006, the Director of Teacher Education met with the Coordinator of the Homegrown Teaching Scholars program, sponsored by the local community college and Higher Education Center in Hickory, NC. As a result, several "Homegrown Teachers" came for advising in anticipation of transition into L-R licensure programs. Also, two honorary societies: one for educators (Kappa Delta Pi) and one for counselors (Chi Sigma Iota) hosts a variety of workshops, interest sessions, and professional development activities. During 2005-2006 for example, school counselors were encouraged to attend workshops on ADD/ADHD medications, attachment disorders, and play therapy. A third organization for student educators, SNCAE (North Carolina Association of Educators Student Program) hosts meetings, provides benefits information, and shares information through public bulletin boards in the main classroom building on campus. During 2005-2006, representatives from PENC and NCAE were invited to speak and share information on the benefits of professional organization membership.

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

The recruitment of minority students is important to the college and is reflected in the establishment of a Director of Multicultural Programs, who chairs a President's Taskforce on the topic. The licensure programs are represented by faculty who serve as part of this group, now in its second year. The goal of this group is to identify ways to better recruit diverse students, staff, and faculty to Lenoir-Rhyne College. Additionally, recruiting minorities into education programs continues to be positively impacted by the program's visible focus on diversity, and by experiences L-R students have while in their professional education classes. Lenoir-Rhyne College, the School of Education, and the Teacher Education Council are committed to honoring diversity and have actively sought opportunities to support the professional development of minority students and future teachers. During 2005-2006, personal invitations were issued to minority candidates to attend free PRAXIS I workshops, and the Elementary Education program coordinator contacted Black Student Alliance representatives and the advisor for the group, seeking ways to better recruit minority candidates into education-related programs. Visible signs of diversity within the SOE allow all L-R students to see positive role-models within the classroom settings at L-R. For example, prospective teachers may encounter faculty of both genders, African-American faculty members, and faculty with hearing impairments during their paths to teaching or counseling licensure. Diversity and multiculturalism are topics that are threaded throughout the licensure program courses. Teacher candidates must complete a wide variety of field placements in diverse settings as part of their course of study. These candidates observe, tutor, mentor, assist, and teach in schools where there are large populations of ethnically, linguistically, as well as socio-economically, diverse children. An extensive "Funds of Knowledge" project is a hallmark of a family-school-community relationships class, and is required of all teacher candidates. Embracing diversity (in the largest sense) is viewed as integral and is actively modeled. Exposing minority youth to college opportunities continues through the CIMAS program continued with the goal of helping increase the number of racially diverse

students who pursue science and math related degrees, as well as teaching degrees within these high need areas.

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

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	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	56
	Other	0	Other	0
	Total	13	Total	57
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	7
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	70
	Other	0	Other	2
	Total	20	Total	77

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)	4	4
Elementary (K-6)	18	6
Middle Grades (6-9)	22	11
Secondary (9-12)	19	12
Special Subject Areas (k-12)	34	21
Exceptional Children (K-12)	2	1
Vocational Education (7-12)	1	1
Special Service Personnel (K-12)		
Other		
Total	100	56
Comments 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	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.28
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	2	2
Elementary (K-6)	9	7	2	2
Middle Grades (6-9)	2	2	12	11
Secondary (9-12)	4	3	3	2
Special Subject Areas (K-12)	7	5	8	7
Exceptional Children (K-12)	6	6	0	0
Vocational Education (7-12)	0	0	1	1
Special Service Personnel	1	1	0	0
Total	29	24	28	25
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	14	93
Institution Summary	14	93
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	12	10	2	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	0	1	0	0	1
U Licensure Only	9	3	6	7	1	2
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	30	93	73
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
Catawba County Schools	288
Burke County Schools	147
Caldwell County Schools	116
Alexander County Schools	88
Hickory City Schools	77
Iredell-Statesville Schools	75
Gaston County Schools	68
Lincoln County Schools	66
Newton Conover City Schools	38
Forsyth County Schools	38

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.	3.25	3.69	3.38
preparation to effectively manage the classroom.	3.13	3.44	3.06
preparation to use technology to enhance learning.	3.44	3.06	3.44
preparation to address the needs of diverse learners.	3.44	3.06	2.94
preparation to deliver curriculum content through a variety of instructional approaches.	3.44	3.31	3.13
Number of Surveys Received	16	16	16
Number of Surveys Mailed	23	23	23

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	4	18