

# IHE Bachelor Performance Report

## Queens University of Charlotte

### 2008 - 2009

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#### Overview of the Institution

Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately a total of 2,250 students. The University is made up of The College of Arts and Sciences (CAS), The Wayland H. Cato, Jr. School of Education, The McColl School of Business, The Presbyterian School of Nursing, The School of Communications and the Hayworth College. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 940 resident, commuter and international students. Students in the Schools of Nursing, Communications, Business, and Education also complete the interdisciplinary core program and international experience in addition to the requirements for their chosen major. Hayworth College offers undergraduate programs for non-traditional students in the day and evening. Graduate programs are offered in the evening and on weekends in The Hayworth College and Schools of Nursing, Business, Education and Organizational Communication. All schools with-in the Queens' community offer both undergraduate and graduate programs. All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

#### Special Characteristics

At Queens, all pre-service teachers are required to complete early, varied, and frequent field experiences in culturally diverse schools in the Charlotte-Mecklenburg School system. Methods faculty coach pre-service teachers in analyzing and modifying teaching styles to increase classroom academic achievement for diverse learners. Candidates in the Master of Arts in Teaching develop as reflective practitioners, diagnostic educators and teacher researchers. A culminating activity of the MAT program is the completion of an individual Action Research Project and a presentation at the Action Research Symposium. Student teaching (K-6) consists of two placements. Queens established a strong support system with CMS to train lateral entry teachers, to help eliminate licensure problems for practicing teachers, and to assist classroom teachers in increasing their knowledge base. Queens continues to assist CMS to help teachers obtain a license as quickly as possible. Currently, all CMS employees receive reduced tuition, 30% discount on an already reduced tuition, for education classes. At Myers Park Traditional Elementary School, which is our Professional Development School and borders the campus, staff can take education classes at Queens free of charge. We continue to keep a strong presence in the elementary school. In spring 2003 DPI approved a Masters of Education in Literacy (K-12). In summer 2004 as part of the M. Ed., a free reading clinic was established to meet the needs of the Diagnostic Practicum. Children in the program are afforded help to strengthen their reading skills as part of a summer program. This clinic is offered in the summer as each cohort takes the Diagnostic Practicum. This program consists of two phases. At the completion of Phase I, which includes student teaching, students apply for initial licensure. During Phase II as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of P-12 practicing teachers, university faculty, and school administrators at the Action Research Symposium. The innovative MSA program at Queens places an emphasis on the development of practical leadership skills. The McColl School of Business leadership and organizational development model is a critical part of our innovative approach to developing school leaders. The program was developed based upon our vision of the 21st Century school leader. Development of the school leader at Queens involves the extensive use of simulations, clinical practice of specific skill sets, and the use of coaches and mentors. Emphasis is placed upon the

needs of suburban and urban school districts. Those holding an undergraduate degree and wish to teach in an elementary school can enroll in the Master of Arts in Teaching Program. This program consists of two phases. At the completion of Phase I, which includes student teaching, students apply for initial licensure. During Phase II as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of P-12 practicing teachers, university faculty, and school administrators at the Action Research Symposium.

**Program Areas and Levels Offered**

Queens University of Charlotte offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of biology, English, mathematics and social studies, and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT)(K-6), Masters of Education in Literacy (M.Ed.) (K-12), Masters of School Administration (MSA) and licensure only in elementary, secondary, and special subjects listed above.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Improve student reading performance and strong family support. The principal, literacy facilitator and faculty member in charge of the PDS Partnership met to discuss overall weak areas. Teachers then added to the weak areas noted in regards to specific content, strategies, etc. that they would like to see addressed in professional development sessions. Queens Faculty took the list and chose areas they would like to work with the teachers on and developed professional development sessions to meet the teacher's needs.	Staff Development on various teacher selected topics throughout the year	Survey was conducted among faculty of MPT to determine satisfaction of relationship. 20 faculty and staff participated and 19 did not participate. Those who participated stated the following reasons: Interested in topic Wanted to support school Enjoy relationship with college Highly recommended Information immediately helps with instruction. Interested in ways to help students Those who chose not to participate stated the following reasons: New to teaching Busy schedule Off campus meetings Attending specific off-site specialty area training Working on National Boards Working on Master's Degree Participated in other training Not interested in areas discussed. Of those who participated, they found the staff development modules helpful in the following ways: Math games and strategies were helpful and gave good ideas Reminded me of strategies Creative Activities Enjoyed discussing ideas with others even though I have not implemented them yet Literacy Strategies Parent Relationships

			and how parents view children's education Pertained to our school and how to close the achievement gap Ideas can be readily used in the classroom. All but two of the faculty surveyed said that they liked that the staff development was voluntary.
MMyers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Teachers from various grade levels chose a professional development session to help them in planning more higher challenge types of tasks	Dr. Thornburg discussed what high-challenge and low-challenge tasks are. Dr. Thornburg modeled different types of tasks while involving the teachers. Teachers went through their basal readers and lesson plans to see where they could increase the level of challenge in the assignments/activities they were assigning in the classroom	Teachers took a survey after implementing their newly learned information for three months. It was seen that all teachers did increase the challenge level in activities across the content areas. The teachers found that students were more interested and involved when they implemented higher challenge types of tasks
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Teachers on the first grade team chose a professional development session to help them develop a parent workshop focused on parents helping their children with literacy skills	Dr. Thornburg brought in packets of information to share with the teachers that they could use when they met with the parents to help parents better understand how to more effectively work with their children with reading and writing at home. Teachers added things they use in their own classrooms to the packet. Teachers met with parents at the end of the first quarter and shared discussed the ideas with the parents	Teachers reported that more parents were calling, writing and dropping by to ask specific questions. They feel the parents felt more valuable and comfortable with the teacher and the education of their children after they were shown what to do to help the students more effectively. More parental involvement was seen throughout the year
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Teachers in kindergarten chose a professional development session to develop a parent workshop to help parents bridge the gap over summer between kindergarten and first grade in regards to literacy	Teachers along with Drs. Horn and Thornburg developed a packet to share with the parents. The information will be used during the summer to help continue the learning of the children. The teachers went over the packet with the parents at a night session and modeled some of the activities so that the parents would feel more comfortable implementing them on their own	The excitement from the parents was clearly seen in the workshop. They all felt that they could successfully work with their children over the summer to help eliminate any backward slide and help the children be ready for first grade in the fall.

<p>Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner</p>	<p>Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for the MEd students.</p>	<p>Summer Reading Clinic</p>	<p>30 K-5 students, including 3 hearing impaired students, were assessed and diagnosed by 20 M.Ed. (literacy) candidates during a free 4 week summer reading clinic. Reports will be generated and shared with parents, as well as classroom teachers. Data from students, parents, administration, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year. The EOG test scores of the participating students will be analyzed in August 2009.</p>
<p>CMS Eastway Middle School Focused/Title 1</p>	<p>The following were the priorities identified by the LEA: Improve 6th grade students' math performance on EOG test. Bring parents into the school. Raise awareness of voluntary support by businesses. Establish stronger family communications between public schools and ESL families. Help address CMS' critical need to retain teachers within high poverty/ESL/urban schools. Communications skills for stronger teacher/parent relationships. Specific skills for working with ESL students and families Increase cultural awareness</p>	<p>Queens' students tutored 30 6th grade students in math during regular math classes and in after school programs using strategies to correct weaknesses.</p>	<p>Candidates worked with 30 6th grade students during the spring term. Teachers noted the boost in confidence, as well as classroom performance.</p>
<p>MyerCMS Eastway Middle School Focused/Title 1</p>	<p>The following were the priorities identified by the LEA: ~Improve 6th grade students' math performance on EOG test. ~Bring parents into the school. ~Raise awareness of voluntary support by businesses. ~Establish stronger family communications between public schools and ESL families. ~Help address CMS' critical need to retain teachers within high poverty/ESL/urban schools. ~Communications skills for stronger teacher/parent</p>	<p>Organizing Family Fun Math Night. Students and their family members explored more than 50 fun math activities supplied by candidates and set up in Eastway's gym. Candidates included activities that students could take home with them. Free food and soft drinks were supplied by Eastway. Drawings for gift certificates for food stores and discount stores were supplied by Queens University of Charlotte and area businesses.</p>	<p>Approximately 100 attended during the spring. Students and their parents worked on 50 fun math activities supplied by candidates. Candidates expressed what a positive experience it was to meet and share ideas with students and parents. Many parents had limited English language proficiency. The principal noted that few of the parents had ever been at the school before.</p>

	relationships. ~Specific skills for working with ESL students and families ~Increase cultural awareness		
CMS Eastway Middle School Focused/Title 1	~Instructing 6th grade math teachers to analyze data from quarterlies ~Using data from quarterlies to make instructional decisions for reinforcement of math skills ~Strengthening math teachers instructional strategies ~Offering collaboration on math concerns	~Offering Bi Annual full day Queens Retreats with lunch provided to all members of the 6th grade math team. ~New math teaching techniques demonstrated by Queens faculty. ~Providing Eastway 6th grade teachers a climate for planning and sharing concerns and successes	Queens' faculty work with 6th grade math team on improving instructional effectiveness and planning review lessons using data from quarterlies.
Pinewood Elementary School (Title I school)	The literacy facilitator and a lead teacher contacted the School of Education to see if there was any interest in having some of the candidates implement the Junior Achievement Program. The professor in charge of Social Studies contact the school and set up clinical and matched teachers and candidates to help peak interest and teach social studies content through a well planned curriculum developed by Junior Achievement	Candidates taught six sessions from the Junior Achievement program to all grade levels throughout the school. Every classroom in the school participated in this program	At the end of the six sessions the majority of the students had gained knowledge of the social studies content being taught. This was seen through discussions as well as through work products. The majority of students were also more motivated to learn social studies and more excited about the content.
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	To help candidates successfully pass the Praxis II.	Free Praxis II Workshop	During the 2008-2009 school year, 10 candidates participated in the workshops. Participants noted that the test taking and anxiety reducing strategies were helpful. Student feedback has been extremely positive. 100% of the participants passed the Praxis II during the year.
Billingsville Elementary School (currently the 3rd lowest scoring school in district), Charlotte Mecklenburg Schools, Charlotte, NC		~Meet with members of the advisory board. ~Meet with Service Integration Team. ~Meet with faculty during planning meetings to ensure that the program is successful	Beginning fall 2007 Billingsville began to extend their school day for one hour. After training, teachers are able to teach math and science with integrating literacy and social studies during this extended hour. During the first year of implementation test scores slightly increased. It is too early to tell progress from year two.

<p>Billingsville Elementary School (Title I School, 3rd lowest performing school in CMS)</p>	<p>Support grades 3-5 in the extended instructional day program in the areas of math and literacy. Each classroom had 2 to 3 teaching fellow students twice a week for an hour and a half each time</p>	<p>Teaching Fellows worked with the mentor teachers to develop lessons and execute them in small group and individual settings. Subjects taught were math and literacy</p>	<p>EOG results have not been released therefore we do not have any specific data to report at this time. We plan to continue this program during the next academic year</p>
<p>Myers Park Traditional Elementary School PDS Partner</p>	<p>~Earth science ~Scientific method</p>	<p>~Soil experimentation ~ Every 2nd-grade student (including learning disabled) visited Queens' Environmental Science laboratory and worked with Drs. Pillar and Perkins. They went through a guided exercise exploring the differences in color, texture, and moisture holding ability of three types of soil (including one brought from each student's home). During this exercise, students were asked to form hypotheses regarding the physical properties of each soil (e.g., cohesiveness) after the soil was wetted. The hypotheses were re-considered after experimentation. Following this, a demonstration experiment was conducted by Drs. Pillar and Perkins demonstrating the soils' varying ability to retain nutrients. Again, hypotheses were made and tested.</p>	<p>~A summary discussion was held regarding the ecologic and economic importance of soils. ~Through questioning it was determined that all students understood the concepts being taught</p>
<p>Myers Park Traditional Elementary School PDS Partner</p>	<p>The principal contacted the Dean of the School of Education and asked if we could help with some of the struggling 5th graders. The faculty member who was designated to take over this project met with the principal, fifth grade teachers, and literacy facilitator to determine specific needs, goals and implementation. Throughout the tutoring the faculty member and the lead fifth grade teacher discussed progress, made changes to the program,</p>	<p>6 students tutored small group and one-on-one for the spring semester 2 days as week in the area of comprehension. One day a week was small group tutoring (2 or 3 students per tutor) and 1 day a week was for one-on-one tutoring. Read passages together and worked on comprehension skills, in particular they worked on the QAR and SQ3R techniques.</p>	<p>EOG scores have not been released yet so we do not know if there were gains. From the informal assessments given and motivational surveys, all students who participated did have an increase in their scores on the motivational survey and all students did show gains in use of comprehension skills.</p>

	and carefully monitored the tutoring sessions. Candidates tutored 15 fifth grade students who scored the lowest on the grade level 3rd quarter assessments in reading comprehension		
Myers Park Traditional Elementary School PDS Partner	Faculty members asked for professional development sessions that could help them to improve students math performance.	Provide professional development for MPTES faculty.	Work with the faculty and staff at Myers Park Traditional School was broken into two parts. The first part worked with the lower grades (K-2) staff and faculty and the second part worked with the upper grades (3-5) staff and faculty. Queens's faculty led the meetings which took place at the school and involved highly interactive games and activities on topics chosen by the teachers ahead of time. Those sessions were followed up by practical applications of the ideas by the teachers in their classrooms. Follow-up on any effects of this process will be done in the immediate near future.
Myers Park Traditional Elementary School PDS Partner	Teachers asked for information and strategies to help improve parent awareness of how to help students study and learn at home	Organizing a Parent Night with the Focus of Helping Students Study at Home	The faculty and Professor met several times and organized a book for parents to use as a guide to help students study in the home. The book focused on how to create an appropriate environment, keeping a study schedule, organizing homework parties and activities, activities to have students participate in to encourage life-long learning and study systems such as KWL and SQ3R A PowerPoint was prepared as well. The PowerPoint was presented at three different EOG nights hosted by the school an parents were given a copy of the book.

Myers Park Traditional Elementary School PDS Partner	Teachers were interested in taking part of a book club. Teachers were asked for specific topics they would like to explore and a faculty member chose an appropriate book to use and developed book club discussion and exploration sessions. The topic chosen was: Encourage Active Teaching Strategies In the Classroom	Conducted a book club centered around a book by Marcia Tate entitled Worksheets Don't Build Dendrites. Teachers met to discuss how they were implementing the strategies and share lesson plans.	Teachers met through the spring semester several times. Each time three strategies were chosen to implement in their classrooms. They brainstormed the implementation with colleagues. The teachers then tried the strategies over a month. They then came back to the group to report successes and struggles. They also choose three new strategies to learn and implement over the next month. This continued throughout the spring semester. Data will be collected in Fall 2009.
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**B. Brief Summary of faculty service to the public schools.**

Many students participate in America Reads at our Professional Development School (PDS), Myers Park Traditional Elementary School. The Art Department holds an annual exhibit of art works by CMS teachers. The Foreign Language faculty members are available for consulting on how to effectively include ESL children in the regular classroom. Bilingual students help members of the Hispanic community enroll children in school, apply for social services, and fill out state and federal forms and job applications. Faculty from Queens Speakers Bureau volunteer their time to present to high school classes and parent-teacher groups about topics of interest. Under the guidance of faculty from the Psychology Department, psychology majors conduct hands-on demonstrations of basic psychology concepts in high school psychology classes. They offer after school programs in anger control and self-esteem. Faculty provide support to high school teachers on a regular basis, including giving guest lectures, sharing resources, finding information, sharing research and answering questions. The Nursing Department regularly offers programs in local elementary, middle and high schools, after-school programs, and community centers including the Cerebral Palsy Center. Faculty also work with the Leadership and Global Economics Magnet School Initiative. Individual staff and faculty members mentor beginning teachers, serve as proposal reviewers for Smart Start, coach Odyssey of the Mind, and serve on high school senior exit panels, read in classrooms and tutor. Within the program, Arts and Sciences faculty members observe secondary student teachers for content competency. In addition, within the Cato School of Education is the Public Education Research Institute at Queens (PERIQ). Established to be a resource for the community, PERIQ is dedicated to improving educational outcomes in public schools through excellence in research and analysis. Within the community, PERIQ is known as a highly respected, trusted source of accurate, relevant, and objective research necessary to provide effective, efficient public education resulting in students prepared for productive lives in the 21st century. For example, a leading local non-profit organization working towards reducing drop-out rates in the community looked to PERIQ to provide research needed for best practices across the nation. The Institute works with Charlotte-Mecklenburg Schools in analyzing student data. PERIQ analyzed the relationship between SAT scores and proportion of students within each high school on Free or Reduced Lunch. It also provided an analysis of how prepared students from each high school were in their postsecondary career in one of the state's universities.

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

Because of the difficult economic times, many of the beginning teachers in the local LEA's professional needs are not met. Members of the School of Education volunteer as resources to advise beginning teachers about classroom, administrator, and licensure information. Because of the support we offer, former students believe that they are an email or phone call away from connecting with a faculty member. Workshops are offered before PRAXIS II to train candidates using the rubric used to assess the constructed response essay. Material is taken from the support materials offered by ETS. At the end of Phase I, MAT candidates continue to communicate with faculty as they establish their teaching style. In Phase II, MAT candidates embark on action research projects, complete them and present them at an Action Research symposium. Queens' faculty's relationship with graduates is close. Continued faculty guidance and encouragement is a strength of the

programs. Faculty have office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. When invited, faculty visit classrooms to observe and help former students. Beginning teachers are invited to be guest lecturers in courses. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

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

Queens University supports lateral entry teachers through flexible delivery of courses in late afternoon, evening and on Saturdays, in shortened terms, out of rotation, and in the traditional semester schedule. A supportive administration and committed faculty allow Queens to help lateral entry teachers meet their requirements in an effective manner. Queens has established a strong relationship with the RALC to meet the lateral entry teachers' needs. We use flexible scheduling to offer classes when candidates need them rather than in a static rotation. In the fall of 2003, a new class, University Supervision for Lateral Entry Teachers, was developed. Through this 3 credit hour class, candidates are observed by full time faculty, mentored, and supported. At the end of this class, if all other requirements have been met, including success on PRAXIS II, candidates are recommended for licensure by Queens. In addition to the above, the staff of Queens University works diligently to clarify licensure questions, work with the Human Resource Departments in the surrounding districts to facilitate issuance of licenses, and hold spots for regional candidates for licensure. All of this occurs within the boundaries of program integrity.

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

Due to the increased emphasis in reading instruction, Queens University began the M.Ed. in Literacy, K-12 Program. Teachers become experts in teaching reading and knowledgeable in the controversial issues surrounding the teaching of reading. As part of a summer seminar and practicum they work with children who are struggling with Reading at a CMS school. Here they diagnose, prescribe and remediate reading problems for children in a three-week intense reading program. This program supports career teachers by allowing them to gain valuable knowledge and practical experience while at the same time allowing them to further their education. In cooperation with CMS, this program is free to career teachers who work at CMS Equity Plus schools. Queens University faculty and Eastway Middle School's 6th grade math teaching team have worked together for four years to improve EOC scores. Teachers come to Queens twice a semester for a retreat to discuss math teaching, assessment, and use of performance data. Queens University supports career teachers that serve as cooperating teachers for student teaching placement by compensating them with a free course at Queens. This supports the career teachers by giving them the opportunity to further their education at no financial cost to themselves. In addition, all CMS teachers and staff receive tuition discounts to also have the opportunity to further their education. As part of Phase II in the MAT program, candidates select and carry out their own Action Research Projects in CMS classrooms. This allows career teachers to further investigate, with proper support and guidance from faculty, issues that each individual teacher is interested in learning more about. Queens University faculty also serve career teachers by being available to advise on lapsed licenses, license renewal, and teaching in other states. In addition, before each administration of PRAXIS II a free workshop on test taking skills is offered at Queens University and is open to all career teachers, free of charge. Queens has also developed a Professional Development School with our neighboring elementary school (Myers Park Traditional) and has developed a book club based on specific needs and interests of the teachers. The teachers develop lists of specific issues and needs they would like Queens' faculty to address and this is completed over the course of the year. Faculty members who are experts in the areas of interests develop workshops that will be beneficial to the teachers and help them to improve in the areas in which they struggle. These workshops scored high ratings from the elementary faculty who attended them. This will continue during the next school year. Finally, as always, faculty members continue a strong network with former students who call and e-mail for advice.

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

All Queens' candidates receive experience in the Charlotte Mecklenburg School System (CMS), the largest system in the state. Elementary candidates' field placements total more than 70 hours. Candidates participate in field placements and student teaching in Title I and Title II Schools. In particular, in Reading Difficulty and Language Arts courses all students are required to complete their clinical experience at an at-risk school. This helps the low performing students to have a chance to improve with small group tutoring. Assignments in field

placements require pre-service candidates to teach whole class lessons, work one-on-one and in small groups with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students in a variety of grade levels and school settings. For one of the two placements of the student teaching experience, both undergraduates and MAT student teachers work in a high needs school. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for their particular population if the placement in at-risk schools is for the three-week experience. Queens has also built a relationship with the lowest performing school in CMS and student teachers and candidates completing internships as well as our teaching fellow students work with this school in helping them work with struggling students. The 6th grade math team from Eastway, a Title II middle school in CMS continues to work with a faculty member to improve students' EOG scores. Candidates in the Math methods course worked at Eastway with the math team, after school at Eastway, and at the Eastway Saturday School during the spring term. Results indicated that 6th grade math scores at Eastway have steadily increased since we began this initiative. Candidates organized a successful Family Math Night at Eastway. A Topics Course was developed to help assist struggling fifth grade students at our PDS. Candidates taught small group and one-on-one each week with the lowest scoring fifth graders. Presently, the Public Education Research Institute at Queens (PERIQ) is working with a low-performing community middle school to document the changes being made in that school and to analyze the impact those changes have made on student achievement. Not only will PERIQ assist in analyzing student performance data and other quantitative data within the school, the Institute will measure the qualitative impact of changes made in instructional and operational procedures and process on the culture within the school. PERIQ is developing instruments for measuring these changes. The results of this study will be used not only to assist that school in evaluating its progress and developing additional plans for school improvement, but will also assist the District and others in the state in knowing effective techniques in turning around schools.

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

The School of Education supports the SBE priorities and has made changes to the College of Arts and Sciences' Elementary Education Program to begin to provide an innovative approach to preparing teachers. Based on feedback from our students and the focus of the SBE, the division modified the program to provide coursework and additional experiences to ensure that we are producing globally competitive students, 21st Century professionals, and effective leaders. The courses that were added to the curriculum are listed below. The four additional courses include: 1. Diversity in Education – In this course we will investigate both the similarities and differences within cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. 2. Classroom Management and Conflict Resolution – This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. 3. Teaching Children with Special Needs in Elementary Schools – This course is designed to prepare preservice teachers to effectively work with and teach students with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping preservice teachers learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. 4. Critical Issues in Education and School Community – This course will discuss the origin, development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in the schools. This course will also explore social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis will be placed on diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy. The students who have taken these newly developed courses have reported that the additional information is very valuable as they try to become the most successful effective teachers possible.

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

This year Queens continued to place emphasis on supporting Secondary Lateral Entry Teachers and the M.Ed. in Literacy K-12 program. We have also begun to develop an MSA program. We have also placed special

interest in developing and implementing the four additional courses that are now required in the elementary education program.

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

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

During the first course in the undergraduate program, candidates learn about the testing requirement for licensure. Candidates who are unsuccessful on components of PRAXIS I meet with their School of Education academic advisor. Arrangements are made for a tutor if requested by the candidate. The School of Education has purchased all available test preparation books published by ETS for the content areas in which Queens offers license. They are on reserve in the library. For PRAXIS II, faculty use case studies in class and open ended response test items to prepare candidates. Faculty offer a free workshop on taking the test, before each PRAXIS II for candidates taking the Elementary Education specialty area test. Faculty members in academic areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty use this information to construct different types of test items for their class assessments. In addition, the GRE Writing test is now required for MAT and M.Ed. candidates. The ability to write clearly helps candidates on the restricted response portion of the PRAXIS II. Queens University of Charlotte's Continuing Education also offers courses in successful passing of PRAXIS I and II. Limited funds are available to help undergraduate candidates pay to retake PRAXIS I components. An anonymous donor has paid the registration and testing fees for needy candidates taking PRAXIS II.

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

Queens University is dedicated to serving the local community. A strong network has been established between the Human Resources department of CMS, the largest school district in the state, and Queens. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. We believe that if lateral entry teachers are hired, they need to be well trained and Queens will do it. In order to recruit non-lateral teachers, the School of Education holds "Open Houses" for post-baccalaureate candidates interested in the MAT Program or the Licensure-only Programs in secondary and foreign language. Meeting times for the open houses are advertised in the Charlotte Observer newspaper, on the local Public Broadcasting System and through CMS. Potential candidates can also access The School of Education through the Queens University of Charlotte web site. This site includes everything a potential candidate could want to know. In addition, faculty and staff members are always available to answer questions. Staff members return calls promptly and link potential candidates with offices that provide accurate information; many telephone inquirers become candidates. College recruiters meet with The School of Education dean and chair to discuss marketing techniques for the undergraduate programs. Faculty attend Queens Parent Weekends and are regularly asked to visit with candidates and families during drop-in visits. Faculty volunteer for scholarship interviews and freshman honor award judging. Faculty present sessions for incoming freshmen to discuss teaching as a career, to answer questions about the program, and to work with freshman advisors in planning programs. Faculty also attend the Teaching Fellows Information Day to meet with parents and potential students to discuss the program as well as to answer specific one-on-one questions. When faculty from other disciplines visit high schools, they explain the teacher education programs and provide contact material. Education staff follow through with additional information. Each of these involvements allow faculty members to promote the Teacher Education program, as well as to recruit potential students. Classroom teachers are our best advertisers. They describe their experiences with Queens to traditional and non-traditional potential candidates.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte.

Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2003 we have seen an increase in the racial diversity within the freshman class. The percentages of under-represented students enrolling in the last five classes are listed below: 2003 12% 2004 13% 2005 19% 2006 29% 2007 24% 2008 25% 2009 27 % ( Goal). Specific strategies have been implemented to improve our racial diversity over the last four years and will continue going forward: • Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations. • Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is proficient in French and German. • Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process. • Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process. • Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds. • Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselor's (SACAC) Camp College program to assist students from under-represented populations in the college admissions process. o Host CHASF's annual recognition and award ceremony o Sponsor a middle school each year through the Think College Program o Consider hosting a summer program for Camp College students o Host GYTO's college access seminar for Latino students • Promote the need for teachers from under-represented populations through our North Carolina Teaching Fellows Program. • Increase diversity within our Queens Ambassador student recruitment organization. • Work with the John Belk International Program to build awareness about Queens' programs to international student populations. • Work with English Learning Services (ELS) to promote Queens' programs to international students.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte. Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2003 we have seen an increase in the racial diversity within the freshman class. The percentages of under-represented students enrolling in the last five classes are listed below: 2003 12% 2004 13% 2005 19% 2006 29% 2007 24% 2008 25% 2009 27 % ( Goal). Specific strategies have been implemented to improve our racial diversity over the last four years and will continue going forward: • Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations. • Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is proficient in French and German. • Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process. • Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process. • Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds. • Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselor's (SACAC) Camp College program to assist students from under-represented populations in the college admissions process. o Host CHASF's annual recognition and award ceremony o Sponsor a middle school each year through the Think College Program o Consider hosting a summer program for Camp College students o Host GYTO's college access seminar for Latino students • Promote the need for teachers from under-represented populations through our North Carolina Teaching Fellows Program. • Increase diversity within our Queens Ambassador student recruitment organization. • Work with the John Belk International Program to

build awareness about Queens’ programs to international student populations. • Work with English Learning Services (ELS) to promote Queens’ programs to international students.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	45
	Other	1	Other	5
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>57</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	1
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>5</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	7	46
Middle Grades (6-9)	0	0
Secondary (9-12)	18	28
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1207
MEAN SAT-Math	*
MEAN SAT-Verbal	572
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.4
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	1	12	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	12	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	15	100
Social Studies (9-12)	.	N/A
Institution Summary	15	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	0	0	0	0	0	11
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	3
U Licensure Only	0	1	0	0	0	.
Comment or Explanation						

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

<b>2007-2008</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Institution	17	88	47
State	4186	93	62

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	222
Union County Public Schools	30
Gaston County Schools	16
Cabarrus County Schools	15
Forsyth County Schools	7
Iredell-Statesville Schools	7
Stanly County Schools	5

**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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

**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>
6	1	4