

# IHE Bachelor Performance Report

## Western Carolina University

2005 - 2006

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### Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 8,665 students on a 265-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The institution has approximately 433 full-time faculty members. Four undergraduate Colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 24 programs at the master's level, two programs at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. In April 2000, WCU was officially designated a National Merit sponsoring university, and now is one of just five institutions of higher education in North Carolina, public or private, receiving this distinction. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls many entering freshmen in Academic Learning Communities, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education accredit Western's professional education programs. Western's teacher education program was awarded the 2006 Distinguished Program in Teacher Education at the annual meeting of the Association of Teacher Educators. The teacher education program is currently a finalist for the 2006 Christa McAuliffe Awards for Excellence in Teacher Education awarded by the American Association of State Colleges and Universities.

## **Special Characteristics**

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 2500. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), the Mathematics and Science Education Network Office, the Office for Rural Education, the Reading Center, the Center for the Support of Beginning Teachers, the Speech and Hearing Center, and two Department of Public Instruction consultants. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the College of Arts and Sciences aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation and respect for diversity; and (3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for the past thirty years to provide courses in Jamaica and on Western's campus so that teachers there can complete BSEd and MAEd degrees.

## **Program Areas and Levels Offered**

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten - A M; Elementary Education (K-6): Elementary Education - A M Middle Grades Education (6-9): Middle Grade Language Arts - A M; Middle Grade Mathematics - A M; Middle Grade Science - A M; Middle Grade Social Studies - A M Secondary Education (9-12): English - A M; Mathematics - A M; Comprehensive Science - A; Biology - M; Chemistry - M; Comprehensive Social Studies - A M Special Subject Areas (K-12): Reading - A M; Art - A M; Music - A M; Physical Education - A M; Second Language Studies: Second Language Studies: German - A;

Second Language Studies: Spanish – A; Exceptional Children (K-12): General Curriculum –A; Adaptive Curriculum-A; Academically Gifted – M; Behaviorally-Emotionally Disabled – M; Mentally Disabled - A M; Severely/Profoundly Mentally Disabled – M; Specific Learning Disabilities - A M; Speech-Language Impaired - M Special Service Personnel (K-12): Curriculum Instructional Specialist – M; School Administrator - M S D; School Counselor – M; School Psychologist – S; Instructional Technology Specialist-Computers – M. Notations: A= Bachelor's Level M= Master's Level S= Specialist's Level D= Doctoral Level

## **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.)**

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. Master teachers (68) collaborated with university faculty to team-teach 75 methods courses. National Board Certified teachers co-led seven workshops for teachers pursuing National Board Certification and served as master teachers (6) in the NC TEACH program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (89 schools in 17 systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable, Chancellor's Council for Teacher Supply and Demand, and the Dean's Council for Advancing the College. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were involved in the development of a new program, Grow Your Own Teacher Program, to allow residents of local counties to complete student teaching in their own LEA. P-12 teachers were collaborators in 18 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Technology Portfolios and Teacher Work Samples. Teachers-in-residence are active in many important college committees. Former teachers direct SUTEP, the Office of Field Experiences, the Reading Center, the Center for the Support for Beginning Teachers, the Center for Mathematics and Science Education, the Teaching Fellows program, and the Office for Rural Education. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in four school systems collaborated on and received a second grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western hosted a Break-by-the-Lake for school counselors in the region for the third year. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Teacher education faculty in Arts and Sciences and in Education were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. Fourteen different programs/centers at WCU engaged in collaborative activities with the public schools.

<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>
Swain County; Henderson County; Asheville City	* Strategic Priority: Quality Teachers, Administrators and Staff; * Recruit minority students to enter teaching careers	* “Reach to Teach” day held at WCU for 100 middle and high school minority students, with speakers addressing careers in education. Major speakers: Spanish teacher from Asheville High and Fellow from NCCAT; * Students met with WCU teacher education students for lunch in a cafeteria and a campus tour; * Dean Dougherty sent personal letters to each student who participated and enclosed information about careers in education	* 54% of the students said they definitely want to be a teacher or might * Students wrote favorable comments about WCU, indicating an interest in returning to WCU
Clay; Rutherford; Jackson; Buncombe; Macon; Cherokee; Swain	* Strategic Priority: Quality Teachers, Administrators and Staff; * Provide a one day event to explore teaching as a profession to partnership Teacher Cadet Programs and other interested high schools. Students attend sessions, tour the campus and spend the day at Western Carolina University.	High School Teachers of Tomorrow Day - College Access Sessions focusing on teaching in general and teaching in specific program areas or grade levels, scholarship, and admissions information is provided. Follow-up with Teacher Cadet Programs is implemented throughout the year with presentations, guest speakers and resources.	* Outcomes include an increase in knowledge about the teaching profession and an increase in the number of student participants considering teaching as a profession; * 136 students, 12 teachers attended; * Sessions included 7 presenters and 3 volunteers assisted.
Swain	Strategic Priority: * Quality Teachers, Administrators and	Middle School Teachers of Tomorrow Day: College Access	* Outcomes include an increase in knowledge about the teaching

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	Staff; * Provide a one day event to explore teaching as a profession to interested middle school students	Sessions focusing on teaching in general and teaching in specific program areas or grade levels, scholarship, and admissions information is provided.	profession and an increase in the number of student participants considering teaching as a profession; * 27 students and 3 teachers attended.
Asheville City; Cherokee Central; Cherokee County; Haywood County; Jackson County; Macon County; Rutherford County; Yancey County	** Strategic Priority: High Student Performance; ** Strategic Priority: Strong Family, Community and Business Support; ** Strategic Priority: Safe, Orderly, and Caring Schools	** School Support Grants- Eighteen school support grants were awarded for teachers and WCU faculty/staff to collaborate on educational initiatives to promote high student performance; ** Grants ranged from approximately \$500 to \$1,000.	1) Students wrote more poems and narratives for their published works and showed greater sensitivity toward people different than themselves; 2) K-2 assessments, KWL charts, discussions, science tests, and written reflections indicated positive impact from additional science trade books; 3) Students acquired the ability to govern themselves in literature circles and take initiative in their learning; 4) With a WCU art professor demonstrating new equipment, students developed prints that surpassed those of previous students; 5) Special needs students received and used appropriate PE equipment, leading to more acceptance and interactions with typically developing peers; 6) Students learned about authors and their

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			<p>books—achieving NCSCS goals and objectives; 7) Integrating math, science, language arts and social studies, students learned about the size of NC by using pedometers to measure distances they walked to equal the distance across NC; 8) High school students read about current events to enhance background for content subjects; 9) Students and teachers prepared a manual for incoming freshmen to help make the transition to high school successful. Students improved their writing skills as they focused on the needs of freshmen students; 10) Teacher prepared math manipulative materials to send home for students and parents to work together—promoting parents as partners in their child’s education; 11) Kindergarteners formed a partnership with residents in a nursing home and visited throughout the year—sharing stories, books, and songs, while learning from the elder residents.</p>

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			This helped develop a greater sense of community and intergenerational assets.
Buncombe County; Clay County; Haywood County; Jackson County; Macon County; Rutherford County; Swain County; Transylvania County	Strategic Priority: Quality Teachers, Administrators, and Staff	Support for National Board Candidates; 1)Held Saturday Support Sessions in September, October, November, January, and February for National Board candidates; 2) Provided support providers to read entries and discuss; 3) 40 teachers registered to participate.	1) As many as 12 support providers on a day worked with candidates, providing appropriate support; 2) 40 candidates registered and participated regularly
Asheville City; Haywood County; Jackson County; Macon County; Madison County; McDowell County	Strategic Priority: Quality Teachers, Administrators, and Staff	Support for National Board Advanced Candidates: 1) Collaborated with NCCAT to provide support to National Board advanced candidates—advanced candidates are those who have not yet achieved National Board Certification and are still working on the process; 2) In addition to a session with NCCAT, candidates were invited to participate in the Saturday Support Sessions.	1) Sixteen teachers took advantage of this opportunity; 2) Ten of the teachers returned to WCU for Saturday Support.
Asheville City; Cherokee County; Clay County; Haywood County; Jackson	Strategic Priority: Quality Teachers, Administrators, and Staff	Support for National Board Pre-candidates - Collaborated with NCCAT to provide a pre-	1) Participants said the workshop provided important information and practical ideas for organizing

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County; Macon County; Polk County; Swain County		candidate workshop for teachers considering applying for National Board Certification.	for NB; 2) Participants said questions were answered so they felt ready to make a decision about applying for NB; 3) The packet of information was helpful; 4) Pre-candidates said it was helpful having National Board Certified Teachers work with them; 5) Several people said they would like to have had more time.
Robbinsville Elementary; NC School for the Deaf; Collettsville Elementary; Fairview Elementary (4); W. Buncombe Elementary; N. Shelby School; Union Learning Center; Irene Wortham Developmental Center (6); Estes Elementary (5); TC Roberson High School; The HUB Jackson Co. (5); Haywood Co. Schools; Upward Road Elementary (3); Howell Centers (5); Haywood Central Elementary	Strategic Priority: Quality Teachers, Administrators, and Staff - 1) The Teacher Support Program of WCU is designed to offer direct support services to all educators who serve students with disabilities; 2) strive to increase teacher efficacy; 3) attempt to reduce teacher burn-out; 4) attempt to increase teacher longevity.	Teacher Support Program - The free services include: collaborative problem solving/mutual teacher support sessions; participant designed staff development workshops; on-site/in class consultation services upon request of specific educator; information and material searches; and on-line communication and collaboration – discussion boards, live chats.	Provided direct support services to 309 individual educators, plus 3 state-level conferences.

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Jackson County	Strategic Priority - High Student Performance: Reading Enrichment.	Reading Enrichment: 1)provided by the Reading Center for 2nd – 8th grade struggling readers; 2)1on1 tutoring in reading; 3)meetings with students are 9 times a semester; 4)offered both fall and spring.	Teachers and parents said students were better prepared to read, had fix-up strategies to use when they could not make sense of the text and had more desire to read.
Jackson County	Strategic Priority - High Student Performance: Reading Enrichment	Reading Enrichment: 1)Middle grades pre-service reading class conducted literature circles with 4th – 8th grade students; 2)pre-service teacher meet 8 times in the spring semester.	Both pre-service teachers and school age students developed a love for literature and a more positive attitude about reading, and they were also more able to think critically about their reading.
Jackson County; Buncombe County	1) Strategic Priority - Quality Teachers, Administrators and Staff; 2) Strategic Priority - High Student Performance: Preparing teachers to meet instructional needs of second language students.	1) English Language Learners-High School Teacher preparation to teach second language students; 2) Spring 2006- (a)Site visit to Asheboro City Schools (b) 2 day workshop on teaching strategies; 3) Fall 2006-Spring 2007 - Ongoing workshops during academic year.	In Process.
Cherokee Central; Cherokee Elementary; Swain County - (a)Swain High School, (b)Swain East Elementary, (c)Swain West	Strategic Priority: Quality Teachers, Administrators and Staff	Model Clinical Teaching Program: Master Teachers Team Teach with University Faculty	Comments from clinical faculty showing what they gained from their experiences include: (1) “The enthusiasm of university students is very motivating to me as a

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<p>Elementary; Haywood County - (a)Waynesville Middle, (b)Hazelwood Elementary, (c)Canton Middle, (d)Jonathan Valley Elementary, (e)Junaluska Elementary; Buncombe County - (a)North Buncombe Middle, (b)North Buncombe High, (c)Asheville City High, (d)Francine Delany, (e)AC Reynolds Middle, (f)AC Reynolds High; Jackson County - (a)Cullowhee Valley, (b)Fairview Elementary, (c)Smoky Mountain High</p>			<p>teacher”; (2) “By teaching prospective teachers, it has helped me become more proficient in my lessons in techniques for discipline, organization, etc. It made me think more about what and how I was teaching.” and (3) “I gained a refresher on current articles, textbooks, materials, and current trends as they are viewed by others.”</p>
<p>Alleghany County</p>	<p>(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2)Strategic Priority: High Student Performance; and (3)Professional development activities in the core academic subject area of science inquiry with an additional focus on</p>	<p>NC QUEST: SCIENCES Grant - 15 days of on-site professional development with online resources through a virtual school and e-mentoring is provided.</p>	<p>A collection of inquiry based science lessons and student work samples showing progression among grades along with a change in teacher’s attitudes and abilities relating to inquiry science will assist in student success in learning science as measured by survey results and student work samples.</p>

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	exceptional students and principal leadership		
Asheville City; Cherokee County; Clay County; Madison County; Swain County	(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2) Strategic Priority: High Student Performance. *** PROJECT SPACE: (a)Utilized a Lead Mentor/Support Team model to more effectively support the professional development of beginning teachers and their transition to the classroom; (b)Focused on broadening and deepening the knowledge and skills of mentor teachers to more systematically impart appropriate pedagogical and content standards to the beginning teachers they coach.	NC QUEST: Project SPACE (Supporting Pedagogical And Content Expertise) – 2003-2005. (1)Full-time lead mentors, on loan from participating school systems, provided professional development seminars and regular support sessions in new teachers’ classrooms; (2)Types of contacts included: content-specific workshops, demonstration teaching, team teaching, observing and conferencing, gathering materials, analyzing student work, and providing release time.	At the end of year one, 90% of new teachers remained in their classrooms and 100% of those who continued in year two are still teaching.
Asheville City Schools	(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2)Strategic Priority: High Student Performance; (3)Connected Coaching will: (a)Provide training and support services for Reading Coaches so that they will work	NC QUEST: Connected Coaching: (1)Each of the coaches works with 12 teachers as “guides on the side” to support literacy instruction; (2)Collaborative activities include assessing students’ needs, co-teaching strategy lessons, unit planning,	Data are not yet available.

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	collaboratively to impart appropriate strategies and to support teachers in improving the quality of literacy instruction; (b) Improve knowledge and expertise in the teaching of reading for middle school and high school teachers by creating Professional Learning Teams at each school to increase students' reading performance in the content areas.	and identification of resources; (3)The Coaches also work with small groups of teachers to create Professional Learning Teams to extend this collaboration; (4)Content area experts in literacy, social studies and the sciences consult with coaches and teachers to assist with the development of teaching resources; (5)Summer literacy institutes provide opportunities to share ideas across the three schools and integrate insights from research.	
Asheville City; Haywood County; Jackson County; Swain County	(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2) Strategic Priority: High Student Performance; (3) The purpose of this program was to support the retention of beginning teachers in schools serving diverse populations.	Beginning Teacher/Teacher Leader (Z. Smith Reynolds Foundation) - 2003-2005: The program was designed to serve first-year teachers through on-site coaching by master teacher leaders—teachers who work in other schools/districts but teach the same grade/subject of the beginning teachers.	This grant-funded project focused on the effects of mentoring on beginning teacher retention. The retention rate for these teachers now in their 3rd and 4th year of teaching is 100%.
Cherokee County; Cherokee Central Schools; Clay County; Graham	Strategic Priority: Quality Teachers, Administrators, and Staff	WCU Beginning Teacher Induction Symposium: The Induction Symposium satisfies	According to symposium evaluations and WCU Online Survey of Beginning Teacher

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County; Haywood County; Jackson County; Macon County; Swain County		two of the three professional development days required of NC beginning teachers. Symposium planners collaborate to develop concurrent sessions, building upon pre-service preparation to create a more seamless transition from university to public school classrooms.	Support Programs, 97 % of participants viewed the symposium favorably and helpful for beginning teacher development. At the request of LEAs, the symposium will be repeated in 2006.
Cherokee County; Clay County; Jackson County; Macon County; Rutherford County; Swain County; Yancey County	(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2) Strategic Priority: High Student Performance. -- E-mentoring is designed to enhance the induction program of first year teachers in rural western North Carolina. The goal is to establish an online network of support connecting beginning teachers, mentors and university faculty creating “practice-centered conversations.”	E-Mentoring: The E-mentoring program consisted of: weekly asynchronous threaded conversations and monthly synchronous live chats. Discussions were facilitated by practicing classroom teachers, university faculty, and ILT coordinators.	(1)According to surveys administered in January and May, participants viewed e-mentoring favorably, preferring grade level/subject specific discussion groups to the system-wide book study; (2)Program strengths: (a)Connected to and driven from teachers’ work; (b)Focused on content, pedagogy, and classroom management; (c)Collaborative; (d)Sustained and intensive but respectful of time. (3)ILT coordinators have requested the E-mentoring program for 2006-07 school year.
Cherokee County; Clay County; Jackson County;	Strategic Priority: Quality Teachers, Administrators, and	On-site Beginning Teacher Support: The Director of the	In process.

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Macon County; Swain County	Staff	Center for the Support of Beginning Teachers met with ILT 1s and 2s. Session topics included requirements of the NC Initial Licensed Process, INTASC standards, working with diverse learners, communicating with parents, and establishing classroom rules, routines, and procedures.	
Buncombe County: (1)Erwin Middle School, (2)Erwin High School, (3)Enka Middle School, (4)Enka High School; Henderson County: (1)North Henderson High School	(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2) Strategic Priority: High Student Performance.	NC TEACH Retired Teacher/Mentor Project: The NC TEACH Retired Teacher/Mentor Project provided a retired teacher/mentor to eight first-year middle grade math or science NC TEACHers. Mentors made a minimum of five visits to each beginning teacher's classroom during the months of February – May, 2006.	Data collection is in process. Preliminary findings show that beginning teachers in the project believed that this project enhanced their teaching practices. Most beneficial was the support and specific strategies for classroom management.
Cherokee County; Graham County; Haywood County; Jackson County; Macon County; Swain County	Strategic Priority: Quality Teachers, Administrators, and Staff	Mentor Training and Mentor Refresher Workshops: (1) Two sessions of mentor training and one mentor refresher workshop were offered on Western's campus; (2) One mentor training session was held in Graham	According to evaluations given at the end of each training session, 100% of mentor training participants and 91% of mentor refresher participants agreed that they understood principles of mentoring. At the request of LEAs,

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		County.	these workshops will be repeated in 2006.
<p>Graham County:            (1)Robbinsville Middle,            (2)Robbinsville High,            (3)Robbinsville Elementary; Cherokee County: (1)Murphy Elementary, (2)Murphy Middle, (3)Murphy High, (4)Andrews High, (5)Andrews Middle, (6)Ranger Elementary, (7)Hiwassee Dam Elementary/Middle/HS, (8)Peachtree Elementary, (9)Cherokee County Early College; Macon County: (1)Iotla Elementary, (2)Cartoogechaye, (3)South Macon Elementary, (4)Nantahala K-12, (5)Cullasaja Elementary, (6)East Franklin Elementary, (7)Franklin High; Swain County: (1)Swain East Elementary; Haywood County:</p>	<p>(1)Strategic Priority: Quality Teachers, Administrators, and Staff; (2)Strategic Priority: Strong Family, Community and Business Support; (3)Strategic Priority: High Student Performance</p>	<p>Adventure of the American Mind Professional Development - Fifteen contact hours of training with the following Federal Grant Goals and Objectives: The Adventure of the American Mind (AAM) project is designed to train in-service and pre-service classroom teachers and college teacher education faculty to access, use and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress. The objectives for this multi-year program are to: (1)Demonstrate a Library of Congress American Memory Fellows Program pilot that teaches educators how to utilize technology and primary resources in their classroom instruction; (2)Train in-service and pre-service teachers to use primary resources in their classroom instruction; (3)Further</p>	<p>(1)Teacher-made projects and/or activity plans for integrating Library of Congress online primary sources and local primary sources into teaching and learning activities; (2)Assessments of professional development activities indicate: (a)Majority of teachers increased their instructional technologies skills development; (b)Majority of teachers indicate their intent to utilize professional development activities in their teaching and/or their student learning activities; (c)Majority of teachers indicate the usefulness and practicality of workshop activities; (d)Teacher reports of student activities utilizing Library of Congress primary sources and local primary sources; (e)Student-made projects using Library of Congress primary sources</p>

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(1)Central Elementary, (2)Junaluska Elementary; Jackson County Schools; Clay County Schools; Charter School: (1)Mountain Discovery Charter; Private School: (1)Trimont Christian		validate the American Memory Program with a broad group of teachers in local settings (K-12); (4)Demonstrate and evaluate a training program that can be exportable to other communities at minimal cost.	

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

The involvement of Western faculty in schools is an ongoing tradition that is substantial, varied, and extends well beyond the service area and region of the university. Faculty in every College, particularly in Arts and Sciences and in Education, are involved in schools as well as staff members throughout the institution. During the past year, the Office of School Services documented over 1600 separate services where Western faculty and staff were involved in public school events ranging from schools throughout the region and state to schools in other states such as South Carolina and other countries such as Jamaica. These 1600 services are estimated to have impacted over 75,000 P-12 students, 13,000 P-12 teachers, over 6400 administrators, and 9600 parents. Over 60 faculty and staff (Arts and Sciences and Education) were directly and physically involved in schools including co-teaching in public school classrooms, making guest presentations, leading teacher study groups, consulting on school improvement projects, providing technical assistance with technology and technology plans, and taking university students into the schools to participate in special projects such as tutoring remedial learners. Over 20 faculty members in the College of Arts and Sciences provided services to schools. For example, one faculty member in Arts and Sciences volunteered art instruction on a biweekly basis to a local alternative public school. The same faculty member organized a month-long art exhibit of the work of P-12 students at the university. Faculty members in Music provided over 30 free clinics to public schools throughout the region and state. Other faculty members from Arts and Sciences mentored high school seniors on Senior Projects, provided guest lectures on special topics, and supported units in the schools through consultations and by helping in various ways. Faculty also participated in distance technology with schools setting up and maintaining web-based communication with public school classrooms throughout the world. Some faculty and staff members provided volunteer one-on-one assistance with technology to teachers and P-12 students on-site. Faculty were involved in public school activities in many other ways during the past year such as participating in action research projects with public school teachers. Faculty also reviewed over 30 proposals for College-funded grants to schools to enhance student achievement and professional development for teachers, making 18 grant awards in amounts from \$500 to \$1, 000. All of these projects involved significant Western faculty involvement and directly targeted student achievement in the schools. Five public school projects were funded this year where five faculty were engaged with public schools on a mutually beneficial initiative involving over 20 hours per faculty member. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NCQuest , Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level.

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

Service to beginning teachers is integral to the mission of the College; therefore, Western established the Center for Support of Beginning Teachers in the past year in the College of Education and Allied Professions staffed by a fulltime director who is a former teacher. Individual faculty members as well as programs such as SUTEP and NC TEACH extend support to beginning teachers. The college offers assistance through site-based one-on-one consultation, workshops, phone calls, newsletters, web-based email and peer assistance. The Physical Education program at Western again provided Praxis review sessions in the Fall for area teachers who had not yet passed Praxis II. Western maintains regular contacts with approximately 200

initially licensed teachers, their mentors and 100 cooperating teachers. The college sponsored a regional WCU Beginning Teacher Symposium for teachers entering their second year of teaching. The two-day symposium paired new teachers with assessor-trained mentors. Topics focused on INTASC standards, Closing the Achievement Gap, diverse learners, and mentoring. Follow-up sessions for Institute participants occur throughout the school year. Additionally, the College communicates through newsletters the activities and resources it provides that are available to new teachers. The E-mentoring program served six school systems and consisted of: weekly asynchronous threaded conversations and monthly synchronous live chats. Discussions were facilitated by practicing classroom teachers, university faculty, and ILT coordinators. For the NC TEACH program, Western faculty travel 55 miles to Asheville to offer the coursework. Further, the NC TEACH faculty and staff maintain on-site, phone, and web-based support to the teachers throughout their first year and beyond. The special education program supports new and career teachers in the Teacher Support Program at sites throughout the region and through the Mountain Connections II and Severe Disabilities projects. The Adventure of the American Mind project supports new and career teachers with technology training and resources throughout the region in direct on-site support, through on-line support and by phone. One project to support beginning teachers was NC QUEST: Project SPACE funded for \$500,000 which includes five high-need school systems, the College of Education and Allied Professions and the College of Arts and Science to offer significant support in content and pedagogy to mentors and beginning teachers.

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

Western has a Director of Alternative Licensure, at the associate dean level, as the first point of contact for lateral entry teachers and is dedicated to providing one convenient source to assist lateral entry teachers through access to licensure information, personal advisement, a wide array of accessible courses, and ongoing one-on-one support for those needing immediate assistance in the classroom. The Director also acts as a resource for information concerning lateral entry for the LEAs in our region and the Regional Alternative Licensing Center in Charlotte. All students who seek employment and those who become employed without a teaching license work with the director and faculty to develop individualized licensure-only plans. During 2005-2006, despite our rural location, over 130 licensure-only plans were developed in over a dozen teaching areas. Over 50 students entered the MAT program designated specifically for lateral entry teachers. Faculty taught over 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. WCU offered the NCTEACH program for the last five years on the Asheville campus. Western faculty traveled to Asheville daily to teach the courses to 66 students this year. NCTEACH also involved 21 On-line students, for a total of 66, in a pilot program to meet the needs of lateral entry teachers. Western was selected as the sole pilot institution and is now in the third year of the online program with 89 enrollees. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. The NC TEACH Retired Teacher/Mentor Project provided a retired teacher/mentor to eight first-year middle grade math or science NC TEACHERs. Mentors made a minimum of five visits to each beginning teacher's classroom during the months of February – May, 2006. The College sponsored 30-hour mentoring workshops to provide 80 experienced teachers with the skills to support new teachers and a one-day mentor refresher course. The special education program offers the Teacher Support Program to all teachers at four different sites, three of which are distant from campus, serving over 30 teachers. Support includes a stipend and on-site consultation in classrooms

where teachers are working. Special Education also conducts two grant funded projects, Mountain Connections II serving over 100 lateral entry teachers in master's programs provides support for lateral entry teachers in two ways and the Severe Disabilities project. Mountain Connections II provides tuition and stipends for lateral entry teachers to earn Master's degrees in special education while providing on the job support. Programs have been available to assist lateral entry teachers who have not yet passed the Praxis. The Special Education Program offered online courses for lateral entry teachers during 04-05 and provided small stipends and tuition grants for M.A.T. students with federal funds. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NCQuest , Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level.

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

WCU is strongly committed to providing quality professional development for career educators and provided professional development support to over 13,000 teachers last year. Examples of these activities are presented below. Over 20 faculty from Arts and Sciences delivered more than 100 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region through the Math and Science Center Network. The Center for Math and Science Education provided several special courses and workshops for teachers. Both this center and the Office for Rural Education provided support for teachers in the field in obtaining grants for school projects. The College collaborated with the public schools again this year to offer a pre-candidate workshop for teachers interested in pursuing National Board Certification. Support for National Board Certification continued this year to include five Saturday support sessions. Two workshops were provided for advanced candidates. Over 40 master practitioners co-taught over 50 methods courses with university faculty. The College sponsored 30-hour mentoring workshops to provide experienced teachers with the skills to support new teachers. The College offered several workshops on technology to teachers including a Summer Technology Academy for cooperating teachers, university supervisors and interns. The College assisted 120 mentors and 70 cooperating teachers through individual consultations and workshops. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NCQuest, Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level... Another grant, NC QUEST: SCIENCES, will provide 15 days of on- site professional development with online resources through a virtual school and e-mentoring schools in Allegheny County, designated as a federal high-need school system. Western's Adventure of the American Mind project, a joint venture between the College of Education and Allied Professions and the History Department, supports 40 career teachers in the rural westernmost counties of North Carolina offers school-based technology workshops that instruct teacher participants on the integration of local and national primary sources into the curriculum and offer a free digital camera for each teacher participant who completes the 15 hour workshop. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville).

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

No schools in our region or service area were designated as low-performing schools in the past five years. Through SUTEP, Western seeks to identify schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, Western Carolina University and the College of Education and Allied Professions actively engage in various efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. For example, the special education program provides Teacher Support Groups throughout the region and onsite consultation for teachers who need assistance with students in their classrooms. This effort supports teachers with efforts to meet Adequate Yearly Progress for their schools. The Office of Rural Education with the NC General Assembly annually sponsors the Legislative Leadership School for middle and secondary students. Continuing from the past year, the college worked with educators on the Cherokee Reservation to continue a grant-funded project of \$112,000 to improve the science curriculum in Cherokee Central Schools. Western collaborated with Asheville City Schools to secure a grant (\$283K) from NCQuest, Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level. Another grant, NC QUEST: SCIENCES, will provide 15 days of on-site professional development with online resources through a virtual school and e-mentoring schools in Allegheny County, designated as a federal high-need school system. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels.

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

Western Carolina University demonstrates commitment to supporting State Board of Education priorities throughout its professional education programs and beyond. Faculty and staff members documented over 630 separate activities or services in the past year designed to promote High Student Performance. These services included providing over 120 separate tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. For the sixth year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. Western faculty and staff documented 95 activities in support of Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with 406 documented services including workshops and Saturday support groups for teachers pursuing National Board Certification, retreats for Initially Licensed Teachers, a Summer Institute for Principals, and consultation to administrators. The institution supported the priority of Effective and Efficient Operations with 165 activities and by providing consultants for accreditation visits for SACS, by revising the strategic plan of the college and all departments within the college, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented 290 services and activities to support the priority of Strong Family, Community and Business Support including another conference this year on regional economic development that included legislative and business leaders from throughout the region. The Office for Rural

Education sponsored the Issues in Rural Education Conference in the fall focusing on several State Board goals. Many of the school support grants awarded by SUTEP focused on parental involvement this past year. The College is part of the Asheville-Buncombe Education Coalition focused on mentoring children in the Asheville-Buncombe schools and the Dean is a board member for the group. In addition the College participates in an annual event sponsored by the Asheville Chamber of Commerce. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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

Upgrading support services to distance learning students was the special emphasis of the college this past year. While the college has continued to seek and gain support for beginning, lateral entry, and career teachers through the Center for Beginning Teachers and other activities such as Adventure of the American Mind, the college has made a special emphasis to provide assistance to current and prospective students on community college campuses by employing two advisors to serve current Western Carolina University students completing 2 + 2 teacher education programs on community college campuses. The part time advisors are available in late afternoon and evening to support WCU teacher education students face-to-face and to help them access other services of the institution. Advisors also use email to advise students and to direct students to web resources of Western and the College of Education and Allied Professions. The advisors are provided with office space at the community college, phone, laptop computers and high-speed connection to serve students. They are trained by Western and meet monthly with the Dean of the College of Education and Allied Professions. The advisors for the College of Education and Allied Professions are also available to talk with prospective students and to recruit persons into teacher education from the surrounding counties. Additionally, a Cullowhee-based coordinator for distance learning programs was employed to work with the various teacher education programs offering distance learning programs and courses in the College of Education and Allied Professions. The coordinator helps with all aspects of the program including communicating with students. These three individuals increase the comprehensive services being provided to teacher education distance learning students.

## **Supplemental Information (Optional)**

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions maintains a license for PLATO, a web-based preparation program allowing students at Western and regional community colleges with agreements with Western to access this online tutorial program to prepare for Praxis I. The college provided training for contact persons at each community college and is continuing the license for another year to include community colleges. For over five years, faculty have been encouraged to take the Praxis tests. To date, over 50 teacher education faculty, including over 20 faculty members in Arts and Sciences, have taken the Praxis. Finally, the Dean's office and SUTEP maintains Praxis preparation materials for teacher education programs to use to help students improve scores. These booklets were in addition to the Tests-at-a-Glance webpages. Continuing to add to existing resources, the Dean's office purchased multiple copies of the Learning Plus series in Writing, Mathematics, and Reading to be available to students preparing for Praxis I exams. Multiple copies were placed on permanent reserve in the library and in the Office of Teacher Education and Field Experiences. Copies were also placed on reserve in the community college libraries at which distance education programs are delivered. Faculty in the college have also participated in region wide workshops to assist teachers in the region to meet Praxis II requirements.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. Five initiatives involved recruiting this year. The College began its Grow Your Own Teacher program for persons who want to student teach in their "home" system. Western was one of only three institutions in the state with the NC Teacher Incentive Program (NCTIP) offering in-state tuition for competitive out-of-state students who agree to teach in North Carolina for every year of assistance at Western. The fourth initiative is an updated Lateral Entry brochure for students who are employed as teachers and need to complete an approved program. The last of the five initiatives included ongoing participation in NCTEACH and piloting of an online version of NCTEACH. The College participated in all institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. The College also takes advantage of special opportunities to recruit students into teacher education by speaking to groups of high-school students visiting campus for various activities such as the Odyssey of the Mind tournament, discipline area contests, and summer programs like Legislative Leadership School. The dean of the College sends a personal letter of invitation to all prospective students who express an interest in any licensure program including a separate letter to minority prospective students and an additional personal letter to all accepted applicants to any licensure program. Specific recruiting initiatives include the annual Teachers of Tomorrow Day where over 200 high school students visit campus for a special program. A separate annual "Reach to

Teach” day is held to recruit middle grade and high school minority students into teaching. The College also houses an active Teaching Fellows program enrolling over 20 new fellows each fall who also assist with recruiting. The College is also a partner with nine Teacher Cadet programs at the following high schools: East Rutherford, Enka, R.S. Central, Swain, North Henderson, Charles D. Owen, Pisgah, and Chase and is actively recruiting others. Western has decided to award university academic credit for successful completion of the Teacher Cadet curriculum thereby increasing the strength of our Teacher Cadet partnerships and proactively recruiting high school students into teacher education programs at Western Carolina University. Programs in Birth-Kindergarten, Elementary Education and Special Education are currently on-going with eight community colleges in the region in 2+2 agreements. Participating community colleges range from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). WCU courses are taught using distance learning technologies. The College employed three professional advisors to assist students in the distance learning programs. Additionally, the College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee includes representatives from Asheville and Cherokee where significant numbers of public school minority students reside. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. The director of Special Programs and Teaching Fellows and the Dean of the College personally contact outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean writes a personal letter to each minority student who expresses interest in WCU as a teacher education student or as undeclared inviting him or her to become a teacher education student. In another significant initiative, the College again hosted more than 60 minority middle grade and high school students for a special event day called “Reach to Teach” encouraging them to consider teaching as a career. This activity was coordinated with minority students on campus, The WCU Cherokee Center and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers and interns were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. Participants were overwhelmingly positive about the day and several indicated a genuine interest in teaching as a career. The participants wrote comments on the program evaluation such as, “I ‘m thinking of coming to WCU because I have learned it is a good university and we need more teachers in the Carolinas.” This year, WCU participated in a Rural-Urban Exchange with NC A&T State University exchanging six students in teacher education from each institution for a week of experiences in public schools and the community. One faculty member accompanied the students. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for

minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at Western Carolina University. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. For the third year, Western had a delegation of over 10 faculty, public school teaching partners and students at a statewide conference on Closing the Achievement Gap, and made presentations at the conference.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee includes representatives from Asheville and Cherokee where significant numbers of public school minority students reside. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. The director of Special Programs and Teaching Fellows and the Dean of the College personally contact outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean writes a personal letter to each minority student who expresses interest in WCU as a teacher education student or as undeclared inviting him or her to become a teacher education student. In another significant initiative, the College again hosted more than 100 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging them to consider teaching as a career. This activity was coordinated with minority students on campus, The WCU Cherokee Center, SUTEP, and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers and interns were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. Participants were overwhelmingly positive about the day and several indicated a genuine interest in teaching as a career. The participants wrote comments on the program evaluation such as, "I 'm thinking of coming to WCU because I have learned it is a good university and we need more teachers in the Carolinas." This year, WCU participated in a Rural-Urban Exchange with NC A&T State University exchanging six students in teacher education from each institution for a week of experiences in public schools and the community. One faculty member accompanied the students. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at Western Carolina University. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. Western had a delegation of over 15 faculty, public school teaching partners and students at a statewide conference on Closing the Achievement Gap, and made presentations at the conference in our third year of attendance.

## 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	3	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	54	White, Not Hispanic Origin	236
	Other	1	Other	2
	<b>Total</b>	<b>61</b>	<b>Total</b>	<b>242</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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	23
	Other	0	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>23</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	50
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>55</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	17
	Other	2	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>20</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)	2	1
Elementary (K-6)	20	5
Middle Grades (6-9)	24	24
Secondary (9-12)	47	13
Special Subject Areas (k-12)	24	3
Exceptional Children (K-12)	14	26
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>131</b>	<b>72</b>
<b>Comment or Explanation</b>		
The MSA program at WCU has tripled since the spring of 2005. Over 95% of the candidates are fully admitted meeting all requirements of admission with less than 4% provisionally admitted. All of those provisionally admitted meet the provisions applied at admission. Candidates must meet the identified minimum GRE scores, have letters of recommendation where 2 of 3 provide a "strongly recommend" evaluation and one of those must be from their direct supervisor/principal. All candidates must pass a writing portfolio with evidence of goals that align with the program and participate in a personal phone or face-to-face interview with a faculty member. Two faculty review the entire application and all faculty in the department vote on recommendation prior to submission to the Graduate School.		

**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	180
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.47
Comment or Explanation	

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

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
<b>N= #Completing NC=# Licensed in NC</b>				
Prekindergarten (B-K)	2	2	0	0
Elementary (K-6)	36	25	1	0
Middle Grades (6-9)	2	1	0	0
Secondary (9-12)	10	9	0	0
Special Subject Areas (K-12)	21	16	1	1
Exceptional Children (K-12)	6	3	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	77	56	3	2
Comment or Explanation				

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

	<b>2004 - 2005 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	46	100
Spec Ed: General Curriculum	2	*
Spec Ed: LD	5	100
Spec Ed: Mentally Disabled	5	80
Institution Summary	58	98
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	21	28	19	4	0	2
U Licensure Only	2	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	2	0	0	1	0	0
U Licensure Only	0	0	0	0	0	1
Comment or Explanation						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	125	95	67
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
Buncombe County Schools	559
Haywood County Schools	365
Henderson County Schools	259
Macon County Schools	208
Jackson County Schools	207
Cherokee County Schools	204
Charlotte-Mecklenburg Schools	155
Gaston County Schools	140
Cleveland County Schools	128
McDowell County Schools	122

**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.	3.76	3.60	3.66
preparation to effectively manage the classroom.	3.49	3.42	3.42
preparation to use technology to enhance learning.	3.61	3.39	3.69
preparation to address the needs of diverse learners.	3.45	3.30	3.49
preparation to deliver curriculum content through a variety of instructional approaches.	3.78	3.39	3.58
Number of Surveys Received	49	57	59
Number of Surveys Mailed	82	82	82

**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
58	19	13