

IHE Bachelor Performance Report

Southeastern College at Wake Forest

2006 - 2007

Overview of the Institution

The purpose of the Christian Teacher Education program at Southeastern College at Wake Forest is to prepare men and women for professional service as teachers. The College seeks to develop teachers who meet all requirements for North Carolina State Licensure, who are committed to seeing that each student learns, who are compassionate in helping meet each student's needs, and who are competent to lead classroom instruction successfully in their chosen specialty area. As part of the conceptual framework of the program, these elements are integrated throughout to ensure that candidates develop and exhibit the knowledge, skills, and dispositions which are identified by national and state best practice standards.

Special Characteristics

The curriculum at Southeastern College at Wake Forest richly integrates both liberal arts and biblical studies. The liberal arts component of the "core curriculum" centers on the History of Ideas where students engage the great books and great ideas of civilization. It further develops students' ability to think, to read, and to write through classes in literature, history, and composition. In the biblical studies component, students learn Scripture, interpretation, theology, and original languages. Integrating these core components aims at deliberate worldview development and producing lifelong learners. Together they lay a foundation for preparing content teachers of English and Social Studies.

Program Areas and Levels Offered

Southeastern College at Wake Forest offers a Bachelor of Arts in Biblical Studies and Christian Teacher Education with concentrations in English (high school 9–12) and Social Studies (high school 9–12).

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
<p>The SECWF teacher education program director collaborated on several occasions to discuss ways to maximize direct and ongoing involvement between Franklin County Schools and the college. A final priority setting meeting was held on September 12, 2006, between the director and the Title I School Improvement Support Team. At that session it became clear that the district wanted the college to assist in:</p> <p>(1) providing tutoring services for at-risk students and (2) providing courses toward continuing licensure for lateral entry teachers.</p> <p>Conversations with the superintendent and assistant superintendent during the 2005-2006 school year had also identified a need for assistance with beginning teachers and the provision of content assistance for English and social studies teachers. The collaboration between the college and the district, then, identified four priorities that make up the “direct and ongoing involvement” plan between SECWF and the Franklin County Public Schools. The official partnership agreement signed during 2005-2006 was reaffirmed for 2006-2007.</p>			
Youngsville Elem.	Tutoring Services In response to district requests. This was the highest priority need identified by school district.	Three candidates provided 30 hours of tutoring for at-risk students during the first semester. Tutoring services provided in this setting were not a normal part of candidate program requirements. -----	Assessment forms indicated that teachers and supervisors were satisfied with the candidates’ performance. ----- The teachers assessed the impact of the tutoring on students being

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
		<p>SECWF hired a graduate assistant who monitored and mentored tutors. He also worked with classroom teachers whose students received tutoring services.</p>	<p>tutored using a recently developed assessment form. Indications were that the tutoring did, in fact, positively impact student learning.</p>
Franklinton Elem.	Tutoring Services	<p>During second semester four candidates were assigned to provide tutoring for at-risk and EC students. They tutored these students for a total of fifty-six hours.</p> <p>-----</p> <p>Tutoring services provided in this setting were not a normal part of candidate program requirements.</p> <p>-----</p> <p>SECWF hired a graduate assistant who monitored and mentored tutors.</p>	<p>Assessment forms completed by teachers near the end of second semester indicated that tutors performed up to expectations.</p> <p>-----</p> <p>School professional personnel assessed that the impact of tutoring on the student learning was positive. Assessment forms are on file in the teacher education office.</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Franklinton HS	Tutoring/instructional services	Dr. Michael Travers conducted a seminar for students preparing to take the AP literature exam.	<p>Feedback from the AP classroom teacher indicated that the impact on student learning was positive.</p> <p>-----</p> <p>After taking the AP test the students expressed the opinion that the seminar was a helpful part of their test preparation.</p>
District-wide	Lateral Entry course availability. The second priority established through collaboration	<p>All education courses at SECWF have been scheduled in late afternoon and evening to make them available to lateral entry teachers.</p> <p>----</p> <p>Admissions policies and application forms were modified to make courses easily available to FCS lateral entry teachers.</p> <p>-----</p> <p>SECWF has partnered with the NC Model Teacher Education</p>	<p>Three lateral entry teachers enrolled in Consortium supported courses offered through SECWF.</p> <p>The director of the new teacher mentor program in Franklin County has communicated through email an expression of appreciation for the effort of SECWF to meet the course needs of FCS lateral entry teachers</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
		<p>Consortium in order to provide courses at a reduced cost to Franklin County lateral entry teachers. Additionally, the standard tuition and fee schedule has been changed to be compatible with the reimbursement support of the Consortium. This was done to make the course free to FCS lateral entry teachers.</p> <p>----</p> <p>At the request of Franklin County EDU 4520 Exceptional Children was scheduled at a location in Franklin County in order to accommodate FCS teachers.</p>	
District-wide.	Participation in the mentoring program which is a part of the faculty development program for all ILT I and ILT 2 teachers in Franklin County.	The SECWF program director is now part of the district mentoring program. In this capacity he met with the ILT 1 and ILT 2 teachers at monthly meetings on seven occasions. He participated in the meetings and made presentations to the new teachers three times.	The value of SECWF involvement with the new teachers in Franklin County was assessed by the number of follow-up contacts resulting from mentor sessions. As of May 15, 2007, eleven email contacts resulted from the director's interaction and

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
		<p>He met with the mentor groups on September 12, and 13, 2006. He made a presentation at each of these meetings. On October 11, 2006, he made a brief presentation to the ILT 1 group and answered questions regarding lateral entry courses at SECWF. He also responded to several email questions and concerns from the new teachers.</p>	<p>presentations at these meetings of the ILT 1 and ILT 2 teachers. These contacts resulted in services and counsel to those teachers.</p> <p>The district mentor director has emailed approval and support for the involvement of SECWF in the districts mentoring efforts.</p>
<p>Contacts were made by SECWF in the fall of 2005 to explore possible collaborations between WCPSS and SECWF. The superintendent indicated openness to such collaboration and organized a series of meetings between public school personnel and college personnel. An agreement was reached that collaborative efforts would be focused toward Wake Forest-Rolesville High School and Wakefield High School. It was further agreed that whenever other teachers in the district</p>			

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>could benefit from content coaching efforts, SECWF would seek to include teachers from other high schools. Two priorities emerged from these collaboration sessions:</p> <p>(1) The provision of tutoring services as requested from Wake Forest-Rolesville HS and Wakefield High School and</p> <p>(2) The involvement of SECWF faculty to provide content assistance to teachers and students in English and social studies. The curriculum directors for the district in English and social studies have been appointed as members of the SECWF Teacher Education Committee, and in this role they will contact the college to arrange for such assistance. Tutoring services during 2006-2007 were focused on Wake Forest-Rolesville HS.</p>			

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Wake Forest-Rolesville HS	Tutoring Services Priority set in response to district request. The highest priority established in collaboration with WCPSS.	Five candidates volunteered to participate in the Guided Study Hall intervention initiative at WFRHS. They provided forty-three hours and twenty minutes of tutoring to students who have been identified as falling behind academically. The program operated from October to the end of the first semester and again from April to the conclusion of the second semester. Although this service is for high school students, it is over and above normal candidate program requirements. These tutors were supervised and mentored by a graduate assistant. The GA also visited with the coordinator for the program regarding the benefit and impact on students being tutored.	An assessment form was completed for each candidate by the supervisor in charge of the Guided Study Hall program at the end of each semester. The director deemed the service to the students as very helpful and has expressed interest in a continuing involvement from SECWF students. ----- The Coordinator of the Guided Study Hall program has assessed the overall impact of the tutors on student learning. A report is on file both at the high school and at SECWF showing the improvement of student performance as a result of the guided study hall program.
Wake County In-School Suspension program located at the Dubois Center in Wake Forest.	Tutoring services	Because of the level of commitment to the Guided Study Hall initiative at Wake Forest-Roles HS, the services offered to the Dubois Community Center	An assessment form was completed for each candidate by the director of the <i>Students Online for Success</i> program.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
		<p>were scaled down during the 2006-2007 year. Three candidates provided thirteen hours and forty minutes of tutoring to high risk students who have been assigned to the Students Online For Success program. These services were not part of normal program expectations.</p>	<p>-----</p> <p>Wake County Public Schools will assess the benefit of this involvement on student learning in order to make recommendations to modify the ongoing involvement of SECWF with this initiative. At the time of the preparation of this report that assessment had not been completed.</p>
District-wide	Content coaching to district faculty provided by SECWF faculty.	<p>A listing of services and SECWF faculty credentials was shared with WCPSS curriculum administrators.</p> <p>Dr. Brent Aucoin conducted three history coaching sessions for Wake County Public School System teachers. The seminars covered the Civil War, Reconstruction, and Post Bellum Race Relations. Dr. Aucoin worked with Melinda Stephanie, social studies curriculum coordinator</p>	<p>Teachers and curriculum coordinators provided positive narrative assessments regarding the impact of SECWF faculty participation on instructional improvement and student learning</p> <p>-----</p> <p>Dr. Aucoin participated in Q & A debriefing sessions with teachers involved with content coaching to respond to questions and determine the potential value of content coaching on student learning.</p>

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

Much of the faculty service and involvement in public schools has been noted in the previous section on direct and ongoing involvement since contact with our collaborative partners indicated a desire to have college faculty provide such services as an ongoing involvement with public schools. The program director initiated contact with the superintendent and assistant superintendent in Franklin County in order to renew our partnership agreement. A partnership between Southeastern and Wake County Public Schools was forged. As a part of these relationships program faculty have provided services in the partner districts. The Program Director, Dr. Alan O'Dell met with the first and second year Initially Licensed Teachers in Franklin County on seven occasions to provide input and service within the mentoring program in Franklin County. Numerous emails and telephone conversations came as a result of these contacts. Dr. Brent Aucoin provided three peer coaching sessions with social studies administrators in Wake County for high school social studies faculty. Dr. Michael Travers was invited to Franklin County on two occasions for assist AP students in preparation for taking the AP Literature examination. Dr. Travers also spoke in Mrs. Erin Miller's class at Franklinton High School on January 8, 2007. The topic was "The Poetry of Gerald Manley Hopkins." Mrs. Miller is a 2007 graduate of the secondary education program at SECWF.

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

Records indicate that seven graduates have taken teaching positions. The director was able to contact four of those graduates via telephone to discuss their professional development and challenges they were facing. These contacts brought some counsel and encouragement. This also led to the involvement of Dr. Travers in Mrs. Miller's class as noted in section B. Dr. O'Dell, program director, met as noted above with initially licensed teachers in Franklin County on an ongoing basis. In addition to participation in mentoring sessions and some presentations, these contacts led to 11 phone calls or emails asking for help and/or advice.

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

In meetings with initially licensed teachers in Franklin County, it became apparent that the majority of these teachers had come to the district through the lateral entry process. The efforts to meet needs for these teachers have been highlighted in sections B and C above. Planning sessions with Franklin County School leaders held during the 2005-2006 school year indicated that a high priority need in the district was licensure coursework for their lateral entry teachers. Since the inception of the program at SECWF some education courses have been offered in the evening. All courses that make up the program are now offered in the late afternoon or evening in order to facilitate the licensure needs of lateral entry teachers. Furthermore, the college entered into a relationship with the North Carolina Model Teacher Education Consortium for the 2006-2007 school year in order to make courses more easily available and less costly for lateral entry teachers. During the

year, three education courses were made available through the Consortium, one of those courses scheduled in Franklin County.

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

The college supervisor responsible for the student teaching experience meets one-on-one with each cooperating teacher each spring for a training session covering issues such as observation techniques, assessment rubrics, and the expectations of cooperating teachers as noted in the student teaching handbook. Content faculty from the college provides content coaching sessions for career teachers each year. This service is done in an ongoing and direct manner and is explained more in detail in section A of this report.

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

Teacher candidates who have been enrolled in Educational Foundations, Educational Psychology, and Teaching Reading in Content Areas continue to be active in the Wake County Public Schools in-school suspension program which is housed in the Dubois Community Center in Wake Forest. Southeastern College students assist these at-risk students with homework while these students are suspended from their assigned high school. Several candidates are providing tutoring assistance as part of the Mandatory Guided Study Hall initiative at Wake-Forest Rolesville High School. A new initiative, begun during the second semester, has been the provision of tutoring assistance for a Franklin County Title I school, Franklinton Elementary. Several candidates have provided, as needed tutoring, primarily in math and reading for at-risk students.

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

Candidates in the education program at SECWF continue to assist students with homework both in the after-school program and the in-school suspension program housed at the Dubois Community Center in Wake Forest. Based on evaluations of the impact on student learning it appears that these initiatives are bringing progress toward high student's performance. Likewise, candidate's involvement in the Wake Forest-Rolesville HS guided study hall brought significant improvements in student performance. These positive results were reported by the director of the program at WF-R HS. Another setting that has had positive results reported has been the second semester tutoring effort with at-risk children at Franklinton Elementary School. Efforts to support the development of quality teachers continued during the 2006-2007 academic year. SECWF continues to use the Praxis II exam as a graduation requirement. All students taking the test have passed using the last passing scores that were established by the North Carolina Department of Public Instruction. The program director began meeting with and supporting the first and second year initially licensed teachers in Franklin County. It appears that this mentoring relationship has played a part in their professional progress toward becoming quality teachers. SECWF faculty has also participated in peer coaching sessions in Wake County in an attempt to support the continuing education of career high

school teachers. In order to bring about a strong family connection on the part of teacher education candidates, student teachers are expected to call parents, write notes to parents and, whenever possible, to participate in parent conferences. Student teachers also attend meetings of parent-teacher organizations during the student teaching semester.

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

Clearly, the special emphasis for this year has been the attempt to improve the program's direct and ongoing involvement with partner school districts. After the program was cited for inadequate collaboration and service during the 2004-2005 school year a genuine effort was made to increase and improve support and service to our partners during the 2005-2006 year. Most of that year, contacts and agreements were forged to meet the expectations of the State Evaluation Committee. Unfortunately, while progress was made in correcting this deficiency, the SEC did not agree that adequate progress had been made. The action and subsequent recommendation of the SEC resulted in a "low performing" designation for the program. As was noted in section A of this report, 2006-2007 was a year of implementing the plan to correct program deficiencies and remove the "low performing" designation by serving our public school partners more effectively.

Supplemental Information (Optional)

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

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

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		3
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	3
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.54
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)		4		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	4	0	0
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
Institution Summary	*	
* 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	3					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
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	3	67	33
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
	*
* Less than five graduates employed.	

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	≈ 1	≈ 3	≈ 1
Number of Surveys Mailed	3	4	3

* Less than five survey responses received. Results will be added to next year's responses.

≈ Less than five survey responses received last year. Last year's responses were added to this year's responses.

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
1	.	.