

IHE Bachelor Performance Report

Western Carolina University

2006 - 2007

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 8,600 students on a 600-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The institution has approximately 457 full-time faculty members. Four undergraduate Colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 24 programs at the master's level, one program at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls many entering freshmen in Academic Learning Communities, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education accredit Western's professional education programs. Western's teacher education program was awarded the 2006 Distinguished Program in Teacher Education at the annual meeting of the Association of Teacher Educators. The teacher education program has been a finalist for the 2006 Christa McAuliffe Awards for Excellence in Teacher Education awarded by the American Association of State Colleges and Universities for the past three years. This year Western is only one of three finalists nationwide.

Special Characteristics

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 3000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), the Mathematics and Science Education Network Office, the Office for Rural Education, the Reading Center, the Center for the Support of Beginning Teachers, the Speech and Hearing Center, and two Department of Public Instruction consultants. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the College of Arts and Sciences aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation and respect for diversity; and (3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for the past thirty years to provide courses in Jamaica and on Western's campus so that teachers there can complete BSEd and MAEd degrees.

Program Areas and Levels Offered

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

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

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
Swain County Henderson County Asheville City	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators and Staff</i> • Recruit minority students to enter teaching careers 	<ul style="list-style-type: none"> • “Reach to Teach” day held at WCU for 100 middle and high school minority students, with speakers addressing careers in education. Major speakers: Spanish teacher from Asheville High and Fellow from NCCAT • Students met with WCU teacher education students for lunch in a cafeteria and a campus tour • Dean Dougherty sent personal letters to each student who participated and enclosed information about careers in education 	<ul style="list-style-type: none"> • 54% of the students said they definitely want to be a teacher or might want to be a teacher • Students wrote favorable comments about WCU, indicating an interest in returning to WCU
Clay Rutherford Jackson Buncombe	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators and Staff</i> 	<ul style="list-style-type: none"> • High School Teachers of Tomorrow Day- College Access Sessions focusing on teaching in general and teaching in specific program areas or grade levels, 	<ul style="list-style-type: none"> • Outcomes include an increase in knowledge about the teaching profession and an increase in the number of student participants

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Macon, Cherokee Swain	<ul style="list-style-type: none"> • Provide a one day event to explore teaching as a profession to partnership Teacher Cadet Programs and other interested high schools. Students attend sessions, tour the campus and spend the day at Western Carolina University. 	scholarship, and admissions information is provided. Follow- up with Teacher Cadet Programs is implemented throughout the year with presentations, guest speakers and resources.	<p>considering teaching as a profession.</p> <ul style="list-style-type: none"> • 136 students, 12 teachers attended. • Sessions included 7 presenters and 3 volunteers assisted.
Swain	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators and Staff</i> • Provide a one day event to explore teaching as a profession to interested middle school students 	<ul style="list-style-type: none"> • Middle School Teachers of Tomorrow Day- College Access Sessions focusing on teaching in general and teaching in specific program areas or grade levels, scholarship, and admissions information is provided. 	<ul style="list-style-type: none"> • Outcomes include an increase in knowledge about the teaching profession and an increase in the number of student participants considering teaching as a profession. • 27 students and 3 teachers attended.
Asheville City Cherokee Central Cherokee County Haywood County Jackson County Macon County Rutherford County	<ul style="list-style-type: none"> • Strategic Priority: <i>High Student Performance</i> • Strategic Priority: <i>Strong Family, Community and Business Support</i> 	<ul style="list-style-type: none"> • School Support Grants-Eighteen school support grants were awarded for teachers and WCU faculty/staff to collaborate on educational initiatives to promote high student performance • Grants ranged from approximately 	<ul style="list-style-type: none"> • Students wrote more poems and narratives for their published works and showed greater sensitivity toward people different than themselves. • K-2 assessments, KWL charts,

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Yancey County	<ul style="list-style-type: none"> • Strategic Priority: <i>Safe, Orderly, and Caring Schools</i> 	\$500 to \$1,000	<p>discussions, science tests, and written reflections indicated positive impact from additional science trade books.</p> <ul style="list-style-type: none"> • Students acquired the ability to govern themselves in literature circles and take initiative in their learning • With a WCU art professor demonstrating new equipment, students developed prints that surpassed those of previous students • Special needs students received and used appropriate PE equipment, leading to more acceptance and interactions with typically developing peers • Students learned about authors and their books—achieving NCSCS goals and objectives

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			<ul style="list-style-type: none"> • Integrating math, science, language arts and social studies, students learned about the size of NC by using pedometers to measure distances they walked to equal the distance across NC • High school students read about current events to enhance background for content subjects • Students and teachers prepared a manual for incoming freshmen to help make the transition to high school successful. Students improved their writing skills as they focused on the needs of freshmen students • Teacher prepared math manipulative materials to send home for students and parents to work together—promoting parents as

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			<p>partners in their child’s education</p> <ul style="list-style-type: none"> • Kindergarteners formed a partnership with residents in a nursing home and visited throughout the year—sharing stories, books, and songs, while learning from the elder residents. This helped develop a greater sense of community and intergenerational assets.
<p>Buncombe County Clay County Haywood County Jackson County Macon County Rutherford County Swain County Transylvania County</p>	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators, and Staff</i> 	<ul style="list-style-type: none"> • Support for National Board Candidates-Held Saturday Support Sessions in September, October, November, January, and February for National Board candidates • Provided support providers to read entries and discuss • 40 teachers registered to participate 	<ul style="list-style-type: none"> • As many as 12 support providers on a day worked with candidates, providing appropriate support • 40 candidates registered and participated regularly
<p>Asheville City Haywood County Jackson County</p>	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators, and Staff</i> 	<ul style="list-style-type: none"> • Support for National Board Advanced Candidates-Collaborated with NCCAT to provide support to 	<ul style="list-style-type: none"> • Sixteen teachers took advantage of this opportunity

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Macon County Madison County McDowell County		<p>National Board advanced candidates— advanced candidates are those who have not yet achieved National Board Certification and are still working on the process</p> <ul style="list-style-type: none"> • In addition to a session with NCCAT, candidates were invited to participate in the Saturday Support Sessions 	<ul style="list-style-type: none"> • Ten of the teachers returned to WCU for Saturday Support
Asheville City Cherokee County Clay County Haywood County Jackson County Macon County Polk County Swain County	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators, and Staff</i> 	<ul style="list-style-type: none"> • Support for National Board Pre-candidates-Collaborated with NCCAT to provide a pre-candidate workshop for teachers considering applying for National Board Certification 	<ul style="list-style-type: none"> • Participants said the workshop provided important information and practical ideas for organizing for NB • Participants said questions were answered so they felt ready to make a decision about applying for NB • The packet of information was helpful • Pre-candidates said it was helpful having National Board Certified Teachers work with them

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			<ul style="list-style-type: none"> • Several people said they would like to have had more time
Robbinsville Elementary NC School for the Deaf Collettesville Elementary Fairview Elementary (4) W. Buncombe Elementary N. Shelby School Union Learning Center Irene Wortham Developmental Center (6) Estes Elementary (5) TC Roberson High School The HUB Jackson Co. (5)	<ul style="list-style-type: none"> • Strategic Priority: <i>Quality Teachers, Administrators, and Staff</i> • The Teacher Support Program of WCU is designed to offer direct support services to all educators who serve students with disabilities • strive to increase teacher efficacy • attempt to reduce teacher burn-out • attempt to increase teacher longevity 	<ul style="list-style-type: none"> • Teacher Support Program- • The free services include: collaborative problem solving/mutual teacher support sessions; participant designed staff development workshops; on-site/in class consultation services upon request of specific educator; information and material searches; and on-line communication and collaboration – discussion boards, live chats. 	<ul style="list-style-type: none"> • Provided direct support services to 309 individual educators, plus 3 state-level conferences

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Haywood Co. Schools Upward Road Elementary (3) Howell Centers (5) Haywood Central Elementary			
Jackson County	<ul style="list-style-type: none"> • Strategic Priority: <i>High Student Performance</i> • Reading Enrichment 	<ul style="list-style-type: none"> • Reading Enrichment -provided by the Reading Center for 2nd – 8th grade struggling readers – 1on1 tutoring in reading - meetings with students are 9 times a semester – offered both fall and spring 	<ul style="list-style-type: none"> • Teachers and parents said students were better prepared to read, had fix-up strategies to use when they could not make sense of the text and had more desire to read.

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. Master teachers (68) collaborated with university faculty to team-teach 75 methods courses. National Board Certified teachers co-led seven workshops for teachers pursuing National Board Certification and served as master teachers (6) in the NC TEACH program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (96 schools in 18 systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable, Chancellor's Council for Teacher Supply and Demand, and the Dean's Council for Advancing the College. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were involved in the development of a new program, Grow Your Own Teacher Program, to allow residents of local counties to complete student teaching in their own LEA. P-12 teachers were collaborators in 16 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Technology Portfolios and Teacher Work Samples. Former teachers direct SUTEP, the Office of Field Experiences, the Reading Center, the Center for the Support for Beginning Teachers, the Center for Mathematics and Science Education, the Teaching Fellows program, and the Office for Rural Education. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in seven school systems collaborated on and received a second grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western hosted a Break-by-the-Lake for school counselors in the region for the third year. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Teacher education faculty in Arts and Sciences and in Education were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. Fourteen different programs/centers at WCU engaged in collaborative activities with the public schools.

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

In 2005 Western's Board of Trustees established the Center for Support of Beginning Teachers (CSBT) housed in the College of Education and Allied Professions and staffed by a fulltime director who is a former teacher. Support options for new teachers, mentors and principals are tailored to the region – developed by the Center in collaboration with Western's School-University Teacher Education Partnership and Beginning Teacher Coordinators. CSBT induction activities include face-to-face meetings complemented and enhanced by an electronic network developed for beginning teachers, ongoing professional development for mentors (mentor training, mentor refresher and e-mentor training) and opportunities for principals to focus on their role in new teacher development. In August, the

college sponsored a regional WCU Beginning Teacher Induction Symposium for 94 beginning teachers in ten WNC systems. The two-day symposium fulfilled two of the three required professional development days required of all NC first year teachers. Follow-up sessions for symposium participants occur throughout the school year. This year Project START: Supporting, Training, And Retaining Teachers, an online program of support partially funded by a \$95,000 two-year Z. Smith Reynolds Foundation grant, served 131 first year teachers in ten school systems and consisted of professional learning communities. Discussions were facilitated by twenty-one e-mentors (2nd year and career classroom teachers), nine university faculty members from the colleges of Arts and Sciences and CEAP, and Beginning Teacher coordinators. The beginning teachers and their guests in the support program were invited to Western for a mid-year retreat (January 6, 2007). The College sponsored 30-hour mentoring workshops to provide 44 experienced teachers with the skills to support new teachers and a one-day mentor refresher course. E-mentor training was added this year for 21 teachers and nine university faculty members participating in the online support program. At the request of P-12 partners, a principal strand was added to the Induction Symposium. Online surveys and focus group sessions for beginning teachers, mentors, and principals were used to evaluate the effects of induction programs on new teacher development and to inform future professional development activities. Additionally, the College communicates through websites and newsletters the activities and resources it provides that are available to new teachers. For the NC TEACH program, Western faculty travel 55 miles to Asheville to offer the coursework. Further, the NC TEACH faculty and staff maintain on-site, phone, and web-based support to the teachers throughout their first year and beyond. The special education program supports new and career teachers in the Teacher Support Program at sites throughout the region and through the Mountain Connections II and Severe Disabilities projects. The Adventure of the American Mind project supports WNC new and career teachers with technology training and resources through on-site support, on-line support and by phone. The NC QUEST: SCIENCES grant included a beginning teacher support component for the first-year teachers in Alleghany County.

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

Western has a Director of Alternative Licensure, at the associate dean level, as the first point of contact for lateral entry teachers and is dedicated to providing one convenient source to assist lateral entry teachers through access to licensure information, personal advisement, and a wide array of accessible courses. The Director also acts as a resource for information concerning lateral entry for the LEAs in our region and the Regional Alternative Licensing Center in Charlotte. All students who seek employment and those who become employed without a teaching license work with the director and faculty to develop individualized licensure-only plans. During 2006-2007, despite our rural location, over 100 licensure-only plans were developed. Over 50 students entered the MAT program designated specifically for lateral entry teachers. Faculty taught over 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. WCU offered courses for the NC TEACH program for the last six years on the Asheville campus or on the Pisgah High School campus. Western faculty taught courses to 104 students this year in NC TEACH. NC TEACH also offers NC

TEACH Online to meet the needs of lateral entry teachers. Western is now in the third year of the online program The NC TEACH Retired Teacher-Mentor Program provided a retired teacher-mentor to first year NC TEACHERs in WNC at the request of principals, beginning teacher coordinators or the NC TEACHER. Western is one of four universities participating in the NC state-wide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, will work directly with identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education. The teacher will receive a \$1000 stipend and a \$2000 technology allowance. This year Western has joined the NC Model Teacher Education Consortium to provide online courses for lateral entry teachers in fifty eastern school systems. The special education program offers the Teacher Support Program to all teachers at four different sites serving over 30 teachers. Support includes a stipend and on-site consultation in classrooms where teachers are working. Special Education also conducts two grant funded projects, serving over 100 lateral entry teachers in master's programs provides support for lateral entry teachers in two ways and the Severe Disabilities project. Mountain Connections II provides tuition and stipends for lateral entry teachers to earn Master's degrees in special education while providing on the job support. The Special Education Program offered online courses for lateral entry teachers during 06-07 and provided small stipends and tuition grants for M.A.T. students with federal funds. Western collaborated with Asheville City Schools to secure a grant from NC QUEST: Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level.

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

WCU is strongly committed to providing quality professional development for career educators and provided professional development support to over 12,000 teachers last year. Examples of these activities are presented below. Over 20 faculty from Arts and Sciences delivered more than 100 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region through the Math and Science Center Network. The Center for Math and Science Education provided several special courses and workshops for teachers. Both this center and the Office for Rural Education provided support for teachers in the field in obtaining grants for school projects. The College collaborated with the public schools again this year to offer a pre-candidate workshop for teachers interested in pursuing National Board Certification. Support for National Board Certification continued this year to include five Saturday support sessions. Two workshops were provided for advanced candidates. Over 40 master practitioners co-taught over 50 methods courses with university faculty. The College sponsored 30-hour mentoring workshops to provide experienced teachers with the skills to support new teachers. The College offered several workshops on technology to teachers including a Summer Technology Academy for cooperating teachers, university supervisors and interns. The College assisted 120 mentors and 70 cooperating teachers through individual consultations and workshops. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NC QUEST: Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school

level.. Another grant, NC QUEST: SCIENCES, will provide 15 days of on-site professional development with online resources through a virtual school and e-mentoring schools in Allegheny County, designated as a federal high-need school system. Western's Adventure of the American Mind project, a joint venture between the College of Education and Allied Professions and the History Department, supports 40 career teachers in the rural westernmost counties of North Carolina offers school-based technology workshops that instruct teacher participants on the integration of local and national primary sources into the curriculum and offer a free digital camera for each teacher participant who completes the 15 hour workshop. This program also delivered SmartBoard workshops to K-12 teachers. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville).

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

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

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

Western Carolina University demonstrates commitment to supporting State Board of Education goals throughout its professional education programs and beyond. Faculty and staff members documented over 430 separate activities or services in the past year designed to promote Globally Competitive Students. These services included providing over 120 separate tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. A new program this year is the Pre-College Program for 6th grade students in mathematics for four school systems. For the seventh year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. Western faculty and staff documented 248 activities in support of Healthy, Responsible Students. Western supported 21st Century Professionals with 505 documented services including workshops and Saturday support groups for teachers pursuing National Board Certification, retreats for Initially Licensed Teachers, a Summer Institute for Principals, and consultation to administrators. The institution supported the goal of Leadership for Innovation with 294 activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented 154 services and activities to support the priority of 21st Century Systems. The Office for Rural Education sponsored the Issues in Rural Education Conference in the fall focusing on several State Board goals. Many of the school support grants awarded by SUTEP focused on parental involvement this past year. The College is part of the Asheville-Buncombe Education Coalition focused on mentoring children in the Asheville-Buncombe schools and the Dean is a board member for the group. In addition the College participates in an annual event sponsored by the Asheville Chamber of Commerce. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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

Upgrading support services to distance learning students was again the special emphasis of the college this past year. While the college has continued to seek and gain support for beginning, lateral entry, and career teachers through the Center for Beginning Teachers and other activities such as Adventure of the American Mind, the college has made a special emphasis to provide assistance to current and prospective students on community college campuses by employing two advisors to serve current Western Carolina University students completing 2 + 2 teacher education programs on community college campuses. The parttime advisors are available in late afternoon and evening to support WCU teacher education students face-to-face and to help them access other services of the institution. Advisors also use email to advise students and to direct students to web resources of Western and the College of Education and Allied Professions. The advisors are provided with office space at the community college, phone, laptop computers and high-speed connection to serve students. They are trained by Western and meet monthly with the Dean of the College of Education and Allied Professions. The advisors for the College of Education and Allied

Professions are also available to talk with prospective students and to recruit persons into teacher education from the surrounding counties. Additionally, a Cullowhee-based coordinator for distance learning programs was employed to work with the various teacher education programs offering distance learning programs and courses in the College of Education and Allied Professions. The coordinator helps with all aspects of the program including communicating with students. These three individuals increase the comprehensive services being provided to teacher education distance learning students.

Supplemental Information (Optional)

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

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

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. The College participated in all institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. The College also takes advantage of special opportunities to recruit students into teacher education by speaking to groups of high-school students visiting campus for various activities such as the Odyssey of the Mind tournament, discipline area contests, and summer programs like Legislative Leadership School. The dean of the College sends a personal letter of invitation to all prospective students who express an interest in any licensure program including a separate letter to minority prospective students and an additional personal letter to all accepted applicants to any licensure program. Specific recruiting initiatives include the annual Teachers of Tomorrow Day where over 200 high school students visit campus for a special

program. A separate annual “Reach to Teach” day is held to recruit middle grade and high school minority students into teaching. The College also houses an active Teaching Fellows program enrolling over 20 new fellows each fall who also assist with recruiting. The College is also a partner with nine Teacher Cadet programs at the following high schools: Enka High School, Smoky Mountain, West Henderson, Robbinsville, Murphy, Andrews, East Rutherford, R.S. Central, Swain, North Henderson, Charles D. Owen, Pisgah, and Chase and is actively recruiting others. Western has decided to award university academic credit for successful completion of the Teacher Cadet curriculum thereby increasing the strength of our Teacher Cadet partnerships and proactively recruiting high school students into teacher education. Programs in Birth-Kindergarten, Elementary Education and Special Education are currently on-going with eight community colleges in the region in 2+2 agreements. The College employed three professional advisors to assist students in the distance learning programs. The College employed a new position to work with the Office of Rural Education, the Admissions Office, and the College to aid recruitment efforts. Additionally, the College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching. The College of Education and Allied Professions collaborated with the Office of Career Services to provide an information session for campus students in April 2007 called Teaching Careers for Non-Teaching Majors. Western developed a Teacher Recruiting Plan in conjunction with UNC system-wide efforts that is a campus-wide plan involving other colleges at the university, Admissions, and other university offices.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee was revitalized this past year to include a new strategic plan, new goals, and a new structure. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. The director of Special Programs and Teaching Fellows and the Dean of the College personally contact outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean writes a personal letter to each minority student who expresses interest in WCU as a teacher education student or as undeclared inviting him or her to become a teacher education student. In another significant initiative, the College again hosted more than 100 minority middle grade and high school students for a special event day called “Reach to Teach” encouraging them to consider teaching as a career. This activity was coordinated with minority students on campus, The WCU Cherokee Center, SUTEP, and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers and interns were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. Participants were overwhelmingly positive about the day and several indicated a genuine interest in teaching as a career. The participants wrote comments on the program evaluation such as, “I’m thinking of coming to WCU because I have learned it is a good university and

we need more teachers in the Carolinas.” For the fifth year, WCU participated in a Rural-Urban Exchange with NC A&T State University exchanging six students in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The College of Education and Allied Professions searched for and filled a new position to begin this fall – Curriculum Specialist for Diversity. The person hired is an African American female. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. Western had a delegation of over 15 faculty, public school teaching partners and students at a statewide conference on Closing the Achievement Gap, and made presentations at the conference in our fourth year of attendance.

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

The College has engaged initiatives in the past year to: (1) increase the number of caring, competent, and qualified teachers, (2) support beginning and career teachers, and, (3) enhance the quality of the preservice program. To increase the number of caring, competent teachers, the College worked to expand its 2 + 2 programs in BK, Elementary, and Special Education. The College began a new program for elementary education and special education on the campus of Blue Ridge CC and is initiating the same programs at Isothermal CC located in the eastern part of the region while beginning a new 2+2 program at Tri-County CC in the far western part of the region. New programs in BK were continued at Haywood CC and A-B Tech CC and new one is beginning at Cleveland CC in Shelby. The most distant sites are over 150 miles apart. To support these programs and the students in these programs, the College employed three persons whose responsibilities are solely to the distance learning programs. Two of the three persons are onsite at community college campuses to serve students in those distant learning programs. To support beginning teachers, the College engaged in two projects. Western was the only institution in the state to pilot an online format of NC TEACH to provide convenient access to lateral entry teachers regardless of location and is continuing for the third year. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NC QUEST: Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level. An initiative impacting the quality of the program was the third year of the Rural-Urban Exchange in which six teacher education students from Western visited NC A&T for a week and five teacher education students from NC A&T visited WCU for a week to visit public schools and participate in community activities. This program is now an annual event and has increased diversity knowledge and awareness for the entire undergraduate teacher education program and involved public schools in both areas. The College hired a Curriculum Specialist for Diversity and began a pre-college program in mathematics for students from four western NC school systems. Another initiative not mentioned elsewhere was the adoption of electronic portfolio software to help students

prepare and develop lesson plans and other products to teach P-12 students and to meet program requirements. The software provides new tools to teacher education students and allows faculty to report progress more accurately and easily.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	78	White, Not Hispanic Origin	300
	Other	1	Other	2
	Total	85	Total	307
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	11	Total	17

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	54
	Other	0	Other	0
	Total	6	Total	57
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	43
	Other	1	Other	1
	Total	24	Total	46

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
Pre-kindergarten (B-K)	4	1
Elementary (K-6)	28	18
Middle Grades (6-9)	14	24
Secondary (9-12)	16	29
Special Subject Areas (k-12)	5	5
Exceptional Children (K-12)	8	16
Vocational Education (7-12)		
Special Service Personnel (K-12)		1
Other		4
Total	75	98
Comment or Explanation		
The MSA program at WCU has tripled since the spring of 2005. Over 95% of the candidates are fully admitted meeting all requirements of admission with less than 4% provisionally admitted. All of those provisionally admitted meet the provisions applied at admission. Candidates must meet the identified minimum GRE scores, have letters of recommendation where 2 of 3 provide a "strongly recommend" evaluation and one of those must be from their direct supervisor/principal. All candidates must pass a writing portfolio with evidence of goals that align with the program and participate in a personal phone or face-to-face interview with a faculty member. Two faculty review the entire application and all faculty in the department vote on recommendation prior to submission to the Graduate School.		

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

	Baccalaureate
MEAN SAT Total	1,197
MEAN SAT-Math	574
MEAN SAT-Verbal	571
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.46
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				
Pre-kindergarten (B-K)		2		
Elementary (K-6)	9	38	1	2
Middle Grades (6-9)		9	1	4
Secondary (9-12)	5	18		5
Special Subject Areas (K-12)	1	23		
Exceptional Children (K-12)	1	13		6
Vocational Education (7-12)				
Special Service Personnel				
Total	16	103	2	17
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	56	100
Spec Ed: General Curriculum	9	100
Spec Ed: LD	1	*
Institution Summary	66	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	19	31	49	10	2	1
U Licensure Only	6	1	1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	2		2	1	
U Licensure Only	2	1	2	3	2	2
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	153	94	66
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
Buncombe County Schools	582
Haywood County Schools	361
Henderson County Schools	248
Macon County Schools	228
Jackson County Schools	208
Cherokee County Schools	204
Charlotte-Mecklenburg Schools	154
Gaston County Schools	138
McDowell County Schools	122
Cleveland County Schools	120

**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.	3.47	3.47	3.58
preparation to effectively manage the classroom.	3.35	3.27	3.30
preparation to use technology to enhance learning.	3.46	3.24	3.55
preparation to address the needs of diverse learners.	3.31	3.29	3.45
preparation to deliver curriculum content through a variety of instructional approaches.	3.63	3.36	3.61
Number of Surveys Received	54	45	56
Number of Surveys Mailed	101	101	101

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
58	13	40