

IHE Bachelor Performance Report

Wake Forest University

2007 - 2008

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/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 |
|---|---|---|---|
| Winston-Salem/Forsyth County Schools | Support for special needs students. | In spring of 2008, 12 teacher candidates tutored students at Ashley Elementary School one hour each week and worked with Exceptional Needs classes one hour each week. | Teachers at Ashley reported measurable increases in IEP goal achievement in students who were tutored. |
| Winston-Salem/Forsyth County Schools – Preparing Lessons for Understanding Mathematics Successfully (PLUMS) | Support for improvement of mathematics teaching. | Series of workshops for 12 teachers at Carver, Atkins, and Parkland High Schools. Each workshop was followed by lesson planning and implementation in classes at schools by teams of preservice teachers at WFU and inservice teachers and reflective seminars to evaluate effectiveness. | Impact will be measured by teachers’ use of methods and by comparison of student test scores for 2006-2007 with those from 2007-2008. |
| Winston-Salem/Forsyth County Schools - Academy of Excellence | Support for students to pass state competency tests. | Twenty graduate teacher candidates tutored and mentored 26 low-achieving students at Atkins High School in June 2006. | All 26 students were repeating tests and all showed growth, some as much as 10 points. Seven students passed the test. |
| Alliance for Language Learning – NC Public Schools | Promote better quality foreign language instruction in NC public schools. | Provides resource information to school districts and hosts a website. Serves as an advisor on foreign language issues at the state level. Provides teacher academies for teachers and administrators in school districts in NC. | Selected by the NC in the World project for implementation across NC. Increased number of sequential programs in 2007-2008. |

| 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 |
|--|---|--|--|
| Foreign Language Immersion Programs for Children – Winston-Salem/Forsyth County, Guilford County Schools | Offer cultural and language immersion experience for children in the local community. | Professional development opportunity for teachers from across the state to observe best practice. | Increased knowledge of how to provide effective foreign language programs in grades 3-6. Teachers in other districts are replicating the curriculum and instructional practices. |
| National Network for Early Language Learning | Promote opportunities for children to develop a high level of competence in a foreign language. Raise public awareness of early language learning. Provide research in methods, curriculum design, program models, and resources. | Publishes journal and electronic newsletter and has website that offers resources to educators in grades K-16. | Recognized nationally as the primary resource for early foreign language learning. School districts across US call on NNELL daily for assistance. 603 members. |

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

All faculty of the Department of Education work on projects in the North Carolina Public Schools, present sessions at state conferences, and serve on committees and in board positions for their state professional organizations. WFU serves as the host institution for the Alliance for Language Learning, a non-profit group comprised of K-16 educators and leaders in the business and higher education communities across North Carolina. Dr. Mary Lynn Redmond, former chair of the Alliance, is director of the Alliance's K-12 foreign language reform initiative, VISION 2010, which provides an uninterrupted sequence of study in grades K-12 and professional development for teachers and administrators. WFU is a host institution for the Advanced Placement Institute and last summer it attracted over 250 teachers in eight subject areas. WFU is a host institution for the Visiting International Fellows graduate program, which provides international teachers in NC with a MAEd program in 3 summers. Dr. Pat Cunningham, director of the Four Blocks Center, leads workshops in elementary schools across the state and nation to assist teachers and administrators in developing literacy. In the Winston-Salem/Forsyth County Schools, WFU has begun several partnerships to assist with specific needs. Projects have been established to support mathematics instruction and comprehension outcomes in three low-performing high schools. A partnership with Atkins High School supports tutoring and mentoring low-performing students, and we continued a tutoring project at Ashley Elementary School to assist special needs students. The Emerging Teacher Leaders Network (ETLN) is a highly successful support network for our beginning teachers in their first two years in the classroom. It provides mentoring and professional development to help our graduates have a strong and successful beginning to their career. In addition to the service that the Department of Education offers the public schools, WFU faculty in other departments have supported the local schools in many impressive ways. The Department of Romance Languages offers the Intensive Summer Language Institute for high school students at the intermediate level. The Art Department worked with third grade students at Sherwood Forest Elementary in a printmaking project. Members of the Biology Department worked with the Paisley Middle School IB Magnet Science Olympiad Team and participated in the Math Superstar program at Sherwood Forest Elementary. The Biology Department also provided institutional and logistical support for the CERTL summer program that brings at risk students to WFU for a 1-2 week-long science lab experience. Twenty-one students in the Theatre Department visited Diggs Elementary once a week for 11 weeks and worked in classrooms where they taught lessons that used theatre games to teach other subjects. Members of the Chemistry Department coordinated chemistry demonstrations at Old Richmond Elementary Family Science Night, served as mentors for students at Mr. Tabor High School, helped organize the Watauga High School Research Tour, and facilitated ACS Student Affiliates presentations at Brunson Elementary Math and Science Night. The Department of English offers a service learning course in which students tutor at-risk middle school students to develop literacy skills.

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

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

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for non-licensed teachers. Its director is Dr. Leah McCoy and the program leads to licensure for teachers those LEAs hire. The Lateral Entry Program is available to any able secondary teacher or K-12 foreign language teacher. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. We have, in addition, created a new non-license minor to attract students to teaching. It includes our core teacher preparation courses excluding the student teaching experience and will attract students who decide late to enter teaching. Each year we have begun to attract several veterans from Teach for America who join our graduate teacher preparation program to acquire MAEd degrees and full licensure.

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two Wake Forest University graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at the Fall Convocation. Over \$520,000 has been awarded to teachers since the awards inception in 1995. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They

take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

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

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

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

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

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

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

Supplemental Information (Optional)

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

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

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

The Department of Education has made significant efforts to increase visibility of programs on campus in order to attract more undergraduate students to teaching. In 2006-2007, we opened two Education courses to all undergraduate students, and in 2008 we made a request to the University that was approved to join Division IV so that more students will have the opportunity to explore the field of Education. As part of the University's Strategic Plan, the Department of Education established the goal of adding a Service and Leadership in Education minor to attract undergraduates to our programs and to strengthen partnerships with local schools. The Department of Education also makes on-going efforts to recruit teacher candidates. Faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and professors of First Year Seminars which is an excellent way to attract students to teaching. The Department of Education also hosts an annual reception for freshmen and transfer students to inform them about our programs. Education faculty members follow up these contacts with calls and letters. We collaborate with colleagues on campus in the content areas of English, Math, Foreign Language, Science, and Social Studies to keep them aware of the possibilities in Education and to recruit their majors to become teachers. We also maintain a departmental website describing department programs and activities and frequently communicate with prospective students by email. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our licensure offerings. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education. A portion of the Emerging Teacher Leaders Network grant serves as a recruitment tool for teachers.

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

The Department of Education makes special efforts to recruit and admit minority students into its undergraduate Teacher Education Program. We work closely with Athletic Academic Services

and the Office of Multicultural Affairs to recruit their qualified minority students into our program. Minority college students in the McNair Scholars program have been recruited for our Master Teacher Fellows program.

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

Dr. Leah McCoy and graduate students in the master's program presented a collection of lessons on the topic of "Outdoor Mathematics" at NCCTM to assist secondary teachers in the incorporation of real world contexts in mathematics instruction. Through our partnership with Atkins High School, Dr. Ann Cunningham worked with the technology integration curriculum specialist to assist teachers in the integration of technology tools in their curriculum. Dr. Kristin Bennett and Dr. Ann Cunningham have begun an initiative to promote formative assessment and action research using Smartphone technologies in local elementary schools.

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 | 1 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 10 | White, Not Hispanic Origin | 42 |
| | Other | 0 | Other | 0 |
| | Total | 11 | Total | 42 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |

B. Lateral Entry/Provisionally Licensed Teachers

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

| Program Area | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---|--|
| Elementary (K-6) | 0 | 0 |
| Secondary (9-12) | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 0 |
| Special Service Personnel (K-12) | 0 | 0 |
| Other | 0 | 0 |
| Total | 0 | 0 |
| Comment or Explanation | | |
| | | |

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

| | Baccalaureate |
|------------------------|----------------------|
| MEAN SAT Total | 1303 |
| MEAN SAT-Math | NA |
| MEAN SAT-Verbal | NA |
| MEAN ACT Composite | NA |
| MEAN ACT-Math | NA |
| MEAN ACT-English | NA |
| MEAN PPST-R | * |
| MEAN PPST-W | * |
| MEAN PPST-M | * |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.22 |
| Comment or Explanation | |
| | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|----------------------|-----------|------------------------------|----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 0 | 12 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 0 | 11 | 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 |
| Total | 0 | 23 | 0 | 0 |
| Comment or Explanation | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2006 - 2007 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 13 | 100 |
| Institution Summary | 13 | 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 | 23 | 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 | 45 | 91 | 56 |
| 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

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Forsyth County Schools | 217 |
| Wake County Schools | 80 |
| Charlotte-Mecklenburg Schools | 56 |
| Guilford County Schools | 52 |
| Davidson County Schools | 23 |
| Durham Public Schools | 19 |
| Stokes County Schools | 18 |
| Cabarrus County Schools | 16 |
| Surry County Schools | 16 |
| Gaston County Schools | 14 |

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. | * | 3.57 | 3.67 |
| preparation to effectively manage the classroom. | * | 3.29 | 3.33 |
| preparation to use technology to enhance learning. | * | 3.43 | 3.44 |
| preparation to address the needs of diverse learners. | * | 3.14 | 3.33 |
| preparation to deliver curriculum content through a variety of instructional approaches. | * | 3.29 | 3.56 |
| | | | |
| Number of Surveys Received | * | 7 | 9 |
| Number of Surveys Mailed | 25 | 25 | 25 |

* Less than five survey responses received. They will be held and combined with next year's responses.

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 |
|---|---|--|
| 10 | 3 | 6 |