

# IHE Bachelor Performance Report

## Montreat College

2005 - 2006

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### Overview of the Institution

Montreat College is a small, liberal arts college affiliated with the Presbyterian Church and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. Montreat has a total enrollment of approximately 425 in the traditional campus program and about 527 in the off-campus program, the School of Professional and Adult Studies. All education programs are campus-based. In 1916, Montreat Normal School opened as a four-year preparatory and two-year college combination that sought to provide a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year degree program in 1945. The college was restructured in 1959 as a coeducational junior college, and was called Montreat-Anderson College. In 1985, the decision was made to have the college again become a baccalaureate institution, and returned to the original name of Montreat College in 1995. The main campus of Montreat College is located in the town of Montreat at the end of a cul-de-sac (locally known as a "holler") in the Blue Ridge Mountains of Western North Carolina. This rural setting is located about fifteen miles east of Asheville, NC, and just north of Interstate 40. The surrounding counties have a minority population of about eight percent, and the ratio of minorities in Asheville is about forty percent. The Education Department is located on Montreat's Black Mountain campus in a renovated, large Manor House which contains classrooms, offices, meeting rooms, a curriculum development center, a state-of-the-art computer lab, and even guest rooms. Two full-time faculty members, one of whom is the chair, four adjunct instructors, and an office assistant staff the unit, the Elementary Education Department. The unit reflects the mission of the college, which was adopted in 1999. "Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, reflect His image, to serve His church and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life." The only program, therefore, that is now offered by the unit is the initial elementary education program leading to a baccalaureate degree and qualifying successful graduates for North Carolina K-6 certification.

### Special Characteristics

The "An Adventure of the American Mind" community initiative has enabled a partnership between Montreat College, the Library of Congress, in-service teachers in Buncombe, McDowell, and Rutherford counties as well as Asheville City schools, and Montreat pre-service

students. Through this technology grant, Montreat offers workshops and field experiences related to the integration of technology throughout the K-12 curriculum with emphasis on using primary resources including storytelling. Through grant funding, both a state of the art computer lab and a comprehensive curriculum materials lab have been established. In addition, Montreat offers an Associate in Science degree in elementary education through its School of Professional Adult Studies. Over ninety percent of the students in the SPAS program are minorities.

## **Program Areas and Levels Offered**

The Montreat College Teacher Education program requires completion of a Professional Education Core, Specialization, Concentration, and 15 semester hours of Field Experience/Student Teaching courses necessary to qualify for North Carolina Class A Teaching Licensure in the following area: Elementary Education (K-6).

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

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

The Education Department's collaborative activities involved cooperative activities with schools in McDowell County, Buncombe County, Rutherford County, and Asheville City. A majority of the activities revolved around technology and its integration in classroom teaching. The specific foci of workshops, which were attended by 281 teachers, was the use and evaluation of primary resources in teaching including Library of Congress' digitized resources as well as digitized storytelling as a teaching/learning strategy. Another focus was modeling and teaching methods of using computer technology to enhance higher order thinking skills including critical analysis based on curriculum standards found in the North Carolina Standard Course of Study. In addition, materials in the Education Department's curriculum lab were available for checkout to K-12 teachers in the school systems mentioned above. The computer lab housed in the Education Department building was open to home school teachers and students one day a week and was used monthly by both a private school for technology lessons for faculty and students as well as by one of our cooperating schools for faculty to prepare lesson materials. Thirty-three teachers attended 4 interactive teleconferences led by archivists at the Library of Congress. This number included 3 Montreat College faculty. Montreat faculty worked collaboratively with public school personnel (including school superintendents, principals, teachers and students). Activities included collaborative planning events, planning for the cooperative use of property in the community, and serving as resource persons in instructional program. The college has shared facilities with the community including Anderson Auditorium, the Nelson-Bell Library, the Chapel of the Prodigal, Gaither Chapel, Belk Campus Center, and Newell Athletic Field, and grounds and buildings on the Black Mountain campus. Public school persons were invited to sit on college committees including the Teacher Education Committee and Board of Trustees. College students and faculty participated in tutoring and assisting teachers for specific assignments at four area schools (Black Mountain Primary, Black Mountain Elementary, W.D. Williams Elementary, the Kipp Academy) and at the Carver Center, a local community center. Formal letters of agreement with Black Mountain Primary school and Old Fort Elementary were

established to ensure direct collaborative school involvement. Every elementary education student at Montreat college dedicated 45 hours per semester serving in these schools. This 45 hour per semester requirement has been added to the college catalog as a semester requirement for all enrolled elementary education students.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Black Mountain Primary	Third grade at-risk students need additional one-on-one tutoring to successfully pass the end of grade assessment	Weekly tutoring with third grade at-risk students by Montreat teacher education candidates and faculty	9 of the 11 identified at-risk students successfully passed the end of grade assessment in third grade
Black Mountain Primary	Classroom assistance to teachers will be provided by Montreat teacher candidates	Montreat Education teacher candidates provide 45 hours each per semester classroom assistance in grades K-3	1350 hours of classroom assistance was provided by Montreat Teacher Education teacher candidates to Black Mountain Primary teachers during the spring 2006 semester
Old Fort Elementary	After school tutoring for at-risk, low socio-economic students	Montreat Education teacher candidates will provide tutoring support to the after school tutoring program	This program will begin Fall 2006
Buncombe, McDowell, Asheville City school systems	Teacher training in educational technology	Training in digital story telling by the Montreat Adventure of the American Mind program	Over 200 teachers received the training during the 2005-2006 academic year
Cherokee school system	Adult training in teacher assistance Associate degree program	An associate degree in education will be provided by the college at the Cherokee Indian Community in Cherokee, North Carolina	7 candidates received their Associate Degree in education during the 2005-2006 academic year

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

Montreat faculty has provided workshops related to the integration of computer technology across the curriculum, digital storytelling, and the use of primary digitized resources. These workshops were attended by 281 teachers. We have hosted 4 video conferences related to using primary sources in the classroom. Faculty arranged a comparative education class trip to the United Kingdom and invited public school teachers to attend. One public school teacher attended. Faculty have also provided guidance for in-service teachers in selecting and using materials from our curriculum lab. Faculty were advisors to in-service teachers and helped plan as well as implement the presentation of lessons in public schools. Faculty have acted as readers and mentors for teachers compiling materials for National Board certification. Faculty have established cooperative arrangements for pre-service teachers to work with elementary school teachers in physical education classes, in small groups for writing instruction, and in reading. Faculty also recruited pre-service teachers to judge entries in a grade four-five science fair and helped pre-service students organize math day activities for fifth graders. Reciprocally, public school in-service teachers have been invited to hold seminars for Montreat College students. Faculty participate in the tutoring of elementary students with Black Mountain Primary and Old Fort Elementary, our partner schools.

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

Montreat faculty relationship with graduates is close. Former students email or phone faculty for advice and support. We send a letter to our first and second year graduates asking information about the students' attitudes about their teacher preparation at Montreat and solicit comments and questions about how the faculty can continue to serve our graduates. We react by considering changes and additions to the curriculum in response answers on the questionnaires. We have open threaded discussion through the unit website specifically for our beginning teachers. Principals in area schools alert faculty about job openings and their desire to employ Montreat graduates. We have a specific area in our building where we post job vacancies. We publicize and encourage our students to attend job fairs held within a 75 mile radius of our school.

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

During 2005-2006, we enrolled three lateral entry students and counseled seven others. Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina. Our lateral entry policy was formally put into place in the spring of 2000. In addition to standard classes, the college provides professional development in the area of computer technology. The professional development courses are available to non-licensed teachers teaching in the public/private school sectors. All summer institutes, the expertise of the faculty and chair, and the resources of the Teacher Education Division are made available to Lateral Entry and professional development candidates without cost to the participant. We offer two weekend classes, eight evening classes, and two late afternoon classes to accommodate Lateral Entry students.

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

We provided support for career teachers through workshops, seminars, and video-conferences as well as access to our curriculum lab and computer lab. In addition, we designed collaborative teaching ventures involving our pre-service and in-service teachers. During 2005-2006, 281 teachers attended workshops, 34 attended video-conferences. Four round-table discussions around current educational issues were held with in-service as well as pre-service teachers.

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

The Education Department established a formal Letter of Agreement with Black Mountain Primary. This Title I school benefited from our elementary education students working with eight of their low performing third grade students in preparation for the end of grade tests at the Carver Center. Six of the third grade low performing students passed the test on the first round of testing. The Education Department placed one student teacher in a low performing school. As a result, college faculty became advisors to both the cooperating teacher and administration in the areas of relating to minority students as disciplinarians and adapting curriculum for cultural minorities.

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

We placed one student teacher in a classroom with a high percentage of minority students. Over 200 teachers attended technology workshops led by Montreat faculty which enabled them to produce lessons that appeal to visual, hands-on learners, many of whom are low achievers. The emphasis on storytelling during teacher workshops taught teachers a creative way to enhance literacy skills for all students, but specially for at risk students. Seven Montreat students arranged a variety of math activities for low achieving fifth graders and led the students through centers which the pre-service teachers designed and implemented. Collaboration with public school teachers over a period of months was involved in designing the activities. NC-DPI education consultants held a Raising Achievement and Closing Gaps seminar for our teacher education students and area teachers in spring 2006.

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

Our emphasis during 2005-2006 was to review, and update our conceptual framework. Also, establishing partnerships with Black Mountain Primary and Old Fort Elementary through formal letters of agreement was a major priority. The partnerships require that all enrolled elementary education students serve 45 hours per semester tutoring in the partnership schools during the academic year. Faculty were also involved in tutoring.

## **Supplemental Information (Optional)**

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

Our efforts to improve PPST scores included faculty individualized instruction. Selection of texts for Educational Foundations and Educational Psychology was based, in part, on special appendices and page notations relating text information to Praxis II questions. The division offers PRAXIS II preparation information workshops for students at required seminars during student teaching. Individual faculty worked with students who have experienced difficulty. The division faculty provide PRAXIS assistance and tutoring upon request for students required to take the PRAXIS exams. Resources for students and teachers are made available on an on-going basis. Practice exams and study books are available in our curriculum lab. Faculty in other areas on campus are available for personal instruction. The college provides a computer lab for writing staffed by an English faculty member. The lab is open daily for students to gain assistance and instruction in writing. When students' PRAXIS results arrive, faculty analyze them to identify common areas of weaknesses; we use the data to determine interventions we may employ.

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

Montreat College invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities are encouraged to attend. Faculty from the teacher education division presented orientation sessions to these high school guidance counselors. The college recruitment literature has been designed to appeal to minority students as had the college website. Teacher Education has a special section in both the recruitment literature and the website. The teacher education division works with the athletic department in recruiting students interested in teacher education in part because the athletic department actively seeks to recruit students from a diverse population. The Admissions Department notifies the Chair of the Education Department of prospective students who have indicated an interest in education. Education faculty contact those students by telephone, personal letters, email, and personal visitation. Faculty also meet with prospective students and their families to give them a tour of our building and answer questions. Through workshops with in-service teachers we advertise our department as well as through career day presentations at local schools. During Homecoming, the Education Department faculty present a display advertising the offerings of the Department and are available to talk with visitors. This year we created an 8 foot banner advertising Montreat's teacher education program and displayed it during new student orientation, as students and faculty rode and walked in the town's annual Christmas parade, and at a booth at the Mount Mitchell Marathon which involved over 500 people from across the United States. The chair of the department met with all college recruiters to give an overview of the elementary education program, explain new requirements, and answer questions.

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

As the college education faculty work with the administrators and teachers of schools with high minority populations, particularly Asheville City Schools, they represent Montreat College. Contacts are made through workshops and well as presentations on career days and college days. Our School of Professional Adult Studies offers an Associate in Science degree in education. Recruiters target teacher assistants and other adults in both Charlotte and Cherokee as well advertise in minority newsletter. There are currently 12 minority students in those programs. Education Department faculty teach in both programs and encourage those students to continue their education classes beyond the two year level to potential licensure.

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

As a result of a comparative education course offered to Montreat students in the UK, we are now working on offering student teaching abroad. Cooperating with one of the local school systems in delivering in-service seminars on reading instruction at a local elementary school is also a current initiative. In addition, a required field experience in conjunction with each class was implemented. Formal letters of agreement with two area schools requiring all enrolled elementary education students to complete 45 hours field experience each semester was implemented.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	13
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>13</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native
Asian/Pacific Islander		0	Asian/Pacific Islander	0
Black, Not Hispanic Origin		0	Black, Not Hispanic Origin	0
Hispanic		0	Hispanic	0
White, Not Hispanic Origin		0	White, Not Hispanic Origin	0
Other		0	Other	0
<b>Total</b>		<b>0</b>	<b>Total</b>	<b>0</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	1	1
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		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.36
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	6	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	6	0	0	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	4	75
Institution Summary	4	75

\* 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						
U Licensure Only		4				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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	5	80	40
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
Charlotte-Mecklenburg Schools	11
McDowell County Schools	9
Buncombe 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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	0	0	0
Number of Surveys Mailed	2	2	2

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

**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
2	0	3