

IHE Bachelor Performance Report

Wingate University

2009 - 2010

Overview of the Institution

Wingate University is a private coeducational institution, formerly affiliated with the North Carolina Baptist Convention and now maintaining Baptist roots. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College in Suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years additional programs have been added: M.A.E.D in Physical Education (2006), MAED and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), and Ed.D. in Educational Leadership (2008). Enrollments in the Metro College have steadily increased.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and professional organizations and projects reflects our commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching and graduate practicum programs, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school teaching licensure and the

Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure).

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
Union County LEA- Quality Leadership Council	<p>Rationale: Collaboration and partnership among the LEA, the university, and business/industry interests for the building internal and external relationships to:</p> <p>Develop strategic directions for the school system that include quality principles for continuous improvement.</p> <p>Develop partnerships with businesses, higher education institutions, parents</p>	<p>Since 2001, the QLC annually sponsors the New Century Scholars Program which selects middle school students to mentor through graduation and provides scholarships to community college for program completers. QLC annually sponsors Quality Share Day, a conference for local exemplary educators to demonstrate current research based effective practices for preservice and inservice teachers in Union County.</p>	<p>New Century Scholars - Ongoing (annually since 2001); Quality Share Day - Ongoing (annually since 2001)</p>	<p>New century Scholars - 90 students (10 students from each of the 9 middle schools in the county) were selected for the program this year. This is added to participants who are continuing the program in grades 8-12 for a total of approximately 500 students currently in the program. Quality Share Day - Yearly, approximately 30-40 teachers present sessions to 200+</p>	<p>New Century Scholars - Each year, approximately 10 low-SES students successfully complete high school and receive scholarships to Community College; Quality Share day - Presenters gain leadership skills; Attendees receive updated professional development; Students across the county benefit from enhanced, updated</p>

	<p>and the community to improve the alignment of all educational activities into a common, focused and organized effort toward student learning. Organize and provide training throughout the school system that focuses on quality principles. SBE priorities: Globally competitive student; 21st Century professionals; Healthy and responsible students (Nurturing Relationships); Leadership</p>			teacher attendees	instruction.
<p>Union County LEA -Wingate Teacher Education Commiteee</p>	<p>Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools SBE Priorities: 21st Century</p>	<p>In addition to university faculty and students, the voting membership of the Teacher Education Committee, a standing committee of the university, includes administrators and teachers. Committee members provide and receive information and</p>	<p>Members are appointed annually for the academic year; meetings occur at least twice per semester, and more frequently as needed.</p>	<p>12 University Faculty 3 Teacher Candidates 3 Teachers 3 Administrators</p>	<p>TEC gave input into program revisioning and approved revised programs and course syllabi for all licensure areas; revised clinical policies to allow</p>

	Professionals; Leadership	make crucial program decisions, including curriculum, candidate progression, and policies for clinical work.			for candidates to participate in Out-of-class duties and responsibilities in addition to classroom observations; approved work requests and candidate improvement plans.
New Salem Elementary School	Rationale: Need for greater collaboration between university and public schools to prepare teacher education candidates for 21st century priorities and to meet needs of increasingly diverse K-6 students SBE Priorities: Globally competitive students; 21st Century professionals		August 2009- May 2010 (See previous cell.)	One program coordinator; 22 teachers; 21 candidates; 24 students	20 candidates received interactive board training; Training set for all full-time education faculty members in Classscapes; Selected revisioned education courses being studied for alignment of field experiences with priorities; 1 classroom teacher, 1 candidate served 24 students in the structured field study

Wingate Elementary	Rationale: Provide opportunities for candidates to have authentic clinical experiences with diverse populations and in high priority schools SBE Priority: Healthy and Responsible Students	Candidates served as assistants in PE class.	Five candidates assist one teacher in three classes of approximately 20 students each(60 students total) once weekly for 10 weeks in the Fall of 2010. Annually each fall.	Five candidates assist one teacher in three classes of approximately 20 students each(60 students total) once weekly for 10 weeks in the Fall of 2010.	Students from a diverse population in a high-priority school received individual and small group instruction in movement activities; Candidates gained experience with diverse populations in a high-priority school.
Porter Ridge Middle School	Rationale: Raise appreciation and awareness of the benefits of art education and enhance school art programs. SBE Priorities: Globally Competitive Students	Art Faculty partnered with school to deliver techniques and mixed media class.	June 3, 2010	8th grade -31 students; 7th grade - 28 students; 6th grade 18 students; 1 art teacher; 1 Wingate faculty member	Students held an exhibition of projects.
Union County Reading Advisory Board	Rationale: Increase literacy awareness, involve students in authentic literacy experiences, and address specific literacy needs of	Advisory Board meets throughout the year to give feedback on program revision and to suggest authentic literacy activities: Integrated storytelling session for Third grade	Advisory Board - August 2009 - May 2010 (ongoing). Integrated Storytelling - October 2009 (annual) Author visit - March 2010 (annual) Reading	Advisory Board - Wingate Reading Program Coordinator, 1 elementary classroom teacher, 1 middle grade	Students were provided with authentic literacy experiences; feedback on the program is consistently

	<p>students. SBE Priorities: Globally Competitive Students</p>	<p>students at Wingate Elementary (annual) Simulated author visit to Unionville Elementary Reading Intervention Project in the Afterschool Program at Porter Ridge Middle School</p>	<p>intervention project - September - November 2009</p>	<p>communications teacher, 1 high school English teacher, 1 reading Curriculum Specialist; Interactive Storytelling - 7 teachers, 120 students, 1 Wingate Faculty Member; "Author" visit 5 teachers, 125 students, 1 Wingate Faculty member; Reading Intervention Project: 1 teacher, 3 candidates, 10 students</p>	<p>positive</p>
<p>Anson County Schools</p>	<p>Rationale: Assist with literacy instruction and assessment with students in low- performing & low SES schools using innovative technologies; SBE priorities: Globally competitive students; 21st Century</p>	<p>Placed a teacher education candidate in a structured field experience in an elementary school directing a computer assisted literacy lab for struggling readers. Students who participated were considered "disabled" in reading due to factors such as low EOG scores; speech, language, or other diagnosed condition; and limited English.</p>	<p>August 2009-November 2009</p>	<p>125 students in grades 3-6; 4 teachers, 1 assistant; 1 Wingate teacher candidate</p>	<p>Students in program met AYP in reading and had higher percentage of reading growth than the "non- disabled" learners who were not in the program.</p>

	Professionals; Healthy and Responsible Students (Nurturing Relationships); Leadership				
Union County Community Arts Council Arts in the Schools Grants, Charlotte Mecklenburg Schools	Rationale: Content rigor in secondary programs; opportunities for students to develop performance skills, particularly those in low-socioeconomic schools SBE priorities: Globally competitive students	Annual Shakespeare Recitation Contest at Wingate University	September 24, 2009 (annual)	219 Middle school students from 20 Middle schools; 79 High School students from 10 high schools; 55 Wingate faculty judges; 55 Wingate student judges	Over 200 middle and high school students from Union and Mecklenberg counties competed. First place high school winner won a Wingate Scholarship and an all-expense paid trip to New York for the National Shakespeare competition.
Monroe High school	Rationale: Provide content rigor and quality instruction in high school science. SBE Priorities: Globally Competitive Students	Wingate Science faculty visited the school and provided instruction in three science classes; A class from the school visited Wingate university and participated in a science lab using Wingate's equipment and facilities.	Fall 2009 and Spring 2010	Classes: approximately 61 students; Lab participants: 7; Wingate Faculty: 1	Students received quality advanced level instruction and used university equipment and facilities.
West Stanly High	Rationale: Provide content rigor and	Wingate Science faculty visited the school and	Fall 2009 and Spring 2010	Classes: approximately 81	Students received quality advanced

	quality instruction in high school science. SBE Priorities: Globally Competitive Students	provided instruction in four science classes; A class from the school visited Wingate University and participated in a science lab using Wingate's equipment and facilities.		students; Lab participants: 11; Wingate Faculty: 1	level instruction and used university equipment and facilities.
Various schools	Rationale: Provide content rigor and quality instruction in high school math. SBE priorities: Globally Competitive Students	Annual Math Contest	March 25, 2010 (36th annual)	17 schools, 130 students	Top 7 students in Algebra 1, Algebra II, and Geometry and the top 9 students in Comprehensive receive awards and have the opportunity to advance to state competition.
Various schools across state	Rationale: Raise appreciation and awareness of the benefits of music education and enhance school music programs. SBE Priorities: Globally Competitive Students	Wingate Choir visits schools for interactive performances; Wingate hosts the Middle School Choral Celebration.	Performances (annual): October 20, 2009 All County/Forsyth Co 120 students; October 22, 2009 East Rowan/Rowan Co. 60 students; October 22, 2009 SW Randolph/Randolph Co. 40 students; October 23, 2009 Garner/Wake Co. 100 students; October 23, 2009 Panther Creek/Wake Co. 60	See previous column for participants in performances; Choral Celebration: 120 middle school students	Over 1200 students participated with the Wingate choir through interactive performances; 120 Middle school students participated in the choral celebration.

			<p>students; February 3, 2010 Butler/CMS 24 students; February 3, 2010 Mallard Creek/CMS 500 students; February 8, 2010 Williams/Alamance Co. 30 students; February 9, 2010 St. Stephens & Arndt/Catawba Co. 120 students; February 9, 2010 Reynolds/Buncombe Co. 50 students; February 9, 2010 Roberson/Buncombe Co 80 Students; Choral Celebration: February 2010 (5th annual)</p>		
Forest Hills High School	<p>Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students in low-SES schools; To recruit to college students from low SES schools and minority students. SBE</p>	<p>English class visited Wingate University EKS Library and the Writing Center for research sessions; Wingate EKS library staff provided instruction in research and use of electronic databases and research tools. Admissions also conducted an Enrollment Services Presentation.</p>	<p>March 1 - March 5, 2010. This program is held annually.</p>	<p>1 teacher, 41 students, 1 library staff, 1 admissions staff</p>	<p>Students refined research and writing skills for their research projects.</p>

	Priorities: Globally Competitive Students; Healthy and Responsible Students				
Metrolina Academy	Rationale: Increase content rigor in English and use of emerging research technologies. SBE priorities: Globally Competitive Students	English classes visited Wingate University EKS library for research session; EKS Library staff provided instruction in research and use of electronic databases and research tools. Admissions conducted an enrollment services presentation.	Discussion, planning and responses Dec. 2009 - Sept. 2010. Workshop May 20, 2010	24 teachers (5th grade, middle grades, and high school) and 2 LEA coordinators (Social Studies and Language Arts) participating. Number of students TBD in Fall of 2010. 1 Wingate Faculty member coordinating	Students refined research skills for their research projects.
Union County Schools; Wingate WIRE Program	Rationale: To foster global awareness through a common reading program. SBE Priorities: Globally Competitive Students	Through the WIRE program, the university selects a common reading each year. This year, an education faculty member conducted a workshop for UCPS teachers who wish to use Wingate's Common reading in their English/Communications and Social Studies classes. The workshop included a Skype Visit from the Author, and guidelines for	June 2009 (Annual)	20 female students from high schools across the state; 1 Wingate science faculty member; 1 EKS Library staff member	Ongoing

		the use of Moodle to share responses to reading prompts and lesson plans based on the reading. SBE Priorities: Globally Competitive Students; 21st Century Professionals			
Technological Advances in Reproductive Biology Program; Various school districts across state	Rationale: To encourage responsible reproductive choices among female students in minority and low-SES environments through education and support. SBE priorities: Healthy and responsible students	Wingate Biology Professor annually holds a two-week program for female high school students from low SES schools across the state. The students study and research various reproductive topics, go on related field trips, and create awareness projects.			Students created awareness posters about healthy reproductive choices.

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

Faculty involvement in extensive and continuous partnerships is outlined in the chart in the previous section. In addition, faculty from across the institution were involved in the public schools in a number of ways. Teacher education faculty served on teams promoting student literacy and tutoring services, and providing student health and wellness seminars. A science faculty member conducted classes at two area high schools, library personnel provided research and technology instruction for high school students, and education faculty members taught guided reading lessons and conducted storytelling at elementary schools. Faculty members are actively involved in field experiences and student teaching experiences, making multiple classroom visits to schools in a wide geographical region including Union, Charlotte-Mecklenburg, and Anson counties. Education faculty directed teacher education candidates in projects which provided assistance to struggling readers using emerging technologies. Teacher candidates in Reading Foundations and Content Area Reading tutor and coach K-12 students and assist with instruction at area elementary, middle and high schools. One faculty member serves on the board of directors and provided curriculum consulting for a charter school in Charlotte. Faculty members from Sports Sciences coordinated the local Cup-Stacking Tournament. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions, as well as hosting and assisting with coordination of the Middle School Choral Festival. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest and which hosts middle and high school students from across the region. Math faculty hosts the regional Math contest for area high schools, in which 17 schools participated this year. Science faculty hosted local chemistry students for laboratory classes and conducted science demonstrations and technology classes at local schools. The university offered a two-week Reproductive Biology summer science program for high school students. Arts faculty judged various art competitions and provided art and curriculum consulting to a charter school, and assisted students with art projects at a local middle school. The Theater Department collaborates with local school districts to present quality children's productions at the Batte Center on Wingate's campus.

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

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include conducting visits to recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and continuing licensure. Elementary education candidates seeking traditional initial licensure attended PRAXIS II preparation workshops conducted on Wingate's campus by an education professor, and individual preparation assistance was provided to several candidates in other licensure areas. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited

along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Beginning teachers share their first-year experiences with field experience students and with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The physical education department offered a workshop for new teachers in which veteran teachers and student teachers provided guidance and mentoring. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to support beginning teachers. The Curriculum Materials Center is housed in the Burris Classroom building, near to the education offices and classrooms. Each year, students who received their undergraduate degrees from Wingate have returned to continue graduate study in our programs. The professional development workshops and support Wingate provides are open to all teachers, whether beginning or career.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include consulting with administrators and conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; providing preparation for required PRAXIS tests; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is specifically designed to serve K-6 alternative/lateral entry elementary teachers. This year the MAT program was completely re-visioned to include an intensive introductory course focusing on essential teaching skills and to provide for more and more focused clinical experiences. Courses are offered at our satellite campus in the evenings and summers in a two-year rotating sequence. Many MAT candidates are employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Metro Campus. The Dean of Education and at least one other faculty member provide analysis of transcripts and program advising for lateral entry candidates. Several lateral entry teachers attended PRAXIS II preparation workshops conducted by an education professor; individual assistance was provided to others. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg and Union County schools. Professional development opportunities offered for beginning teachers were open to lateral entry teachers as well. Wingate collaborates with South Piedmont Community College in 2 + 2, an alternative entry program. The program graduated 8 teacher candidates in 2010.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's Master of Arts in Education Degree programs in Elementary Education and in Physical Education, as well as the AIG add-on licensure,

continue to serve the professional development needs of career teachers for advanced degrees and continuing education credits. Career teachers served as adjunct faculty in music methods, and mathematics methods. Career faculty grow professionally by serving as host teachers for field experiences, cooperating teachers, and adjunct faculty, and through collaborative projects such as peer coaching. Education faculty assist teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Staff development is offered to career educators through Wingate's involvement with the Quality Leadership Council. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics, and partnership with faculty in candidate instruction and assessment. Career teachers now have greater opportunities for professional development and leadership through our school partnerships, and by attending and presenting performances, exhibits, and workshops on the Wingate Campus. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to all Union County teachers. Education faculty are active leaders and presenters in local chapters of professional organizations such as Union-Monroe Reading Association, Delta Kappa Gamma International Society, Phi Delta Kappa, and Kappa Delta Pi. Teacher Education and Arts and Sciences faculty contribute to the professional development of career teachers by serving as presenters at the various state, regional, and national professional associations of public educators.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives, preservice and inservice staff development for teachers, and providing services and resources to at-risk students. The Student North Carolina Association of Educators (SNCAE), our student professional education organization, annually adopts low-performing schools and conducts service projects to benefit the schools. In order to better prepare our graduates to serve the needs of low-performing schools, field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at local elementary schools, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. Education candidates work with students in regular and adaptive physical education classes in high priority schools. A Wingate representative serves on the Quality Leadership Council which collaborates with business interests and public agencies to provide mentoring and scholarships for at-risk middle school students. Much of the faculty involvement with public schools was in low-performing and at-risk schools, including Forest Hills, Monroe, and South Stanly High Schools; Monroe Middle School; and Wingate, Rock Rest, and Peachland-Polkton, Elementary Schools.

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

Another priority of the SBE was the recruitment and retention of teachers. Wingate collaborated with South Piedmont Community College to develop a 2+2 articulation agreement making it easier for community college students to transfer to the Teacher Education Program at Wingate. The program graduated 8 non-traditional candidates in

2010. Other efforts to recruit and retain teachers are connected with our work with lateral entry teachers. Initiatives are described more fully in Section D, and included training, support, and mentoring through targeted observations and feedback regarding specific instructional concerns and research and resource assistance. The M.A.T. Program fulfills the demand for well-prepared alternative entry teachers and enrollment has continued to be high. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through flexible course scheduling, through our participation in a regional consortium of higher education institutions (the CAEC), and through collaboration with the area Alternative Licensing Center. Several lateral entry teachers participated in PRAXIS II Preparation workshops and several individual preparation sessions. Wingate continues efforts to close the achievement gap by working with local low-performing or priority schools, particularly those with a large ethnic and/or language minority population. Specific activities are detailed in the chart in section A and other sections of this report. Highlights of those activities include our candidates and student educators association "adopting" schools for tutoring, service, literacy awareness, and fundraising activities. Revisioning of education programs throughout the state was a priority this year. All revisioned programs address the 21st Century Schools, globally competitive students, and healthy and responsible students. Specifics are further discussed in Section A and H.

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

Wingate continued its emphasis on institutional and program revision, assessment and improvement through participation in the university's curriculum reform initiative, the continued implementation of the Quality Enhancement Plan, and the Thayer School of Education's Revisioning Project. Wingate University and the Thayer School of Education are continuing to update hardware, software, and electronic databases for storage and management of candidate information and assessment. Significant time and attention was given to the development and submission to the DPI of rubrics for program and candidate assessment, and to the development of new course descriptions and syllabi and their subsequent approval at the university level. To enhance candidates' technological competence, all student teaching and masters program portfolios are electronically submitted and assessed through TaskStream. In addition each program within Wingate University has designated courses in which the requirements for technology knowledge and skills are presented. A new science education faculty member was hired and has successfully increased the number of science education candidates. Students receive a monthly newsletter which keeps them informed of deadlines, policies, and news. The department's website has been updated and necessary forms are available online. The revisioning process continued this year and involved coordinators from across the campus and included the arts and sciences faculty. Successful public school partnerships were strengthened through their continued involvement in program assessment and delivery.

Supplemental Information (Optional)

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

Passing Praxis I scores are a requirement for admission to the teacher education program. Freshman students who initially declare education as a major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in a newly established Introduction to Education course. Students are referred to ETS's test preparation website in the Introduction to Education course and during academic advisement and upon request, and students may utilize additional study materials from the School of Education office. Wingate's library provides a database with practice tests for Praxis I that is available to all students. Students who do not pass the PRAXIS I can receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students aware of campus resources, tutoring, and study group options. The Academic Resource Center and the Writing Center offer tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and assist those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. Praxis I preparation is being offered as part of the ARC's tutoring program. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; Teacher Education faculty members provided PRAXIS II preparation sessions and individual preparation assistance to elementary education student teachers and to local lateral entry teachers. To help ensure that candidates meet PRAXIS II requirements for licensure, Wingate requires that all student teachers provide evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual score analysis and remediation assistance and are encouraged to retake the test at the next administration after remediation.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate in admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, and Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. As part of the revisioning effort, the School of Education developed and piloted this year a new one-semester-hour Introduction to Education course, designed to meet the demand for an exploratory course in education for freshman students and provide early identification of prospective candidates. Each semester, education faculty members and candidates meet undeclared students in the Majors Marketplace, where they provide information regarding the various program areas. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring or expressing

interest in an education major are, when possible, assigned to academic advisors who are on the teacher education faculty and upper level students provide mentoring for beginning students. Education faculty serve as professors in Gateway 101, the freshman induction program. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. Wingate hosts a number of music festivals a year on its campus and uses the time the students are with us to recruit them into music and education. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The Annual Math Contest and Shakespeare Competition, to which all area schools are invited, provide interaction with education faculty members and are utilized for recruitment of potential candidates to the area of mathematics and English/language arts education. The Metro Campus office publicizes our programs and distributes recruitment materials to local school districts which include Union, Mecklenburg, Lincoln, Stanly, Cabarrus, and Iredell counties as well as in Kannapolis and Mooresville cities.

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

Wingate University has an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by the Office of Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted to follow up on interests. The School continues to collaborate with other university departments to develop the Diversity Plan, which includes such efforts as partnering with other area institutions to offer recruitment fairs. The graduate education advisory board and Teacher Education Committee consist of minority educators with diverse backgrounds. Wingate University faculty taught classes during the fall and spring in underserved and minority schools, including Monroe Middle and Monroe High and Forest Hills High School in Union County, as well as West Stanley High School. More minority candidates are obtaining licensure through the nontraditional programs such as the SPCC 2 + 2 and MAT programs. We identify and use minority educators as clinical faculty. Our general recruitment efforts, described in Section J, include minority populations.

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

In response to increased emphasis on international education and global perspectives, the School of Education continues the Field Experience in London program. The revised student teaching semester has been refined to reflect more integration of components and to more deeply involve faculty from across programs in support and mentoring. Faculty attended training sessions for Classscapes and Blue Diamond assessment tools, and training in the use of the new teacher assessment instrument is scheduled.

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	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	48
	Other	1	Other	
	Total	19	Total	50
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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
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	3
	Other		Other	
	Total	0	Total	3

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)	3	3
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	3	3
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,215
MEAN SAT-Math	563
MEAN SAT-Verbal	562
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.38
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		10		
Middle Grades (6-9)				
Secondary (9-12)	1	5		
Special Subject Areas (K-12)	1	4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	19	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	25	96
Institution Summary	25	96
* 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	2	2	10	3	1	1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	36	97	31
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
Union County Public Schools	281
Charlotte-Mecklenburg Schools	102
Stanly County Schools	73
Anson County Schools	54
Cabarrus County Schools	24
Gaston County Schools	15
Richmond County Schools	15
Guilford County Schools	12
Rowan-Salisbury Schools	11
Catawba County Schools	9
Forsyth County Schools	9
Iredell-Statesville Schools	9
Lincoln County Schools	9

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
6	7	3