

IHE Bachelor Performance Report

Queens University

2009 - 2010

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 2,560 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 1,000 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 within 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

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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

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	After ongoing meetings with a team from the elementary school the following were determined to be the top school priorities: Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers The focus of the priorities centered on increasing student achievement and minimizing the achievement gap.	Staff development focused on teaching Language Arts, Parent Nights Helping Prevent Summer Reading Loss in Kindergartners. Tutoring efforts were focused on kindergarten with Language Arts Clinical Experiences, Reading Tutoring in third and fifth grade students who are designated as struggling readers by their teacher and a summer tutoring program for all grades for students identified as struggling readers by their teachers. In a staff development program we discussed what high-challenge and low-challenge tasks are. Different types of tasks were modeled while	August 1- May 4, 2010	41 participants participated in more than one Professional Development experience	Through the efforts of the PDS partnership there has been a raise in student achievement in reading and Math. We have seen the results of our interactions in students' scores at MPTS. In 2007/8, students composite score of at grade-level or exceeding grade level was 76.5% in 2008/9 it jumped to 83.5% we consider this an incredibly successful gain. Through the collaboration of Queens University of Charlotte and Myers Park Traditional School, MPTS has achieved High Growth, and was named a School of Distinction after the 2008-2009 school year. Myers Park Traditional School had

		<p>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. We worked with teachers in a staff development program on closing the achievement gap by working with diverse students. Teachers assessed their own feelings and beliefs about diversity and analyzed how that translated into their instruction. A staff development module was held on using technology effectively in the classroom including smart board technology, software applications like Word, Access, and Excel, and meeting locations like Dim Dim. Besides numerous clinical placements, student teachers are placed at the school for their final semester of training.</p>			<p>not met High Growth in over 8 years, and we attribute the success to the partnership with Queens University of Charlotte. From the 2007-2008 school year to the 2008-2009 school year, Myers Park Traditional closed their achievement gap in the Math End of Grade testing by 16%. Summary of the Work of the Relationship Throughout the 2008-2009 school year and again in the 2009 – 2010 school year, Queens University of Charlotte of Charlotte and Myers Park Traditional Elementary School have worked together to enhance the experiences of both current and future educators. Queens’ students, both undergraduate and graduate, work with Myers Park Traditional School staff and students for observation opportunities, tutoring experiences, student teaching, field studies, work study, and professional development. Queens’ professors have volunteered</p>
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				<p>over 50 hours of staff development hours each year to work with MPTS faculty in best practices. MPTS faculty have stayed after school hours to receive that staff development, and have devoted their time with Queens' faculty to parent teacher nights, end of grade test nights, parent tutoring and other programs to further involve parents in their child's learning. Over 80% of the faculty have participated in at least one of the voluntary staff development modules. During the school year teachers at Myers Park Traditional volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a classroom works. These opportunities allow for the future educators to see "in action" some of the strategies they have previously read about in the classroom. In</p>
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					most cases the Queens' students interact with students and teachers to get a more "hands on" experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience.
Myers Park High School PDS Partner	After ongoing meetings with a team from the high school the following were determined to be the top school priorities: Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers The focus of the priorities centered on increasing student achievement and minimizing the achievement gap by improving classroom instruction.	In a staff development program we discussed what high-challenge and low-challenge tasks are. Different types of tasks were modeled 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. We are working with Biology teachers that teach standard and at-risk students. We have worked on effective note taking strategies in staff development and then they used the method with their	August 1- May 4, 2010	53 teachers 2 teachers 2 teachers 10 students and teachers Specific numbers are not available at this time. Estimated to be 7.	As this is a new partnership we will not have the EOG data until next year's report. We are hoping from this staff development student achievement will rise. From our initial analysis of teacher lesson plans and self-reporting in staff development, teachers are producing lessons that are more student centered and active. Over 100 teachers participated in the staff development and earned continuing education credits for the whole staff development. Two biology teachers participated in the staff development and the strategies that they have

		<p>students. We are working with the same Biology teachers in using vocabulary acquisition strategies. Students have worked with the teachers at MPHS in clinical experiences and student teaching. Over the summer we will be working on a project to have our college students staff a lunch time tutoring center throughout the following school year to help students who self-identify as needing assistance or are referred by their teachers. The college student/teachers will spend one hour observing the lesson and then two hours tutoring per week.</p>			<p>learned have impacted over 100 students. During the school year teachers at Myers Park High volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a content area classroom works. These opportunities allow for the future educators to see “in action” some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens’ students interact with students and teachers to get a more “hands on” experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience.</p>
Myers Park Traditional Elementary	The education faculty met with a team of teachers from the		July 6-24, 2009	30 K-12 students 21 candidates	30 K-12 students, including 3 hearing impaired students, were assessed and diagnosed

<p>School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner</p>	<p>elementary school. The priorities were to improve student reading performance and strengthen family support. Faculty at Queens discussed the clinic 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>by 21 M.Ed. (literacy) candidates during a free 3 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 2010. The pre- and post assessments determined that each of the participants showed some growth in literacy. Individual progress reports were analyzed and presented to the parent(s)/caregiver(s). The reports were also shared with the classroom teachers in the fall.</p>
<p>Pinewood Elementary School (Title I school)</p>	<p>The literacy facilitator and a lead teacher contacted the School of Education to see if there was any interest</p>	<p>Candidates taught six sessions from the Junior Achievement program to all grade levels throughout the school. Every classroom in</p>	<p>Sept 1- Dec 4, 2009</p>	<p>13 students</p>	<p>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</p>

	<p>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</p>	<p>the school participated in this program</p>			<p>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. We will continue this partnership next school year.</p>
<p>Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs</p>	<p>The education faculty met with a representative from each of the LEAs. The priorities were to improve student performance on the Praxis II.</p>	<p>Free Praxis II Workshops</p>	<p>August 1, 2009 through May 4, 2010</p>	<p>10 candidates</p>	<p>During the 2009-2010 school year, 10 candidates participated in one of the 5 workshops held this year. 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.</p>
<p>CMS Focused/Title 1 Pinewood Elementary First Ward Elementary</p>	<p>The education faculty met with a representative from each of the schools. The priorities were to</p>	<p>~Continuous contact with the classroom teachers and the liaison at each elementary school throughout the semester to make sure the</p>	<p>February 1 - May 4, 2010</p>	<p>56 candidates 168 K-5 students</p>	<p>Most students who were tutored had an increase in their word knowledge scores upon completion of the tutoring experience.</p>

<p>ESL Montclair Elementary Average/High Performing Elizabeth Traditional Elem. Selwyn Elementary Myers Park Traditional Elem.</p>	<p>help elementary teachers improve their students' literacy performance . ~Candidates tutored students in grades K-5 who were struggling with word knowledge. ~Students would give a pre-assessment to the whole class to determine what students needed extra assistance. ~Students were grouped according to skill needs and the teacher and candidate worked together to determine which group would be tutored using "Words Their Way" and text. ~Instructor worked with candidates to prepare them for assessing, analyzing, grouping, tutoring, and reflecting. ~On-going weekly meetings between instructor and candidates helped to continue dialogue and enhance tutoring</p>	<p>experience is effective and successful. ~Classroom teachers completed an evaluation on the candidates' performance ~Candidates completed reflections that included students' progress after each of the tutoring sessions. ~Candidates completed reports on students' progress at end of tutoring sessions.</p>			<p>Motivation for most students also increased. Teachers reported that many of the students who participated became more active during in-class activities.</p>
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	<p>planning. ~Upon completion of tutoring, candidates give a post-assessment to check improvements in students' word knowledge. Specifically, a large portion of students were placed at Pinewood Elementary, First Ward and Myers Park Traditional because the principals requested additional help to work with students working below grade level. This partnership and placement helped students who otherwise would not have been provided with additional help to be successful.</p>				
<p>Billingsville Elementary School (Title I School, one of the lowest performing school in CMS)</p>	<p>The Teaching Fellows director met with the principal. The priorities were to support grades 3-5 in the literacy. Students went twice a week for an hour and a half each time. These</p>	<p>Teaching Fellows worked with the teachers to develop lessons and execute them in small group and individual settings. Subjects taught were literacy</p>	<p>Sept 1, 2009 through May 4, 2010</p>	<p>16 candidates</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>

	students worked with struggling students.				
Myers Park Traditional Elementary School PDS Partner	The science faculty members met with representatives from the school to ask if they could implement a program to increase science knowledge. The priorities were to help improve students' science performance. Specifically to help increase elementary students' knowledge of Earth science and the Scientific method.	Stream Analysis ~ Every 3rd-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 streams. 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.	Oct 1, 2009 – April 15, 2010	51 third grade students	A summary discussion was held regarding the ecologic and the types of streams. ~Through questioning it was determined that all students understood the concepts being taught. In the future, a formal pre and post assessment will be developed and implemented to evaluate the effectiveness of the program.
Myers Park Traditional Elementary School PDS Partner	The principal contacted the Dean of the School of Education and asked if we could help with some of the struggling	6 students tutored small group and one-on-one for the spring semester 2 days a week in the area of comprehension. Read	Jan 28- May 4, 2010	6 candidates 26 students	EOG scores have not been released yet so we do not know if there were gains. From the informal assessments given and

	<p>5th & 3rd graders. The faculty member who was designated to take over this project met with the principal, third and fifth grade teachers, and literacy facilitator to determine specific needs, goals and implementation. Throughout the tutoring the faculty member and the lead third and fifth grade teachers discussed progress, made changes to the program, and carefully monitored the tutoring sessions. Candidates tutored 13 fifth grade students and 15 3rd grade students who scored the lowest on the grade level 3rd quarter assessments in reading comprehension.</p>	<p>passages together and worked on comprehension skills, in particular they worked on the QAR and SQ3R techniques.</p>			<p>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>
<p>Myers Park Traditional Elementary School PDS Partner</p>	<p>PDS faculty members asked for professional development sessions that could help them to improve their use of the new math curriculum,</p>	<p>Provide professional development for MPTS faculty.</p>	<p>Aug 8,2009-April 25, 2010</p>	<p>16 teachers</p>	<p>Work with the faculty and staff at Myers Park Traditional School was broken into two parts following a first general session. The first part</p>

	Investigations, thereby improving students' math performance.				worked with the lower grades (K-2) staff and faculty and the second part worked with the upper grades (3-4) staff and faculty. Queens's faculty led the meetings which took place at the school and involved demonstrating and playing many of the highly interactive games and activities from the new curriculum on topics chosen by the teachers ahead of time. Those sessions were followed up by a day visit to one of the Investigations pilot schools and discussion of what the teachers saw and learned. This was followed by practical applications of the ideas by the teachers in their classrooms. Follow-up on the effects of this process will be done in the immediate near future. However, a noticeable and positive change in attitude toward the curriculum was noted by the faculty member.
Myers Park Traditional Elementary School	PDS faculty members asked for professional development sessions	Provide professional development for MPTS faculty.	Aug 8,2009-April 25,	9 teachers	The MPTS faculty were surveyed concerning the style and content they

PDS Partner	that could help them to improve their students' science performance.		2010		preferred for this in-service. The survey results showed a wide range of topics were desired and the style should be hands-on, active and inquiry oriented. The professor and the science specialist met to plan out three inquiry style lessons from a variety of topics in the science NCSCOS that were subsequently experienced by the MPTS faculty. All sessions included discussion of the experience focusing on what made the experience true inquiry. The third experience included two hand outs that explained how to turn a science demonstration into a science inquiry. The faculty were asked to lead an inquiry lesson with their own classes and the final session will be a discussion of those experiences and wrap up.
Myers Park Traditional Elementary School PDS Partner	PDS faculty members asked for information and strategies to help improve parent awareness of how to help students study and	Organizing a Parent Night with the Focus of Helping Students Study at Home	Sept 1, 2009 – April 25, 2010	15 teachers	The faculty and Professors 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

	learn at home				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 and parents were given a copy of the book. EOG results are not back at the time of this report therefore we do not have specific data. The parents were very receptive in the material that they received.
Myers Park Traditional Elementary School PDS Partner	PDS faculty members 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.	Conducted a book club centered on a book by Marcia Tomlinson entitled “Differentiated Instruction”. Teachers met to discuss how they were implementing the strategies and share lesson plans.	January 12 – April 25, 2010	3 teachers	Teachers met through the spring semester several times. Each time there was a debriefing of the chapters read. In addition, the teachers discussed how the reading and new knowledge has helped enhance their teaching across content areas. They brainstormed the implementation with colleagues. The teachers

	The topic chosen was: Enhancing Differentiated Instruction in the Classroom				discussed and agreed that through reading the text and participating in the book club discussions that they have become more aware of the need for differentiating their instruction and that they have indeed implemented new strategies to assure this is effectively done. This continued throughout the spring semester.
Bishop Spaugh Middle School	The Principal was interested in external support for struggling students in the form of one-on-one instruction in content areas.	NC Teaching Fellows were given training involving working with fragile populations at the middle school level.	September 8, 2009 – May 4, 2010	26 candidates	NC Teaching Fellows were assigned to the individual teachers and were there to support the teachers a minimum of 3 hours per week per student (936 hours total).
CMS District	The Chief Accountability Officer contacted the School of Education about being the independent researcher to assess the success of the Strategic Staffing Initiative. This initiative is aimed at turning around the District's lowest performing schools by replacing the principal	The first cohort of schools was examined quantitatively and qualitatively to assess their first of three years of the initiative. Within this 1st cohort, there are 7 of CMS's lowest performing schools: 6 elementary and 1 middle schools. Proficiency and growth were measured by comparing the school's results the year prior to its becoming an SSI school to its	August 30, 2009 – April 25, 2010	7 schools & 7 principals	CMS District Data is still being gathered and analyzed therefore no data is available to report at this time.

	<p>and leadership team as well as a group of 5 to 10 teacher leaders. The 3-fold purpose of this 3-year study is to determine the (1) impact of the SS Initiative on Student Achievement as measured by proficiency and growth; (2) impact on the school's culture as measured by teacher surveys as well as attendance and suspension rates; and (3) differences in successful specific actions taken by the leadership team that impacted achievement and culture and determination whether principal background and leadership styles made a difference. The study will continue for years 2 and 3 with this first cohort of schools and the second and third cohort of schools will also be added to</p>	<p>first year results as an SSI school. Each SSI school was also compared to another school that had like demographics. School culture changes were measured by teacher survey results and attendance/suspension rates. Each of the principals was also interviewed extensively one-on-one.</p>			
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	the study.				
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	The education faculty met with a representative from each of the LEAs. The priorities were to help elementary teachers improve their students' science performance.	Low Cost Elementary Science Summer Workshops for Teachers	June 21, 2010	17 teachers	Using Engineering Is Elementary (EIE) units produced by the Boston Science Museum, participants will experience two days of active, hands on, inquiry based science lessons which they can use in their classrooms to enhance and improve their students' science learning. All experiences are aligned with North Carolina Standard Course of Study and with the National Science Education Standards. Teachers will have experiences with the "Learning Cycle", an inquiry based lesson plan style. These workshops will begin summer of 2010. Each workshop will be evaluated by the participants and the Professor. EOG's from various years may be compared for evidence of student improvement.

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. Local media continue to call upon PERIQ concerning significant events within our public schools. In addition, personnel from PERIQ have been frequent guests on public radio as it examines topics such as whether our local high school graduates are adequately prepared for 4-year colleges and universities. In addition, Charlotte-Mecklenburg Schools (CMS) looked to PERIQ as an independent evaluator of some of its most major initiatives. Charter schools in the area have called upon PERIQ in designing some key research, and conversations are occurring between PERIQ and organizations such as Teach for America about some combined research that could be conducted that would look at effective ways to work with our urban schools and their students.

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, on line, 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. 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 Partnership with our neighboring schools (Myers Park Traditional and Myers Park High School) 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 and high school 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. 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) continues 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. To better understand the students and teachers as well as to provide assistance, PERIQ has worked within classrooms as tutors. PERIQ has created, administered, and analyzed teacher surveys concerning school culture and the qualitative impact of changes made in instructional and operational procedures and processes. Trending results and suggestions have been shared with the administrative team. PERIQ also has assisted in analyzing student performance data and other quantitative data within the school. Results of this continuing 3-year longitudinal 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. PERIQ has also been chosen as the Charlotte-Mecklenburg Schools (CMS) independent evaluator of its Strategic Staffing Initiative (SSI). Again this is a 3 year study and we have completed year one. In this evaluation, Queens is leading the efforts to examine results in student achievement, as well as changing school cultures, in these SSI schools. This Initiative brought to each of the now 20 schools a new principal and an entire new leadership team, as well as at least five new teachers and other instructional support individuals, in order to turn around some of the District's lowest performing schools. Results of year one have been presented to the CMS Senior leadership to use in its decision-making for the 2010-11 school year. Years 2 and 3 of the study will be led by PERIQ.

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 implement 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. Further, we have worked hard recruiting new students in our Teaching Fellows 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.

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 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 as well as the M.Ed. and MSA Programs. 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%. 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.

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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		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	63
	Other		Other	10
	Total	13	Total	86
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	2
	Total	0	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	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)		
Elementary (K-6)	1	2
Middle Grades (6-9)		
Secondary (9-12)	2	2
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	3	4
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,213
MEAN SAT-Math	569
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	26
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	176
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.43
Comment or Explanation	
* Less than five records with data.	

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)				
Elementary (K-6)	1	16		
Middle Grades (6-9)				
Secondary (9-12)		5		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	21	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	29	100
Institution Summary	29	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						20
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
U Licensure Only						
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	34	94	47
Bachelor	State	4,725	92	49

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	218
Union County Public Schools	26
Gaston County Schools	16
Cabarrus County Schools	13
Forsyth County Schools	7
Iredell-Statesville Schools	6
Stanly County Schools	6

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 several factors affecting responses, survey results will not be reported at the institutional level 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
7	.	1