

IHE Bachelor Performance Report

Wake Forest University

2006 - 2007

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Foreign Language K-12 (Spanish, French, German), Science (Biology, Chemistry, Physics).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Winston-Salem/Forsyth County Schools	Support for struggling learners.	Twenty Wake Forest teacher candidates worked as tutors and mentors one day each week from January – May 2007.	Evidence of effectiveness provided by teachers was strong.
Winston-Salem/Forsyth County Schools - Ashley Elementary	Support for special needs students.	In spring of 2007, 14 teacher candidates tutored students at Ashley Elementary School one hour each week and worked with Exceptional Needs classes one hour each week.	Teachers at Ashley reported measurable differences in their students' reading ability as a result of the tutoring. Teachers will complete an evaluation of the project.
Winston-Salem/Forsyth County Schools - Mathematics and Technology Tools	Support for improvement of mathematics teaching.	Instruction on use of current software and hardware for fifteen math teachers at Parkland High School.	Teachers implemented lessons utilizing technology tools in math classes. Impact will be measured by teachers' use of the technology and by comparing student test scores for 2005-2006 with those from 2006-2007.
Winston-Salem/Forsyth County Schools – Preparing Lessons for Understanding Mathematics Successfully (PLUMS)	Support for improvement of mathematics teaching.	Series of workshops for twelve teachers at Carver and Atkins High Schools. Each workshop was followed by lesson planning and implementation in classes at schools by teams of preservice teachers at	Impact will be measured by teachers' use of methods and by comparison of student test scores for 2005-2006 with those from 2006-2007.

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
		WFU and inservice teachers and reflective seminars to evaluate effectiveness.	
Winston-Salem/Forsyth County Schools - Academy of Excellence	Support for students to pass state competency tests.	Twenty graduate teacher candidates tutored and mentored 26 low-achieving students at Atkins High School in June 2006.	All 26 students were repeating tests and all showed growth, some as much as 10 points. Seven students passed the test.
Alliance for Language Learning – NC Public Schools	Promote better quality foreign language instruction in NC public schools.	Provides resource information to school districts and hosts a website. Serves as an advisor on foreign language issues at the state level. Provides teacher academies for teachers and administrators in school districts in NC.	Selected by the NC in the World project for implementation across NC. Increased number of sequential programs in 2006-2007.
Foreign Language Immersion Programs for Children – Winston-Salem/Forsyth County, Guilford County Schools	Offer cultural and language immersion experience for children in the local community.	Professional development opportunity for teachers from across the state to observe best practice.	Increased knowledge of how to provide effective foreign language programs in grades 1-6. Teachers in other districts are replicating the curriculum and instructional practices.
National Network for Early Language Learning	Promote opportunities for children to develop a high level of competence in a foreign language. Raise public awareness of early language learning. Provide research in methods, curriculum design, program models, and resources.	Publishes journal and electronic newsletter and has website that offers resources to educators in grades K-16.	Recognized nationally as the primary resource for early foreign language learning. School districts across US call on NNELL daily for assistance. 681 members.

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

All faculty of the Department of Education work on projects in the North Carolina Public Schools, present research findings and new pedagogical approaches at state conferences, and serve on committees and in board positions for their state professional organizations. WFU serves as the host institution for the Alliance for Language Learning, a non-profit group comprised of K-16 educators and leaders in the business and higher education communities across North Carolina. Dr. Mary Lynn Redmond, former chair of the Alliance, is director of the Alliance's K-12 foreign language reform initiative, VISION 2010, which provides an uninterrupted sequence of study in grades K-12 and professional development in methodology, curriculum design, advocacy, assessment practices, and grant writing for teachers and administrators. Wake Forest is a host institution for the Advanced Placement Institute and last summer it attracted over 220 teachers in eight subject areas. WFU is also one of the host institutions for the Visiting International Fellows master's program. VIF teachers work in North Carolina K-12 schools for three years and are able to complete an MAEd program in three summers at WFU. The Four Blocks Center is located in the Department of Education, and its director, Dr. Pat Cunningham, leads workshops in elementary schools across the state and nation to assist teachers and administrators in developing literacy. In the Winston-Salem/Forsyth County Schools, WFU has begun several partnerships to assist with specific needs. The Emerging Professional Development School at Mt Tabor High School is a collaborative initiative in which twenty WFU Education students tutor special needs students during a 12-week period. Projects have been established to support mathematics instruction and comprehension outcomes in three low-performing schools. A partnership with Atkins High School supports technology integration into the curriculum, and we began a tutoring project at Ashley Elementary School to assist special needs students. Dr. Joe Milner received a Distinguished Service Award from the NC English Teachers Association for his contributions to the profession. The Emerging Teacher Leaders Network (ETLN) is a highly successful support network for our beginning teachers in their first two years in the classroom. It provides mentoring and professional development to help our graduates have a strong and successful beginning to their career. In addition to the service that the Department of Education offers the public schools, Wake Forest faculty in other departments have supported the local schools in many impressive ways. The Department of Anthropology offers day camps for students in grades 1-5 that focus on the exploration of Native American life. The Department of Classical Languages coordinated the visit of 837 high school students of Latin and Greek from the NC Junior Classical League to WFU. The Theatre Department organizes an annual Shakespeare Day for high school students, and throughout the year, many WFU faculty tutor and mentor students in the Winston-Salem/Forsyth County Schools.

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

Graduates of the Wake Forest University Teacher Education programs who are currently teaching have access to support through the Model Clinical Extension (ABC Program) and the Emerging Teacher Leaders Network (ETLN). The Model Clinical Extension Program provides modest funding to support graduates' attendance at professional development meetings and for

the purchase of instructional resources to support classroom instruction. Over \$2,000 was awarded to beginning teachers last year. Now in its fifth year, the Emerging Teacher Leaders Network is a professional development community specially designed to support the needs of novice teachers in their first two years in the classroom. The network provides a website that offers a variety of teaching resources (<http://www.wfu.edu/education/ETLN/index.html>), a listserv that supports contact among the graduates and with Department of Education faculty, and face-to-face support at an annual conference held on campus at mid-point in the teaching year. Program graduates provide feedback about the resources they would find helpful, and the faculty respond to these requests through the listserv, the Web site, or the conference. The annual conference is deliberately held at the mid-point of the teaching year in order to provide resources, information, and sharing time for novice teachers at a critical point in the academic year. The conference includes an evening presentation, usually a panel of program graduates who have become educational leaders, a formal dinner where graduates commune with cohort colleagues and faculty, and a set of concurrent sessions on Saturday morning where topics focus on the needs expressed by graduates through the listserv or conference evaluations.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for non-licensed teachers. Its director is Dr. Bob Evans and the program leads to licensure for teachers those LEAs hire. We created radical abbreviation of our program to allow lateral entry teachers to earn licensure in the Department of Education. The Lateral Entry Program is available to any able secondary teacher or K-12 foreign language teacher. The curriculum is made up of the most crucial courses in our licensure program so that the program can be completed by enrolling in late afternoon courses during lateral entry teachers' first year and three summer courses before or after their first year of teaching. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. Wake Forest also assists the Winston-Salem/Forsyth County Schools with a special alternative licensure program (CERTTEL) for teachers of mathematics and science, areas of special need because of teacher shortages. We have, in addition, created a new non-license minor to attract students to teaching. It includes our core teacher preparation courses excluding the student teaching experience and will attract students who decide late to enter teaching. Each year we have begun to attract several veterans from Teach for America who join our graduate teacher preparation program to acquire MAEd degrees and full licensure.

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two Wake Forest University graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at the Fall Convocation. Over \$490,000 has been awarded to teachers since the awards inception in 1995. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

Some of these teachers have joined the Department of Education as faculty and have become involved in ongoing career development initiatives. Three Master Teachers have served as Visiting Instructors. Many have been involved in joint research projects in English, Math, Science, and Reading. Two have published well regarded books with faculty members in the department. Two first-year teachers have been co-authors on two other scholarly books. Many are supported to return to complete terminal degrees in outstanding graduate programs.

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

The Department of Education works closely with three low-performing high schools: Parkland High School, Atkins High School, and Carver High School. Ongoing assistance includes a formal tutoring/mentoring project and informal programs with teachers and students. Graduate candidates are involved in the Academy of Excellence summer tutoring program at Atkins High School. Our faculty have presented inservice programs for teachers and demonstration lessons in their classrooms at all three high schools. Elementary education candidates are involved in a service learning course at an equity-plus elementary school (Ashley) where they work with special needs students. Student observers and student teachers are regularly assigned to all of these schools.

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina's Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America's schools. Teacher candidates must meet high standards in Wake Forest's Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students' progress.

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

The Department of Education has focused this year on articulating the Conceptual Framework underlying all programs in the department, and designing an assessment system using this framework to measure progress of candidates, programs, and the department. This electronic database system is fully operational and provides a wide variety of data in various forms. The Department has also emphasized fieldwork in diverse public school settings. Elementary candidates are now required to complete a tutoring experience with special needs children at Ashley Elementary School, and all graduate secondary education candidates complete a tutoring experience at Atkins High School. Department faculty have worked on setting group and

individual goals and in increasing department visibility in accordance with the university strategic planning initiative.

Supplemental Information (Optional)

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

The overwhelming majority of students who apply to Wake Forest's Teacher Education Program have an SAT combined score on verbal and mathematics over 1100 or an ACT composite score over 24, and therefore do not have to take the Praxis I exam. For the few that do, the Licensure Officer directs them to the ETS website, www.ets.org/praxis. The Licensure Officer recommends that the student go to Test Preparation on the website and look at the sample test questions provided. ETS also provides test taking strategies in its Test at a Glance section. The Licensure Officer also directs them to the EBooks for purchase by ETS if further help is requested by the student. When the students are ready to prepare for the Praxis II tests, the Licensure Officer conducts a Licensure Presentation and reviews these available materials again.

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

The Department of Education has made significant efforts to increase visibility of programs on campus in order to attract more undergraduate students to teaching. In 2006-2007, we opened two Education courses to all undergraduate students, and this fall we will make a request to the University to join Division IV so that more students will have the opportunity to explore the field of Education. As part of the University's Strategic Plan, the Department of Education established the goal of adding a Service and Leadership in Education minor to attract undergraduates to our programs and to strengthen partnerships with local schools. Another goal in this plan is to seek financial assistance from the University for undergraduates who wish to pursue teaching. The Department of Education also makes on-going efforts to recruit teacher candidates. Faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and professors of First Year Seminars which is an excellent way to attract students to teaching. The Department of Education also hosts an annual reception for freshmen and transfer students to inform them about our programs. Education faculty members follow up these contacts with calls and letters. We collaborate with colleagues on campus in the content areas of English, Math, Foreign Language, Science, and Social Studies to keep them aware of the possibilities in Education and to recruit their majors to become teachers. We also maintain a departmental website and frequently communicate with prospective students by email. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our licensure offerings. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education. A portion of the Emerging Teacher Leaders Network grant serves as a recruitment tool for teachers.

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

The Department of Education makes special efforts to recruit and admit minority students into its undergraduate Teacher Education Program. We work closely with Athletic Academic Services to recruit their qualified minority students into our program. Minority college students in the McNair Scholars program have been recruited for our Master Teacher Fellows program. Education faculty have hosted high school Teacher Cadet groups from minority high schools on our campus.

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

Dr. Leah McCoy and graduate students in the master's program presented a collection of lessons on the topic of "Celebrating Culture through Mathematics Activities" at NCCTM to assist secondary teachers in the incorporation of multicultural contexts in mathematics instruction. Through our partnership with Atkins High School, Dr. Ann Cunningham worked with the technology integration curriculum specialist to assist teachers in the integration of technology tools in their curriculum. Dr. Ray Jones worked with Atkins High School, East Forsyth High School, and Carver High School on instructional practices to support comprehension outcomes. Dr. Ann Cunningham and Dr. Kristin Bennett have implemented a project using handheld computers and WFU's Data-in-Hand software in two local elementary schools to assist teachers with assessment of student achievement.

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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	39
	Other	0	Other	0
	Total	6	Total	40
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)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		
Wake Forest University has established a Lateral Entry Program. We look forward to working with the public schools with our new program. It offers a set of core courses to prepare new teachers at 50% reduced tuition. Robert Evans directs this program. In addition, teachers enroll in summer courses for the same reduced tuition. Wake Forest has also established an informal program whereby students who graduate can attend without tuition charge.		

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

	Baccalaureate
MEAN SAT Total	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	183
MEAN PPST-W	181
MEAN PPST-M	181
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
Comment or Explanation	

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)		16		
Middle Grades (6-9)				
Secondary (9-12)		9		
Special Subject Areas (K-12)		2		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	27	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	22	100
Institution Summary	22	100
* 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	27					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	31	97	39
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
Forsyth County Schools	220
Wake County Schools	72
Charlotte-Mecklenburg Schools	59
Guilford County Schools	49
Davidson County Schools	23
Durham Public Schools	20
Stokes County Schools	19
Gaston County Schools	16
Surry County Schools	15
Rowan-Salisbury Schools	13

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.60	3.58	3.76
preparation to effectively manage the classroom.	3.40	3.17	3.41
preparation to use technology to enhance learning.	4.00	3.58	3.88
preparation to address the needs of diverse learners.	3.70	3.25	3.65
preparation to deliver curriculum content through a variety of instructional approaches.	3.70	3.50	3.71
Number of Surveys Received	10	12	17
Number of Surveys Mailed	27	27	27

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
14	3	4