

# IHE Bachelor Performance Report

## High Point University

2010 - 2011

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### Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. High Point University offers Bachelor of Arts and Bachelor of Science degrees in 56 academic areas, and Master's degrees in Business Administration, Public Administration in Non Profit Organizations, Sports Studies, Strategic Communications, History, and Education. In addition, several study abroad programs are available to undergraduate students. In 2010-2011 the student body comprised approximately 3,700 individuals from 50 countries and 44 states, of which 317 (8.8%) were graduate students. The instructional staff consists of 198 full time and 115 part time members of which approximately 74% of the full time faculty have earned doctorates in their fields. The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University currently offers three Bachelor of Arts degree options for candidates majoring in teacher education including elementary education (K-6), middle grades education (6-9), special education (K-12), and one B.S. degree option in health/physical education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Art Education, and Spanish. Non-traditional programs offered through Evening Degree Program include a Lateral Entry Admissions Program (LEAP), a Teacher Assistant Program, and a dual degree program between High Point University and Piedmont Baptist College in Elementary Education, Secondary English, and Health/Physical Education. The add-on license in academically gifted (AIG) is also currently offered through a cohort program established with several local public school systems. A Master of Arts in Teaching (MAT) degree is offered in Elementary Education as well as Secondary Mathematics. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education had it's last continuing accreditation visit in February, 2008. Currently, teacher education continues to represent the third largest major on campus.

### Special Characteristics

The revised Teacher Education Program at High Point University was implemented in 2010 and now reflects an updated conceptual framework which emphasizes the "teacher as leader for learners in a global world". This underlying framework supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must

be an effective leader and collaborator. Reflection, collaboration and leadership are the skills needed to collaborate with colleagues, parents and the community to improve the ability of the learner to succeed in the P-12 environment and beyond. Within the newly designed programs of study teacher education candidates begin clinical field experiences in an introductory freshman level practicum. Four technology courses beginning in the sophomore year provide training in the latest technologies for instructional integration and effective communication with others. A significant literacy strand was added to all teacher education licensure programs and includes additional options for elementary majors to continue into a 5th year master's degree program with a strong literacy concentration. All methods courses are now integrated into one cohesive experience that provides technology integration training and fieldwork in the public schools. In addition, the geographic location of High Point University affords our teacher education candidates with multiple opportunities to work with P-12 students from diverse socio-economic levels, cultural backgrounds, and cognitive developmental levels. Throughout the program of study, the nature of the learner, collaboration with others, leadership skills, and reflection are highlighted. Additionally, with the approval of a new university core curriculum in 2010 the academic mission of the institution has been reconceived with a newly adopted curriculum of four credit courses to allow more depth, flexibility in course selection, service learning opportunities, and collaborative student-faculty research. Within the general education curriculum revisions, the Multicultural Education in a Diverse Society teacher education course (EDU 4200) is now included as an option within the Area II Social Sciences core courses for students in all majors.

## **Program Areas and Levels Offered**

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Art, Health/Physical Education, Spanish; Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. MAT (Master of Arts in Teaching) is also now offered in Elementary Education and Secondary Mathematics. Additional M.Ed. graduate degree programs are offered in Educational Leadership, Add-on License in Educational Administration, M.Ed. in Elementary Education with literacy or content concentration, 5th Year M.Ed. Program in Elementary Education, M.Ed. in Special Education: Concentration Intellectual Disabilities and the M.Ed. program in Secondary Mathematics. The School of Education continues to offer the M.Ed. in Educational Leadership, the add-on license in Educational Administration and the M.ED. in Elementary Education through the delivery of a cohort model in Davidson County Schools, Thomasville City Schools, Surry/Elkin County Schools, Asheboro City Schools, Lexington City Schools and Guilford County Schools. In the spring of 2011 the School of Education submitted a prospectus to SACS requesting authorization to begin delivering the Ed.D. in Educational Leadership in the fall of 2012.

## 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
Guilford County Schools Shadybrook Elementary and Johnson Street Global Studies.	To promote lifelong wellness and improve the health of children, To assist at local targeted elementary schools in providing professional development to physical education teachers and assistance in the implementation of the SPARKS research-based activity curriculum, to meet the SBE priorities which include that N.C. Public School Students will be Healthy and Responsible and that N.C.	In order to address the broader goal of reducing childhood obesity and increasing wellness, teacher education candidates enrolled in PEC 2130 (Healthy Living for the Elementary Child), partnered with three local elementary Guilford County Schools to introduce the SPARK program (Sports, Activity, and Recreation for Kids to increase the amount of	This is a continuing partnership which began in the summer of 2009 and has continued through the current 2010-2011 academic year.	The participants included the Coordinator of the Health/Physical Education licensure program, 73 undergraduate teacher education majors enrolled in a total of five sections of PEC 2132 during 2010-2011, two local Physical Education teachers from Guilford County Schools. A total of 800 K-5 students were served through this program from Johnson Street Global Studies and Shadybrook Elementary School.	Outcomes of this project include the additional weekly hour of physical activity for each of the 875 elementary students involved in the program during 2011-2012. Additionally, the SPARKS program at the three school sites now serves as a training opportunity for other PE teachers in Guilford County Schools.

	<p>Public Schools will be led by 21st Century Professionals. Assisted with fitness testing at the schools noted above.</p>	<p>physical education that K-5 students were exposed to on a weekly basis. Students enrolled in grades K-5 at Johnson Street Global Studies, Shadybrook Elementary School received an additional one hour of physical education each week. Teacher education majors were responsible for developing the SPARKS activities, implementing the activities at the schools indicated, and providing follow-up SPARKS fitness assessment. Additionally, SPARK equipment purchased through the</p>			
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		School of Education was loaned to the three partner elementary schools and their physical educators were trained on the program through the coordinator of the Health/PE licensure program at HPU.			
Guilford County Schools AIG Cohort Program (Continuing Partnership), Winston-Salem/Forsyth County Schools AIG Cohort Program (Continuing Partnership, Asheboro City/Randolph County Schools (Continuing Partnership), Northhampton School District AIG Cohort Program(New Partnership)Salisbury/Rowan County School District AIG Cohort Program (New Partnership)	To allow teachers to earn AIG add-on license so as to increase number of licensed teachers for AIG, Advanced Placement and Honors courses as an identified goal in Guilford County, Winston-Salem/Forsyth County Schools, Northhampton, and Rowan/Salisbury School Districts.	The cohort program has been continued in 2010-2011 to allow school districts to contract with the IHE to complete the requirements of the AIG add-on license. High Point University provides a tuition concession and opportunities for the four courses to be delivered	Ongoing from summer 2010 through June 2011.	During 2010-2011 a total of 73 teachers were enrolled in the AIG Cohort Program from Winston Salem/Forsyth County Schools, 75 teachers were enrolled in the AIG Cohort Program from Guilford County Schools, 6 teachers continue to be enrolled in the Asheboro City/Randolph County Schools Cohort	In 2010-2011 23 teachers from Guilford County and Winston Salem/Forsyth County Schools completed the AIG-add on license through High Point University. In May 2011, 19 teachers from Northhampton Schools began the AIG Cohort Program through High Point University. A partnership contract agreement

	<p>on-site within the school district. Methods courses in the cohort model are taught by adjuncts who currently serve as AIG Coordinators within the school district and therefore the content can be tailored to meet the unique goals and objectives of the district's AIG model. The School of Education also offers a Fast Track option for cohort participants each summer and this allows for teachers in the established partnership cohorts to take all four courses online if this is</p>		<p>Program, and an additional 19 teachers started the Northhampton Schools AIG Cohort Program in May, 2011.</p>	<p>was signed by High Point University and Rowan/Salisbury Schools, effective April 2011 to commence in the fall of 2011.</p>
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		<p>preferable. The Electronic Evidence #2 (Depth and Application Project) is completed by all participants during the final course and involves developing a Special Topics course and syllabus (including resources) for a particular topic within the field of AIG.</p>			
<p>Guilford County Schools/Allen Jay Middle School; Ferndale Middle School Davidson County Schools/Ledford Middle School</p>	<p>To assist with literacy goal in area middle schools in grades 6-8, to raise awareness and understanding of multicultural themes with students in grades 6-8, to provide collaborative and relationship building mentoring opportunities</p>	<p>In the spring of 2011, advanced graduate candidates collaborated with school personnel to develop the "Let's Read Aloud, Let's Read Together" program as part of a required Leadership and Collaboration project in EDU 5040:</p>	<p>January 2011 to present</p>	<p>20 middle school students in grades 6-8 have been selected to participate in this program. Training will occur in the summer of 2011 by faculty supervising the project and two advanced graduate candidates. A minimum of 20 elementary</p>	<p>Program has been developed, middle school students have been selected and will undergo mentor training this summer at High Point University. Graduate candidates and faculty supervisors will provide mentoring training and follow-up.</p>

	<p>between middle school and elementary students, to develop an online database of books for each partnering school's media center to be used in the "Let's Read Aloud, Let's Read Together" book buddies initiative.</p>	<p>Multicultural Education in a Diverse Society. Faculty supervisors, and graduate candidates targeted low performing middle schools in the Guilford county area and collaborated with school personnel to identify 20 students in grades 6-8 who would serve as reading mentors in this program. The project has utilized selected titles from the Summer Reading lists provide by Education World (Summer Reading, 2011) for elementary students in grades K-5. During a six week summer training camp for</p>		<p>students from area schools will be selected to participate beginning in the fall of 2011.</p>	<p>Elementary students will be selected by school administrators by late summer/early fall.</p>
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		<p>middle school mentors (currently scheduled on the campus of HPU), the selected middle school students will begin creating their selected audio recordings to the program website. Middle school mentors will also provide literary critiques about their books and offer comments or feedback for the purpose of assisting elementary students in selecting appropriate titles. Feedback will focus on the diversity themes presented in the selected titles. In the</p>			
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		fall of 2011 elementary students from surrounding schools will be paired with a middle school mentor to participate in this literacy-based program.			
Thomasville City Schools/Asheboro City Schools	Project Impact IHE Partner as a direct request by the school superintendents of each district. Funding cycle began in the summer of 2008 for Thomasville City Schools and 2010 for Asheboro City Schools and will continue until completed (2010 and 2012). Priorities are to create technology-literate 21st century learners and teachers and to assist in achieving the	Fall 2010, two three-hour sessions on Animoto to Thomasville City Schools participants; Spring 2011, two three-hour sessions on Glogster to participants, Summer 2011,two sessions on Edmodo and MyVRSpot as part of a Web 2.0 Summer Institute hosted by the IHE partner. Fall 2010, IHE served on panel for annual	Initial meeting with Thomasville City Schools was fall 2008. Cycle ran through spring 2011. Initial meeting with Asheboro City Schools was 10/12/09. Project Impact will run from spring 2010 through summer 2012.	Twenty participants from Thomasville City Schools have participated in Thomasville City Schools Project Impact. Fifteen participants have been selected to participate in Project Impact in Asheboro City Schools.	Thomasville City Schools Teacher Working Conditions Survey data analyses revealed that perceptions of teachers for their facilities revealed significantly stronger levels of agreement that conditions were positive (4.80) as compared to the three other districts included in the comparative study. Specific items relevant to instructional

	<p>SBE Priority that NC Public Schools will be Led by 21st Century Professionals.</p>	<p>Technology Teacher of the Year, Thomasville City Schools; Fall 2010, One 3 hour session on Edmodo, Asheboro City Schools, Summer 2011: two 10 hour sessions (beginning and advanced) Summer Technology Institute, Asheboro City Schools.</p>			<p>technology and communication through technology were rated significantly higher (.003 level of significance) by TCS than all other areas (materials, environment, space, physical, and class size) and were rated significantly higher than the other two systems included in the comparative analyses (.038). Impact on student performance using EOG testing for specific participants within the two districts partnering with the IHE for Project Impact is currently underway using 2011 test data which was just released. A similar comparative</p>
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					<p>analysis will be conducted with Asheboro City Schools once they complete their cycle in 2012. Baseline data from both school districts does suggest increase in teacher confidence, daily usage, and student engagement as the additional technology support and professional development has been provided by the IHE.</p>
<p>Guilford County Schools- Montlieu Elementary Academy of Technology (Low Performing)</p>	<p>Literacy Tutoring (MEAT) Family Literacy Night, fall 2010 (MEAT)</p>	<p>Yearlong literacy initiative (Book Buddies, fall 2010; Reading Tutors, spring 2011), whereby HPU students were paired with MEAT students to provide reading support and</p>	<p>August, 2010-May, 2011 (MEAT) – Book Buddies/Reading Tutors November 9, 2010 (MEAT) – Family Literacy Night</p>	<p>45 HPU elementary education majors and 45 MEAT students (Book Buddies/Reading Tutors) 300 MEAT faculty and family members; 40 HPU elementary education majors *50 (HPU SOE faculty and</p>	<p>The MEAT Principal, Literacy Coordinator, and classroom teachers have requested that the Book Buddies and Reading Tutors initiatives continue in the 2011-2012 year in response to the positive impact the</p>

		<p>instruction on a weekly basis or the duration of the school year. Family Literacy Night was hosted by MEAT and conducted by HPU elementary education majors (undergraduate and graduate) who provided engaging literacy activities for the families of MEAT. Additionally, The MEAT principal was presented with a check (with funds raised by HPU faculty and students through a dodge ball tournament, fall 2010) that was used to purchase a new book for every child at</p>		<p>students) participated in dodge ball tournament</p>	<p>weekly sessions had on MEAT students' reading motivation and performance. The MEAT Principal, Literacy Coordinator, and classroom teachers have requested that the Family Literacy Night become an annual tradition at MEAT in the fall of each year.</p>
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		MEAT.			
Guilford County Schools-Oak Hill Elementary School (Low Performing)	Low Performing School requested assistance from the IHE in the summer of 2010. A specific focus on literacy activities (writing) was identified after an initial meeting with regional superintendent, GCS Executive Director of Curriculum and Instruction and principal in May 2010.	At the request of the OH principal, a group of senior HPU elementary education majors partnered with the teachers and students of OH in a "Creative Clickers" program whereby the OH students took photos around school of various people, places, events (with cameras purchased by HPU SOE) and the ELE majors used those photos to write eBooks that were subsequently placed into the database at Oak Hill for school wide access.	January 2011-May, 2011 (OH) – Creative Clickers Club	Sixteen junior and senior level elementary education majors (seniors) wrote eBooks for Oak Hill's Creative Clickers Club. Approximately 25 students in grades K-5 participated in the Creative Clickers Club.	The Oak Hill Principal desires to continue the partnership with HPU through the Creative Clickers Club next year. The initiative was well received and with additional HPU involvement in the writing of eBooks, the eLibrary will grow. Toward this end, the HPU chapter members of NCAEE (North Carolina Association of Elementary Educators) will volunteer to take responsibility for partnering with Oak Hill to write eBooks with a goal of one eBook per grade level per month, beginning fall, 2011.
Guilford County Schools-Oak Hill (Low	To collaborate	Based on initial	September 2010 through	A total of 14 elementary	Based on the initial success

<p>Performing)</p>	<p>with school partners in raising the interest and motivation level of students for science, to provide after school enrichment opportunities for low performing students in science, to develop the skills and strategies for preservice teachers in the area of inquiry-based instruction and to improve science achievement of students in a low performing school.</p>	<p>meetings of the GCS regional superintendent, Executive Director of Curriculum and Instruction and the principal of Oak Hill School in May 2010, it was requested that HPU partner with Oak Hill to provide a clinical site to host an after school science enrichment club. Teacher education majors enrolled in integrated math/science methods were able to develop science inquiry-based activities to deliver to students in grades 2-5 in the afterschool program as part of their required practicum</p>	<p>May 2011</p>	<p>education majors worked on a rotating basis in the afterschool science enrichment program to serve approximately 25 students in grades 2-5.</p>	<p>of this partnership, the School of Education, the college of Arts and Sciences, and Oak Hill Elementary School have partnered to submit a BIG Grant (Be Innovative-Think Big) which would allow for expansion opportunities in 2011-2013. The grant proposes the development of a three-year pilot program integrating the STEM Coalition initiatives into the coursework and community outreach of teacher education majors beginning in their sophomore year during their enrollment in NSC 2200: Earth Science. Selected participants</p>
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		hours. The hope was to increase the interest in science topics and integration for teachers and students at the elementary level.			will be invited to serve on a Professional Learning Community to plan two one-week sessions of a summer enrichment science camp for local public school students in grades 2-5. The pilot schools targeted for the grant initially include Oak Hill Elementary and Montlieu Math Elementary Academy of Technology.
Guilford County Schools: Union Hill Elementary School (Low Performing)	To build collaborative relationships targeting the improvement of academic and social/emotional goals as identified by the administration of this Title I School. Weekly mentoring and individualized tutoring	Eighteen students enrolled in Education 3100 (Collaboration in General Education) and the course instructor were paired with selected students in grades 3-5 for weekly tutoring	August 2010-May 2011	18 teacher education majors, 1 course instructor worked with 19 targeted Title I students in grades 3-5 from Union Hill Elementary School in Guilford County.	The research component and program evaluation is being provided by the School of Education. Results will be analyzed during the summer of 2011 and will assess the impact of relationship building strategies on subsequent

	<p>was provided by teacher education candidates at High Point University for students enrolled in grades K-5.</p>	<p>sessions in reading and math skills. Ten contact hours for each of the 18 students and instructor were provided for individual students who were selected by the faculty at Union Hill Elementary School. To provide mentoring and relationship building opportunities, the partnership also included the teacher education organization "Teachers of Tomorrow" (TOT). During 2011-2012 TOT participants arranged for mentoring experiences which included fund-raising efforts to provide ice</p>			<p>student variables such as behavior and social/emotional development. Additionally, EOG scores will be compared for the students who participated in the tutoring with those who did not for growth between 2010 and 2011.</p>
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		cream truck delivery for all Union Hill students, fund-raising activities to provide Christmas presents to select students identified by school personnel living in poverty, providing stipends from fund-raising activities designated for new teachers at Union Hill Elementary School, and using fund-raising monies to purchase chairs for the Parent Involvement Center at Union Hill Elementary School.			
Lexington City Schools Guilford County Schools (Advanced Programs)	To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE	The cohort M.Ed. program in Elementary Education (Literacy Concentration) was provided to	The M.Ed. cohort model in Elementary Education began in fall of 2010 and will be completed for	Currently 13 participants are enrolled in the M.Ed. Cohort Program in Lexington City Schools and 16	To date, 100% of participants who have taken the Praxis II Reading Specialist Exam have

	<p>priorities that NC public schools will be led by 21st century professionals and that Leadership will guide innovation in NC public schools</p>	<p>support current classroom teachers in the area of literacy and career advancement. The first group of 13 cohort participants in Lexington City Schools has now completed all but their final summer courses. For all participants a final literacy practicum allows for the practice of newly learned strategies as well as a continuing online literacy support option which includes continued feedback from the School of Education's literacy coordinator through</p>	<p>the Lexington City Schools participants in the spring of 2012. Information sessions for a cohort M.Ed. program in Guilford County Schools was completed in the spring of 2011 and will begin in the fall of 2011 with an additional 16 participants.</p>	<p>participants have applied to the Guilford County Schools M.Ed. Cohort Program in Elementary Education which is scheduled to begin in fall 2011.</p>	<p>passed. In the spring of 2011, the superintendent of Lexington City Schools contacted the School of Education's Literacy Coordinator to discuss the strategies and practices being utilized in the cohort model based on the positive feedback of the participants as well as the student performance data in Reading for teachers who were participating in the program.</p>
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## **B. Brief Summary of faculty service to the public schools.**

High Point University faculty continue to be involved in the public schools in numerous ways. The School of Education (SOE) currently partners with several schools in Guilford County. A partnership with Montlieu Elementary Academy of Technology is now in its third year of implementation. The School of Education's Literacy Coordinator has developed a comprehensive Book Buddies program which pairs elementary education majors with students in grades 1-5 and their parents/families. Elementary education faculty also implemented the second annual Family Literacy Night during the spring 2011 semester. In conjunction with Kappa Delta Pi, the School of Education's science methods faculty developed a collaborative project with the fifth graders at Montlieu Elementary to develop a butterfly garden for the Greenway as part of the High Point City Beautification Project. Year-long professional development has been provided by our technology coordinator in Asheboro City and Thomasville City Schools through the Project Impact grant. Diversity training was provided by faculty who teach the Multicultural Education in a Diverse Society course to Ledford Middle School (Davidson County Schools) and Allen Jay Elementary School (Guilford County Schools). A partnership with Oak Hill Elementary School utilized our elementary science methods faculty to work collaboratively with teacher education majors to develop and implement an after school science enrichment program in 2010-2011. This program will continue in 2011 with the goal of hosting a summer camp experience in 2012. Faculty in the School of Education also have volunteered their service to the public schools in many ways including serving as proctors for EOG and EOC's, coaching basketball at Ferndale Middle School in Guilford County, tutoring students at Union Hill Elementary School, coordinating a Dodge Ball tournament on the campus of HPU to contribute monies for Montlieu Elementary Academy of Technology to the Million Books Challenge of superintendent "Mo" Green. The coordinator of the Secondary English licensure program chaperoned performing arts students from North Forsyth High School to New York City and continued to coordinate the annual fall Phoenix Literary Festival at High Point University for area high school students, and volunteered in the Theater Arts program at North Forsyth High School. In response to a direct request from Guilford County Schools Superintendent "Mo" Green, the Information Technology Department (IT) partnered with Montlieu Elementary Academy of Technology in 2010-2011 to provide hardware, software, and training to the faculty at that school. Now in its second year of implementation, two faculty in the Department of Chemistry received a grant for their project, titled "After-School Experiential Science Outreach Program." The grant established a science outreach program which provided portable laboratory demonstrations and hands-on experiments to take to after-school programs at local elementary and middle schools. Approximately 60 students in grades K-8 have been impacted by this project which began in 2009-2010 and will run through the fall of 2011.

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

As part of its effort to work with beginning teachers, the School of Education developed two new courses to support initially licensed teachers and recent graduates. Each course, ILT-I and ILT-II allows university based supervisors to continue to mentor and support new teachers during their first year in the classroom in the areas of instructional planning, assessment, literacy, and classroom management. As a post baccalaureate experience, each two credit course is designed

to be offered consecutively in the fall and spring to allow an ILT or teacher in need of a corrective plan of action with additional support and assistance. For teacher education majors completing the HPU program, final student teaching exit evaluation data will target potential individuals in need of additional ILT support and these candidates will be recommended for enrollment into ILT-I upon entry into the classroom. This strategy will be piloted for the first time in 2011-2012 using School of Education scholarship money. Information about both ILT courses has been made available to all HR Directors and school principals in the surrounding LEA's. The newly developed 5th Year M.Ed. programs in Elementary Education and Secondary Mathematics has also afforded our recent graduates with an additional year of faculty support and mentoring. Candidates in their fifth year of study continue to take classes, meet together as a cohort group on the campus of HPU, and extend their own knowledge and skills through advanced programs of study that provide a bridge between undergraduate and advanced study. The School of Education has also begun to use social networking strategies as a means of providing ongoing support, collaboration, and mentoring to our own graduates in teacher education.

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

In 2010-2011 the School of Education continued to offer the L.E.A.P. (Lateral Entry Admissions Program) which is offered to newly employed public school teachers and offers a variety of services designed to increase their success at teaching and meeting state mandated licensure requirements. Through the Evening Degree Program for non-traditional students, the School of Education's LEAP Program continues to offer education courses at a reduced tuition rate and also provides opportunities for online instruction or directed study options for courses not offered on a regular basis. The School of Education continues to provide transcript evaluations at no cost, advising, and evening or late afternoon classes to accommodate the scheduling needs of teachers. The LEAP Program also currently includes a Lateral Entry Internship (EDU 4800/4801), which is a modified version of a traditional student teaching internship and allows the newly employed teacher the mentoring, guidance, and feedback needed to achieve success in the classroom. Lateral entry teachers enrolled in the LEAP program for elementary or special education also receive preparation and training materials for the Praxis II including the option of participating in a full day preparation session for the Praxis II in Elementary Education at no cost to the individual (held annually every September on the campus of HPU). Finally, with the institutional shift from three to four credit courses, the School of Education created a three credit version of each new course specifically for lateral entry teachers (LEA courses) in order to minimize additional tuition costs.

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

In an effort to support teachers in their continued learning and career advancement, the School of Education now offers a cohort model of instructional delivery for both the M.Ed. programs in Elementary Education and Educational Leadership. In 2010-2011 five cohorts of over 90 teachers in Davidson County, Thomasville City, Surry County, Asheboro City, and Lexington City were enrolled in the add-on and degree programs in Educational Leadership or Elementary Education (with a concentration in literacy). During 2010-2011 plans were finalized to begin three additional cohorts in Guilford County Schools beginning this fall 2011. With these three new cohorts, an additional 40 career teachers applied and have now been admitted to the HPU Norcross Graduate School. The cohorts provide participants with the convenience on on-site or

online instructional delivery and a significant tuition reduction of approximately 50% on-campus costs. Strategic planning based on individual schools' performance test data, SIPs, and the development of professional learning communities has been emphasized. The School of Education is also in its fourth year of offering the add-on license in Academically Gifted (AG) to cohorts of career teachers in Guilford, Winston Salem/Forsyth County Schools and Northhampton Schools. Participants are eligible for a tuition concession by participating in the cohort and the model utilizes current career teachers with expertise in AIG to help deliver the program of study. The School of Education also provides annual Summer Technology Institutes for three weeks in July that provide training to area teachers, technology facilitators, media coordinators, and curriculum facilitators at the elementary, middle, and secondary levels on how to utilize and integrate 21st century technologies into the classroom. SPARK training has been provided for career health/physical education teachers and with the purchase of the SPARK program, the School of Education serves as a site whereby health/physical education teachers who have received SPARK training may check-out materials for use at their schools at no cost.

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

In the fall of 2010 (11/12) the School of Education hosted a luncheon on the campus of HPU to welcome new Guilford County Schools principals assigned to the surrounding low performing schools. Principals and Assistant Principals from Oak Hill Elementary School, Ferndale Middle School, Andrews, Central High School and Montlieu Elementary Academy of Technology attended with the focus to specifically identify the ways in which the School of Education could assist them. Areas identified by these administrators included staff development for their faculty on using artifacts to support the new performance appraisal system, using differentiated instruction in the classroom and providing advanced training opportunities for faculty. Additionally, strategies for connecting with the community were identified and these needs included service projects for beautifying certain areas of the schools themselves to make them more inviting. Science enrichment and relationship building initiatives were also identified. In 2010-2011 the School of Education targeted these schools in Guilford County through a sustained effort that provided assistance in both academic and relationship building activities involving faculty and teacher education majors. At Montlieu Elementary the Book Buddies program from 2009-2010 continued which included hosting parents for two Family Literacy Nights in the fall and spring. The Book Buddies Program included sustained literacy tutoring for 73 elementary students weekly. Additionally, an afterschool science enrichment program was developed by elementary faculty based on these prior identified needs. The School of Education also initiated several relationship building initiatives at Oak Hill Elementary School including bringing the HPU Ice Cream Truck to the school for students in grades K-5. In 2010-2011 the School of Education also targeted Union Hill Elementary School. Through collaboration with the principal teacher education majors developed ideas for a service project and provided weekly tutoring for students in grades 3-5 in areas identified by their teachers. Several fund raising events which included a Dodge Ball Tournament on the campus of HPU were initiated by the School of Education's students organizations (Phi Kappa Pi and TOT) to assist these schools in purchasing books for their media centers, chairs for their parent resource center, ice cream for the Ice Cream Truck, and funding for new teachers at each of the three targeted schools, one additional low performing middle school (Ferndale Middle School) and one area high school (High Point Central High School) to provide these individuals with additional support. Finally, efforts to establish High Point area educational cohorts have been successful in that beginning in the fall of 2011, three new M.Ed. Cohort Programs will begin in Educational Leadership and

Elementary Education for Guilford County teachers. The cohort model delivers all M.Ed. coursework on site or online and reduces the overall tuition costs to participants by approximately 50%.

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

In order to promote the SBE priorities to produce Future-Ready, Globally Competitive students for the 21st Century, the School of Education began implementing its newly revised programs of study in the fall of 2010. With an updated Conceptual Framework the focus is now on the "teacher as leader for learners in a global world". This underlying framework supports the notion that teachers must have a strong knowledge base and be effective leaders and collaborators. An increased focus on improving technology skills is embedded throughout the program with four new courses in technology (two of which are integrated into methods blocks at the upper level), the additional of a Multicultural Education course now required of all teacher education majors, a course specifically in Collaboration, a final Leadership and Collaboration project implemented at the site in which student teaching occurs, and the addition of a second required mathematics course from the general education curriculum. As the institution also made several significant changes in its general education curriculum in 2010-2011, study abroad opportunities for HPU students have significantly expanded with the goal being for 500 students to study abroad annually beginning in 2011-2012. In the School of Education, a new global studies course with a focus on healthy living was approved in the fall of 2010. GBS 3333: Planet Girth: The Cultures of Health and Fitness allowed students to study abroad in Sweden in May 2011 to do a comparative analysis of the health and wellness of the United States and Sweden. This course was developed and taught by the coordinator of the Health/Physical Education licensure program. Faculty in the Health/Physical Education licensure program also developed a significant clinical field experience for EDU 2132: Healthy Living for the Elementary Child which allows teacher education majors to work with K-5 students at local elementary schools in providing an additional hour of physical education weekly. In 2010 faculty in the Health/Physical Education program also developed a 20-hour Health Education minor which will be offered through the School of Education beginning in 2011-2012 for all HPU students. The new Health/PE licensure program includes several new health courses and the inclusion of the research-based program to counter childhood obesity called SPARK (Sport, Play and Active Recreation for Kids). The School of Education's licensure coordinator for Health/PE received SPARK training in the summer of 2009 and provides professional development to area schools interested in implementing this program to promote the priority that all NC students will be healthy and responsible. The continuation of the Project Impact Grant in 2010-2011 in two school districts and the efforts made by the School of Education to provide the M.Ed. Program in Educational Leadership through cohort opportunities in five school districts reinforces the School of Education's commitment toward promoting visionary leadership and innovation in 21st century schools.

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

In 2010-2011 the School of Education implemented its newly revised undergraduate and graduate programs of study and piloted all electronic evidences through Foliotek, the data management software system. With these significant changes, the School of Education's Conceptual Framework for its undergraduate programs was updated and presented to the Teacher Education Council for final approval in March 2011. The School of education's undergraduate

assessment plan was revised to reflect significant changes in courses and to embed the required electronic evidences and evaluation rubrics into the gateways for teacher education candidates as they progress through their programs of study. The School of Education's first group of graduating seniors who are currently enrolled in the 5th Year Program in Elementary Education officially applied and began their graduate program of study in the summer of 2011. Additionally, in March 2011 the School of Education submitted a prospectus to offer the university's first doctoral degree program in Educational Leadership to SACS with an anticipated start date of fall 2012. Finally, through the implementation of a new institutional initiative called "HPU Away" (an online summer study program for HPU students) the School of Education has developed several new online courses using WebEx and Google Sites. Training for faculty to develop online courses with rigor and consistency occurred during the 2010-2011 academic year by the unit's technology coordinator. Five of these online courses will be offered for the first time during the two summer 2011 sessions.

## **Supplemental Information (Optional)**

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

The School of Education continues with several efforts to improve Praxis scores for teacher education candidates. Sophomores must now provide documentation that they have taken the ETS Learning Plus practice Praxis I test and provide evidence that they have either registered to take the Praxis I or are exempt due to SAT or ACT scores as part of a required 2000-level education courses. The School of Education continues to contract with an Educational Consultant who provides a day long intensive training session on Praxis II in Elementary Education. All elementary and special education faculty take the Praxis II tests on a regular basis when changes in the tests occur in order to expose themselves to the content and format in an effort to be better informed when advising students in these two licensure areas. In the spring of 2011, a new online course (EDU 4538) called Literacy Support for the E-Learning Community was developed which includes training modules offered by the School of Education's Literacy Coordinator for undergraduate and graduate students taking the Praxis II Reading Specialist Test.

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

In 2010-2011 the School of Education continued to implement initiatives to specifically target and recruit students into high need teaching areas. The Wachovia Scholarship (now Wells Fargo), awards academically qualified candidates in Secondary Mathematics, Secondary Biology, Middle Grades and Special Education. The scholarship increases in amount for each year that the candidate progresses in the teacher education program. As part of a major initiative to increase enrollment in high need majors through the College of Arts and Sciences, the School of Education has worked with chairs in the math and science departments to develop MAT options for in math, biology, chemistry, and physics. The MAT program in Secondary mathematics was approved in 2010-2011 and allows undergraduates to complete their math major and begin the initial licensure program in secondary mathematics in their senior year. School of Education scholarship money is utilized to assist these prospective candidates in completing additional education coursework in Secondary Mathematics upon graduation. Another strategy now utilized by the School of Education is the addition of a required freshman

level introduction to teaching course with a clinical field experience. During 2010-2011 a total of 125 freshmen enrolled in this course and were able to work in the schools at the elementary, middle, and secondary level. The course is also available for entering freshmen who have declared an Undecided major or for those majoring in the College of Arts and Sciences who might be interested in exploring a career in teaching. The School of Education continues to employ a "provisional" admission policy which allows prospective majors who are slightly deficient in GPA or in passing required Praxis I tests to enroll in 8 semester hours of education coursework on a provisional basis. It is hoped that these students will be able to resolve these deficiencies and be fully admitted if granted additional time to satisfy admission to teacher education requirements without falling behind in the program of study.

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

The School of Education continues to offer evening options for individuals completing teacher licensure programs. The teacher assistant program (TA) and the Lateral Entry Admission Program (LEAP) offered in the Evening Degree Program (EDP) continue to successfully increase candidate minority enrollment. Currently, minority enrollment in the non-traditional evening programs is significantly higher than the traditional day student population, indicating that the TA and LEAP Programs have been successful in targeting current minority teacher assistants and lateral entry teachers in surrounding school systems to affiliate with High Point University to complete their teaching license requirements. The additional scholarship money provided through the School of Education and the implementation of a highly successful cohort model of instructional delivery for the add-on license in AIG and the M.Ed. programs in Educational Leadership and Elementary Education have also provided more opportunity to expand the field of applicants in our undergraduate and graduate programs. Each spring the School of Education continues to work with area high schools in sponsoring a Teacher Cadet day on campus event. This spring students from High Point Central High School spent the day on the campus of HPU, attended an education class, ate lunch with members of our student organization TOT (Teachers of Tomorrow) in the cafe and were given a tour of HPU. Information on the teacher education programs, t-shirts, and other "HPU" type memorabilia were provided through School of Education funds to the Teacher Cadets visiting the campus. The School of Education also strives to include minority representatives on our Teacher Education Council from the public schools, and candidates who serve as student representatives from the undergraduate, evening, and graduate programs.

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

The implementation of the revised teacher education and advanced programs including piloting all electronic evidences has been the focus of our efforts in 2010-2011. During this year the School of Education faculty utilized the approved rubrics for evaluation and entered data into the Foliotek system which manages student and programmatic data for assessment purposes. The Ed.D. program in Educational Leadership was developed in 2010-2011 which is aligned to the new N.C. Standards for School Superintendents. The 60-hour program of study includes four major strands of coursework in strategic leadership, data interpretation, theory into practice, and building relationships to distribute leadership. The graduate faculty worked with the director of the Nido Qubein School of Communications to include coursework in communication taught by graduate faculty in the School of Communication. Also unique to this program will be the

inclusion of a seminar series delivered by HPU's university president and communications expert, Dr. Nido Qubein. The prospectus for the new Ed.D. program was submitted to SACS in March of 2011. Another initiative not described previously is the creation of several new clinical instructor positions for the School of Education at the Assistant Clinical and Associate clinical Instructor level. These new positions will afford the School of Education to offer opportunities to veteran public school teachers to work with advanced undergraduate and graduate students in methodology courses. The creation of an online instructor position for a faculty member who will deliver online instruction from Houston Texas was created and approved in spring 2011. This faculty member will work with the latest WebEx technologies to offer interactive literacy courses and a final literacy practicum through Skype for graduate students in elementary education. This new program is underway and includes a cohort of 14 graduate students in the Elementary Education M.Ed. program with a concentration in literacy.

## 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	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	164
	Other		Other	7
	<b>Total</b>	<b>25</b>	<b>Total</b>	<b>181</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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>9</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	1	1
Middle Grades (6-9)		1
Secondary (9-12)		1
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)	2	
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>4</b>	<b>4</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,174
MEAN SAT-Math	574
MEAN SAT-Verbal	556
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	176
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.39
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	5	35	1	1
Middle Grades (6-9)		2		
Secondary (9-12)		9		
Special Subject Areas (K-12)		7		
Exceptional Children (K-12)		7		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>5</b>	<b>60</b>	<b>1</b>	<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	39	95
Spec Ed: General Curriculum	7	100
Institution Summary	46	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	6	49	9	1		
U Licensure Only		2				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2009-2010</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	59	93	46
Bachelor	State	5,569	80	48

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford County Schools	235
Davidson County Schools	208
Forsyth County Schools	142
Randolph County Schools	139
Thomasville City Schools	31
Lexington City Schools	24
Wake County Schools	19
Asheboro City Schools	17
Surry County Schools	16
Rockingham County Schools	15

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to 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>
15	2	14