

# IHE Bachelor Performance Report

## Western Carolina University

2009 - 2010

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### Overview of the Institution

Western Carolina University, located 55 miles west of Asheville in Cullowhee and near the Great Smoky and Blue Ridge Mountains, is a coeducational residential public university of approximately 9,400 students on a 600-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. The Carnegie Foundation for the Advancement of Teaching has recognized Western Carolina University's emphasis on community engagement and its link to engaged teaching, research and service by selecting the university for its "community engagement classification." The institution has approximately 500 full-time faculty members. Six undergraduate Schools and Colleges include Arts and Sciences, Business, and Education and Allied Professions, Fine and Performing Arts, Health and Human Sciences and the Kimmel School of Construction Management and Technology (and the Graduate School). Western has 18 professional education licensure programs at the initial level, 24 programs at the master's level, one program at the specialist level, and one program at the doctorate level. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls many entering freshmen in Academic Learning Communities, and has initiated and promoted a campus-wide service-learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western has provided graduate licensure professional education programs in Asheville for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, physical education and foreign language. The North Carolina State Board of Education approves and the National Council for Accreditation of Teacher Education accredits Western's professional education programs. Western's teacher education program was awarded the 2006 Distinguished Program in Teacher Education at the annual meeting of the Association of Teacher

Educators and was one of three recipients of the Christa McAuliffe Award for Excellence in Teacher Education in 2007 by the American Association of State Colleges and Universities.

## **Special Characteristics**

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 4000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), the Mathematics and Science Education Network Office, the Center for the Support of Beginning Teachers, and the Office of Alternative Licensure. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the Colleges of Arts and Sciences and Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; 2) an appreciation and respect for diversity; and 3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for 40 years to provide courses in Jamaica and on Western's campus so that teachers there can complete BSEd and MAEd degrees.

## **Program Areas and Levels Offered**

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten – A; Elementary Education (K-6): Elementary Education – A M; Middle Grades Education (6-9): Middle Grade Language Arts – A M; Middle Grade Mathematics – A M; Middle Grade Science – A M; Middle Grade Social Studies – A M; Secondary Education (9-12): English – A M;

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

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (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>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students. Further, this attracts students to science-related fields and/or teaching.	Western North Carolina Science Fair	February 9 & 10, 2010	600 students, 50 teachers, 10 administrators & 25 parents participated in the WNC Science Fair.	Students participated in judged program for science-related projects. There were two different days based on student grade level status.
Buncombe Henderson McDowell	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century System. Further, this stimulates interest in computer programming and other technology-related fields.	Computer Science Programming Contest	March 23, 2010	28 students and 3 teachers participated.	Student developed computer programs for judging. Stimulates interest in computer science and development of new programs.
Asheville City,	21st Century Priorities:		March 25,	452 students and	Students solve math

Buncombe, Cherokee, Cherokee Federal, Clay, Cleveland, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	Globally competitive students; 21st Century Professionals. Further, it provides an opportunity to recruit promising young students into math-related fields including teacher education.		2010	42 teachers participated.	problems. Their work is judged and evaluated for recognition. Stimulates interest in mathematics and math education.
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals; 21st Century Systems; Healthy & Responsible Students. Further, this promotes an understanding and interest in American government and political science.	Youth Congress	March 27, 2010	100 students participated.	Students participate in a mock congress to learn about the American political and legislative process. Stimulates interest in public service and politics.
Jackson	Emphasis on 21st Century Framework for Learning theme in financial literacy.	Financial Literacy workshops	Several dates in Fall 2009 and Spring 2010	40 students and 3 teachers participated.	Students learn concepts of family economics and finance to better prepare them for responsible financial management as young adults.
Asheboro City, Asheville City, Cherokee, Cherokee Federal, Jackson, Macon, Madison, Yancey	21st Century Priorities: 21st Century Systems. Emphasis on support for science educators in content and pedagogy. (DOE grant funded	Mentoring for Meaning (M4M)	Met with individual teachers in small groups or as individuals	20 teachers are participating in the project thus far.	Teachers gain support for new content specific teaching practices and technology integration into their instruction.

	project)		during Fall 2009 and Spring 2010.		
Buncombe	21st Century Priorities: 21st Century Professionals. Need for deeper understanding of science at the elementary level.	"Teaching 5th Grade Science" workshops	Workshops conducted during Fall 2009 and Spring 2010	A total of 14 teachers participated in these ongoing workshops.	Deeper science content at the elementary level
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals. Emphasis on science content and method in the primary grades.	SITE K-2 Science	June 22-26, 2009	17 teachers participated	Teachers gained new methodology and lesson ideas for science in the primary grades.
Buncombe, Cherokee, Cherokee Federal, Graham, Haywood, Jackson, Macon, Swain	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students. STEM based curriculum for high achieving students in the STEM areas.	SMARTT Challenge - Electric Vehicle	May 15-16, 2010	13 students, 2 teachers, 8 parents and 1 administrator participated.	Students constructed and raced a solar powered car in a statewide competitions held at NC State. Generates interest in STEM fields of study.
Buncombe, Cherokee, Cherokee Federal, Graham,	21st Century Priorities: Globally competitive students; 21st Century	Summer Scholars	June 22-25, 2009	66 students, 14 teachers, 60 parents and 2	Students participated in advanced instruction and lab exercises in STEM

Haywood, Jackson, Macon, Swain	Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students. Emphasis on academic enrichment in STEM areas.			administrators participated.	content areas. Target for STEM careers.
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Jackson, Macon, Madison, Mitchell, Swain	21st Century Priorities: 21st Century Professionals. Emphasis on mentoring first year teachers through the induction process.	Beginning Teacher Support (eMentoring)	Ongoing support through Fall 2009 and Spring 2010	87 teachers participated.	More than 150 different online contacts were made in support of beginning teachers. Provided much needed professional development for first year teachers at no cost to the LEA's.
Regional - WNC	21st Century Priorities: 21st Century Professionals. Support for Reading in the content areas (Math/Science)	A faculty member served as Lead Instructor for the Institute for Teaching Excellence (offered through WCU Center for Math & Science Education).	June 1, 2009	10 teachers participated.	Regional teachers got 5 days of intensive study the content areas (Math & Science).
Jackson	21st Century Priorities: Globally competitive students; 21st Century Professionals. Emphasis on partnering college students with below grade level readers.	Reading Partners Program.	21 dates during Fall 2009 and Spring 2010.	75 students, 8 teachers, 75 parents, and 2 administrators participated.	Teacher candidates provided below grade level readers extra practice though a program that involved additional reading with the college students and parents.
Jackson	21st Century Priorities: Globally competitive	Model Story Impression Activity	April 15, 2010	28 students and 2 teachers	Students were engaged in a new reading

	students; 21st Century Professionals. Reading pedagogy.			participated.	comprehension activity and teachers learned new strategy for teaching reading.
Jackson	21st Century Priorities: Globally competitive students; 21st Century Professionals. Modeling best practices.	Model Science Vocabulary Lesson	September 7, 2009	75 students and 3 teachers participated.	Modeled best practices for reading in the content area (science) for teachers.
Jackson	21st Century Priorities: Healthy & Responsible Students. Service to program to support statewide IsPOD initiative.	Fitness Testing	October 30- November 1, 2009	240 students and 1 teacher participated	Reduced time in testing for teachers. Teacher education student gain practical experience. Data support statewide IsPOD initiative.
Asheville City Buncombe Clay Haywood Jackson Macon	21st Century Priorities:	Disc Golf Field Day for Physical Educators	October 23, 2009	20 teachers participated.	Teachers learned new skill and activity to meet Healthful Living competencies.
Haywood	21st Century Priorities: 21st Century Professionals. Emphasis on personal health and wellness for teachers in conjunction with the Coordinated School Health Plan (Healthy, Active Children Policy).	Wellness fair for Teachers	January 18, 2010	28 teachers and 2 administrators participated	Haywood County's Coordinated School Health Plan calls for faculty wellness initiatives. The health fair helped to achieve that.
Haywood, Macon, Swain	21st Century Priorities: 21st Century Professionals; Healthy & Responsible Students. Supports PE	Health CEU Course	October 8, 2009	12 teachers participated	Serves need in NC to dually certify teachers in both health and physical education.

	teachers responsible for health instruction to gain the proper credential.				
Haywood	21st Century Priorities: Healthy & Responsible Students. Supports instruction on differentiation and classroom management for special educators.	Positive Behavior Supports	7 workshops during the Fall 2009.	12 teachers and 1 administrator participated	New strategies for differentiation and classroom management for special educators working with student with severe social/emotional disabilities.
Statewide	21st Century Priorities: 21st Century Professionals. Supports the teacher shortage in NC	Assist Lateral Entry Teachers through the licensure process.	Summer 2009, Fall 2009 and Spring 2010.	154 contacts with lateral entry teachers.	Support LEA's an getting teachers certified. Support NCMTEC.
Buncombe, Burke, Cherokee, Graham, Haywood, Macon, McDowell, Mitchell, Rutherford, Swain	21st Century Priorities: Globally competitive students; 21st Century Professionals. Recruitment of new teachers for the NC teacher shortage.	High School Teachers of Tomorrow Conference	October 6, 2009	258 students and 72 teachers participated.	Recruitment activity to help with teacher productivity goals.
Buncombe, Burke, Cherokee, Graham, Jackson, Haywood, Henderson, Macon, McDowell, Mitchell, Rowan-Salisbury, Rutherford, Swain, Transylvania, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals. Support the teacher shortage by generating interest in teaching.	Middle School Teachers of Tomorrow/Reaching to Teach Conference	February 23, 2010	429 students and 62 teachers participated.	Recruitment activity in response to the teacher shortage
Asheville City	21st Century Priorities: Globally competitive	DPI Dropout Prevention Grant	19 workshops in 3 schools	A total of 27 teachers and 4	Focused on the identifying students who

	students; Healthy & Responsible Students. Early intervention with at-risk students.		during the Fall 2009.	administrators from 3 schools participated.	are at-risk of not completing school. Provided strategies for re-directing students to more productive activities.
Jackson, Cherokee Federal	21st Century Priorities: 21st Century Professionals. Support diversity initiatives with SUTEP program.	Rural-Urban Exchange	Spring Break, March 30-April, 2010	150 students, 15 teachers and 5 administrators from Jackson and Cherokee Federal participated.	Students from NC A&T and Western Carolina University visited the schools and discussed diversity issues with students.
Burke, Haywood, Hoke, Polk, Swain, Wake	21st Century Priorities: 21st Century Professionals. Support for 2nd year teachers. Professional development provided for LEA's.	2nd Year Teacher Retreat	June 21-23, 2009	10 teachers participated	Support for beginning teachers and supplemental professional development for the LEA's.
Alexander, Asheville City, Graham, Macon, Swain	21st Century Priorities: 21st Century Professionals. Support for 2nd year teachers to network and share ideas.	iChat Project	June 2, 2009	6 teachers participated	These 1st grade teachers used iChat to network with each other and receive support from a career 1st grade teacher in another county.
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Cleveland, Graham, Haywood, Henderson, Jackson, Macon, McDowell,	21st Century Priorities: 21st Century Professionals. Provide support and programming for beginning teachers.	Beginning Teacher Symposium	July 30-31, 2009	30 teachers and 11 administrators participated	Professional development for beginning teachers.

Mitchell, Rutherford, Polk, Swain, Transylvania, Yancey					
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Cleveland, Graham, Haywood, Henderson, Jackson, Macon, McDowell, Mitchell, Rutherford, Polk, Swain, Transylvania, Yancey	21st Century Priorities: Globally competitive students; Healthy & Responsible Students. Support Theater Arts and Drama programs in WNC.	NC Theater Conference	November 6- 8, 2009	200 students and 12 teachers participated	To expose students to the arts and to improve and enhance the environment for quality theatre in North Carolina through service, leadership, and advocacy.
Buncombe, Haywood, Jackson, Lincoln, Rowan- Salisbury, Transylvania, Union, Wake	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; Healthy & Responsible Students. Support the arts programs through instruction and competition.	Tournament of Champions Marching Band Contest	October 8-10, 2009	3500 students, 40 teachers and 6000 parents participated.	The Tournament of Champions Marching band contest is an invitational competition that invites 25 of the Southeast's top high school marching bands to WCU annually. Several bands in NC are invited annually to this rigorous and competitive camp.

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. National Board Certified served as master teachers in Western's alternative licensure program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (108 schools in 18 systems) and comprise significant membership on all committees. P-12 educators are represented on the Chancellor's Roundtable, Chancellor's Council for Teacher Supply and Demand, and the Professional Education Council as well as other key committees. Candidates for CEAP positions often meet with P-12 educators. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were also involved in the revisioning of graduate-level licensure programs. P-12 teachers were collaborators in 13 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Teacher Work Samples and Individual Growth Plans. Former teachers direct the office of Teacher Recruitment, Advising and Career Support, the Office of Field Experiences, the Center for the Support for Beginning Teachers, the Center for Mathematics and Science Education, the Teaching Fellows program, and the Office of Alternative Licensure. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in 11 school systems collaborated on and received a second grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Western hosted a Break-by-the-Lake for school counselors in the region for a sixth year. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Public school teachers also collaborate with faculty to research topics focusing on superintendents and teacher leadership and share their findings with stakeholders and at national conferences. Teacher education faculty in Arts and Sciences, Education and Fine and Performing Arts were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. This year, 1969 school services were provided by 126 WCU faculty and staff from more than 14 different programs/centers to North Carolina Public Schools. These services were provided to 41507 B-12 students, 3067 parents, 11268 teachers, and 1212 school administrators for a total of 57054. School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. The total services supporting each DPI goal are as follows: Goal 1: 237; Goal 2: 780; Goal 3: 46; Goal 4: 121; Goal 5: 98.

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

Support options for new teachers, mentors and principals are tailored to the region – developed by the Center for Support of Beginning Teachers (CSBT) in collaboration with Western's School-University Teacher Education Partnership and Beginning Teacher Coordinators. The college sponsored a two-day regional WCU Beginning Teacher Induction Symposium for 23 teachers in ten WNC school systems entering their first year of teaching that fulfilled two of the three required professional development days. A Mid-

Year Symposium was held to meet the needs of those hired after the beginning of the school year; 50 teachers from seven school systems attended. Western sponsored an online support program for 90 first-year teachers from 12 systems. Twelve e-mentors (career teachers) and university faculty members facilitated conversations designed to address topics such as classroom management, differentiation, and assessment. Additional virtual support provided “as needed” support, and included “Ask a Mentor,” podcasts, and video journals. In addition faculty members in the CEAP designed three online modules to meet the increasing needs of professional development for the public schools systems (reading/ comprehension strategies, math strategies, and instructional design). The College sponsored 30-hour mentoring workshops to provide 32 experienced teachers with the skills to support new teachers. Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in five WNC school systems. WCU also expanded support activities for teachers in years 2-4. The Apple iChat project focused on 2nd year teachers in two systems. These 1st grade teachers used iChat to network with each other and receive support from a career 1st grade teacher in another county. Three new grants were awarded: 1) Project START: The Millennials funded by the Z. Smith Reynolds Foundation focuses on support for 2nd/3rd year teachers in 11 WNC systems, 2) Mentoring for Meaning in Mathematics and Science (Title II NC QUEST) is designed to increase the retention rate of novice mathematics and science teachers in 6 systems, and 3) NC TEACH II (DOE Transition to Teaching – year 3) targets math, science, and SPED lateral entry teachers in high-need systems. Online surveys for beginning teachers, mentors, and principals evaluated the effect of induction programs on new teacher development and to inform future activities. A qualitative component identified reasons for engagement in the online program. Activities and resources for new teachers, mentors, and administrators provided by the College are communicated through websites and flyers. The Teaching Fellows program, in collaboration with WCU’s Center for the Support of Beginning Teachers, sponsored a leadership retreat for 2nd year teaching fellows at WCU. The emphasis was to assist new teachers in meeting the new Professional Teaching Standards. For the NC TEACH/alternative entry program, Western faculty offer coursework online and in Asheville. Staff maintain on-site, phone, and web-based support to participants throughout their first year and beyond.

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

WCU’s Office of Alternative Licensure (OAL) has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license. Enrollment in teacher certification programs has remained consistent: 431 students were admitted during 2009-2010; 373 (86.5%) enrolled in courses at WCU. Through the OAL website, a tracking system was established that identifies alternative teacher candidates at each stage of the process. Coordinators received reports detailing prospects in process and number of students accepted and enrolled in departmental licensure courses. During 2009-10, 803 licensure-only plans were developed in over a dozen teaching areas. Eighty-one students entered the MAT program. Faculty taught more than 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. WCU has offered courses for the alternative licensure/NC TEACH program for the last seven years on the Asheville campus. For the past three years, Western has collaborated with the NC Model Teaching Education Consortium

(NCMTEC) and was selected as the sole pilot institution for NC TEACH Online (now in the sixth year). Online licensure courses provide coursework to lateral entry teachers in 106 NC school systems (92% of the LEA's). Two multi-day programs conducted by the Center for Mathematics and Science Education offered graduate credit for teachers. Content Area Reading in Science and Mathematics (CARSAM) is a three credit-hour course that can count as a subject matter education elective in elementary and middle grades math or science. It counts in the graduate licensure program (MAT) for content area reading if the concentration is middle grades math or science. Mountain Biodiversity is a two credit-hour course that is conducted in partnership with the Highlands Biological Station and is available for graduate credit applicable for lateral entry teachers. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. Western offers support to lateral entry teachers in their first years of teaching. Support options include online and face-to-face support. WNC principals, beginning teacher coordinators or lateral entry teachers can also request individual onsite support provided by a retired-teacher mentor or university faculty member, including weekly or monthly meetings depending upon the needs of the teacher. In January 2009, Western received a Z. Smith Reynolds grant for \$50,000 to provide additional support for lateral entry teachers in their 2nd and 3rd year of teaching. Western is one of four universities participating in the NC statewide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, works directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education) who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. Data from NC DPI indicates that retention of WCU lateral entry teachers is higher than retention of NC first-time teachers and NC lateral entry teachers for 2000-2009.

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

Quality professional development for career educators was provided to over 11,000 teachers last year. Over 35 faculty from Arts and Sciences and Fine and Performing Arts delivered more than 350 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region through the Math and Science Center Network. The Center for Mathematics and Science Education (CMSE) conducted eight formal professional development workshops or institutes during the report period that were open to teachers from throughout the region; some of these were multi-day (five days) and others were for one day. The CMSE is also conducting a grant funded professional development program with 20 teachers that will conclude in September of 2011. An additional nine days of formal professional development sessions were held exclusively with this group. Approximate total enrollment for all of the formal sessions was 125 teachers from 14 school districts. The total number of participant contact hours for the reporting period was approximately 2,217 (number of participants multiplied times the number of contact hours). Approximately 222 CEUs were certified during the report period. Two of the multi-day programs conducted by the CMSE offered graduate credit for teachers. Content Area Reading in Science and Mathematics (CARSAM) is a three credit-hour course that can count as a subject matter education elective in elementary and middle grades math or science. It can also count in the graduate licensure program (MAT) for content area

reading if the concentration is middle grades math or science. Mountain Biodiversity is a two credit-hour course that is conducted in partnership with the Highlands Biological Station. In addition to the formal workshops and institutes; the CMSE is providing a significant level of professional development in the form of individual instructional coaching for the 20 participants in the grant project. More than 50 meetings were held with individual project participants during the report period. Although this represents many hours of embedded professional development, CEUs are not awarded for these sessions. The College assisted 23 mentors and 501 cooperating teachers through individual consultations and workshops. The NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M) was March 2009. The purpose of this grant is to strengthen the inquiry-based teaching of mathematics and science mentors. M4M partners with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville). Many graduate courses are now taught online or in a hybrid format.

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

No schools in our region or service area were designated as low-performing schools in the past six years. Through SUTEP, Western continues to seek schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, the College of Education and Allied Professions actively engages in efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. Western currently collaborates with Asheville City Schools and Yancey County on a NC QUEST grant: Project 2020. The focus was on literacy coaches who provided job-embedded professional development to secondary teachers across the content areas. WCU content area experts in literacy, social studies and the sciences consulted with coaches and teachers to assist with the development of teaching resources. Summer literacy institutes provided opportunities to share ideas and integrate insights from research. WCU, through an NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M), collaborates with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties to develop this project. Mentoring for Meaning addresses four critical areas of need: 1) strengthening the content and pedagogical knowledge of novice mathematics and science teachers; 2) increasing the retention rate of novice mathematics and science teachers; 3) transforming the role of mentor teacher to that of instructional leader; and 4) fostering a culture of inquiry in middle and high school mathematics and science classrooms. One of the keys to improving instruction is to transform the isolation of classroom teaching into collaborative professional learning communities. To meet this need, a scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. The NC TEACH

II grant recruits and prepares lateral-entry teachers with a focus on mathematics, science, and special education that make a commitment to remain employed in a high-need school district for at least three years. Qualified program participants receive stipends. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels.

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond. In the time period covered by this report, 1969 school services were provided by WCU faculty and staff to North Carolina Public Schools. These services were provided to 41507 B-12 students, 3067 parents, 11268 teachers, and 1212 school administrators. School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. Faculty and staff members documented activities or services in the past year designed to promote High Student Performance. These services included providing tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. For the eighth year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. A second scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. Western faculty and staff documented activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with services that included workshops for Initially Licensed Teachers and consultation to administrators. The institution supported the goal of Strong, Family, Community and Business Support with specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Effective and Efficient Operations. In 2009-2010 a partnership school requested assistance evaluating their Freshman Transition Program. An evaluation plan was developed and implemented. The focus of the program addressed transition to high school, high school graduate rates, dropout rates, and discipline referrals. Many of the public school support grants awarded by SUTEP focused on parental involvement this past year. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act.

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

Special emphasis was put on the continued revisioning of the Master of School Administration and all undergraduate initial licensure programs. Rubrics were developed for electronic evidence 2, 3, 5 and 6. The MSA continued to make corrections and adjustment to the blueprint in accordance with feedback from the DPI review team and General Administration directive. All graduate advanced licensure teaching programs began revisioning efforts this spring. Extensive discussion and evaluation of curricula took place. P-12 partners were involved and had input in every step of the process. Common electronic evidences were developed, along with a new common 21st Century

professional education core. All graduate licensure programs revised their curricula in accordance with the current standards for graduate teacher candidates. A second emphasis was put on continuing efforts to support teacher productivity goals, particularly in the area of alternative routes to licensure. This year, the Office of Alternative Licensure facilitated the development of 803 plans for 431 students interested in pursuing a teaching license through WCU; 373, or 86.5%, enrolled in courses. This year there were 109 alternative program completers (Undergraduate Licensure Only and MAT) with 89 recommend for a license. Retention rates for the WCU alternative program completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying the retention strategies used with this program to other professional education completers who work in the region including school executives. A third emphasis was placed on the development of the Teacher Recruitment, Advising and Career Support (TRACS) Office. This initiative focuses on the assisting the teacher candidate through admission to teacher education through program completion and professional induction. Advising of all teacher education candidates along with field placement will be conducted through this office. Program completers hired in WCU's service area will be eligible to participate in the Center for the Support of Beginning Teacher professional development activities.

## **Supplemental Information (Optional)**

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions recently eliminated the license for PLATO, a web-based preparation program that allowed students at Western and regional community colleges with agreements with Western to access an online tutorial program to prepare for Praxis I. This was due to low usage and part of the statewide budget cuts. Although Praxis II scores for all completers required to submit scores for licensure to NCDPI are above 95%, Western provides individual assistance to teacher candidates through the Catamount Academic Tutoring (CAT) Center when necessary.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. Western Carolina University is engaged in the system-wide Teacher Education Enrollment Plan which focused efforts toward 27 actions across the university to increase the number of teacher education candidates. The plan can be viewed at <http://WANTtoTEACH.wcu.edu>. The College continued its partnership commitment with LEAs in western NC for a Grow Your Own Teacher program for persons who want to student teach in their "home" system. Western is one of only three institutions in the state with the NC Teacher

Incentive Program (NCTIP) offering in-state tuition for competitive out-of-state students who agree to teach in North Carolina for every year of assistance at Western. A new initiative is a website form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 1450 such programs were developed this year. Another initiative includes ongoing participation in NC TEACH and NC TEACH II. The College participated in annual institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. The dean of the College sent a personal letter of invitation to prospective students who expressed an interest in any licensure program, to minority candidates and to accepted applicants. Specific recruiting initiatives included the annual Teachers of Tomorrow Reaching to Teach Conferences where over 240 high school and approximately 430 middle school students visited campus for seminars and campus tour. The College also houses Teacher Education Recruitment Planning Team and an active Teaching Fellows program enrolling over 40 new fellows each fall who also assist with recruiting. The College also partnered with 11 Teacher Cadet/FTA programs. Western awarded university academic elective credit for successful completion of the Teacher Cadet High School Course. Programs in Birth-Kindergarten, Elementary Education and Special Education are currently on-going with community colleges in the region in 2+2 agreements. Participating community colleges range from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). WCU courses are taught using distance learning technologies. The College employed three professional advisors to assist students in the distance learning programs. Additionally, the College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit teaching candidates. The College of Education and Allied Professions collaborates with the Office of Career Services to provide an information presentation for campus students entitled "Teaching Opportunities for Non-Teaching Majors".

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and special programs to recruit minorities. However, the Recruitment Coordinator position was eliminated in the state budget cuts at the end of last year and some initiatives were not repeated. The standing College Diversity Committee includes a new strategic plan, new goals, and a new structure. The Director of Teaching Fellows continues to implement a plan to recruit more minority students into the Teaching Fellows program at WCU. The Teaching Fellows Director and the Dean of the College personally contacted outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean wrote a personal letter to each minority student who expresses interest in the WCU teacher education program. Western Carolina University is engaged in the system wide Teacher Education Enrollment Plan. WCU's plan has specific actions focused on the recruitment of diverse teaching candidates. A phone-a-thon was conducted in spring 2010. Fifty-nine high school students inquired about opportunities for minority students attending WCU. The annual Teachers of Tomorrow Reaching to Teach Conferences yielded 347 diverse students in grade 7-12 from the following schools: Owen High, East Rutherford High, Enka High, Erwin High, Franklin High, Freedom High, Swain High, TC Roberson High, Cherokee Middle, Enka Middle, Erwin Middle, Evergreen Community Charter, Francine

Delaney New School for Children, Harris, Middle, Liberty Middle, Macon Middle, Rugby Middle, Smokey Mountain Middle, Swain Middle and Thomas Jefferson Classical Academy. This year participants included African-American, American Indian, and Hispanic students from six school systems. WCU participates annually in a Rural-Urban Exchange with NC A&T State University exchanging six students and two faculty members in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The Mary Waite Scholarship was awarded to a Jamaican student to pursue graduate education in counseling. The College of Education and Allied Professions Curriculum Specialist for Diversity, an African American female, has been very active in recruiting and retaining minority teacher education candidates. An ongoing grant in special education includes a provision for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at WCU. For the seventh year, a delegation of faculty, public school teaching partners and students attended and presented at the state Closing the Achievement Gap Conference.

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

The College has no new initiatives to report from 2009-2010.

## 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	7
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	5
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	149	White, Not Hispanic Origin	463
	Other	6	Other	8
	<b>Total</b>	<b>162</b>	<b>Total</b>	<b>488</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	15
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>20</b>
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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	63
	Other	1	Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>66</b>
Licensure-Only	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	15
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	52	White, Not Hispanic Origin	199
	Other	1	Other	6
	<b>Total</b>	<b>55</b>	<b>Total</b>	<b>225</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	85	116
Elementary (K-6)	22	275
Middle Grades (6-9)	288	136
Secondary (9-12)	168	202
Special Subject Areas (k-12)	52	141
Exceptional Children (K-12)	106	159
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	82	3
<b>Total</b>	<b>803</b>	<b>1,032</b>
<b>Comment or Explanation</b>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,194
MEAN SAT-Math	573
MEAN SAT-Verbal	566
MEAN ACT Composite	26
MEAN ACT-Math	25
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.44
<b>Comment or Explanation</b>	
* 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)	2	25		6
Elementary (K-6)	19	70		
Middle Grades (6-9)	1	10	1	13
Secondary (9-12)	1	37	1	13
Special Subject Areas (K-12)	3	48		3
Exceptional Children (K-12)	4	16	5	23
Vocational Education (7-12)				
Special Service Personnel				
Total	30	206	7	58
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	74	100
Spec Ed: Adapted Curriculum	11	100
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	20	95
Spec Ed: LD	1	*
Institution Summary	107	99
* 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	57	64	73	19	9	1
U Licensure Only	4	2	2			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	2	2			
U Licensure Only	30	17	4	1	1	4
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	257	93	39
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
Buncombe County Schools	574
Haywood County Schools	355
Henderson County Schools	258
Macon County Schools	225
Jackson County Schools	200
Cherokee County Schools	175
Charlotte-Mecklenburg Schools	139
Forsyth County Schools	119
Gaston County Schools	119
Swain Co Schs	116

**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**

<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>
49	4	26