

IHE Bachelor Performance Report

Wake Forest University

2005 - 2006

Overview of the Institution

Wake Forest University is a private institution whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

Special Characteristics

Wake Forest provides a small liberal arts environment where small classes and personal contact with faculty is a reality while it still offers an array of diverse academic courses, and the significant research posture found only at a large university. Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given curriculum support through a cadre of Academic Computing Specialists, one of which resides in the Department of Education.

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Foreign Language (Spanish, French), Science (Biology, Chemistry, Physics).

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 Department of Education partners with three elementary schools and five secondary schools to prepare its teachers. Teachers in these schools serve on the Teacher Education Committee and complete a survey each year to provide feedback that improves our program. They evaluate our student teachers to insure that they are continually improving. The Department selects an

Elementary Clinical Instructor for a three year tenure from the WS/FC Schools to work as a full-time faculty member. The ECI is the primary liaison to the local public schools and is responsible, along with Area Advisors, for overseeing field placements. A former Curriculum Coordinator at one of these schools now administers the exceptional Four Block Center. Wake Forest also hosts an extremely successful AP Institute which attracted over 195 teachers this summer. It is led by outstanding secondary teachers, three of whom teach in the Winston-Salem/Forsyth County Schools. The Triad Writing Project, led by four teachers from the WS/FC Schools, offers a special writing camp for young students. This Writing Project and the other three sites of the North Carolina Writing Project, led by Joe Milner, have met repeatedly with DPI English Consultant Kim Bowen to develop an intensive and extensive plan for writing instruction in all LEAs across the state. Twelve teachers from these Writing Projects worked in London's inner-city schools, which are 85% Muslim, to learn more about new kinds of instruction in writing and to better understand Muslim culture. WFU also serves as the host institution for the Alliance for Language Learning. Mary Lynn Redmond, chair of the Alliance for Early Language Learning is director of the Alliance's K-12 foreign language reform initiative, VISION 2010 which provides an uninterrupted sequence of study in grades K-12 in North Carolina's educational districts with formal foreign language proficiency assessment for students in benchmark years and professional development in methodology, curriculum design, advocacy, assessment practices, and grant writing for administrators, teachers, and parents. Wake Forest's students participate in VISION 2010 projects and work with Mary Lynn Redmond who works closely with the State Board of Education, and state legislators. Wake Forest has formed a special relationship with Marvin Ward school, which is developing a PDS and has sought our involvement. We also bring a literacy consultant and children's book author from England every summer to support literacy growth in these schools and others. The Institute for Developing Engaging Classrooms, held at Governor's School West, was directed by Joe Milner for ten WS/FC school teachers from secondary schools participated in this Institute. The Visiting International Fellows program is an MAEd program for visiting foreign national teachers working in North Carolina K-12 Schools. VIFs were participants in the North Carolina Schools Attuned program at the regional site in Winston-Salem. Wake Forest has proposed an Advanced Academic Seminar for local secondary teachers and those across the country. It will be sponsored by Senator Alexander of Tennessee. AAS teachers will learn with Governor's School students and reflect on the teaching there and investigate advanced ideas about engaging teaching. The Chair met with the Director of DPI's Closing the Academic Gap office and with Ed Dunlap who later came to Wake Forest to establish plans for local initiatives and to promote Wake Forest's teacher candidates deeper understanding of this longstanding problem. A meeting with Native American's of the Lumbee Tribe developed a plan to work with a Humanities Faculty member to bring a support foundation for the Lumbee Tribe to Wake Forest. The Emerging PDS at Mt Tabor was a direct result of this collaboration wherein tutoring on a weekly basis was begun for a class of special learners. Teachers work samples were collected from the Mt Tabor students and all of the teacher candidates wrote reflection papers on their learning from the tutoring and their sense of the help it afforded the Mt Tabor students.

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
Winston-Salem/Forsyth County Schools	Support for struggling learners	Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: * collaborative professional development * collaborative grant writing	Fifteen Wake Forest teacher candidates worked as tutors and mentors one day each week from January – May 2006. Evidence of effectiveness was strong.
Alliance for Language Learning	Promote better quality foreign language instruction in NC public schools.	Provides resource information to school districts and hosts a website. Serves as an advisor on foreign language issues at the state level. Provides teacher academies for teachers and administrators in school districts in NC.	Selected by the NC in the World project for implementation across NC.
Foreign Language Immersion Programs for Children	Offer cultural and language immersion experience for children in the local community.	Professional development opportunity for teachers from across the state to observe best practice.	Increased knowledge of how to provide effective foreign language programs in grades 1-6. Teachers in other districts are replicating the curriculum and instructional practices.

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
National Network for Early Language Learning	Promote opportunities for children to develop a high level of competence in a foreign language. Raise public awareness of early language learning. Provide research in methods, curriculum design, program models, and resources.	Publishes journal and electronic newsletter and has website that offers resources to educators in grades K-16.	Recognized nationally as the primary resource for early foreign language learning School districts across US call on NNELL daily for assistance. 730 members.
Winston-Salem/Forsyth County Schools	Improvement of Mathematics Teaching	Teacher workshops and consultation at various high schools.	Teachers have implemented lessons utilizing technology tools in math classes.
Winston-Salem/Forsyth County School	Support for instructional design and achieving standards-based outcomes; providing strategic support for reading and comprehension improvement; administrator/coordinator training in formative observation techniques focused on comprehension-based instruction.	Professional development throughout school year with both teachers and administrators; in-class observation trials to develop and refine instrumentation and proficiency.	Increased use of empirically-validated strategies for reading and comprehension in classrooms; improved evaluation of instruction by administrators and coordinators.

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

Mary Lynn Redmond and students in Foreign Language Education have developed a foreign language immersion camp for children throughout the school district. She was instrumental in North Carolina's \$25,000 award by Goldman Sachs for support of international education. She also leads the Alliance for Language Learning which impacts schools across the state. Loraine Stewart developed the African-American Infusion Project, a curriculum reform program for the Winston-Salem/Forsyth County schools. She also worked with local teachers to develop a manual used in place of a textbook for K-3 social studies. Ann Cunningham has been a strong part of the planning for Atkins Technology High because she is a national leader in technology for education and is an excellent collaborator. She developed an Eisenhower Grant that provided internet training for 20 high school math and science teachers and offered support for technology integration for local teachers in both computer skills and curriculum development strategies. Ray Jones has worked with North Carolina state assistance teams in Northampton County and Chapel Hill in content reading and has a website on reading instruction that serves thousands of teachers. At these high schools he worked with reading teachers and also later served to select Wachovia's Principal of the Year. Joe Milner served as Director of WS/FC Schools' Institute for the Development of Engaging Classrooms at NC Governor's School. He was recently awarded the Lifetime Service Award by NC Association for the Gifted and Talented. He was, in addition, awarded a Lifetime Achievement Award by the North Carolina English Teachers Association. All faculty of the Education Department work on projects with the WS/FC schools, present research findings and new pedagogical approaches at state conferences, and serve as officers in their state professional organizations. In addition to these initiatives that serve NC Schools, other Wake Forest faculty have supported the local schools in many impressive ways. The Department of Anthropology provided in-house programs for 8,392 NC students. They also directed a program on Native American and Colonial Tools to K-1 students and taught archaeology field school courses for public school teachers. The Department of Biology organized a field trip for 60 sixth graders to come to Wake Forest to learn about Neuroscience. They also organized four half day workshops for third, fourth, and fifth graders. The Department of Chemistry organized eight science workshops for school teachers. Classical Languages offered a service learning class partnered with two public school Latin teachers. They coordinate the visit of the NC Junior Classical League to WFU each year. The Math Department worked with WS/FC schools on number theory, game theory, and probability. They also organized Algebra I, Algebra II, and Geometry contests held at WFU. Each year, the Theatre Department organizes an annual Shakespeare Day for secondary students.

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

Wake Forest Teacher Education graduates, who are first and second year teachers, are provided funds from the Model Clinical Extension ABC program to attend professional meetings and to purchase instructional resources. Well over \$2,000 was awarded to beginning teachers last year. All faculty maintain contact and support graduates in other ways as well. Listserves are set up for graduates to aid them in establishing a peer support system and to give them a direct link to their advisors. Advisors' web pages are designed to provide instructional support materials and links that will be easily accessible and beneficial to graduates. These efforts, designed to help

beginning teachers reflect on their practice, keep in touch with best practice, and come together with members of their cohort to consider their professional progress through the first year of teaching were extended by a \$7,500 grant to Bob Evans, Ann Cunningham, and Tracy Wilson for leading the department in support of first year teachers. The Emerging Teacher Leaders Network (ETLN) in its third year invited all first year teachers to return to campus with travel funding for a weekend of mutual support and new learning. Teacher candidates are required to attend and are given support to attend national and state teacher association meetings as a way to deepen their commitment to teaching in their first year. Twenty beginning teachers were authors in a research text on Teaching Acts and Student Engagement published by Mellen Press in 2006.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for un-licensed teachers. Its Director is Dr. Bob Evans and the program leads to licensure for teachers those LEAs hire. We created radical abbreviation of our program to allow lateral entry teachers to earn licensure in the Department of Education. The Lateral Entry program is available to any able secondary teacher. The curriculum is made up of the most crucial courses in our licensure program so that the program can be completed by enrolling in late afternoon courses during their first year of teaching and three summer courses before or after lateral entry teachers' first year of teaching. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. Wake Forest also assists the Winston-Salem/Forsyth County Schools with a special alternative licensure program (CERTEL) for teachers of mathematics and science, areas of special need because of teacher shortages. We have, in addition, created a new non-license minor to attract students to teaching. It includes all of our teacher preparation courses except the student teaching experience and will attract students who decide late to enter teaching.

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two Wake Forest University graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at the Fall Convocation. Over \$490,000 has been awarded to teachers since the awards inception in 1995. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program. Some of these teachers have joined the Department of Education as faculty and have become involved in ongoing career development initiatives. Three Master Teachers have served as Visiting Instructors. Many have been involved in joint research projects in English, Math, Science, and Reading. Two have published well regarded books with faculty members in the department. Two first-year teachers have been co-authors on two other scholarly books. Many are supported to return to complete terminal degrees in outstanding graduate programs. Four teachers from our program also teach in the Advance Placement Institute and two have served as directors of the Triad Writing Project.

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

The Department of Education works closely with Parkland High School, a low-performing school that recently was recognized as a Signature School. Ongoing assistance includes a formal tutoring/mentoring project and informal programs with teachers and students. Recent projects involve NEA Training, Paideia Training, and discussion of professional development school initiatives. Additionally, student observers and student teachers are regularly assigned to this school. Prospective teachers are involved in a tutoring program at Parkland High School that begins in the summer months and extends throughout the year. Our faculty have presented inservice programs for teachers that include instructional support for teaching literacy in Spanish and other basic classroom needs. Education students and faculty serve as tutors at North Hills Elementary and Cook Elementary, two local elementary schools that are identified as low-performing. Elementary education students participate in an internship at Speas Elementary where they present teaching demonstrations with technology. Dr. Ann Cunningham wrote a laptop grant for Speas Elementary school which was funded as one of the top five in the district. Our Triad Writing Project has made commitments over the past three years to support the writing instruction of teachers from low-performing schools. Ray Jones's work for a state assistance team to Northampton County and other sites has supported many low achieving schools in North Carolina.

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina's Strategic Plan for Excellent Schools. It specifically aids SBE in promoting Priority One, High School Student Performance, and Priority Three, Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance rated in 1.2, 1.3, and 1.4. Our Conceptual Framework adopts the teacher dispositions of SBE and puts them into practice with students of high academic quality and deep commitment as they work to improve America's schools. Teachers who must meet high standards in Wake Forest's Teacher Preparation Program expect their students to meet high standards and use best practice methods to insure that all of their students will be able to meet those standards if they make good faith efforts. Priority One and Three are united by the fact that our attention to Priority Three (especially 3.1) insures that the features that constitute Priority One can be met. With excellent candidates who are well prepared to teach all of our state's students, these two crucial priorities will be met. The other three priorities form the context for these two crucial priorities, but we do not address them directly.

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 Department of Education placed special emphasis this past year on developing a conceptual framework that is closely aligned with the teaching dispositions established by SBE. We then used the six adopted SBE dispositions of our framework to develop an assessment design that was thoroughgoing, useful and comprehensive. We further developed a means for tracking the

steps student candidates take from application to exit from the program to make an electronic database and fact book that will let us become even more aware of trends and problems that arise over the years in our teacher education program. We have had numerous meetings of elementary colleagues, secondary colleagues, leadership committees and the department as a whole to accomplish this important achievement. It was up and running as of October 2002 but has been modified through the spring of 2006. The Department of Education has focused on individual and departmental goal setting and vision building during the past year. We have met with our new Provost, Bill Gordon, to speak to him about our research interests and ways the university can promote our next steps as individuals and as a department. We have also met as a department with Lori Messer, our new Research and Sponsored Programs Director, to talk about the research projects and curricula programs (such as the Alliance for Language Learning) we are leading and ways to develop funding for these educational projects. We are working with the Advancement Office as well to find ways to extend our impact to schools of the state and nation. We have also met as a department with George Fleetwood (WS/FC Assistant Superintendent for Instruction) to develop new ways to use the curriculum leadership of our faculty. Our chair is a member of the Service Planning Committee for the WS/FC schools. We are exploring a new relationship with Ward Elementary School as well. These initiatives are bold, new steps we are taking for increased excellence and intensified engagement with the schools. In addition, the department devoted a two day retreat to developing an Emerging Teacher Leaders Network that will keep its faculty in close contact with its beginning teacher in their first years in the classroom.

Supplemental Information (Optional)

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

The overwhelming majority of students who complete Wake Forest's teacher education program pass all Praxis exams on their first attempt, so we have not found it necessary to make special efforts to improve their performance. General strategies for taking the Praxis II are shared in the presentation about teacher licensure during the students' semester prior to student teaching. Methods faculty members have attended ETS/DPI information meetings and are familiar with the Praxis format and general content for their disciplines. Students are encouraged to utilize the Tests at a Glance sample tests as a study tool. Methods teachers use the first day of class in the course to let perspective teachers examine old Praxis tests and discuss the philosophy and methods that are embedded in the test.

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

A proposal submitted to the Wake Forest's Provost to allow students to return to Wake Forest for a tuition free fifth year in which they would earn licensure to teach was approved on a case-by-case informal basis. This will be a great incentive for students who want to teach but can not complete licensure in four years or can not afford tuition for an additional year. In addition, faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and First Year Seminar teachers so as to attract young students to teaching. Our department's faculty is over-represented in both of these

important recruitment groups. The Wake Forest University Department of Education also hosts an annual reception for freshmen and transfer students to inform them about the professional education program. Education faculty members follow up these contacts with calls and letters. We work with the subject area specialists in English, Math, Foreign Language, Science, and Social Studies areas to keep them aware of the possibilities in teaching and to ask them to recruit their majors to become teachers. We also maintain a departmental website and frequently communicate with prospective students by email. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our license offerings. Finally, we maintain close ties with other departments on campus and work closely with their advisors and students. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education. Part of the ETLN grant serves as a recruitment tool for teachers.

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

The Department of Education makes special efforts to admit minority students into its undergraduate Teacher Education Program. In addition, at least one faculty member participates in the Minority Recruitment Weekend each year. We have begun to work closely with Athletic Academic Services to recruit their best minority students into our program. This NSF-funded grant is designed to promote math and science licensure for minority high school students. Each year a faculty member attends the George Washington University Graduate School Recruitment Fair to seek minority students for our Master Teacher Fellows program. Minority attendees are well represented because it is held in Washington DC.

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

A partnership on Diverse Methods of Writing and assessment of these diverse methods was developed with Wilkes County Schools. Joe Milner worked with Wilkes County English teachers to compare teachers methods with those of state leaders in English to see if they were using advanced methods of instruction. The results showed that these teachers were in agreement with leaders in English in NC and that they had changed their methods so as to focus on organizing writing rather than pure conventional correctness. Our students presented their Research on Best Practice at state conferences where they presented six research studies on Teaching Acts and Student Engagement. Experienced teachers responded very enthusiastically to this set of very discrete studies of what promotes engagement. Multicultural Games in Mathematics were presented to mathematics teachers to incorporate multicultural contexts for applying mathematics and to develop and disseminate multicultural mathematics materials for high school teachers at state, regional, and national conferences. Materials were published on the Internet and available to teachers free of charge. A Digital Media Workshop was offered to facilitate high school teachers' understanding and integration of digital media into mathematics, science, and technology courses. Twenty-four teachers attended the workshop at WFU. Workshop evaluations indicated that teachers felt they had gained great knowledge and follow-up surveys indicated that teachers integrated elements from the workshop into their courses in 7 different high schools. A statewide program on language, North Carolina in the World, was led by Mary Lynn Redmond to improve international education in NC public schools. DPI has

implemented Vision 2010 as the Foreign Language model for NC public schools. Science and Social Studies Education used Master Teachers from local schools to replace on-leave university professors. This career development utilized the professional expertise of classroom teachers in the instruction and supervision of new teachers who successfully completed student teaching under the supervision of WS/FC teachers.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	45
	Other	0	Other	0
	Total	2	Total	46
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	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	0
	Other	0	Other	0
	Total	0	Total	0

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		
Wake Forest University has established a Lateral Entry Program. We look forward to working with the public schools with our new program. It offers a set of core courses to prepare new teachers at 50% reduced tuition. Robert Evans directs this program. In addition, teachers enroll in summer courses for the same reduced tuition. Wake Forest has also established an informal program whereby students who graduate can attend without tuition charge.		

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	183
MEAN PPST-W	182
MEAN PPST-M	185
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.21
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)	23	23	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	7	7	0	0
Special Subject Areas (K-12)	2	2	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	32	32	0	0
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	16	100
Institution Summary	16	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	32					
U Licensure Only						
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	27	89	44
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
Forsyth County Schools	227
Charlotte-Mecklenburg Schools	67
Wake County Schools	66
Guilford County Schools	54
Davidson County Schools	24
Stokes County Schools	20
Rowan-Salisbury Schools	18
Iredell-Statesville Schools	16
Rockingham County Schools	14
Alamance-Burlington Schools	13
Cabarrus County Schools	13
Durham Public Schools	13
Gaston County Schools	13

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.	3.80	3.50	3.71
preparation to effectively manage the classroom.	3.40	3.25	3.29
preparation to use technology to enhance learning.	4.00	3.50	3.57
preparation to address the needs of diverse learners.	3.40	3.38	3.29
preparation to deliver curriculum content through a variety of instructional approaches.	3.80	3.50	3.57
Number of Surveys Received	5	8	7
Number of Surveys Mailed	12	12	12

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
10	2	3