

# IHE Bachelor Performance Report

## Western Carolina University

2007 - 2008

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### Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 8,600 students on a 600-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The institution has approximately 457 full-time faculty members. Four undergraduate Colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 24 programs at the master's level, one program at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls many entering freshmen in Academic Learning Communities, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The North Carolina State Board of Education approves and the National Council for Accreditation of Teacher Education accredits Western's professional education programs. Western's teacher education program was awarded the 2006 Distinguished Program in Teacher Education at the annual meeting of the Association of Teacher Educators and was one of three recipients of the Christa McAuliffe Award for Excellence in Teacher Education in 2007 by the American Association of State Colleges and Universities.

## **Special Characteristics**

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

## **Program Areas and Levels Offered**

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

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

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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   |
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| Cherokee, Cherokee Central, Clay, Graham, Haywood, Jackson, Macon, Mitchell, Swain and Yancey School Systems                           | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | WCU Beginning Teacher Induction Symposium (July 31-August 1, 2007): The Induction Symposium, held on Western's campus, satisfies two of the three professional development days required of NC beginning teachers. Symposium planners collaborate to develop concurrent sessions, building upon pre-service preparation to create a more seamless transition from university to public school classrooms | <ul style="list-style-type: none"> <li>• 86 Beginning Teachers</li> <li>• 22 Public School Teachers/Facilitators</li> <li>• 2 University Faculty Outcomes show participants viewed the symposium favorably and helpful for beginning teacher development:</li> <li>• Participants were satisfied with the symposium - 93%</li> <li>• Favorable evaluations for speakers</li> <li>• More information on classroom management was requested</li> </ul> |
| Cherokee, Cherokee Central, Clay, Graham, Haywood, Jackson, Macon, Mitchell, Swain and Yancey School Systems and Summit Charter School | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | WCU Beginning Teacher Induction Symposium (January 25, 2008): At the request of LEAs, a symposium was held in January for new teachers hired after the school year began. Beginning Teacher Coordinators and WCU center directors met in December to plan the event.   | <ul style="list-style-type: none"> <li>• 37 Beginning Teachers</li> <li>• 10 Public School Teachers/Facilitators</li> <li>• 4 University Faculty Outcomes show participants viewed the symposium favorably and helpful for beginning teacher development:</li> <li>• Participants were satisfied with the symposium - 92%</li> <li>• Favorable evaluations for speakers, especially the 2nd year teachers who met with grade level</li> </ul>        |

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|   |   |   | groups • More information on classroom management was requested   |
| Haywood, Jackson, and Swain   | • Strategic Priority: Quality Teachers, Administrators, and Staff | Retired-teacher mentor program - School systems requested additional on-site support for “at risk” beginning teachers. The CSBT provides an orientation for the retired-teacher mentors providing this support. | • Three LEAs • 4 Beginning Teachers • 3 Retired-Teacher Mentors Systems report that there is a need for at-risk teachers to have additional support   |
| Alleghany, Cherokee, Cherokee Central, Clay, Graham, Haywood, Jackson, Macon, Mitchell, Swain and Yancey School Systems and Summit Charter School | • Strategic Priority: Quality Teachers, Administrators, and Staff | Beginning Teacher Online Support Program - The goal is to establish an online network of support connecting beginning teachers, mentors and university faculty creating “practice-centered conversations.”      | • 152 BTs • 27 E-mentors in 7 systems • 9 A&S/CEAP faculty According to surveys administered in April 2007: • Majority of BTs indicated they benefited from online support program • Benefits were related to the ability to share new ideas and similar experiences; BTs were able to talk to other BTs from other systems who were struggling with the same things in their classrooms • Convenience of this approach to mentoring was also noted • K-12 certified, lateral-entry teachers, and those hired after school began reported spending the least amount of time in the online support program |
| Alleghany, Cherokee, Cherokee Central, Clay,  | • Strategic Priority: Quality Teachers,                           | WCU Online Survey of Beginning Teacher Support Programs (May  | • 152 Beginning Teachers • 119 School-Based Mentors • 58  |

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| Graham, Haywood, Jackson, Macon, Mitchell, Swain and Yancey School Systems and Summit Charter School  | Administrators, and Staff   | 2008): The WCU Online Survey of Beginning Teacher Support Programs is an evaluative instrument surveying beginning teachers, mentors, principals, and ILT coordinators. Data is used to examine the effects of induction programs on teacher retention and new teacher development.  | Principals • 25 E-mentors Results will be published and shared with stakeholders Summer 2008 to inform support opportunities for 2008-09.  |
| Alleghany, Cherokee, Cherokee Central, Clay, Graham, Haywood, Jackson, Macon, Mitchell, Swain and Yancey School Systems and Summit Charter School | • Strategic Priority: Quality Teachers, Administrators, and Staff | On-site Beginning Teacher Support - The Director of the Center for the Support of Beginning Teachers met with 1st year beginning teachers in each participating system. Session topics included requirements of the NC Initial Licensed Process, INTASC standards, and navigating the online support program.  | • 152 Beginning Teachers • 12 Central Office Personnel   |
| Jackson, Haywood, and Macon School Systems  | • Strategic Priority: Quality Teachers, Administrators, and Staff | Professional development for principals focusing on beginning teacher support – Retention: How to Make it Work: The professional development began with the principal strand at the WCU Beginning Teacher Induction Symposium and continued within school districts. A retired principal was hired to develop and administer a survey for assistant principals to determine areas of | • 7 Principals – 3 systems Evaluations report: • Amount of time principals reported meeting with BTs and school-based mentors varied considerably • 95% Strongly Agree/Agree that their BTs were comfortable in telling them when they needed help with something A recommendation was made to provide additional PD opportunities for assistant |

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|  |   | strength and areas of need in related to new teacher support (May 2008)  | principals/ principals to improve instructional leadership and focus on their role in new teacher development  |
| Cherokee Central, Clay, Haywood, Jackson, Macon, Swain School Systems        | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Mentor Training Workshops (30 hours): One session of mentor training workshop was held in 2007. At the request of public school partners, “walk through” training was added.   | <ul style="list-style-type: none"> <li>• 31 Teachers were trained</li> <li>• 2 Public School Teacher Facilitators</li> <li>• 2 University Facilitators</li> </ul> According to evaluations: <ul style="list-style-type: none"> <li>• 100% Strongly Agree/Agree that they understand the principles of mentoring</li> <li>• Many participants identified “walk through” training as a strength of the training</li> </ul> |
| Jackson, Haywood, Macon, Swain School Systems                                | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Mentor Refresher Workshop: One session of mentor training workshop was held in 2007. At the request of public school partners, “walk through” training was added.  | <ul style="list-style-type: none"> <li>• 10 Teachers participated</li> <li>• 2 Public School Facilitators</li> <li>• 2 University Facilitators</li> </ul> According to evaluations: <ul style="list-style-type: none"> <li>• 100% were satisfied that they understand the principles of mentoring</li> <li>• Interest was expressed for a follow-up session</li> </ul>   |
| Cherokee, Clay, Jackson, Haywood, Macon, Mitchell, and Swain School Systems  | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | E-mentor Training - E-mentor training was developed to provide strategies for public school teachers and university faculty to use when they are using communications technology for coaching and establishing learning communities for beginning teachers. Participants learn | <ul style="list-style-type: none"> <li>• 25 Public School E-mentors were trained</li> <li>• 9 A&amp;S/CEAP E-mentors were trained</li> </ul> According to evaluations: <ul style="list-style-type: none"> <li>• 87% of E-mentors Strongly Agree/Agree that they understood their role</li> <li>• Felt confident in answering questions about subject matter.</li> </ul>  |

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|   |   | strategies for creating online conversations that stimulate reflection and foster collaboration among new teachers, mentors and university faculty members.  |   |
| Alleghany, Asheville City, Charlotte-Mecklenburg, Cherokee, Cherokee Central, Graham, Haywood, Jackson, Lexington City, Macon, Madison, Newton-Conover Thomasville City and Yancey School Systems | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | NC TEACH II Transition to Teaching Grant: The expanded program, NC TEACH II, will work directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. In return for this commitment the teacher will receive a \$1000 stipend and a \$2000 technology allowance. This grant will increase and retain the number of mathematics, science, and special education teachers in high-need schools and school systems. | <ul style="list-style-type: none"> <li>• 27 First-year lateral entry teachers participated in the program Evaluation is in progress</li> </ul>                              |
| Jackson/Macon K-8 PE Teachers   | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | SPARK Curriculum Training (3-6)  | 17 teachers & 12 interns participated; each participant received at 3-6 curriculum manual and continued to implement the SPARK activities in their PE programs. NCAAPERD is |

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|  |   |   | collecting FitnessGram data.  |
| Allegheny county   | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Inquiry based science, differentiation  | Teachers developed differentiated activities for their classrooms. These were also posted on the Virtual School to share with other teachers.   |
| Cherokee Elementary School   | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Positive Behavior Support   | Plans were developed and implemented at Cherokee Elementary School  |
| Buncombe Cherokee<br>Cleveland Graham Haywood<br>Henderson Jackson<br>Rutherford Swain | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Provide college access and teacher recruitment programming with on site visits as well as a campus tour and conference for high school students through “Teachers of Tomorrow Programming”. | Outcomes include an increase in the knowledge about the teaching profession and an increase in the number of students considering teaching as a career. An increase in student participation is noted. 136 high school students attended the fall 2006 sessions, with 254 in attendance at the fall 2007 session. Of the 123 evaluation surveys returned in 2007, 90 students responded they would consider teaching a rural NC school; 5 would not consider teaching; and 28 had no comment. |
| Asheville City Buncombe<br>Burke Cherokee Jackson<br>McDowell Mitchell Swain           | Quality administrators, teachers and staff  | Provide college access and teacher recruitment programming with on site visits as well as a campus tour and   | Outcomes include an increase in the knowledge about the teaching profession and an increase in the  |

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| Yancey   |   | conference for middle school students through “Teachers of Tomorrow Programming”.   | number of students considering teaching as a career. An increase in student participation is noted. 45 middle school students attended sessions in 2007. An increase in student participation is noted in 2008, with 162 students in attendance. 122 students completed the 2008 evaluation survey. 109 students will consider teaching as a profession; 10 will not consider teaching as a profession; and 3 students had no comment. |
| Cherokee Graham  | High student performance  | An Appalachian Regional Commission Grant provides programming and tutoring services one time each week for high school students. An on-site coordinator assists with instruction and college access activities. Campus visits and field trips provide interventions to enhance college attendance and reduce high school dropout rates. | 720+ high school students in two high schools have benefited from tutoring services, test preparation seminars, college access programming, cultural field trips and university campus visits.   |
| Alleghany  | High Student Performance  | An NC QUEST Science Inquiry Grant provides materials, hands on activities and teacher professional development for middle school students in three rural high need  | 377 middle schools students benefited from science materials and inquiry lessons; 20 teachers in Alleghany County benefited from 18 days of professional   |

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|   |   | middle schools.   | development and a virtual school resource site.   |
| <p>Alamance-Burlington<br/> Alexander Alleghany Anson<br/> Ashe Avery Buncombe<br/> Asheville City Burke<br/> Cabarrus Kannapolis City<br/> Caldwell Caswell Catawba<br/> Hickory City<br/> Newton/Conover<br/> Charlotte/Mecklenburg<br/> Chatham Cherokee Clay<br/> Cleveland Davidson<br/> Thomasville City Davie<br/> Gaston Graham Guilford<br/> Haywood Henderson Iredell<br/> Mooresville City Jackson<br/> Lincoln Macon Madison<br/> McDowell Mitchell Orange<br/> Chapel Hill/Carrboro Person<br/> Polk Randolph<br/> Rowan/Salisbury Rutherford<br/> Stanly Stokes Surry Swain<br/> Transylvania Union Watauga<br/> Wilkes Winston-<br/> Salem/Forsyth Yadkin<br/> Yancey Cherokee Central</p> | High Student Performance Quality Teachers                       | Legislators' School for Youth Leadership Development provides a summer residential program for middle and high school students. Programming focuses on building leadership, creating leaders, academic achievement, college access, community service, team building, problem-solving and critical thinking skills. | 142 middle and high school students attended Legislators' School in summer 2007. The evaluation rating for the program by the students was: 135 – “A” 7- “B”. There were zero (0) “C”, “D”, or “F” ratings. |
| Jackson Cherokee Federal  | Quality administrators,   | Rural-Urban Exchange Students from NC A&T and Western Carolina  | Each of the university students scored these visits a “4” on a  |

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|   | teachers and staff  | University visited the schools and discussed diversity issues with students.  | Likert scale of 1-4, with 4 being the highest rating. There was no score below a “4”.   |
| Swain County Haywood County Jackson County Macon County Cherokee Central Cherokee County Graham County                              | Strategic Priority: High Student Performance; Strong Family, Community, and Business Support                        | On-going academic enrichment and support provided through the Pre-College Program including Saturday Academies, Parents Involved in Excellence club (PIE), and Summer Scholars program.   | <ul style="list-style-type: none"> <li>• 160 students enrolled at present</li> <li>• 8 Saturday Academies conducted</li> <li>• Two-week summer scholars program in 07</li> <li>• Over 180 hours of direct service provided to PCP</li> </ul>  |
| Asheville City Buncombe County Haywood County Graham County Macon County Swain County Yancey County Rutherford County Monroe County | Strategic Priority: Quality Teachers, Administrators, and Staff   | Professional Development programs for teachers in science and mathematics. Programs focus on building subject area and pedagogical knowledge.   | <ul style="list-style-type: none"> <li>• 30 teachers participated in the nine-day SITE 3-5 Science institute</li> <li>• 20 teachers participated in the nine-day SITE 6-8 Science institute</li> <li>• 12 teachers participated in the five-day Camp Robot institute</li> <li>• 7 teachers participated in the five-day SITE Biology institute</li> <li>• 12 HS biology teachers participated in the two-day workshop focusing on the cell.</li> <li>• 180 hours of direct service provided for area teachers.</li> </ul> |
| Asheville City Schools  | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Connected Coaching, a collaborative, NCQuest Cycle IV continuation project with Asheville City Schools (ACS) and Western Carolina University (WCU) addressed the needs for teacher leadership, student engagement, and professional | <ul style="list-style-type: none"> <li>• 71 Public School Teachers/Facilitators</li> <li>• 7 University Faculty o Literacy Coaches provided job-embedded professional development to secondary teachers across the content areas. WCU content area</li> </ul>   |

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|  |   | development in improving literacy instruction.   | experts in literacy, social studies and the sciences consulted with coaches and teachers to assist with the development of teaching resources. Summer literacy institutes provided opportunities to share ideas and integrate insights from research.   |
| Asheville City and Yancey County Schools                                     | <ul style="list-style-type: none"> <li>• Strategic Priority: Quality Teachers, Administrators, and Staff</li> </ul> | Project 2020: Preparing Future Ready Students for a Global Society utilizes a comprehensive approach for addressing identified science, literacy, and mathematics, needs for grades 3-8. | <ul style="list-style-type: none"> <li>• Participants attended five days of workshops to develop strategies for integrating instruction in these areas</li> <li>• Instructional coaches have work closely with our partner teachers in Asheville City Schools and Yancey County Schools to continue to develop and implement strong inquiry-based activities that integrate science, mathematics, and literacy.</li> <li>• The research and evaluation team has surveyed students and participating teachers to analyze their perceptions of these activities.</li> </ul> |
| Summit Charter School  |   | Member of the Board of Trustees and Chair of the Academic Advising Committee which focused on the following activities during the 2007/2008 school year: 1. Alignment                    | 1. A consultant was brought in to work with the teachers and parents on making better use of the math curriculum used in this school. 2. The school has made arrangements   |

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|   |   | of the math curriculum with the NC Standard Course of Study. 2. Provide teachers with instructional strategies that address differentiated instruction. 3. Increase parent volunteer work in the classrooms 4. Increase the effectiveness of Parent/Teacher conferences.  | for 5 teachers to attend the Schools Attuned Training scheduled for summer 08 at WCU. 3. A Parent Volunteer spreadsheet was developed. 4. A new Parent/Teacher conference process was implemented.        |
| <p><b>Graham County</b><br/> - Robbinsville Middle<br/> - Robbinsville High<br/> - Robbinsville Elementary</p> <p><b>Cherokee County</b><br/> - Murphy Elementary<br/> - Murphy Middle<br/> - Murphy High<br/> - Andrews High<br/> - Andrews Middle<br/> - Hiwassee Dam Elementary/Middle/HS<br/> - Peachtree Elementary<br/> Cherokee County Early College</p> <p><b>Macon County</b><br/> - Iotla Elementary<br/> - Cartoogechaye<br/> - South Macon Elementary</p> | <p>•Strategic Priority: Quality Teachers, Administrators, and Staff; High Student Performance</p> | <p>• “Reach to Teach” day was held at WCU for 90 middle and high school minority students, with speakers addressing careers in education. Major speakers, WCU Director of Diversity, Gear-up Coordinator, WCU Staff from Student Programs (radio, TV, UC Leadership), and public school teachers from Hendersonville • Students met with WCU teacher education majors for a campus tour and lunch. This also included staff from the Office of Admissions • Dean Dougherty sent personal letters to teachers and students, thanking them for participating. He also enclosed a purple calculator with a message reminding them of the web site and to be a teacher.</p> | <p>• 51% of the student surveys indicated they definitely wanted to be a teacher or might want to be a teacher • Students loved being on campus and getting the feel of a life on a university campus</p> |

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| <p>- Nantahala K-12<br/>- Cullasaja Elementary<br/>- East Franklin Elementary<br/>- Franklin High</p> <p><b>Swain County</b><br/>- Swain East Elementary</p> <p><b>Haywood County</b><br/>- Central Elementary<br/>- Junaluska Elementary</p> <p><b>Jackson County Schools</b></p> <p><b>Clay County Schools</b></p> <p><b>Charter School</b><br/>- Mountain Discovery Charter</p> <p><b>Private School</b><br/>- Trimont Christian</p> |  |   |  |
| Asheville City, Buncombe County, Haywood County, Henderson County, Jackson County, Swain County, Yancey County,   | •Strategic Priority: Quality Teachers, Administrators, and Staff; High Student Performance | • School Support Grants were awarded to 20 teachers or principals to collaborate with WCU faculty on educational initiatives to promote high student performance • Grants ranged from approximately \$500-\$1000. | • Teachers acquired materials to help them teach a more integrated curriculum • Teachers held sessions to help parents in a low-income housing development learn how to support their children • School received support to work |

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|  |  |   | <ul style="list-style-type: none"> <li>• with children of migrant workers</li> <li>• Teachers were able to add age-appropriate and motivating reading materials to their classes</li> <li>• A school experiencing behavior problems with middle school students initiated a positive behavior support program</li> <li>• Teachers were able to add math manipulatives to support student understanding and learning</li> <li>• Four grants focused on enhancing the science curriculum</li> <li>• One elementary class worked on becoming engineers and scientists</li> <li>• Three grants were related to health and wellness by promoting physical education initiatives</li> </ul> |
| <p>Macon County Jackson County Haywood County Yancey County Madison County Swain County Buncombe County Clay County Graham County Cherokee County Rowan County</p> | <ul style="list-style-type: none"> <li>• • Strategic Priority: Quality Teachers, Administrators, and Staff;</li> </ul> | <ul style="list-style-type: none"> <li>• Held Saturday Support Sessions in September, October, November, January and February for National Board Candidates</li> <li>• Provided support providers to read and discuss entries</li> <li>• 50 teachers registered and participated</li> </ul> | <ul style="list-style-type: none"> <li>• As many as 12 support providers on a day worked with candidates, providing appropriate support</li> </ul>  |
| <p>Buncombe Cherokee Clay Graham Haywood Henderson Jackson Macon</p>   | <ul style="list-style-type: none"> <li>• • Strategic Priority: Quality Teachers, Administrators, and</li> </ul>        | <ul style="list-style-type: none"> <li>• Support for candidates who are renewing the National Board Certification</li> <li>• Collaborated with</li> </ul>   | <ul style="list-style-type: none"> <li>• Teachers evaluated the program and indicated facilitators were helpful, brainstorming was useful,</li> </ul>   |

| <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>  |
|--|--|--|--|
| McDowell Polk Rutherford Transylvania Yancey                                 | Staff;   | NCCAT and provided a one-day workshop for 40 teachers  | and the presentation on videotaping was very beneficial  |
| Jackson County Cherokee County Swain County Macon County Haywood County      | •• Strategic Priority: Quality Teachers, Administrators, and Staff; High Student Performance | • WCU hosted a Schools Attuned workshop on campus. Program facilitators were employed by the Schools Attuned Organization in Chapel Hill • 25 administrators and teacher participated for a full week—40-hour program  | • Teachers and principals continued the program with follow-up sessions led by Schools Attuned staff who came to Cullowhee to the additional days • Principals who participated for the full program have requested the program be repeated in June 2008 and they are sending a number of their teachers |
| Asheville City Buncombe County   | •• Strategic Priority High Student Performance   | • Through work with the Asheville Buncombe Education Coalition, students are from Asheville City and Buncombe County schools are mentored and tutored • The director of field experiences placed teacher candidates to work with P-12 students in this placement • Faculty and staff assisted with the Playground Classic—a fundraiser for the program | • 350 P-12 students were served by the Asheville Buncombe Education Coalition • There were 21 member agencies to support mentoring and tutoring at-risk students   |
| McDowell County Jackson County Haywood County Polk County                    | •• Strategic Priority: Quality Teachers, Administrators, and Staff                           | • Four school systems met monthly with representatives from WCU, UNCA, and WRESA to develop a grant to submit to the Golden Leaf Foundation • The grant supported recruitment of teachers in high needs areas and the preparation of teachers  | • The grant was submitted and the committee was called upon to further discuss the grant • Unfortunately, the grant was not funded   |

| <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>  |
|--|---|--|--|
|  |   | to help them be successful in their induction • Technology was going to be used creatively to solve some of the problems of distance and isolation   |  |
| Asheville City Haywood County Cherokee County Henderson County Swain County  | • Goal 4: Leadership for Innovation • Goal 2: 21st Century Professional | • A survey of professional development needs was conducted, canvassing the 18 school systems in our partnership (SUTEP) • There is a great interest in and need for supporting instructional leaders (coaches, lead teachers, assistant principals, etc.) • Representatives from five school systems met with WCU faculty to develop ways to collaborate on this support | • An Instructional Leadership Summit is planned for November 2008—when the intent to hold another gathering of these leaders in March 2009 |
| Smoky Mountain High School   | • Strategic Priority: High Student Performance                          | • Assistance with administration of EOC each semester by university faculty and administrators   | • Continued request for assistance each semester   |
| Smoky Mountain High School, Franklin High School, The Hub (Jackson Co)       | • Strategic Priority: High Student Performance                          | • Panels to judge Senior Projects  | • Continued request for assistance each semester   |

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. Eighty-six master teachers collaborated with university faculty to team-teach approximately 40 methods courses. National Board Certified teachers co-led seven workshops for teachers pursuing National Board Certification and served as master teachers (6) in the NC TEACH program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (101 schools in 18 systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable, Chancellor's Council for Teacher Supply and Demand, and the Professional Education Council as well as other key committees. For example, a P-12 educator is on the Search Committee for the next dean of the College of Education and Allied Professions. Candidates for the position met with P-12 educators. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were involved in the development of a new program, Grow Your Own Teacher Program, to allow residents of local counties to complete student teaching in their own LEA. P-12 teachers were collaborators in 20 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Technology Portfolios and Teacher Work Samples. Former teachers direct SUTEP, the Office of Field Experiences, the Reading Center, the Center for the Support for Beginning Teachers, the Center for Mathematics and Science Education, the Teaching Fellows program, and the Office for Rural Education. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in seven school systems collaborated on and received a second grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western hosted a Break-by-the-Lake for school counselors in the region for the fourth year. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Teacher education faculty in Arts and Sciences and in Education were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. Fourteen different programs/centers at WCU engaged in collaborative activities with the public schools.

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

Support options for new teachers, mentors and principals are tailored to the region – developed by the Center for Support of Beginning Teachers (CSBT) in collaboration with Western's School-University Teacher Education Partnership and Beginning Teacher Coordinators. In August, the college sponsored a regional WCU Beginning Teacher Induction Symposium for 86 teachers in ten WNC school systems entering their first year of teaching. The two-day symposium fulfilled two of the three required professional development days required of all NC first year teachers.. For the second year, Project START: Supporting, Training, And Retaining

Teachers, an online program of support partially funded by a \$95,000 two-year Z. Smith Reynolds Foundation grant served 152 first-year teachers in twelve schools systems and consisted of online professional learning communities, web logs, and online resources. Twenty-six career teachers (e-mentors) and nine university faculty members from the Colleges of Arts and Sciences and CEAP facilitated conversations. This year the Center provided additional support to lateral-entry teachers and those hired after the start of school. These groups were identified through the CSBT online surveys as most needing additional support. E-mentors who entered the profession through an alternative route were added to the online support program and a Mid-Year Beginning Teacher Induction Symposium was held January 25, 2008 to better meet the needs of those hired after the beginning of the school year. The College sponsored 30-hour mentoring workshops to provide 31 experienced teachers with the skills to support new teachers and a one-day mentor refresher course for 10 teachers. Support for principals continued beginning with a principal strand in the Induction Symposium and year-long follow-up sessions facilitated by faculty in the Department of Educational Leadership and Foundations. Three systems requested additional training for their teachers and administrators in “walk through” observations. A retired principal was hired to develop and administer a survey for assistant principals to determine areas of strength and areas of need in relation to new teacher support. Online surveys for beginning teachers, mentors, and principals were used to evaluate the effect of induction programs on new teacher development and to inform future professional development activities and published a report of survey results. The College communicates through websites and newsletters the activities and resources it provides that are available to new teachers. For the NC TEACH program, Western faculty travel 55 miles to Asheville to offer the coursework and staff maintain on-site, phone, and web-based support to program participants throughout their first year and beyond. The special education program supports new and career teachers in the Teacher Support Program at sites throughout the region and through the Mountain Connections II and Severe Disabilities projects. The Adventure of the American Mind project provides WNC new and career teachers with technology training and resources, and support onsite, online, and by phone. The NC QUEST: SCIENCES grant included a beginning teacher support component for first-year teachers in Alleghany County and piloted an iChat project using MacBook computers.

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

Western has reorganized to provide enhanced services to lateral entry teachers and to those with four-year college degrees and are seeking teaching licenses. A new position (.75 time) was established at the assistant director level to assist lateral entry teachers with licensure plans and scheduling of courses. The NC TEACH program at Western developed a website so that prospective alternative entry teachers can easily enter information and receive licensure plans and special assistance. During 2007-2008, despite our rural location, over 500 licensure-only plans were developed in over a dozen teaching areas. Over 100 students entered the MAT program designated specifically for lateral entry teachers. Faculty taught over 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. WCU offered courses for the NC TEACH program for the last six years on the Asheville campus. Western faculty traveled to Asheville and to Pisgah High School in Haywood County to teach the courses to over 150 students this year. NC TEACH also offers NC TEACH Online to meet the needs of lateral entry

teachers. Western was selected as the sole pilot institution for NC TEACH Online and is now in the fourth year of the online program. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. The NC TEACH Retired Teacher-Mentor Program provided a retired teacher-mentor to first year NC TEACHERs in WNC at the request of principals, beginning teacher coordinators or the NC TEACHER. Regular onsite support was provided from August – April and consisted of weekly or monthly meetings depending upon the needs of the NC TEACHER. Western is one of four universities participating in the NC state-wide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, works directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education) who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. The special education program offers the Teacher Support Program to all teachers at four different sites, three of which are distant from campus, serving over 30 teachers. Support includes a stipend and on-site consultation in classrooms where teachers are working. Special Education also conducts two grant funded projects, Mountain Connections II serving over 100 lateral entry teachers in master's programs provides support for lateral entry teachers in two ways and the Severe Disabilities project. Mountain Connections II provides tuition and stipends for lateral entry teachers to earn Master's degrees in special education while providing on the job support. Programs have been available to assist lateral entry teachers who have not yet passed the Praxis. The Special Education Program offered online courses for lateral entry teachers during 07-08 and provided small stipends and tuition grants for M.A.T. students with federal funds.

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

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

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

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

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

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond with over 1600

separate documented activities performed by university faculty and staff in public schools. Faculty and staff members documented over 400 separate activities or services in the past year designed to promote High Student Performance. These services included providing over 120 separate tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. A new program this year is the Pre-College Program for 6th grade students in mathematics for four school systems. For the seventh year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. Western faculty and staff documented 200 activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with approximately 400 documented services including workshops and Saturday support groups for teachers pursuing National Board Certification, retreats for Initially Licensed Teachers, a Summer Institute for Principals, and consultation to administrators. The institution supported the goal of Strong, Family, Community and Business Support with 56 specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented 227 services and activities to support the priority of Effective and Efficient Operations. The Office for Rural Education sponsored the Issues in Rural Education Conference in the fall focusing on several State Board goals. Many of the school support grants awarded by SUTEP focused on parental involvement this past year. The College is part of the Asheville-Buncombe Education Coalition focused on mentoring children in the Asheville-Buncombe schools and the Dean is a board member for the group. In addition the College participates in an annual event sponsored by the Asheville Chamber of Commerce. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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

Special emphasis was put on supporting beginning teachers including lateral entry teachers and investigation of the effect of these efforts. A second emphasis was put on program evaluation for all of the professional education programs. The Center for the Support of Beginning Teachers expanded its efforts to support all beginning teachers through grant support and innovation. These efforts included a menu of supports that employs all available human and technological resources available from the School University Teacher Education Partnership and beyond. Program evaluation efforts have been expanded and intensified to produce results that the programs can use to improve. For example, retention rates for the Western Carolina University NC TEACH completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying strategies used in NC TEACH at Western to as many professional education completers as possible who work in the region including school executives.

## **Supplemental Information (Optional)**

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions maintains a license for PLATO, a web-based preparation program allowing students at Western and regional community colleges with agreements with Western to access this online tutorial program to prepare for Praxis I. Although Praxis II scores for all completers required to submit scores for licensure to NCDPI are above 95%, Western provides individual assistance when needed to completers.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. Five initiatives involved recruiting this year. The College continued its partnership commitment with LEAs in western NC for a Grow Your Own Teacher program for persons who want to student teach in their “home” system. Western is one of only three institutions in the state with the NC Teacher Incentive Program (NCTIP) offering in-state tuition for competitive out-of-state students who agree to teach in North Carolina for every year of assistance at Western. The fourth initiative is a new website form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 500 such programs were developed this year. The last of the five initiatives included ongoing participation in NC TEACH and continuation an online version of NC TEACH. The College participated in all institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. The College also takes advantage of special opportunities to recruit students into teacher such as the Odyssey of the Mind tournament, discipline area contests, and summer programs like Legislative Leadership School. The dean of the College sends a personal letter of invitation to all prospective students who express an interest in any licensure program including a separate letter to minority prospective students and an additional personal letter to all accepted applicants to any licensure program. Specific recruiting initiatives include the annual Teachers of Tomorrow Day where over 200 high school students visit campus for a special program. A separate annual “Reach to Teach” day is held to recruit middle grade and high school minority students into teaching. The College also houses an active Teaching Fellows program enrolling over 20 new fellows each fall who also assist with recruiting. Over 45 new Teaching Fellows have committed to enrolling at Western for 2008-2009. The College is also a partner with nine Teacher Cadet programs. Western awards university academic credit for successful completion of the Teacher Cadet curriculum thereby increasing the strength of our Teacher Cadet partnerships and proactively recruiting high school students into teacher education programs at Western Carolina University. Programs in Birth-

Kindergarten, Elementary Education and Special Education are currently on-going with community colleges in the region in 2+2 agreements. Participating community colleges range from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). WCU courses are taught using distance learning technologies. The College employed three professional advisors to assist students in the distance learning programs. Additionally, the College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching. The College of Education and Allied Professions collaborated with the Office of Career Services to provide an information session for campus students in April 2008 called Teaching Careers for Non-Teaching Majors.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee was revitalized this past year to include a new strategic plan, new goals, and a new structure. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. The director of Special Programs and Teaching Fellows and the Dean of the College personally contact outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean writes a personal letter to each minority student who expresses interest in WCU as a teacher education student or as undeclared inviting him or her to become a teacher education student. In another significant initiative, the College again hosted more than 100 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging them to consider teaching as a career. This activity was coordinated with minority students on campus, The WCU Cherokee Center, SUTEP, and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers and interns were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. This year, WCU participated in a Rural-Urban Exchange with NC A&T State University exchanging six students in teacher education from each institution for a week of experiences in public schools and the community. One faculty member accompanied the students. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The College of Education and Allied Professions initiated a new position this past year – Curriculum Specialist for Diversity and hired an African American female who has been very active in recruiting and retaining minority teacher education candidates. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at Western Carolina University. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. Western had a delegation of over 15 faculty, public school teaching partners and

students at a statewide conference on Closing the Achievement Gap, and made presentations at the conference in our sixth year of attendance.

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

The College has engaged initiatives in the past year to continue the following goals: (1) increase the number of caring, competent, and qualified teachers, (2) support beginning and career teachers, and, (3) enhance the quality of the professional education program. To increase the number of caring, competent teachers, the College developed a new website for the teacher education program to make it easier for prospective preservice candidates to gain information about the program. In addition, the College developed an online form for persons with non-education degrees to request a program to pursue licensure. To support beginning teachers, the College engaged in two projects. Western continued and expanded an online format of NC TEACH to provide convenient access to lateral entry teachers regardless of location and is continuing for the third year. Western collaborated with Asheville City Schools to secure a grant (\$283,584) from NC QUEST: Connected Coaching, to develop a model for integrated coaching in reading with content area expertise at the middle and high school level. The College hired a Curriculum Specialist for Diversity and began a pre-college program in mathematics for students from four western NC school systems. Another initiative not mentioned elsewhere was the further development of electronic portfolio software adopted in previous years to help students with tools for professional development and to help the teacher education preparation to better evaluate the quality of the program with better access to evaluation data.

## 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 | 2          | American Indian/Alaskan Native | 1          |
|                | Asian/Pacific Islander         | 0          | Asian/Pacific Islander         | 1          |
|                | Black, Not Hispanic Origin     | 3          | Black, Not Hispanic Origin     | 3          |
|                | Hispanic                       | 0          | Hispanic                       | 3          |
|                | White, Not Hispanic Origin     | 142        | White, Not Hispanic Origin     | 431        |
|                | Other                          | 3          | Other                          | 4          |
|                | <b>Total</b>                   | <b>150</b> | <b>Total</b>                   | <b>443</b> |
| Licensure-Only | American Indian/Alaskan Native | 0          | American Indian/Alaskan Native | 0          |
|                | Asian/Pacific Islander         | 0          | Asian/Pacific Islander         | 1          |
|                | Black, Not Hispanic Origin     | 0          | Black, Not Hispanic Origin     | 0          |
|                | Hispanic                       | 0          | Hispanic                       | 0          |
|                | White, Not Hispanic Origin     | 11         | White, Not Hispanic Origin     | 8          |
|                | Other                          | 1          | Other                          | 2          |
|                | <b>Total</b>                   | <b>12</b>  | <b>Total</b>                   | <b>11</b>  |
| Part Time      |                                |            |                                |            |
|                | Male                           |            | Female                         |            |
| Undergraduate  | American Indian/Alaskan Native | 2          | American Indian/Alaskan Native | 0          |
|                | Asian/Pacific Islander         | 0          | Asian/Pacific Islander         | 0          |
|                | Black, Not Hispanic Origin     | 1          | Black, Not Hispanic Origin     | 2          |
|                | Hispanic                       | 0          | Hispanic                       | 0          |
|                | White, Not Hispanic Origin     | 6          | White, Not Hispanic Origin     | 63         |
|                | Other                          | 0          | Other                          | 0          |
|                | <b>Total</b>                   | <b>9</b>   | <b>Total</b>                   | <b>65</b>  |
| Licensure-Only | American Indian/Alaskan Native | 0          | American Indian/Alaskan Native | 1          |
|                | Asian/Pacific Islander         | 1          | Asian/Pacific Islander         | 4          |
|                | Black, Not Hispanic Origin     | 0          | Black, Not Hispanic Origin     | 18         |
|                | Hispanic                       | 2          | Hispanic                       | 5          |
|                | White, Not Hispanic Origin     | 40         | White, Not Hispanic Origin     | 158        |
|                | Other                          | 3          | Other                          | 12         |
|                | <b>Total</b>                   | <b>46</b>  | <b>Total</b>                   | <b>198</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)            | 15  | 13   |
| Elementary (K-6)                 | 21  | 5  |
| Middle Grades (6-9)              | 209   | 87   |
| Secondary (9-12)                 | 172   | 78   |
| Special Subject Areas (K-12)     | 33  | 33   |
| Exceptional Children (K-12)      | 56  | 172  |
| Vocational Education (7-12)      | 0   | 0  |
| Special Service Personnel (K-12) | 0   | 0  |
| Other                            | 2   | 13   |
| <b>Total</b>                     | <b>508</b>  | <b>401</b>   |

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

|                        | <b>Baccalaureate</b> |
|------------------------|----------------------|
| MEAN SAT Total         | 1198                 |
| MEAN SAT-Math          | 570                  |
| MEAN SAT-Verbal        | 568                  |
| MEAN ACT Composite     | 25                   |
| MEAN ACT-Math          | *                    |
| MEAN ACT-English       | *                    |
| MEAN PPST-R            | 178                  |
| MEAN PPST-W            | 175                  |
| MEAN PPST-M            | 178                  |
| MEAN CBT-R             | *                    |
| MEAN CBT-W             | *                    |
| MEAN CBT-M             | *                    |
| MEAN GPA               | 3.44                 |
| Comment or Explanation |                      |
|                        |                      |

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

| Program Area   | Baccalaureate Degree |            | Undergraduate Licensure Only |           |
|--|----------------------|------------|------------------------------|-----------|
|  | PC                   | LC         | PC                           | LC        |
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license |                      |            |                              |           |
| <b>LC</b><br>Completed program and applied for license   |                      |            |                              |           |
| Prekindergarten (B-K)  | 2                    | 15         | 0                            | 0         |
| Elementary (K-6)   | 11                   | 71         | 0                            | 0         |
| Middle Grades (6-9)  | 1                    | 8          | 0                            | 4         |
| Secondary (9-12)   | 5                    | 39         | 0                            | 2         |
| Special Subject Areas (K-12)   | 7                    | 31         | 0                            | 1         |
| Exceptional Children (K-12)  | 1                    | 6          | 2                            | 11        |
| Vocational Education (7-12)  | 0                    | 0          | 0                            | 0         |
| Special Service Personnel  | 0                    | 0          | 1                            | 0         |
| <b>Total</b>   | <b>27</b>            | <b>170</b> | <b>3</b>                     | <b>18</b> |
| 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   | 47  | 100             |
| Spec Ed: Adapted Curriculum  | 6   | 100             |
| Spec Ed: Cross Categorical   | 1   | *               |
| Spec Ed: General Curriculum  | 14  | 100             |
| Institution Summary  | 68  | 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.**

| <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 | 46                          | 44                 | 50                 | 37                 | 8                  | 1                  |
| U Licensure Only     | 4                           | 0                  | 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 | 3                           | 2                  | 2                  | 3                  | 0                  | 1                  |
| U Licensure Only     | 16                          | 0                  | 0                  | 0                  | 0                  | 0                  |

**G. 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 | 143                     | 92                      | 66                      |
| 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> |
|-------------------------------|---------------------------|
| Buncombe County Schools       | 574                       |
| Haywood County Schools        | 357                       |
| Henderson County Schools      | 238                       |
| Macon County Schools          | 224                       |
| Jackson County Schools        | 204                       |
| Cherokee County Schools       | 190                       |
| Charlotte-Mecklenburg Schools | 144                       |
| Gaston County Schools         | 139                       |
| McDowell County Schools       | 120                       |
| Swain Co Schools              | 118                       |

**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.  | 3.55                      | 3.69            | 3.50          |
| preparation to effectively manage the classroom.   | 3.37                      | 3.51            | 3.40          |
| preparation to use technology to enhance learning.                                       | 3.43                      | 3.60            | 3.63          |
| preparation to address the needs of diverse learners.                                    | 3.41                      | 3.34            | 3.35          |
| preparation to deliver curriculum content through a variety of instructional approaches. | 3.53                      | 3.57            | 3.40          |
|  |                           |                 |               |
| Number of Surveys Received   | 49                        | 35              | 40            |
| Number of Surveys Mailed   | 95                        | 95              | 95            |

**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> |
|--|--|---|
| 62   | 15   | 45  |