

# IHE Bachelor Performance Report

## Lees-McRae College

2007 - 2008

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### Overview of the Institution

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

### Special Characteristics

Off-campus teacher education programs are identified by Lees-McRae College as one of its six "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the teacher education program through continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria, aligned with INTASC Standards and NCDPI

New Twenty-First Century Standards, are continuously evaluated. Teacher as Reflective Practitioner is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research on theory and practice. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of students and colleagues -- role models of reflective teaching. The LMC program demonstrates best practices in effective teaching and requires students to complete an Integrated Arts Curriculum which incorporates Humanities, Music, Drama, Dance, and Visual Arts. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Teacher Education Program. Employers have been positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience. For three consecutive years, Lees-McRae teacher education graduates ranked high among teacher education programs in North Carolina for the percentage of the institution's graduates being employed by North Carolina as teachers within one year of graduation with 90 or more graduates. Strengths cited by employers include their understanding of the Standard Course of Study, an ability to integrate across the curriculum, vast content knowledge, meaningful use of manipulatives, and positive interactions with children and other professionals. Burke County's confidence in program graduates is demonstrated by the fact that 75% of the student teachers in that county assumed the classroom position mid-year. Candidates are placed with career teachers, who plan to retire at mid-year. The Division of Education continues its expectation that all graduates create an effective teaching portfolio based on the INTASC Standards.

## **Program Areas and Levels Offered**

The Lees-McRae College teacher education program offers two degrees (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12). The Division of Education also offers the non-licensure program of Sport Management for students who desire to coach athletics on the community/collegiate/professional levels. Currently, the Division of Education offers these programs: Lees-McRae College, Banner Elk, NC: Bachelor of Arts in Elementary Education (K-6) - Bachelor of Science in Physical Education (K-12) - Bachelor of Arts/Science in Theatre Arts Education (K-12) - Bachelor of Science in Sport Management - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Mayland Community College, Spruce Pine, North Carolina; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional development coursework for beginning/career Teachers.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Avery County, Johnson County schools. Area church groups, local self-contained home, community	Request for support for the faculty and students in developing a lifelong love of reading	Children’s Literature class service project. Candidates from Lees-McRae College participated in self-designed service projects involving high quality Children’s Literature and area children in classrooms, youth centers, and a group home for mentally handicapped adults. Candidates designed activities around children’s literature that included: creation of a counting book in 3 languages, women’s careers in the sciences, creative arts and literature, storytelling and self-esteem building. Participants evaluated candidates’ performance to provide feedback to emerging teacher candidates.	Each candidate prepared a paper and a presentation detailing their school (or other) service involvement. The paper included their plan for service, a self-evaluation, evaluations from the participants and a reflective assessment of the impact planning and completing the project had on their continued formation as a teacher. Candidates also presented their projects at the Lees-McCrae College celebration of service day and showcased their results and child created artifacts in a display case in the LMC student center for two weeks. Feedback from candidates on this Children’s Literature course project was overwhelmingly positive.
Public schools across the state and nation (universities and colleges)	Request for support for public school teachers in gaining strategies for teaching children’s literature.	A Lees-McCrae College professor and an Appalachian State University professor of children’s literature collaborated in writing a successfully funded grant to develop an online children’s literature wiki for professors and students of children’s literature,	Candidates on both campuses engaged in research, editing, and populating the Wiki around a focused topic relevant to their future teaching – children’s literature. Candidates assessed each site by responding to a shared set of questions and actively discussed their

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		<p>and public school teachers at the elementary level using children’s literature. Candidates in both classes investigated intra-global children’s websites and eBooks to learn about the usability of the websites and the authenticity of content. In addition the candidates rated the value of the lessons designed on the websites and the quality of eBooks. There were three underlying objectives: 1. to increase the pre-service teacher-researcher population (encourage more undergraduate students to pursue Master’s degrees), 2. To provide opportunities for candidates to see the connection between learning as an interactive process using technology as the focus of all children’s literacy instruction through stories, and 3.to have a broader outreach (global) with better online resources for classroom teachers.</p>	<p>findings in class. The Wiki will be made available to the larger community in the following ways: Conferences in public schools (community); Professional development workshops (faculty); Website (community); Conferences (community and faculty); Final conference- poster session (faculty); Brown Bag (faculty).</p>
Burke and Surry County Schools	Request for assistance to a school that has a wide gap in student achievement with placement of top student teacher candidates	Placement of top student teachers gave the school greater opportunity for smaller instructional classes and groups. It allowed more time for individual assistance to meet the needs	In Burke County, due to the placement of student teachers at the beginning of the school year, six were able to be hired in December. Several teachers retired or moved to other LEA's. This

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		<p>of a very low socio-economic school. This placement also allowed the teacher education candidates to be involved with students who had many instructional, personal, and family needs.</p>	<p>provided consistency for the students and the school. The principal reports that all six plan to return for the 2007-08 school year. One graduate was nominated Teacher of the Year. The principal reports that his strongest teacher is one of the six hired from Lees-McRae.</p>
Burke County Public Schools	Request for assistance to graduates and other in-service classroom teachers who would benefit from individualized and small group support to improve their classroom learning outcomes	<p>Two Lees-McRae clinical instructors visited Lees-McRae graduates and other in-service teachers in many struggling schools in Burke County. The instructors worked monthly with many individual teachers to identify priorities for improvement and then to follow up with individual mentoring. Each month they assessed progress for the month's goals and mentee strategies. They observed individual teachers, worked with them to develop strategies, modeled lessons, and taught teachers to use assessments to determine student learning needs. Teachers discussed what improvements they had seen in themselves as teachers and in their students as learners. At this time, they determined new goals for the upcoming month.</p>	<p>In Burke County, due in large part to the intense mentoring of in-service teachers last year by LMC faculty, one school, Chesterfield Elementary, came out of "Low Performing" status. During the current year, because of LMC faculty interaction, teachers from many Burke County schools put into practice new team planning, new assessment and teaching strategies, and new follow-up resulting in a much more successful school year.</p>

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Stokes, Surry County and Mount Airy City Schools	Request for assistance to public school teachers during Read Across America festival	Lees-McRae faculty conducted storytelling sessions for several classes.	On February 29, March 3, and March 5, 2008, visits were made to 4 schools and books were shared with 20 students in each of 4 primary classrooms.
Stokes, Surry, Yadkin, Alleghany, Wilkes County and Mount Airy City Schools	Request for assistance with reading program	Lees-McRae faculty and students participated in the nationwide Jumpstart Read for the Record on September 20, 2008	Two Faculty members and 20 students read to 498 children. One pre-service teacher, together with all the teachers and classrooms at her school, were involved in the day's reading celebration.
Surry County Schools, Mount Airy City Schools	Request for tutoring support for at-risk students.	Lees-McRae faculty worked with principals to identify juniors in the Elementary Education program who were available to tutor in the schools.	Eight pre-service teachers worked three days/week at one elementary school. Two students worked two days/week at another school. LMC faculty offered support as needed during the semester. In addition, faculty spent one hour weekly in a reading tutoring program at a third school.
Stokes and Surry County Schools	Request for assistance with special events	Faculty members worked with principals to staff special events.	One faculty member judged 150 science projects. One faculty member participated with all fifth graders in Stokes County to judge the Math Stars program. One faculty member assisted with EOG testing for two days. One faculty member also directed the program for a major fund-raiser at a local elementary school.

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Surry County Schools	Request for assistance with kindergarten programs	Lees-McRae faculty worked with kindergarten teachers to enhance the program.	One LMC faculty member supported the staff at Cedar Ridge Elementary School through two days of classroom assistance plus another day to evaluate 20 incoming students at DIAL screening. Another faculty member helped present the program for Beginners' Night at White Plains Elementary involving 100 parents and pre-kindergarteners
Alleghany, Buncombe, Watauga, Caldwell County Schools	Request for assistance to public school teachers with strategies for effective use of math manipulatives	Lees-McRae faculty led a two-hour math workshop for K-2 teachers on "Using Literature to Teach Measurement."	Thirty K-2 classroom teachers attended the workshop on February 23. The instructor provided handouts that will assist teachers in implementing the activities in their classrooms
Schools in Western North Carolina	Request for assistance to encourage public schools teachers to integrate subjects.	Lees-McRae faculty led a two-hour math workshop for K-2 teachers on "Math and Literature"	Thirty-five elementary classroom teachers attended the workshop presented at the NCCTM Conference on October 11, 2007.
Avery, Burke, Mitchell, and Surry County Public Schools	Request to provide opportunities for new teachers to meet with specialists in a variety of areas	Guest speakers from the professional education community were invited to speak to teacher candidates, graduates of each of the four LMC campuses, and other area teachers. The speakers were chosen to respond to questions and issues from the candidates and new teachers. Speakers were an AIG specialist, school social worker, school	These sessions provided excellent information and built understanding of special programs in the schools. The session on school law was the one to which all students gave the highest rating and most positive feedback. These speakers provided great resources to support the teachers as they struggle in the classroom with

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		law specialist (attorney), school guidance counselor and school nurse, EC Coordinator, Test Coordinator, Curriculum Director and In-service teachers.	student and family issues that have little to do with teaching and curriculum.
Avery, Surry, and Watauga County Public Schools	Request to enhance teachers units on Appalachian Heritage, Movement and Physical Education	One professor walked from the LMC campus to the Surry campus in Dobson, NC. (This trip of approximately 200 miles took five days.) He met with several schools along the way. He discussed Appalachian Heritage and the need to keep this culture alive. He shared his love of dancing by performing square dances with the students and encouraged the students to stay physically fit in life by walking.	Students were encouraged to join the professor in his walk. One classroom of 30 students participated in a portion of the walk. The professor visited the classrooms of two Lees-McRae graduates and entertained questions from the students. At the conclusion of the walk, a celebration was held which emphasized Appalachian Culture through dance and food.
Mount Airy, Surry, Stokes, Yadkin, Wilkes County Schools	Request to involve LMC family in College Day at Surry Community College (October 8, 2007)	Students from high schools in several counties attended and learned about the on-campus education program at LMC along with the community college (Surry Campus) two-year program. This is done to encourage students to consider further education as an alternative after high school graduation.	Approximately 40 junior and senior students attended a question/answer panel discussion about higher education opportunities in Surry County.
Mount Airy City and Surry County Schools	Request to involve LMC faculty in Career Day at National Guard Armory	Students from all high schools in the county attended the Career Fair and learned about the opportunities in	Fifty juniors received brochures and had the opportunity to ask questions about the LMC program as well as the

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		teaching as well as the on-campus and Surry Campus program for teacher education. This is done to encourage students to consider further education as an alternative after high school graduation.	field of teaching.
Burke County Public Schools	Request for provision of information on the International Baccalaureate School standards and accreditation procedures to public schools and non-public school personnel, college faculty, and undergraduate students	One professor has visited public and non-public International Baccalaureate schools in order to become more familiar and knowledgeable regarding globalization of schools for the Twenty-First Century. The professor helped one school evaluate and determine to implement the International Baccalaureate curriculum. She supported the school in the accreditation processes during the 2006-07 school year. She brings this information regarding global schools to LMC candidates.	The professor worked with the school and with the accreditation committee as the school sought and received International Baccalaureate Accreditation for its Early Years Programme.
Burke County Public Schools	Request for participation in Young Authors' Day at a K-6 public school	The professor was in charge of groups that rotated through groups that read and discussed books that they had written.	The school celebrated the children's achievements in a whole-school assembly in which a published author read and dramatized his work, inspiring the students to continue to write.
Mitchell and Yancey County Public Schools	Request for enhancing skills, support, and strategies for a successful classroom for	The Coordinator of the Elementary Education Program and the Chair of Education and Physical Education, as	While two student-teachers made some progress in the area of classroom management and gained some

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	beginning teachers and student teachers	well as LMC clinical faculty, spent part of each semester encouraging student teachers. The professors engaged in phone calls, written communication of support, counseling, and Praxis II preparation. They modeled a variety of techniques, including multiple videotaping sessions with written feedback and oral feedback that was audio taped for ongoing access to feedback. The ultimate goal was to ensure that students in public schools received quality instruction using best practices.	confidence and ability to maintain classroom order, both were unable to successfully complete student teaching. As one of the results of these situations, LMC education faculty voted to augment our program to support students who are unsuccessful in student teaching. LMC instigated a contract system and a new course option, including an internship outside the public schools, which results in a degree but no teacher licensure. The non-licensure option was approved by LMC Faculty Senate vote in late spring 2008.
Ashe, Avery, Burke, Stokes, Surry, Watauga, Wilkes, and Yadkin County Public Schools and Mt. Airy City Schools	Request to provide workshops and tutoring to candidates in order to improve Praxis I and II scores.	The Coordinator of Elementary Education and the Chair of the Division of Education have worked to provide both large group and individual tutoring to students with concerns about passing both Praxis I and II. The Coordinator of Elementary Education Program offers workshops on several of the LMC campuses. The Chair of Education hired an adjunct who taught specific test-taking techniques to support students in preparing for Praxis I and II.	Lees-McRae continues to have a high ratio of students passing Praxis II. Students taking Praxis I and Praxis II were more confident at test time due to classes and tutoring provided. Efficiency of Praxis I growth is evidenced by the fact that nine students gained 1-6 points, and one student gained 12 points following the support sessions.

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Avery and Watauga County Home-Schooled Students (PK-6)	Request to provide physical education activities for local home-schooled students	One professor has her students teaching physical education activities to home-schooled children from the area. They come to the LMC gym for these classes.	Local home-schooled students have their physical education strengthened by LMC intervention. They learn physical activities to strengthen their bodies and build life-long good habits of exercise.
Avery County Special Needs Students (PK-6)	Request to provide physical education activities for local home-schooled students	The same professor also takes students in her Adapted Physical Education class to a local school to work with special needs children preparing for the Special Olympics. For this same class, her students go to another school to teach physical education activities to special needs students.	Local special needs students have their physical education strengthened by LMC intervention. They learn physical activities to strengthen their bodies and build life-long good habits of exercise, as well as prepare for participation in Special Olympics events.
Avery County Child-Development Students (PK)	Request to provide physical education activities for local child-development students	Another professor has her students teaching movement education and fitness activities to 4-5 year-old children from the Banner Elk Child Development Center. They come to the LMC gym for these classes.	Local child-development students have their movement and fitness education strengthened by LMC intervention. They learn physical activities to strengthen their bodies and build life-long good habits of exercise.
Avery County Public Schools	Request to provide support for teaching diverse populations	Lees-McRae College formed the Global Connections Task Force, chaired by a faculty member from the Division of Education and Physical Education. The purpose of this group and of the division involvement in international travel is to assist candidates and faculty to advance	With the new Twenty-First Century Global Standards and with improvement in teaching of diverse populations as goals, LMC candidates, graduates, and professors are developing strategies for ensuring that the curriculum at the college offers an international perspective. The ultimate

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		<p>projects and strategies that address the challenges and opportunities of globalization in classrooms, including instruction of and knowledge about diverse populations and cultures. One faculty member traveled to Mexico with 13 students and 4 other faculty and staff to study for 9 days. The participants were immersed in a culture different from their own while also illuminating the interdependence of scientific, historical, geographical, cultural, political, economic, and religious contexts. These experiences produce citizens and teachers with a more nuanced and sophisticated view of the world and a growing understanding of the interrelationship of all peoples and nations. A faculty member offered an intensive experiential study course to Mexico. Students and faculty traveled to an international study center committed to fostering global relationships and run by a group of Benedictine nuns. Experiences included not only traditional lectures and classroom experiences, but also field trips to</p>	<p>outcome from the travel opportunities is aiding candidates and faculty in addressing challenges and opportunities of globalization in classrooms, especially in Avery County public schools, which are becoming more and more diverse in population. This globalization effort will be shared with this and other public school districts in upcoming semesters. LMC sees participation in such global programs as preparation and as setting a precedent as leaders of the college in global endeavors. With new Twenty-First Century Global Standards, it is important that LMC faculty model and provide experiences for our teacher candidates, graduates, and local teachers in diverse settings.</p>

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		<p>historic and cultural sites, orphanages, schools, and cottage industries sponsored by the nuns. A faculty member joined colleagues from 15 American colleges and universities at Schloss Leopoldskron in Salzburg, Austria. The purpose was to assist the institutions to advance projects and strategies that address the challenges and opportunities of globalization in classrooms, campuses, and communities. Two faculty members and two candidates were part of a group of Appalachian College Association faculty and students who traveled to India in the summer of 2007. They planned and taught a variety of English language classes there. Additionally, they traveled, observed, and interacted with students, teachers, and citizens of several areas in India. Upon their return, they provided on-campus seminars on the culture of India.</p>	
Avery County Schools	Request for school and community involvement	One professor has been a member of the School Improvement Team for Banner Elk School and participated in meetings and plans for all aspects of	The college has a close tie to this Professional Development School in which candidates are given opportunities to work in classrooms.

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		School Improvement Teams, including preparations for a new school building	Faculty participation keeps the relationship between the school and the college strong.
Avery County Schools	Request for language acquisition opportunities for local students to learn elementary Spanish	LMC candidates from both on campus and extended campuses taught Spanish at a very basic conversational level to Elementary School students.	Students are able to communicate with a variety of people.

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

Faculty in the Division of Education at Lees-McRae College are expected to be involved in the LEAs they serve and are assessed on this in their annual Professional Activities Report as well as in their recommendations for professional promotion at the College. Numbered items reflect service for 2006-2007. 1) The Program Coordinator of Elementary Education and two faculty instructors worked with a Burke County School that was designated as a “priority school”. They met with the principal, visited the school, observed classrooms, modeled lessons, gave feedback on best instructional practices, tutored struggling individuals, and provided several workshops for the staff in math. 2) Two faculty members worked with Surry, Stokes, Yadkin, and Wilkes County School Systems and Mt. Airy City Schools to provide workshops on using literature to teach math. 3) One class developed a variety of lessons (in multiple language) that were shared in area classrooms. 4) Several classes investigated intra-global children’s websites to learn about the visibility of the websites and authenticity of content 5) Another faculty member hosted a “Cub Club” athletic program for home-schooled students in Avery County. 6) A faculty member provided assistance to a school during Young Author’s Day and did research on the International Baccalaureate program. The Division of Education encourages active involvement of LEA personnel in its Teacher Education Committee and subcommittees. The Teacher Education Committee and subcommittees meet on an as need basis to advise and inform the Teacher Education Program, and to identify public school needs. Approximately 30 participants from LEAs that the Lees-McRae College Teacher Education Program serves are actively involved in the Teacher Education Committee. Additional faculty involvement in service to the public schools include: Serving on various committees and in leadership positions (school board member, Teacher of the Year selection committee, Principal of the Year Selection Committee, Teaching Fellows applicant review, and judges for science fairs); administering the SAT and ACT tests; serving on a school improvement team, proctoring the EOG tests, providing professional development seminars for area teachers, and speaking at area high schools on topics related to college life.

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

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

teachers. Improvements in new teachers were noted by the principals in their performance and classroom observation reports. All three off-campus cohorts participated in collaboration and celebration events each semester during 2007-2008. This successful endeavor brought about a closer rapport between campuses and students. Adjunct workshops were provided to ensure the continued level of support from all instructors on all campuses. The College website continues to include all teacher education program faculty and graduate contact information in order to facilitate communication with graduates for both Lees-McRae faculty, alumni of the teacher education program, and current pre-service teacher candidates. Every year, the Division of Education conducts an Exit Interview with all program completers to identify areas for future professional development and provides recommendations and resources to meet these self-identified needs. The Division of Education offers Praxis II workshops and specialty seminars of interest to beginning teachers at no cost. The Division of Education also supports an alumni website to encourage collegial support between new teachers. A classroom management workshop was offered as support for beginning teachers and teacher assistants.

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

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

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

Lees-McRae College and the Division of Education offer multicultural experiences for in-service credit through an International Studies Abroad Program. These programs focus on a dynamic multicultural agenda which integrates science, social studies, literature, and communication skills. In-service teachers are encouraged to apply their learning experiences from studies abroad in their home classroom environments. The college offers continuing education credits for career teachers at reduced tuition rates through its Adult Lifelong Learning Program. The Division of Education offers direct instruction,

faculty expertise, campus and Curriculum Center materials and resources, and technology and internet resource (NC Live) and accessibility to teachers on an as-needed basis and throughout their National Board Certification process. At the teachers' requests, LMC faculty presented lessons on collaborative lesson planning, hands-on math instruction with manipulatives, and a test-taking preparation workshop providing test-taking strategies for end-of-grade test preparation. All local area career teachers are formally invited to attend scheduled on-campus events pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, teacher professionalism and nationally acclaimed speakers. The Division of Education has collaborated with the Burke County Public School System in conjunction with the WPCC cohort to open its thematic unit presentations to all Burke County Public School teachers providing inspiration and ideas in lesson design and unit planning for career teachers. Teachers are provided continuing education credits for attendance at these Integrated Unit Fairs. The Division collaborated with Ashe County Schools (who received a grant) to design a Wiki site accessible for public school faculty. Several faculty members taught a variety of mathematics classes for teachers in the Surry and Burke County areas, and at the NCCTM State Math Meeting in Greensboro, North Carolina.

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

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

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

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

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

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

## **Supplemental Information (Optional)**

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

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

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

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

members participated in the Surry County Teacher Job Fair. They also continued to work with the Office of Admissions in order to identify students with an interest in the teaching profession earlier and develop a bond with them during their first semester freshman year. A new course is being developed to promote education as a viable professional opportunity. To promote education on campus, the division spent time meeting the incoming freshmen by teaching a First Year Experience class. The division also offered each semester, a campus-wide Open House with a meal prepared by the division members.

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

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

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

A faculty member received a grant in conjunction with an Appalachian State University professor to develop a website (Wiki) which critiques children's literature. Student candidates engaged in research, editing and populating the Wiki (online information site) around a focused topic that they would use in their teaching using children's literature. Candidates were able to assess each site by developing a shared set of questions. Candidates gave presentations about their findings in class which were updated to the website. The Wiki website will be made available to larger groups especially teachers in this area by having conferences for the public schools, professional development workshops for faculty of LMC and ASU, presentations at conferences (ACA), poster sessions (NCDPI Forum) and brown bag lunches for LMC faculty. Another faculty

member chaired the Global Connections Task Force at Lees-McRae College. This initiative is to provide opportunities for candidates and faculty outside the United States. Opportunities are being developed for the faculty in dealing with globalization. This is a new initiative for our student candidates to have internship and student teaching options in a variety of cultural and diverse settings in a more global society. This will enable LMC faculty to support a more diverse candidate population and student population. This is also a way to prepare our candidates for the Twenty-First Century Goals and help model experience for teacher candidates, graduates, and local teachers in diverse settings.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	155
	Other	0	Other	0
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>159</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>

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

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

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

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.87
Comment or Explanation	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	13	69	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>13</b>	<b>69</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

2006 - 2007 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	82	96
Institution Summary	82	96

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

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	81	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	86	88	62
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Surry County Schools	101
Burke County Schools	67
Avery County Schools	31
Stokes County Schools	26
Wilkes County Schools	23
Yadkin County Schools	19
McDowell County Schools	13
Mount Airy City Schools	11
Forsyth County Schools	7
Elkin City Schools	7

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

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.27	3.56	3.26
preparation to effectively manage the classroom.	3.27	3.37	3.19
preparation to use technology to enhance learning.	2.68	3.30	3.41
preparation to address the needs of diverse learners.	3.05	3.30	3.07
preparation to deliver curriculum content through a variety of instructional approaches.	3.50	3.33	3.26
Number of Surveys Received	22	27	27
Number of Surveys Mailed	56	56	56

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full- time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	2	22