

# IHE Bachelor Performance Report

## Peace College

2007 - 2008

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### Overview of the Institution

Peace College is a liberal arts undergraduate institution for women that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college. By 1969, Peace no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, Peace was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at Peace. The Education major provides courses leading to dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. A primary objective of the Peace College liberal education program, the Peace Passports, is the development of leadership skills in its graduates. This provides an excellent base for the Conceptual Framework developed by the Education Division. Peace is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. Peace has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public Schools. Peace is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 640 students and a faculty of 78, Peace has a low student-teacher ratio.

### Special Characteristics

The Education Division offers a major that satisfies requirements for licensure in both Elementary Education K-6 and Special Education: General Curriculum K-12. Candidates move through this program in small cohorts. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. A unique feature of this program is a staff person employed by the WCPSS who spends 70% of her time in the Peace College Education Program and served as Interim Director of the Education Division during the 2007-08 academic year. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants who desire to become licensed teachers. The Licensure-Only Evening Program allows candidates who have a baccalaureate to continue their employment and attend classes on Tuesday and Thursday evenings. Financial assistance is available through the Wake County tuition reimbursement program, the Legislative Tuition Grants, and the Teach-Up Scholarship Program. Additional financial assistance is available for candidates desiring to be Special Education

Teachers. Candidates may be eligible for loan forgiveness after they have taught in a high-needs special education area for three years. Peace College offers two options for students interested in teaching. 1. Degree-seeking candidates who select the Education Major complete the program with dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12). 2. Candidates who enter the program with a Baccalaureate degree take courses in the evening to earn dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12). Both programs are cohort-based. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants who desire to become licensed teachers. The Licensure-Only Evening Program allows Licensure-Only candidates to continue their positions and attend classes on Tuesday and Thursday evenings. Financial incentives are available through the Wake County tuition reimbursement program, the legislative tuition grant and the Teach-Up Scholarship Program. Additional financial assistance is available for candidates desiring to be Special Education teachers. They may be eligible for loan forgiveness after they have taught in a high-need special education area for three years.

### **Program Areas and Levels Offered**

The Peace College Education major offers candidates the option for an undergraduate major in Education. Successful completion of this major prepares candidates for A-level licensure in Elementary Education, K-6 and Special Education: General Curriculum, K-12.

# I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System that includes the following partner schools: Apex Middle, Daniels Middle, East Garner Elementary, Heritage Elementary, Heritage Middle, Leesville Elementary, Leesville Middle, Millbrook Elementary, Partnership Elementary, and Wiley Elementary.</p>	<p>Priorities collaboratively identified by Wake County Public School System and Peace College include:</p> <ol style="list-style-type: none"> <li>1. improve recruitment of teachers licensed in special education.</li> <li>2. improve teacher retention through field-based experiences and develop a sense of community between Peace College candidates and WCPSS.</li> </ol>	<ol style="list-style-type: none"> <li>1, The Teacher Education Club was planned by Peace Education Faculty and candidates to encourage relationships and share information with prospective candidates.</li> <li>2. Peace emphasizes the importance of field experiences beginning with EDU 200: Early Field Experiences for the Prospective teacher and PSY 355: Introduction to Exceptional Individuals. Candidates also complete two practicum and two student teaching experiences, a total of six required field experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1.a The Teacher Education Club was formed. Topics of interest were collaboratively chosen. One of the first programs was given by the principal of a school designed to meet the needs of students with learning disabilities. Twenty-five candidates and prospective candidates attended.</li> <li>2a. Upon the completion of their program, candidates have spent almost 1000 hours in schools working directly with students or observing master teachers. These partnerships and collaborations may hold the key to candidate recruitment and retention.</li> </ol>

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		<p>2.b. WCPSS and Peace College collaboratively identified membership for an advisory council for the purpose of fostering close relationships between the college and school system.</p> <p>2.c. The Teacher on Loan Agreement between Wake County Public Schools and Peace was collaboratively planned by representatives from Wake County and Peace College.</p>	<p>2. b. The Peace College Education Advisory Council was established and is functioning in an advisory capacity to the program. Among others, three classroom teachers, three principals, the Wake County Assistant Superintendent for Human Resources, the Peace Provost, and the Dean of Academic Affairs served on the council during the 2007-2008 academic year.</p> <p>2c. The Teacher On Loan Agreement was implemented in which a WCPSS liaison teacher spends 70% of her time teaching, advising candidates at Peace.</p> <p>2d. A faculty member served as a co-presenter in a recruitment and retention workshop with a WCPSS team.</p> <p>2.e. A collaborative partnership has developed between WCPSS and Peace to recruit Teacher</p>

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	<p>3. provide professional development and leadership opportunities for experienced teachers.</p>	<p>3. At the request of principals, staff development was provided to Wake County teachers. Teacher leadership was encouraged through training in the National Board Certification process.</p>	<p>Assistants into the Licensure Only Program. Thus far, five Teacher Assistants have become program candidates, with one being employed as a special education lateral entry teacher.</p> <p>3. a. Faculty members developed and led a year-long Professional Learning Community of 14 teachers to pursue and apply for National Board Certification.</p> <p>3. b. A faculty member developed and provided mathematics staff development for K-5 teachers in WCPSS. Feedback was positive.</p> <p>3.c. A faculty member is planning special education staff development for K-5 teachers in WCPSS for fall 08.</p> <p>3.d. A faculty member provided mentor training for 80 WCPSS teachers. Eighty additional mentor teachers were provided</p>

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	4. improve student achievement by training teachers who are prepared in both elementary and special education.	4. The Advisory Council provided input into the implementation of a dual licensure program in Elementary Education and Special Education resulting in recruitment of an initial cohort of nine students. Emphasis was placed on early field experiences and two 10-week student teaching experiences in elementary and special education.	for new teachers in Wake County.  4. Five candidates completed dual licensure requirements in spring 08; two additional candidates will complete requirements in August and December respectively. All are Highly Qualified and all were offered early contracts with WCPSS.

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

Faculty members have provided service to the public schools in the following ways: 1. serving as a collaborator with the partner schools for teacher development and student growth. 2. providing on-site supervision for an MSA intern in one of the partner schools. 3. participating as a presenter with a WCPSS recruitment and retention team for the U.S. Department of Education in a Recruitment and Retention Workshop funded by a Teach-Up Grant. (Strategies for recruitment and retention were shared.) 4. developing/leading a Professional Learning Community in a partner school to support teachers of diverse student populations while pursuing National Board Certification. 5. serving as a guest reader in partner elementary schools. 6. developing/leading mathematics professional development for K-5 teachers in partner schools. 7. developing/leading special education professional development for K-5 teachers in partner schools 7. providing support for the Wake County Teacher Cadet Program. 8. providing mentor training to WCPSS teachers.

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

A component of the Peace College Education major is a commitment to candidates to provide assistance during their first three years of teaching. Our first candidates completed licensure requirements in May, 2008 and were offered early contracts by the Wake County Public School System. Plans are in place to maintain contact with these completers through e-mail, visits, and meetings on campus to identify and respond to needs of these beginning teachers. Specifically, we plan to create an advisory council consisting of our recent graduates for the purpose of facilitating communication.

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

Entry requirements for the Peace College evening program for Licensure Only teachers include an undergraduate degree with a minimum 2.5 GPA. Most pre-requisite courses for Licensure Only teachers are waived. The program includes 50 hours of class and field work. Lateral Entry teachers are allowed to complete their student teaching requirement in their own classroom. Field experience requirements are modified based on previous or current appropriate experiences. Completion of the program results in preparation for dual licensure in both Elementary Education, K-6 and Special Education: General Curriculum K-12. Because of the severe shortage of special education teachers, one of our candidates has been employed in a Lateral Entry position in a local school system while completing licensure requirements. This secondary, special education Lateral Entry teacher is continuing to receive on-site consultative and technical assistance from Peace College faculty members. Other Licensure Only candidates are applying for Lateral Entry positions.

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

A number of areas of support have been provided for career teachers. 1. At the request of the principal of a partner school, a faculty member developed and led a Professional Learning Community of 14 teachers for the purpose of encouraging these teachers to pursue National Board Certification. 2. At the request of partner school principals, a faculty member developed and led mathematics professional development for K-5 teachers, an area of need identified in the schools' School Improvement Plan. 3. At the request of a principal of a partner school, a faculty member is currently planning staff development in special education strategies for classroom teachers. 4. A faculty member who is a former principal provides mentoring for a technology teacher who is pursuing administrative licensure. 5. A faculty member provided mentor training for over 80 career teachers.

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

Based on ethnic composition and socio-economic factors, two partner schools, Millbrook Elementary and East Garner Elementary, are designated as at-risk schools. The Professional Learning Community staff development and the Mathematics staff development described above in Section E were presented to the Millbrook Elementary School faculty. The Special Education strategies professional development described above is being planned for East Garner Elementary School.

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

The Peace Education Program is addressing State Board of Education priorities in a number of ways. 1. Globally Competitive Students: All Peace candidates are required to have a Cross Cultural experience to satisfy graduation requirements. This can include study abroad, mission trips, second language mastery, or projects emphasizing another culture. 2. Leadership by 21st Century Professionals: Through the Peace partnership with WCPSS, candidates participate in staff development with WCPSS teachers. Candidates attended staff development this year on classroom management, strategies for dealing with hyperactive children, and assessment. A WCPSS Resource Teacher taught candidates how to meet the needs of Academically Gifted Students. Candidates received diversity training based on Ruby Payne's Framework for Understanding Poverty. Candidates received training in science kits and in using science notebooks to teach and assess students. A WCPSS trainer taught candidates about Hispanic and Latino cultures including tips on how to work with parents of English Language Learners. The Peace Education Program is guided by the Five Core Propositions of the National Board for Professional Teaching Standards. Upon completion of the program, candidates complete requirements for dual licensure in Elementary Education, K-6, and Special Education: General Curriculum, K-12. 3. Healthy and Responsible Public School Students: Peace Education candidates are influenced by the tenets of the Conceptual Framework that emphasize leadership, learning, collaboration, facilitation, relevance, rigor, and relationships. These dispositions help to ensure that their classroom instruction will promote health and responsibility among public school students. Science kit training includes instruction on the Human Body Kit by FOSS. 4.

Innovation in Public Schools: Peace College Education faculty members encourage the development of Professional Learning Communities through the cohort model for delivery of instruction. Faculty members also provide Professional Learning Community staff development in partner public schools at the request of school administrators. 5. 21st Century Systems: Peace College candidates are taught technology tools and apply these throughout their curriculum using technology laboratories located in dorms and classroom buildings throughout campus. They are required to use these technologies as they plan instruction in their assigned classrooms.

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

Peace education faculty members placed special emphasis on providing leadership to allow the program to become a stand-alone major. This was done at the encouragement of the State Department of Public Instruction and our Education Advisory Council. Prior to the program becoming a major, some students were required to complete up to 175 hours of coursework while majoring in a related field and fulfilling requirements for dual licensure. Currently the requirements are 50 hours of Liberal Education Curriculum, 50 hours of Teacher Education courses, and 25 hours of General Electives. In order to be admitted to the Education Major, students must score a minimum of 1100 on the SAT Math and Verbal or pass Praxis I Reading, Math, and Writing portions, and have a 2.5 GPA. They must also satisfactorily complete prerequisite courses and an interview with the Education faculty. Candidates in this program for licensure purposes are required to complete two student teaching experiences and pass Praxis II exams in elementary and special education.

#### **Supplemental Information (Optional)**

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

Peace Education Division offers a one semester hour preparation course for each of the three sets of Praxis tests required for licensure: Praxis I, Praxis II-Elementary Education, Praxis II-Special Education: General Curriculum. In 2007-2008 twenty students participated in each of these courses. Praxis preparation toolkits and other materials are available for check-out from the Education offices by candidates. Two faculty members have taken PRAXIS II and are making appropriate modifications to course structure to ensure that candidates have experience with materials relevant to content assessed.

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

Potential degree-seeking candidates are provided with information on the Education Program during Visitation Days and Open House sessions through the academic year. Posters and fliers are strategically placed around campus advertising the program and Teacher Education Club meetings and special events. Initial advisors are given information on the Education Major to share with prospective students. The Licensure Only Program was developed as an incentive for

adult learners to continue working and attend classes in the evenings and on the weekends. Licensure Only candidates are recruited through media(newspapers and radio) as well as job fairs, literature, and information seminars in the Wake County Schools. Posters and fliers are displayed in WCPSS schools. Teacher Assistants receive pamphlets twice yearly.

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

Specific scholarships are available for minority candidates. One adjunct instructor is a minority special education teacher. In addition, special efforts were made to recruit and employ a minority faculty member beginning in 2008-2009. The clerical assistance is currently provided by minority staff persons. This provides minority candidates role models among the ranks of the faculty and staff. This division makes available work study opportunities for students who may be currently pursuing a different major, which makes the Education major available as an option for them to choose. This becomes a recruiting tool for minorities as well as other prospective candidates.

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

The dual licensure program, with cross-cultural experience, is unique in North Carolina. Training in special education enhances the candidates' abilities to serve the needs of all elementary students. Elementary training provides special education teachers with a broad perspective of the regular curriculum. Both regular and special education teachers benefit from the cross cultural experience. The collaboration initiative between Peace College and WCPSS is an innovative approach to implementing a new program.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	9
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>9</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>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	15
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>16</b>

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	1	1
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	1	1
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	2	2
Comment or Explanation		
Our numbers of candidates appear higher because the same group is receiving two areas of licensure.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.2
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<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)	0	3	0	2
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>0</b>	<b>3</b>	<b>0</b>	<b>2</b>
Comment or Explanation				
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
Institution Summary	Less than 5 Test Takers	

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	3	0	0	0	0
U Licensure Only	0	2	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	*	*	*
Bachelor	State	4052	93	66

\* First cohort of completers in 2007-2008

**G. 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>
First cohort of completers in 2007-2008	*

**H. 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.	N/A	N/A	N/A
preparation to effectively manage the classroom.	N/A	N/A	N/A
preparation to use technology to enhance learning.	N/A	N/A	N/A
preparation to address the needs of diverse learners.	N/A	N/A	N/A
preparation to deliver curriculum content through a variety of instructional approaches.	N/A	N/A	N/A
Number of Surveys Received	N/A	N/A	N/A
Number of Surveys Mailed	N/A	N/A	N/A

N/A – First cohort of completers in 2007-2008.

**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>
2	0	6