

IHE Bachelor Performance Report

Lees-McRae College

2006 - 2007

Overview of the Institution

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

Special Characteristics

Off-campus teacher education programs are identified by Lees-McRae College as one of its six "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the teacher education program through

continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria, aligned with INTASC Standards and NCDPI New Twenty-First Century Standards, are continuously evaluated. Teacher as Reflective Practitioner is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research on theory and practice. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of students and colleagues -- role models of reflective teaching. The LMC program demonstrates best practices in effective teaching and requires students to complete an Integrated Arts Curriculum which incorporates Humanities, Music, Drama, Dance, and Visual Arts. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Teacher Education Program. Employers have been positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience. For three consecutive years, Lees-McRae teacher education graduates ranked high among teacher education programs in North Carolina for the percentage of the institution's graduates being employed by North Carolina as teachers within one year of graduation with 70 or more graduates. Strengths cited by employers include their understanding of the Standard Course of Study, an ability to integrate across the curriculum, vast content knowledge, meaningful use of manipulatives, and positive interactions with children and other professionals. Burke County's confidence in program graduates is demonstrated by the fact that 85% of the student teachers in that county assumed the classroom position mid-year. Candidates are placed with career teachers, who plan to retire at mid-year. The Division of Education continues its expectation that all graduates create an effective teaching portfolio based on the INTASC Standards. In 2006-07, the college has worked collaboratively to establish another professional development school in Burke County, in addition to professional development schools already established in several counties served by LMC. These schools provide opportunities for both students and faculty to collaborate on efforts that benefit candidates, K-12 students, public school and college faculty.

Program Areas and Levels Offered

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

Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees- McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Mayland Community College, Spruce Pine, North Carolina; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional development coursework for beginning/career Teachers.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/Service to Public Schools

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
Avery County Schools	Request for family based literacy project	Lees-McRae participated in a family based service project operated in conjunction with Appalachian State University. The student from Lees-McRae College worked with several families once a week for two hours for eight consecutive weeks. The family made a book to document an event that related to the culture of the Appalachian Mountains.	Books were made and given to each family, to each student, and to the schools. Families found ways to share their heritage with each other and with the community. The Lees-McRae students have continued relationships developed with the families they met through this experience.
Avery, Watauga, and Surry County schools	Request for support for the faculty and students in developing a lifelong love of reading	Students in one class developed their own children's book. They wrote and illustrated in a variety of methods (chalk, photography, collage, watercolor, etc.) a book on Appalachian Culture. These were presented to classes at a school and given to the teacher to use as classroom books.	The students enjoyed using a variety of media to illustrate their original stories. The elementary students were excited to have college students bring their original books to share, read, and then leave for the students. The children wrote thank you notes to the Lees-McRae students. The teacher reports that the original books are checked out daily for take home

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			reading.
Burke County Public Schools	Request for assistance to teachers in gaining math strategies	Two faculty members were asked to attend training taught by NCDPI and return to the local LEA to instruct teachers in math strategies and then instruct teachers in the county.	Members of the school system were excited about this collaboration as it did not take teachers out of the classroom during the day. Faculty members offered the workshop to teachers after school. This kept teachers in their classrooms and also kept the school from funding substitutes.
Burke County Schools	Request for assistance to a school that has a wide gap in student achievement with placement of top student teacher candidates	Placement of top student teachers gave the school greater opportunity for smaller instructional classes and groups. It allowed more time for individual assistance to meet the needs of a very low socio-economic school. This placement also allowed the teacher education candidates to be involved with students who had many instructional, personal, and family needs.	Due to the placement of student teachers at the beginning of the school year, six were able to be hired in December. Several teachers retired or moved to other LEA's. This provided consistency for the students and the school. The principal reports that all six plan to return for the 2007-08 school year. One graduate was nominated Teacher of the Year. The principal reports that his strongest teacher is one of the six hired from Lees-McRae.

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Burke County Schools	Request for assistance for a school with improving reading and writing scores while developing a love for reading	One professor has helped facilitate Young Author's Day. The day was established to encourage students to write and publish own stories. This participation helped students develop an enjoyment of reading while understanding the writing process.	Each student in the school wrote, illustrated and published a book. A children's author came to the school and met with the entire student body. Volunteers from the community attended, allowing each student author to present his/her work to an adult and several students as the audience.
Burke County Public Schools	Request for assistance to one school determined by the NCDPI to be "low-performing" and the most "at risk" school in the LEA	Professors and faculty met with the Principal and the Director of Elementary Education to determine needs. Time was spent in the school in individual classrooms. Feedback was given on time management, discipline, instructional strategies, modes of learning and demonstrations. Lessons were modeled.	Faculty provided workshops on math and writing strategies. Informal feedback to teachers allowed instructional practice to be modified to meet individual student needs. Mentoring and support for this school will continue. Meeting dates have been established with the principal to determine needs for the upcoming school year.
Burke County Public Schools	Request for assistance to graduates who would benefit from individualized and small group support to improve their classroom learning outcomes	The Lees-McRae College Elementary Education Coordinator and two clinical instructors visited Lees-McRae graduates in a "low-performing" school. The professors worked on classroom management, classroom climate, literacy	Communication with the principal informs Lees-McRae that the graduates have shown improvement. The principal believes that the Lees-McRae graduates will lead the school in moving out of "low performance"

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		and lesson preparation.	status.
Burke County Public Schools	Request for provision of information on the International Baccalaureate School standards and accreditation procedures to public schools and non-public school personnel, college faculty, and undergraduate students	One professor has visited public and non-public International Baccalaureate schools in order to become more familiar and knowledgeable regarding globalization of schools for the Twenty-First Century.	The professor helped one school evaluate and determine to implement the International Baccalaureate curriculum. She has supported the school in the accreditation processes this school year.
Mitchell County Public Schools	Request for enhancing skills, support, and strategies for a successful classroom for beginning teachers and student teachers	The Coordinator of Elementary Education and the Chair of Education and Physical Education spent most of the semester encouraging a student and a graduate of our program. The professors engaged in phone calls, written communication of support, counsel and Praxis II preparation. A variety of techniques were modeled. Multiple video taping sessions with both oral and written feedback were provided.	The teacher made tremendous progress especially in the area of classroom management. She has gained confidence in strategies to maintain classroom order. Her demeanor and tone of voice has changed and the students began to recognize her expectations. With this teacher, the support will be on-going.
Surry and Yadkin County Schools	Request for support for public school teachers in gaining strategies for	Lees-McRae College faculty member conducted storytelling sessions with fourth-grade students, followed by	Students and faculty responded favorably to the presentation. A number of the faculty members are

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	teaching the writing process	lessons designed to help students identify story elements and ways to include them in their own writing. Fourth-grade classroom teachers and support staff were present for the model lessons.	former Lees-McRae students who requested the presentation. Presentations took place with fourth-grade classes in the following schools: 9/27/06 East Bend Elementary School, 10/02/06 Shoals Elementary School, 11/28/06 Shoals Elementary School, 2/13/07 White Plains Elementary School, 2/28/07 Copeland Elementary School, 3/08/07 Yadkinville Elementary School.
Elkin City Schools	Request for assistance to public school teachers during a storytelling festival	Lees-McRae faculty conducted a storytelling session for first-grade classes.	Approximately 50 students and 10 staff members participated in the session.
Surry County Schools	Request for assistance to public school teachers in guiding their students to appreciate poetry and to understand the elements of poetry	Lees-McRae faculty conducted a model lesson in a fourth-grade classroom on elements of poetry.	Two teachers and 20 students participated in the morning's activities. The students developed poetry books and shared with families at a PTO Open House.
Winston-Salem/Forsyth County Schools	Request for assistance to public school teachers with strategies for effective use of math manipulatives	Lees-McRae faculty led a four-hour math workshop for K-1 teachers on "Best practices, Logical Thinking Skills, and Numeration."	Ten K-1 classroom teachers and one administrator attended the workshop. The instructor provided handouts that will assist teachers in implementing

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			the activities in their classrooms. A follow-up session is planned.
Ashe County Schools, Stokes County Schools, Surry County Schools, Yadkin County Schools	Request for assistance to public school teachers to meet social studies competencies	Lees-McRae faculty presented a slide show on various places being studied in social studies.	Presentations covered the following topics: 9/12/06 "The Outer Banks," presented at Germantown Elementary School; 9/19/06 "Washington, D.C.," presented at Pilot Mountain Elementary School; 2/26/07 "Washington, D.C.," presented at Fall Creek Elementary School; 4/3/07 "Washington, D.C.," presented at Mountain View Elementary School.
Burke, Mt. Airy, Stokes, Surry, and Wilkes Public Schools	Request to provide assistance to several teachers that entered the program through the Lateral Entry Program	Lees-McRae faculty worked with six teachers to provide several classes needed to meet Lateral Entry requirements. These teachers were hired in their LEA's. The Chair of the Education Division and other LMC faculty, together with the principal, evaluated the lateral entry teachers the required number of times.	Teachers observed and earned "at standard" and "above standard" ratings on all evaluations (TPAI) by both the principal and the Chair. Several principals involved were pleased with their hiring decisions and will extend contracts for the upcoming year.
Avery, Burke, Mitchell, and Surry County Public Schools	Request to provide opportunities for new teachers to meet with specialists in a variety of	Guest speakers from the professional education community were invited to speak to both teacher candidates and graduates of each of the four LMC	These sessions provided excellent information and built understanding of special programs in the schools. The session on school law was the one to

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	areas	campuses. The speakers were chosen to respond to questions and issues from the candidates and new teachers. Speakers were AG specialist, school social worker, school law specialist(attorney), school guidance counselor and school nurse.	which all students gave the highest rating and most positive feedback. These speakers provided great resources to support the teachers as they struggle in the classroom with student and family issues that have little to do with teaching and curriculum.
Avery, Surry, and Watauga County Public Schools	Request to enhance teachers units on Appalachian Heritage, Movement and Physical Education	One professor walked from the LMC campus to the Surry campus in Dobson, NC. (This trip of approximately 200 miles took five days.) He met with several schools along the way. He discussed Appalachian Heritage and the need to keep this culture alive. He shared his love of dancing by performing square dances with the students and encouraged the students to stay physically fit in life by walking.	Students were fascinated that he would walk from one campus to another. He models his passion. One classroom walked the last mile with him to celebrate. At the conclusion of the walk, a celebration was held which emphasized Appalachian Culture through dance and food.
Ashe, Mount Airy, Surry, Stokes, Yakin, Wilkes County Schools	Request to involve LMC family in College Day at Surry Community College (Sept. 25, 2006 and January 17, 2007)	Students from high schools in several counties attended and learned about the on-campus education program at LMC along with the community college (Surry Campus) two-year program.	Approximately 40 junior and senior students attended a question/answer panel discussion about higher education opportunities in Surry County.

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Ashe, Avery, Burke, Stokes, Surry, Watauga, Wilkes, and Yadkin County Public Schools and Mt. Airy City Schools	Request to provide workshops and tutoring to candidates in order to improve Praxis I and II scores.	The Coordinator of Elementary Education and the Chair of the Division of Education have worked to provide both large group and individual tutoring to students with concerns about passing both Praxis I and II. The Coordinator of Elementary Education Program offers workshops on several of the LMC campuses. The Chair of Education hired an adjunct who taught specific test-taking techniques to support students in preparing for Praxis I and II.	Lees-McRae continues to have a high ratio of students passing Praxis II. Only one student did not pass Praxis II in the 2006-07 school year. Students taking Praxis I were more confident at test time due to classes and tutoring provided. Efficiency of Praxis I growth is evidenced by the fact that nine students gained 1-6 points, and one student gained 12 points following the support sessions.
Ashe, Avery, Burke, Stokes, Surry, Watauga, Wilkes, and Yadkin County Public Schools and Mt. Airy City Schools	Request to have Lees-McRae faculty assist public school teachers from across the state with strategies for effective use of math manipulatives	A Lees-McRae faculty member led a two-hour math workshop for teachers at the North Carolina Department of Public Instruction for Teachers of Mathematics in Greensboro.	Thirty teachers participated in the workshop. A variety of hands-on activities were demonstrated. Handouts were also provided to assist teachers in implementing the activities in their classrooms. Teachers wrote positive comments on the evaluation forms. Several schools requested this workshop be done at their local LEA. One workshop was completed this school year and more are in the planning stages.

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

Faculty in the Division of Education at Lees-McRae College are expected to be involved in the LEAs they serve and are assessed on this in their annual Professional Activities Report as well as in their recommendations for professional promotion at the College. Numbered items reflect service for 2006-2007. 1) The Program Coordinator of Elementary Education and two faculty instructors worked with a Burke County School that was designated as “Low-Performing” by NCDPI. They met with the principal, visited the school, observed classrooms, modeled lessons, gave feedback on best instructional practices, tutored struggling individuals, and provided several workshops for the staff in math. 2) Two faculty members worked with Surry, Stokes, Yadkin, and Wilkes County School Systems and Mt. Airy City Schools to provide workshops on the writing process, elements of poetry, and effective use of math manipulatives. 3) The on-campus Education Club, under the supervision of a faculty member, served as volunteers for a family literacy project in Avery County. 4) Another faculty member hosted a “Cub Club” athletic program for home-schooled students in Avery County. 5) A faculty member provided assistance to a school during Young Author’s Day and did research on the International Baccalaureate program. The Division of Education encourages active involvement of LEA personnel in its Teacher Education Committee and subcommittees. The Teacher Education Committee and subcommittees meet on an as need basis to advise and inform the Teacher Education Program, and to identify public school needs. Approximately 30 participants from LEAs that the Lees-McRae College Teacher Education Program serves are actively involved in the Teacher Education Committee. Additional faculty involvement in service to the public schools include: Serving on various committees and in leadership positions (school board member, Teacher of the Year selection committee, Principal of the Year Selection Committee, Teaching Fellows applicant review, and judges for science fairs); administering the SAT and ACT tests; proctoring the EOG tests, providing professional development seminars for area teachers, and speaking at area high schools on topics related to college life.

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

As an extension of the Reflective Practitioner Framework, the Division of Education emphasizes its continuous interest and support of all beginning teachers, especially its graduates, as they enter their teaching careers. This support is put into practice through scheduled visitation(s) with beginning teachers and their principals, making available college resources and materials, providing staff consultation and development as requested, and routine e-mail discussions with graduates. Professors were available for support, guidance, and feedback. LMC faculty scheduled, with the teacher and the principal, classroom observations for several first-year teachers and provided follow-up. Lees-McRae College teacher Education Program graduates used their professors and mentors as resource persons who detect and resolve issues, advise, recommend advanced courses of study, and provide employment and career guidance within the public school setting. LMC faculty and program coordinators provide strategies and support for new teachers. Improvements in new teachers were noted by the principals in their

performance and classroom observation reports. All three off-campus cohorts participated in collaboration and celebration events each semester during 2006-2007. This successful new endeavor brought about a closer rapport between campuses and students. New adjunct workshops were provided to ensure the continued level of support from all instructors on all campuses. The College website continues to include all teacher education program faculty and graduate contact information in order to facilitate communication with graduates for both Lees-McRae faculty, alumni of the teacher education program, and current pre-service teacher candidates. Every year, the Division of Education conducts an Exit Interview with all program completers to identify areas for future professional development and provides recommendations and resources to meet these self-identified needs. The Division of Education offers Praxis II workshops and specialty seminars of interest to beginning teachers at no cost. The Division of Education also supports an alumni website to encourage collegial support between new teachers. A classroom management workshop was offered as support for beginning teachers and teacher assistants.

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

Lees-McRae College is committed to assisting lateral-entry teachers in acquiring the necessary preparation to be recommended to the State of North Carolina for clear licensure. To achieve this goal, the Lees-McRae College's "Lateral Entry Policy" was presented and approved by the Teacher Education Committee in 2001 and revised in the spring of 2002. This policy, which adapts the teacher education program to respect the work that lateral entry teachers carry out each day in the public schools, has been disseminated to local area school districts, and is continually being reviewed and revised in light of changes in lateral entry policies at the local, state, and national levels. During the 2006-07 academic year, the Division of Education served six lateral entry teachers. All education seminars, Praxis preparation seminars and workshops, faculty advising and mentoring services, and resources of the Division of Education are made available to lateral entry candidates without cost. Faculty members also provide advising and lateral entry licensure information to lateral entry teachers not currently enrolled in the teacher education program. Lees-McRae College continues its Adult Lifelong Learning (A.L.L.) Program to include lateral entry teachers taking up to 15 credit hours per year as non-degree seeking students; therefore, allowing them to take advantage of reduced tuition rates as part-time students. Having our off-campus sites has allowed several candidates with a Bachelor's or Master's degree in another field to take required education courses in order to become licensed in the state of North Carolina.

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

Lees-McRae College and the Division of Education offer multicultural experiences for in-service credit through an International Studies Abroad Program. These programs focus on a dynamic multicultural agenda which integrates science, social studies, literature, and communication skills. In-service teachers are encouraged to apply their learning

experiences from studies abroad in their home classroom environments. The college offers continuing education credits for career teachers at reduced tuition rates through its Adult Lifelong Learning Program. The Division of Education offers direct instruction, faculty expertise, campus and Curriculum Center materials and resources, and technology and internet resource (NC Live) and accessibility to teachers on an as-needed basis and throughout their National Board Certification process. At the teachers' requests, LMC faculty presented lessons on Writer's Workshop, collaborative lesson planning, hands-on math instruction with manipulatives, and a test-taking preparation workshop providing test-taking strategies for end-of-grade test preparation. All local area career teachers are formally invited to attend scheduled on-campus events pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, teacher professionalism and nationally acclaimed speakers. The Division of Education has collaborated with the Burke County Public School System in conjunction with the WPCC cohort to open its thematic unit presentations to all Burke County Public School teachers providing inspiration and ideas in lesson design and unit planning for career teachers. Teachers are provided continuing education credits for attendance at these Integrated Unit Fairs. The Division collaborates with Avery County Schools (Crossnore Elementary) in a family literacy project. Several faculty members taught a variety of mathematics classes for teachers in the Surry and Burke County areas, and at the NCDPI State Math Meeting in Greensboro, North Carolina.

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

The College offers faculty expertise and curriculum center resources to enhance instruction at area low-performing schools. Faculty members continue to collaborate with a local school district to implement services for at-risk Hmong and Hispanic pre-school children. Curriculum enhancement in the area of Spanish language instruction provide a Bachelor or Arts in Elementary Education degree that better equips Lees-McRae College graduates to work with ELL students. The B.A. Degree is required of education students at the Banner Elk main campus program and is encouraged at our three community college sites. Two new professional education courses continue to be developed; 1) A classroom management and organization course, and 2) A diversity course that explains the complexities of teaching to meet the needs of all children, to help graduates meet the needs of diverse learning styles often associated with the low-performing student, and to develop the skills desperately needed in low-performing schools. Annual assessments indicate these have been successful efforts, and we are now receiving requests from public schools for classroom management workshops. While these areas are "spirally" integrated in the teacher education program, program assessment indicated that students desire direct instruction in these areas. Teacher Assistants were provided with a half-day workshop on classroom management and on diversity to ensure the quality of professionalism in the classroom. The Division also supports two specialty Charter Schools - The Crossnore Academy and Grandfather Academy - with observing and assisting education students and college graduates as full-time teachers. These schools educate abused and neglected children who have being placed in children's homes (affiliated with the above named schools).

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

In support of NCDPI, the Division of Education and Lees-McRae College has focused on the new Twenty-First Century skills; global awareness, health awareness, social responsibility, information and media literacy skills, collaboration skills, and assessment. Additionally, in the spring of 2006, the Division prepared for and hosted a successful NCATE Focused visit which looked closely at Standard 2, Assessment. For this visit, a new technology program, Taskstream, was implemented. Assistance to public schools continues to be a priority and is demonstrated through workshops, institutes, and consultation. Continued collaboration with the public schools continues through grant applications, the arts, tutoring services, special programs, classroom management, and Appalachian cultural diversity. Additional emphasis is being focused in global education in authentic settings as described in Section L.

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

In support of NCDPI, the Division of Education and Lees-McRae College has focused on the new Twenty-First Century Skills: global awareness, health awareness, social responsibility, information and media literacy skills, collaboration skills. LMC faculty gave special emphasis to a low-performing school, classroom management, family and community involvement, strengthening the teaching of math, cultural and global awareness, and test-taking strategies. Specific examples include: 1) Providing highly-qualified teachers through elementary education programs at four locations, 2) Providing volunteers and participating in a family literacy program at Crossnore Elementary, 3) Providing opportunities for students to participate in global trips (India, Costa Rica, Italy), 4) Providing professional development workshops with an emphasis on math to strengthen hands-on experiences with manipulatives, 5) Providing training for LMC candidates and area in-service teachers on a variety of test-taking strategies for Praxis I, Praxis II, and North Carolina K-2 Assessment and grades 3-5 End-of-Grade tests, 6) Providing a Junior Day and a Senior Day to allow all off-campus students to attend workshops on campus and have the opportunity to meet and exchange ideas, 7) Involving candidates and student teachers in public school events to reach out to parents and communities through activities such as spring flings, PTA programs, open houses, Young Author's Day, after-school events, and tutoring, 8) Instructing all adjunct faculty on LMC policies, procedures, and practices to ensure alignment of curriculum, assessment, technology, and instructional strategies across all campuses, 9) Involving LMC candidates with Cub Club to provide physical education activities to home-schooled students in Avery County, 10) Involving LMC candidates with pre-school students to provide physical education activities, games, movement, and interaction with positive role models.

Supplemental Information (Optional)

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

The Division of Education provides Praxis I and Praxis II Workshops for all traditional and non-traditional students involved in the Teacher Education Program. These preparation opportunities are available during class time, evening hours, and on weekends to meet students' needs. The College has purchased and makes available the most recent Praxis I and II study guides (paper versions, including many specialty areas tests) for students to use in the Division's Curriculum Center. For students who failed to pass any part of Praxis I or II, remediation services are available free of charge in the Student Success and Internship Center in the form of one on one tutoring, practice tests, and skill-building workshops. Program coordinators at the off-campus locations schedule individual sessions with students when assistance is required. Designated tutors are also available for all off-site locations. All professional and materials/methods faculty and program coordinators of the Elementary Education program have taken the Praxis exams (within the past four years), and continue to do so with each revision of the tests. Faculty members incorporate their awareness of Praxis structure, mindset, and content into their direct instruction with pre-service teacher candidates. Students also create an INTASC Standards Portfolio, which supports (through reflection) their higher-level cognitive abilities in answering Praxis questions that deal with meeting the needs of students through identified best practices. Program coordinators also instruct all part-time and adjunct faculty members in identifying learning outcomes in their coursework that directly correlate to the material covered in Praxis Series testing. Ultimately, a strong teacher education program is a student's best preparation for the Praxis Series, and the Division uses data gathered from both internal survey instruments and Praxis score reports to strengthen each component of the Teacher Education Program.

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

The Division of Education and Lees-McRae College actively promote opportunities to recruit students into professional education programs leading to licensure. Having three off-campus locations, one approximately 100 miles from the main campus and the other two, 35 and 50 miles away, allows Lees-McRae College to offer a Bachelor of Science or a Bachelor of Arts in Elementary Education to non-traditional, Appalachian students who are time/place bound and could not otherwise gain their licensure. Faculty members from the on-campus program travel to the off-campus programs (which are comparable in scope and learning outcomes to the main campus Teacher Education Program) housed at three community college campuses. Each off-campus program has a faculty member or members to serve as Program Coordinators. Coordinators act as liaisons between their off campus programs and the main campus, provide on-site academic and professional advising, and implement student development. The off-campus program coordinators advertised several teacher education open houses, which they hosted in their local communities. They also worked with academic advisors at their respective community colleges and public school personnel directors to recruit potential teachers. Faculty members participated in the Surry County Teacher Job Fair. They also continued to work

with the Office of Admissions in order to identify students with an interest in the teaching profession earlier and develop a bond with them during their first semester freshman year. A new course is being developed to promote education for freshmen and sophomore on-campus students

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

Lees-McRae College makes on-going efforts to encourage minority students to pursue professional licensure. The majority of students enrolled in the Lees-McRae College Teacher Education Programs are diverse, non-traditional Appalachian students. The Admissions Committee and the Division of Education make concentrated efforts to interest minority students in teaching in several ways: personal meetings during orientation visits to the College campus; faculty, staff, and student recruiting visits to public schools which have predominately minority students; and the College-wide initiative, "Plan to Recruit a Diverse Population to Lees-McRae College," which has shown promise in increasing the existing number of minority students. The increase in the College's study abroad programs and international recruitment have heightened awareness of the College's programs and secured several non-US candidates for College enrollment. The College's mission statement sees the purpose as "extending its ministry of education to diverse populations." The Division of Education continues to attract diverse candidates through its new involvement in the International Outreach Program, where students at the College are provided the opportunity to teach first-hand about their native country and culture to public school children. The professional course, EDU 361 Education of Culturally Diverse/Exceptional Populations, included in-class speakers from diverse cultural and minority groups. The Division admitted African American, Hispanic and Hmong candidates into the programs. Arrangements for field placements were made in schools which have a large diverse student population.

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

Two professors in conjunction with faculty from two other schools in the Appalachian College Association (ACA) planned and participated in a trip to India in spring 2007. The professors took with them two on-campus education students from LMC in addition to students from other participating colleges in the area. The students and faculty traveled to India, spending 12 days in country. During this time, the students and professors taught stories, songs, and puppetry in English to children in three villages. Each LMC student and professor taught a total of six days. Before departing on the trip, the LMC students planned lessons, which faculty evaluated in order to make students' teaching and presentation as strong as possible. Participating LMC faculty and students toured a variety of sections of India. In each area, they toured a school to see different educational sites and classrooms. The LMC group provided each school with a variety of school supplies which had been provided by other on-campus students who participated in this project by donating school supplies. Each of the four LMC representatives carried an extra piece of luggage, brimming with books, pens, markers, crayons, sticky notes, etc.

Participants in the project plan to continue this support by sending materials and supplies to the schools throughout the up-coming year. They will stay in touch with classroom teachers and students via e-mail and blogs set up for this purpose. Lees-McRae College continues to engage students in a global education. This emphasis involves students visiting a variety of other countries. The Education Division is pursuing the opportunity for all on-campus students to do a 3-5 week student teaching experience abroad. One LMC student involved in the AmeriCorps Program will spend the summer in Costa Rica and the entire fall semester in Florence, Italy. Also, LMC was a partner in a joint project with Appalachian State University and Avery County Schools. In this joint project, LMC and ASU students worked with Crossnore School students and their families who shared stories of their Appalachian heritage. The college students partnered in helping K-6 students use technology to record stories of special events described by adult family members. As a culmination of the literacy/ technology / school / community project, each individual participant or family received a bound copy of stories of all participating families. Several of the students have continued meeting and interacting with the families so that this has become a true connection with the community.

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	4
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	136
	Other	0	Other	0
	Total	22	Total	141
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	0	Total	5

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	1
	Other	0	Other	0
	Total	0	Total	1
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)		
Elementary (K-6)	3	6
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	3	6
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.80
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	15	59	1	2
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	15	64	1	2
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	78	96
Institution Summary	78	96
* To protect confidentiality of student records, pass rates based on fewer than five 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	80					
U Licensure Only	3					
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.

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	78	97	65
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Surry County Schools	90
Burke County Schools	60
Avery County Schools	29
Stokes County Schools	24
Wilkes County Schools	21
Yadkin County Schools	18
Mount Airy City Schools	12
McDowell County Schools	10
Elkin City Schools	8
Forsyth County Schools	7

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.59	3.42	3.50
preparation to effectively manage the classroom.	3.48	3.33	3.54
preparation to use technology to enhance learning.	3.34	3.22	3.50
preparation to address the needs of diverse learners.	3.31	3.15	3.33
preparation to deliver curriculum content through a variety of instructional approaches.	3.69	3.33	3.54
Number of Surveys Received	29	27	24
Number of Surveys Mailed	64	64	64

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
8	2	23