

**IHE Bachelor Performance Report
Wake Forest University
2008 - 2009**

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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
Ashley Elementary	Support for special needs students.	Twenty teacher candidates tutored students at Ashley Elementary School one hour each week and worked with Exceptional Needs classes one hour each week.	Teachers at Ashley reported measurable increases in IEP goal achievement in students who were tutored.
Winston-Salem/Forsyth County Schools	Preparing Lessons for Understanding Mathematics Successfully (PLUMS)	Technology workshops for teachers at Parkland High School	Impact will be measured by teachers' use of technology and by comparison of student test scores.
Winston-Salem/Forsyth County Schools - Academy of Excellence	Support for students to pass state competency tests.	Twenty-seven graduate teacher candidates tutored and mentored twenty-six low-achieving students at Atkins High School.	All students were repeating tests and most showed growth. Several students passed the test on the retest.

NC Public Schools - Alliance for Language Learning	Promote better quality foreign language instruction in NC public schools.	Provides resource information to school districts and hosts a website. Serves as an advisor on foreign language issues at the state level. Provides teacher academies for teachers and administrators in school districts in NC.	Selected by the NC in the World project for implementation across NC. Increased number of sequential programs in 2008-2009. Spanish students at East Clayton Elementary School (Johnston County) showed significant gains on EOG in math and reading compared to their peers in the school and district who were not taking Spanish.
Foreign Language Immersion Programs for Children – Winston-Salem/Forsyth County, Guilford County Schools	Offer cultural and language immersion experience for children in the local community.	Professional development opportunity for teachers from across the state to observe best practice.	Increased knowledge of how to provide effective foreign language programs in grades 3-6. Teachers in other districts are replicating the curriculum and instructional practices.
Winston-Salem/Forsyth County Schools	Sonia Kovalevsky Day for middle school students at WSSU.	Math enrichment workshop for middle school girls to encourage them in mathematics.	Number of young women who express interest in mathematics and mathematics careers.
Surry County Schools Pender County Schools NC Governor's School, West	Advanced Academic Seminar	Presentation at the North Carolina Talented, Advanced, and Gifted Institute at Governor's School, West. Advanced Study in five disciplines with analysis of Governor's School faculty's instruction.	Changes in Teacher Instruction and Longevity in the profession
Consulting with English Education Coordinator, planning with LEA superintendent Yadkin Co. Institute on Clarity and Analysis in Yadkin Co.	Developmental Tasks for Writing	Series of writing instruction sessions with ELA teachers of Yadkin County	Rubric Scored writing of Yadkin Co Students
Northwest Middle School	Education in Reading and Writing	English students and six graduate students in Education tutored middle school students and led a book club.	Improved reading, writing, and critical thinking skills.
Ashley Elementary, Meadowlark Elementary, Clemmons Elementary, Gibson Elementary, Vienna Elementary	Reflective Supervision of Teacher Candidates using Digital Video	After an initial training session in the early weeks of the semester, cooperating teachers (clinical faculty) were instructed on the use of	Teachers reported at midterm and final evaluation meetings that this practice was beneficial both for them and their student teachers

		Digital Video to provide feedback on their student teachers' performance.	leading to enhanced teaching effectiveness in subsequent lessons.
Parkland High School, Career Center High School, Glenn High School	Potential on the Periphery Pipeline Initiative (3PI), Simmons Memorial Foundation	The Potential on the Periphery Pipeline Initiative (3PI) is a collaborative outreach program of the Simmons Memorial Foundation, Inc. (SMF) that leverages nonprofit, public, private, and university resources to increase the number of vulnerable students at selective colleges nationwide.	Meetings with building-level administrators and guidance counselors have taken place. Students for the initial class will be selected in the late spring/early summer.

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

All faculty of the Department of Education work on projects in the North Carolina Public Schools, present sessions at state conferences, and serve on committees and in board positions for their state professional organizations. Dr. Mary Lynn Redmond, former chair of the Alliance for Language Learning, is director of the K-12 foreign language reform initiative, VISION 2010, which provides an uninterrupted sequence of study in grades K-12 and professional development for teachers and administrators. WFU hosts the Advanced Placement Institute and last summer it attracted over 175 teachers in twelve subject areas. Dr. Joseph Milner directs the AP Institute and is also a board member of NC Governor's School. WFU hosts the Visiting International Fellows graduate program, which provides international teachers in NC with a MAEd program in 3 summers. Dr. Pat Cunningham, director of the Four Blocks Center, leads workshops in elementary schools across the state and nation to assist teachers and administrators in developing literacy. The Emerging Teacher Leaders Network (ETLN) is a highly successful retention and support network for our beginning teachers in their first two years in the classroom. In the WS/FC Schools, Dr. Scott Baker works with Community Alliance for Education on various projects including the Drop-out Forum. WFU has begun several partnerships to assist with specific needs: mathematics instruction in three low-performing high schools and tutoring/mentoring low-performing students at Atkins High School. In addition to the service that the Department of Education offers the public schools, WFU has supported the local schools in many impressive ways this year. The Corporate Volunteer Program provides volunteers to work with kindergarten students who lack basic readiness skills. The Department of Romance Languages offers the Intensive Summer Language Institute for high school students at the intermediate level, and students in Spanish Conversation tutored at five local elementary schools. The Biology Department provided institutional and logistical support for the CERTL summer program that brings at risk students to WFU for a two-week experience in bio-technology. Students from the Department of Biology also coached students at Paisley Middle School for the Science Olympiad at the regional tournament and conducted science projects with students at Bolton Elementary School. Faculty and students from the Department of Chemistry served as judges for science fairs at three local schools. Faculty from the Departments of Chemistry and Biology organized tours of their laboratories for students at Watauga High School. A member of the Department of Classical Languages serves as Chief Reader for Advanced Placement Latin exams. Classical Languages hosts the annual NC Junior Classical League's state convention. Twelve faculty members and twenty-one students in the Theatre Department invited students from eleven WS/FC schools to participate in Shakespeare Day. Faculty from the Department of Health and Exercise Science participated in the Lowe's Project which helped students in two elementary schools with general nutrition knowledge and healthy eating behaviors. Undergraduate and graduate students in the Department of English provided students at Carver High School tutoring for the SAT.

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

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

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

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

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two WFU graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at the Fall Convocation. Over \$600,000 has been awarded to teachers since the awards inception in 1995. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

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

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

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports

quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America's schools. Teacher candidates must meet high standards in Wake Forest's Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students' progress.

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

The Department of Education works on an on-going basis to strengthen its partnerships with local schools, identifying specific areas of need, and collaborating with schools to involve faculty and teacher candidates in improving learning outcomes.

Supplemental Information (Optional)

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

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

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

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

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

The Department of Education makes special efforts to recruit and admit minority students into its undergraduate Teacher Education Program. We work closely with Athletic Academic Services and the Office of Multicultural Affairs to recruit their qualified minority students into our program. Minority college students in the McNair Scholars program have been recruited for our program.

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

Dr. Leah McCoy and graduate students in the master’s program presented a collection of lessons on the topic of “Applications of Culture in Mathematics” at NCCTM to assist secondary teachers in the incorporation of cultural contexts in mathematics instruction.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	38
	Other	0	Other	0
	Total	9	Total	40
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	1281
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.2
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	20	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	8	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	28	0	0
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Biology (9-12)	.	N/A
Elementary Education	11	100
English	.	N/A
Social Studies (9-12)	.	N/A
Institution Summary	11	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	28	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	24	92	29
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 2007 - 2008

LEA	Number of Teachers
Forsyth County Schools	217
Wake County Schools	83
Charlotte-Mecklenburg Schools	61
Guilford County Schools	48
Davidson County Schools	25
Stokes County Schools	17
Buncombe County Schools	16
Durham Public Schools	16
Gaston County Schools	16
Cabarrus County Schools	15

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
15	2	4