

IHE Bachelor Performance Report

Methodist University

2010 - 2011

Overview of the Institution

Methodist University is a diverse, co-educational, independent liberal arts university located in Fayetteville, North Carolina. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally educated person is sensitive to the needs and rights of others. The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the under graduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The academic area has six components: Reeves School of Business; School of Arts and Humanities; School of Science and Human Development; School of Public Affairs; School of Information and Technology; and School of Graduate Studies. Methodist University is remarkable for the diversity of its student population of 2100, which includes traditional residential students, commuters of all ages, a large evening student population, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities, and international students. Methodist University is committed to helping each student grow toward wholeness physically, mentally, socially, spiritually, and academically. The University recognizes that spiritual well-being is essential to wholeness; a diverse religious life program is offered to help students along this journey. The Southern Association of Colleges and Schools accredits Methodist University. In addition, it has a cooperative program with the Defense Language Institute and, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

Special Characteristics

The goals of the Methodist University (MU) Teacher Education Program align with the North Carolina Department of Public Instruction (NCDPI) 21st Century standards for teachers. 1) Graduates of the MU Teacher Education Program will demonstrate content knowledge. (21st Century Teacher Standard 3 "Teachers know the content they teach") 2) Graduates of the MU Teacher Education Program will have the appropriate pedagogical skills. (21st Century Teacher Standard 4 "Teachers facilitate learning for their students" and 21st Century Teacher Standard 5 "Teachers reflect on their practice") 3) Graduates of the MU Teacher Education Program will exhibit the dispositions of the Facilitative Teacher. (All 21st Century Teacher standards) 4) Graduates of the MU Teacher Education Program will demonstrate leadership skills in the classroom, in the school, and within the teaching profession (21st Century Teacher Standard 1 "Teachers demonstrate leadership") 5) Graduates of the MU Teacher Education Program will establish a respectful environment for a diverse population of students. (21st Century Teacher Standard 2 "Teachers establish a respectful environment for a diverse population of students"). The unifying theme of the Teacher Education program is the development of professional educators as Facilitative Teachers who understand and value the process of learning. The Facilitative Teacher model

focuses on the importance of both the cognitive and affective domains in the learning process. Facilitative Teachers are knowledgeable, communicative, attentive, and understanding. As part of the requirements for the field experiences, Candidates are required to complete three semesters of work with each assignment at a different grade-level. This means that students in a K-12 licensure program such as Music will be assigned to an elementary school, a middle school, and a high school. Candidates in the Elementary Program (K-6) will complete a semester in three different assignment levels, such as kindergarten-second, third-fourth, and fifth-sixth. As a result, Student Teacher Candidates will have a semester of experience in their placement area prior to their culminating experience. The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI), and Southern Association of Colleges and Schools (SACS).

Program Areas and Levels Offered

The Teacher Education Program, accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction offers the Bachelor of Arts and the Bachelor of Science degree with teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Middle Grades (Candidates must choose two concentrations from Mathematics, Social Studies, Science, or Language Arts); Physical Education and Health Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in Social Studies; Mathematics; English; and School Social Work (K-12); and add-on certification (K-12) in Academically Gifted and Teaching English as a Second Language. The Teacher Education Program offers a Licensure Only and Lateral Entry programs.

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
Pauline Jones Elementary School	School Social Work faculty and Candidates collaborated with school administrators and faculty to create a garden that will serve as a teaching tool for science.	The Social Work Department provided and maintained one area of the Pauline Jones Elementary School Community Garden. The garden provided a beautiful area (Green Initiative) to the community	August 2010-May 2011	School Social Work Faculty-3 School Social Work Candidates-10. The entire staff, faculty, and students of Pauline Jones Elementary	The Pauline Jones students, faculty, administrators, and the MU Faculty determined the partnership to be successful and that it did strengthen the school's science program and will continue next year.

		<p>and to the school. Ten members of the Social Work Club recently planted flowers with the school horticulturalist. The garden served as a teaching tool for science courses at the school. The Social Work Department also provided books, food, backpacks, and clothing to the school periodically.</p>		School	
Ramsey Street Middle School	<p>The partnership with Ramsey Street Middle School was to enhance the learning and the teaching of science to students in an alternative setting. This provided an opportunity for Methodist Teacher Education Candidates to teach in a diverse setting and employ best practices in teaching science and employing positive behavior support strategies. The partnership</p>	<p>Teacher Candidates taught a series of hands-on science lessons to increase the science skills of students. While teaching their lessons, Candidates were required to describe how they would address behavior/emotional issues and were encouraged to use positive behavioral support.</p>	<p>September 2010- April 20, 2011</p>	<p>MUTEP Faculty-1 MUTEP Teacher Candidates-28 Ramsey Street students- 42 Public School staff - 5</p>	<p>Pre and post tests conducted, indicated that the science lessons taught by MU Candidates had a positive effect on student learning outcomes. The principal and teachers at Ramsey Street and the MU faculty agree that the priorities of the partnership had been met.</p>

	<p>provided professional expertise and assistance in the area of Science Teaching by modeling the integration of science and literacy for thematic teaching across the curriculum and provided the school with access to "Hands On" Kit Lessons and "Hands On" Process Lessons.</p>				
<p>Fort Bragg Schools through the Exceptional Family Members Program</p>	<p>The focus of the partnership is to enhance the learning and teaching in all subject areas with an emphasis on literacy. Learners will make progress toward meeting IEP goals and objectives given one-on-one instruction.</p>	<p>Provide 8-12 tutors once a week for 15 hours per tutor (Monday and Thursday from 4 pm until 5:30 pm.) Tutors will collaborate with their student's parent and develop weekly lesson plans based on the student's IEP goals and objectives. The tutors will then present this hands-on-interactive lesson to the student. The EFMP provided a place to meet and supplied the participating tutors with any and materials required</p>	<p>September 23 2010- December 2, 2010 January 15, 2011- April 15, 2011</p>	<p>MUTEF Faculty-2 MUTEF Teacher Candidates- 26 EFM students and parents- 26 EMF staff- 2</p>	<p>Pretest and post test on specific goals and objectives stated in the student's IEP indicated that all students made progress in areas taught. To further assess the effectiveness of the partnership, a survey completed by the tutors and by the parent of the student with exceptionality. Both parties responded very positively. Parents indicated that they had seen an improvement in their child's skills and knowledge;</p>

		to present their lessons.			they further indicated that the one-on-one instruction provided by the tutors was extremely effective. Tutors indicated that this experience enhanced their ability to work and teach children with exceptionality. They further stated that the tutoring experience helped them to know how to read an IEP and then develop and implement lessons that were based on the IEPS.
St. Paul's Elementary School	This partnership to provide a series of 5 writing workshops to St. Paul's Elementary School teachers in St. Paul's, NC.	Through a series of writing workshops MUTEF faculty provided strategies that would assist teachers to include developmentally appropriate activities in writing and activities for integrating writing across the curriculum for grades K-5, including ways to write in math, science and social studies and alternative ways for young children to learn to master how to write a short story, various ways to make class books with the	September 2010-April 20, 2011	MUTEF Faculty-1 Public School staff - 15	Anecdotal reports and plus-delta charts indicated that teachers agreed that their skills in presenting writing activities that were integrated into the curriculum were enhanced through these workshops. It was also determined that the information presented would be used in the classroom setting. The principal, teachers and the MU faculty agree that the priorities of the partnership had been met.

		students, and how to publish students writing.			
Howard Hall Elementary School	The focus of the partnership between the MUTEF and Howard Hall Elementary School was to enhance student learning outcomes in the areas of reading and writing (literacy). Improved skills in literacy will enhance students' learning in all content areas. The partnership would focus on developing avenues to promote best practices in the teaching of literacy and provide Methodist University Teacher Candidates opportunities to apply classroom theory and use teaching methods studied in their course	Prior to working with the elementary students, the Teacher Candidates met with the school's principal and staff members to discuss the diverse population of the school. To improve the reading skills of the second grade students, Methodist University's Teacher Candidates were assigned up to twenty hours of tutoring in assigned classes. Candidates, under the guidance of the classroom teacher, worked with individual students to improve reading skills and develop links on how to solve problems. Candidates worked in assigned classes and tutored students to improve their reading skills. Faculty provided teachers with teaching strategies, methods and activities to enhance the	Nov. 4, 2010- April 30, 2011	MUTEF Faculty-2 MUTEF Teacher Candidates-20 Public School kindergarten and first grade students- 20 Public School teachers- 5	Pre and post tests administered by the classroom teacher indicated that students had increased their reading and writing skills. Although not part of the partnership, MU Teacher Candidates said the teaching experience was very valuable to them because the work gave them an opportunity to work with a diverse student population and that it provided them with a "hands on" understanding of different reading concerns. Howard Hall Elementary teachers found the assistance very valuable and their students said they enjoyed the rapport they established with their Student Teacher Candidates. Howard Hall teachers voiced their approval of the program and stated that they wished for it to continue next year.

	work.	teaching of literacy.			
Westarea Elementary School	<p>The primary purpose of the partnership between Methodist University and Westarea Elementary School is to enhance the learning and the teaching of reading and writing (literacy) of second grade students and teachers. Improved skills in literacy will enhance students' learning in all content areas. The Partnership will develop avenues to promote best practices in the teaching of literacy; establish procedures to ensure that university faculty, public school teachers, Teacher Candidates, and administrators continually exchange</p>	<p>Teacher Candidates assessed second grade students identified by their classroom teacher as having weak literacy skills, determined their area of weakness and then devised and taught a series of integrated, interactive, pre-approved lessons to remediate these weaknesses. Candidates encouraged family interaction and participation in the education of their children.</p>	September 2010- April 30, 2011	<p>MUTEP Faculty-2 MUTEP Teacher Candidates-20 Public School second grade students- 30 Public School staff - 4</p>	<p>Formative and summative assessments performed indicate that the methods and strategies employed by MU Teacher Candidates were effective in enhancing positive student learning outcomes in the area of literacy. Review of the partnership conducted with MU faculty and several teachers at Westarea Elementary indicated that the partnership was highly successful and that it will be continued next year.</p>

	<p>ideas regarding the learning and teaching of literacy; recognize the work of the Partnership and ensure the results are disseminated to all; encourage collaborative grant writing; recognize the changing cultural climate and support the needs of diverse learners in the educational community; and the application of classroom theory in practice by Teacher Candidates' real world classroom experiences.</p>				
Pine Forest Middle School	<p>The primary purpose of the partnership between Methodist University and Pine Forest Middle School is to provide "Reading Pals" for students who need extra</p>	<p>Teacher Candidates were assigned students who were identified by their classroom teacher as having weak reading skills. They would then read orally to the students or, if the student so desired, the student would</p>	<p>February 25-April 30, 2011</p>	<p>MUTEP Faculty-2 MUTEP Teacher Candidates-10 Public School second grade students- 10 Public School staff - 3</p>	<p>Although no formative or summative assessments were performed, anecdotal reports gathered from teachers, students and MU Teacher Candidates indicated that the partnership was highly successful</p>

	support with reading skills.	read orally to the Teacher Candidate from a text book of the student's choosing.			and that it will be continued next year. Students reported that they enjoyed the one-on-one interaction and felt that the oral reading of certain assignments aided them in understanding of the concept.
Pine Forest Middle School and Pine Forest High School	As part of the partnership with these two schools, Dr. George Hendricks, School Social Work Program Coordinator, established a mentoring program whereby at risk students receive one-on-one mentoring. Dr. Hendricks volunteered as a mentor and tutor. He provided mentoring and tutoring assistance for one hour per week to a student at Pine Forest High School.	Dr. Hendricks worked closely with the classroom teachers to identify at risk students and then establish and implement a one-on-one schedule to meet the needs of the students.	September 2010-April 2011	School Social Work Faculty-1 Students-4	Dr. Hendricks' one-on-one with the students was very meaningful for the students and established a rapport of trust which in turn has given a positive focus to the students' needs. Although one student from Pine Forest High School dropped out of school, Dr. Hendricks continues to mentor him at home and attempts to continue to provide the student with guidance and support.
College Lakes Elementary School	The primary purpose of the partnership between	Teacher Candidates were assigned students who were	February 25-April 30, 2011	MUTEP Faculty-2 MUTEP Teacher	Although no formative or summative assessments were

	Methodist University and College Lakes Elementary School is to provide "Reading Pals" for students who need extra support with reading skills.	identified by their classroom teacher as having weak reading skills. They would then read orally to the students or, if the student so desired, the student would read orally to the Teacher Candidate from a book of the student's choosing.		Candidates- 15 Public School second grade students- 15 Public School staff - 4	performed, anecdotal reports gathered from teachers, students and MU Teacher Candidates indicated that the partnership was highly successful and that it will be continued next year.
New Century International Elementary	The focus of the partnership was to improve student reading as a means to improve their work in all curriculum areas. The partnership would provide Methodist University students opportunities to use teaching methods studied in their course work to aid New Century Elementary students to become better readers.	Prior to working with the elementary students, the Teacher Candidates met with the school's principal and staff members to discuss the diverse population of the school. To improve the reading skills of the second grade students, Methodist University's Teacher Candidates were assigned up to twenty hours of tutoring in assigned classes. Candidates, under the guidance of the classroom teacher, worked with individual students to improve reading skills and develop links on how to solve problems. Candidates worked in assigned classes	Sept.2010- April 30, 2011	MUTEP Faculty-3 MUTEP Teacher Candidates- 15 Public School second grade students- 20 Public School staff - 2	Pre and post tests administered by the classroom teacher indicated that students had increased their reading skills. EOG results are not available at the time of this writing. New Century International Elementary teachers found the assistance very valuable and their students said they enjoyed the rapport they established with their Student Teacher Candidates. The MUTEP Teacher Candidates expressed their appreciation for the experience and agreed it gave them a "hands on" understanding of different reading concerns.

		and tutored students to improve their reading skills.			
Ashley Elementary School	The partnership with Ashley Elementary established a mentoring program for selected teachers in order to assist the teacher in improving their teaching practices and skills. This improvement would, in turn, increase student learning outcomes for K-12 students assigned to the teacher's class.	The mentor met once or twice a week to observe and then discuss the areas of need with the teacher. The mentor would then provide research based teaching strategies and suggestions for the teacher to implement. The mentor would then follow up to ensure that these strategies were implemented and assist as needed	January 2011 - May 2011	MUTEP Faculty-1 Public School Faculty 1	Both the teacher and the principal were satisfied with the outcome of the mentoring partnership. The teacher stated that upon completion of the partnership, she "felt more comfortable in the implementation of a behavior/classroom management program." The principal stated that she thought the partnership was successful and that she would like for it to continue next year.
Lucille Souders Elementary School	The partnership with Lucille Souders Elementary established a mentoring program for selected teachers in order to assist the teacher in improving their teaching practices and skills. This improvement would, in turn, increase	The mentor met once or twice a week to observe and then discuss the areas of need with the teacher. The mentor would then provide research based teaching strategies and suggestions for the teacher to implement. The mentor would then follow up to ensure that these strategies were implemented and assist as needed	January 2011 - May 2011	MUTEP Faculty-1 Public School Faculty -2	The principal at Lucille Souders stated the following with regard to the outcome of the mentoring partnership. "Jennifer, Thanks for the partnership and most of all thanks for the expertise your program shared. I did see some noticeable improvement in our two mentees here at Souders.

	student learning outcomes for K-12 students assigned to the teacher's class.				Thanks Tammy”
Montclair Elementary School	The partnership with Montclair Elementary established a mentoring program for selected teachers in order to assist the teacher in improving their teaching practices and skills. This improvement would, in turn, increase student learning outcomes for K-12 students assigned to the teacher's class.	The mentor met once or twice a week to observe and then discuss the areas of need with the teacher. The mentor would then provide research based teaching strategies and suggestions for the teacher to implement. The mentor would then follow up to ensure that these strategies were implemented and assist as needed	January 2011 - May 2011	MUTEF Faculty-1 Public School Faculty -1	The principal stated she felt that the partnership had a positive impact on the teacher. She stated that she did note improvements in several areas and would like for the partnership to continue next year.

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

MUTEF faculty worked with students, classrooms, and teachers, providing all county workshops and training sessions. Cumberland County placed Field Experience I students in low performing schools, providing additional assistance in the classroom. Dr. Heyward collaborated with Owen Elementary and Howard Hall Elementary Schools. Teacher Candidates in her EDU 402 course (math methods) presented an original story to 127 kindergarten students at Howard Hall Elementary School. Dr. Dembosky (Middle Grades Science) served as a judge for the Cumberland County Science Fair, for the Region 4 Science Fair and for the “Invent America” competition held at Fayetteville Academy. He participated at the Regional Science Fair held at UNC-Pembroke, collaborated with Harnett County Schools in Lillington, NC and was a guest speaker at several public school events during 2010-2011. He and two students volunteered at the Science Olympiad. He served as a judge at the Harnett County Science Fair and took two students to Lillington, North Carolina, to serve as judges at the science fair. In March, 2011, he

presented at the Geologic Society of America Southeastern Meeting. Dr. Hendricks, School Social Work Program Coordinator, maintained a partnership with Pauline Jones Elementary School. He and his students mulched the garden and installed a sprinkler system. He volunteers as a mentor and tutor, providing mentoring and tutoring assistance for one hour per week to students at Pine Forest High School. Dr. Nolan formed a tutoring partnership with the Exceptional Family Members Program (EFMP) and Gordon Elementary School on Fort Bragg. 18 Teacher Candidates provided 10 hours of one-on-one tutoring for special needs students. Mrs. Peuster provided writing workshops to St. Paul's Elementary School on ways to write in math, science and social studies. She presented ways for children to learn how to write a short story, to make class books, and how to publish students' writing. She served on the Irwin Middle School, Ft. Bragg, NC, SACS Accreditation Team. She was co-chair of Gordon Patriot Day, Gordon Elementary School, Ft. Bragg. This event provides a celebration for the students recognizing the unique relationship that schools enjoy with the military and civilian community. Students are involved in learning activities based on DoDEA standards. She participated as a reader at McNair Elementary School "Read Across America Day." Dr. Mour collaborated with elementary schools and served as a mentor to beginning teachers. She established a "MU Reading Pal Program" partnership to provide one-on-one reading assistance to students. Dr. Marosek (Music) completed four concerts at area community colleges. Dr. Wells performed with the Fayetteville Symphony in school concerts and workshop events and provided a high school workshop in Harnett County. Mr. Martin sponsored a workshop with Weston Noble, an acclaimed international choral conductor. The Noblemen performed at two middle schools and the MU Chorale sang at high schools both in and outside of Cumberland County. He is currently working with area elementary teachers to create a grades 4-5 choir for our upcoming "Summer Jam" music camp.

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

Methodist University Education Program supports beginning teachers through a collaborative effort among Education and Content area faculty. At the first TEC meeting, Dr. Jennifer Mour was selected to be the liaison between beginning teachers and MU faculty. She informed TEC members of new teachers' placements and a plan was developed. All education department course professors supported new professionals in their first assignments, via telephone calls, emails, visits to schools, and special conferences. While supervising or observing Teacher Candidates in Field assignments or Student Teaching, faculty will often discuss a new teacher's performance with the site principal, or if the opportunity arises, visit them in their classroom. Dr. Mour and Dr. Heyward established three partnerships with local elementary schools to establish a mentoring program for selected beginning teachers in order to assist the teacher in improving their teaching practices and skills. This improvement would, in turn, increase student learning outcomes for K-12 students assigned to the teacher's class. The mentor met once or twice a week to observe and then discuss the areas of need with the teacher. The mentor would then provide research based teaching strategies and suggestions for the teacher to implement. The mentor would then follow up to ensure that these strategies were implemented and assist as needed. Dr. Nolan visited recent graduates to discuss their concerns as new teachers. Dr. Belford Horan shares books and other support materials to enhance their programs. Dr. Heyward visits graduates to discuss their concerns and assists them in setting up their classrooms for optimum student learning. Mr. Martin, Music Department, prepares a letter for the new professionals to keep in touch with them and to determine how best to support them as new teachers. Mr. Herring, Physical Education, provides overall general support, specific upon request from

beginning teachers. He provides Praxis II support, materials, web sites and study groups. He also provides beginning teachers with curriculum development support. Mrs. Erben routinely visits beginning teachers in their classrooms and provides them with support and teaching methods and strategies to enhance student learning outcomes. In order to help prepare Teacher Candidates for their first teaching experience MUTEP hosts a luncheon each semester. At the fall luncheon, Jamie Oaks West, a 2009 graduate from the Methodist University Teacher Education Program licensed in K-12 Physical Education, spoke at the luncheon. She is currently a Physical Education teacher at Harnett Central High school. Sharon Brown, a second-year fifth grade teacher at Lucile Souders Elementary School, was the guest speaker at the spring luncheon. Both speakers provided an inspiring message that included advice for graduating candidates on what to expect in their first few years of teaching.

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

Dr. Yvonne Nolan, Department Chair, serves as the Lateral Entry contact for prospective Lateral Entry Teachers. Additionally, the Music Department, TESL Department, Physical Education and Health Education Department, and the Education Department offer support for Lateral Entry Teachers. The Department of Education maintains two separate Lateral Entry Programs: (1.) Students enroll in the Methodist University Lateral Entry Program and transcripts are evaluated and all required courses are completed through Methodist University, and (2.) Potential Lateral Entry Teachers have their program requirements detailed by the Regional Center and Methodist University makes every effort to offer the courses the Regional Center has listed on the teacher's study plan. Courses are often offered as Directed Studies to support teachers. School district representatives participate in the monthly Teacher Education Meetings. In that capacity they both advise other TEC members regarding anticipated SDPI requirements and answer questions related to special programs for teachers and discuss the needs of, and provide assistance to, lateral entry teachers. MU provides assistance to lateral entry teachers through initial face to face consulting, viewing of transcripts and preparing Individual Education Plans (IEP).

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

MU provides opportunities for career teachers by offering free education courses and offers them continuing education units as an incentive for becoming a Cooperating Teacher for Field Experience and Student Teacher Candidates. The university encourages career teachers to earn add-on licensure in the Gifted Education and Teaching English as a Second Language add-on programs. In order to make these programs more accessible to working teachers, classes for these programs are offered on the weekends, at night and during the summer. Mrs. Vickie Erben has conducted informal workshops and one-on-one assistance to teachers to increase their skills to teach literacy across the curriculum. Dr. Nolan has worked with teachers to provide them with positive behavior support strategies to increase positive behavior within the classroom setting. Mr. John Herring, Physical Education and Health Education, provides the schools with equipment, provides grant opportunity information, interpretation of policies, journal articles, and other information. Additionally, Student Teacher Candidates have a "special project" that they develop during Student Teaching and leave with the school, like an activity booklet, database for the inventory of all equipment, or the bowling program. The Physical Education and Health Education Department offers six different online (major) courses including "refresher" courses such as WEL 218 Principles and Concepts of Fitness and Nutrition, PXS 240 Human Nutrition, PXS 300 Personal & Community Health, PXS 306 Adapted Physical Education and

Exercise for Special Populations, and PXS 400 Organization and Administration. Each year the Social Work department hosts a gathering for program alumni. In 2010, the gathering had over 50 social workers (at least 5 school social workers). This provides faculty members an opportunity to support the work being done in the field and to encourage our graduates to continue to work in School Social Work. Career teachers serving as Cooperating Teachers are given Continuing Education vouchers which they can use towards renewing their licensure. Career teachers are guided in learning to use collected data to become researchers in their school through onsite research projects.

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

The Methodist University Teacher Education Program has continually strived to provide assistance to schools identified as low-performing. The unit has established partnerships with several schools: College Lakes, Hillsboro, Pauline Jones and Westarea Elementary. Each school receives specific assistance from MU Teacher Candidates and faculty as specified in the partnership agreements. Teacher Candidates assist by tutoring individual students, preparing lessons, helping to monitor students and working closely with the Cooperating Teachers in other capacities. The Social Work Department has an ongoing partnership with Pauline Jones Elementary School. Pauline Jones is a school that has a high percentage of minority students, a 99% free and reduced lunch rate and was a school that recently had a North Carolina assistance team. The Department provides monetary assistance, student volunteers, and assistance with backpacks and other items that are useful to the students. The coordination of the assistance is led by the School Social Worker who is a graduate of Methodist University. Guided by Dr. Belford Horan, Kappa Delta Pi and the Student Education Association presented two reading programs, "Reading is Fun" and "Literacy Alive" in at risk and low performing middle schools. The Physical Education and Health Education Department, in conjunction with the Education Department, makes a concerted effort to place students in low-performing at-risk and/or priority schools. This provides students at the schools with more in-depth one-on-one instruction. Physical Education Teacher Candidates have Pedagogy I, II, and III classes in the school, one, two, and three days per week, respectively in addition to their Field Experiences. Pedagogy I students will serve as mentors and teacher assistants for the Pedagogy II and Pedagogy III students.

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

In order to meet the new North Carolina Professional Teaching Standards that reflect the Framework for 21st Century Learning, the North Carolina State Board of Education approved a new program approval process. The Methodist University Teacher Education Program was revised to address the Framework for 21st Century Learning. The program changes were submitted to NCDPI and approval for the new program was granted. Along with the program changes, the MUTEP was also mandated to submit the electronic evidences that will be used to assess the Teacher Candidate's proficiency in meeting the standards. These were approved for all programs. Rubrics that will be used to assess electronic evidences were developed, submitted and approved by NCDPI. Dr. Nolan and Dr. Mour attended the North Carolina Independent Colleges and Universities Deans and Chairs meeting and then disseminated the information at the monthly Teacher Education Committee meeting. Each new consideration is given thoughtful attention by faculty members and decisions on implementation procedures are presented and discussed. For example, using formative and summative assessments that indicate student

learning outcomes is a priority for the SBE, in that light the Elementary Education Department has developed a new 2 semester hour course, Measurement Assessment and Evaluation of Educational Growth. This course is designed to study advanced principles of measurement of students' work product to include both formative and summative assessments of End of Grade/Year tests. Knowledge of and competencies for analyzing learner needs, instructional adaptation, differences in learner cognitive, social, linguistic, cultural, emotional, and physical needs of students in the 21st Century will be examined. School district representatives participate in the monthly Teacher Education Meetings. In that capacity they both advise other TEC members regarding anticipated SBE requirements and answer questions related to special programs for teachers. The information exchange offers an opportunity for Methodist's course professors to be updated on SBE priorities and changes from a district's perspective.

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

The most significant contribution of the MUTEF faculty members during the 2010-2011 academic year was in the intensive and time consuming preparation for a successful outcome of the on-site visit of the NCATE Board of Examiners. The MUTEF hosted the NCATE Accreditation visit from April 2 to April 6, 2011. The results of the evaluation were impressive and demonstrated that the MUTEF met the rigorous standards set by the profession and members of the public. The evaluation contains six major standards and 28 sub-standards, and the Visiting Team determined that the Methodist University Education Program satisfactorily met all 28 standards. Three areas within the program were rated as commendable—far exceeding the level required. Seeking NCATE approval is voluntary for private institutions in North Carolina, and this distinction helps ensure that MUTEF graduates are prepared to teach at the highest level anywhere in the United States. The evaluation indicated that MUTEF Teacher Candidates have in-depth knowledge of the subject matter that they plan to teach, as well as the skills necessary to convey the subject matter so that students learn. The Visiting Team also determined that the MUTEF carefully assesses this knowledge and skill to determine whether or not a Candidate may graduate. The evaluation further demonstrated that the MUTEF has partnerships with P-12 schools that enable Candidates to develop the skills necessary to help students learn. The NCATE Visiting Team acknowledged that the MUTEF Teacher Candidates are prepared to understand and work with diverse student populations and that faculty members model effective teaching practices, and that the MUTEF has the resources, including information technology resources, necessary to prepare Teacher Candidates to meet all standards.

Supplemental Information (Optional)

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

PRAXIS I study guides and an electronic practice test were purchased and are housed at the MU Library. All first level Field Experience Teacher Candidates are required to take the PRAXIS I practice test, provide evidence of the results, and discuss the results with the course professor. A plan of study is devised to address areas of weakness. Candidates are then required to take the PRAXIS I test prior to the completion of their second Field Experience. PRAXIS II content area specific tests guides were purchased and also housed in the library. Field Experience III candidates have guided workshops on the successful completion of their PRAXIS II tests.

Additionally, Mr. Herring, Physical Education and Health Education, guides students in preparation for PRAXIS II, relative to physical education. He alerts students to test dates and works one-on-one with students to strengthen their test-taking confidence. The Music Department hosts PRAXIS I and PRAXIS II workshops for music majors and Lateral Entry Teachers. All department faculty take special interest in student test concerns and discuss and respond to questions relative to the tests and support, materials, web sites and study groups.

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

To recruit students into professional education programs leading to licensure, the Education Department, in conjunction with the MU Admissions Office, and with the approval of the University President, implemented a scholarship program. This scholarship is an incentive for students to declare education or licensure programs as their major. The scholarship is also used as an incentive to retain Candidates by providing scholarship funds for students having met the established criteria. The University has designed a new recruitment program that requires the Department Chair to send letters to students who are considering applying to MU. These letters are designed to explain the program, provide students with a four year graduation plan and provide a personal point of contact. Once a student has applied to MU, each department chair or program coordinator will send out a Welcome Letter. Methodist University faculty meet with prospective students and their parents on their tour of campus/recruiting visit. The Parent-Student Orientation barbeque and the freshmen banquet are opportunities to discuss the Teacher Education Program and answer questions regarding our curriculum. The University has also implemented a new advisor program whereby the Department Chair and other specified faculty within the departments are assigned incoming freshmen. The advisor develops the schedule, contacts the incoming student, discusses the program, and provides support to the student throughout their transition. Students who are undecided about a major are also contacted and provided with program information. The Education Department, through the Student Education Association, sponsors a booth at the beginning of the school year to recruit students, not only into the organization but, into the teaching profession. To recruit students into the Physical Education and Health Education major the department added two faculty members and a one semester hour of PXS 203, an Introduction to Physical Education course, which outlines all licensure requirements. In the Music Education Department, Dr. Wells and Mr. Martin have developed a special portfolio for prospective music students. Dr. Heyward, several Education majors and members of the Student Educators Association plan to go and speak to students at Westarea Elementary School regarding the importance and advantages of attending a University. The Social Work Program has a recruitment board that it uses to recruit at the Department of Social Services, NASW conferences, and other conferences around the area. Members of the Education Department faculty have attended Career Day exercises at a number of middle schools providing students and teachers information about teaching as a profession.

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

The Department of Education and the MU Admissions Office actively encourage minority students to become teachers. The University Admissions Office includes information about the Teacher Education Program in every packet of information that is sent out to potential students, and any question regarding the program is referred directly to the department chair. The Education Department replies personally to every letter of interest. Faculty members speak with

and encourage minorities to become teachers while visiting schools and through interaction with students from the military who are making transitions. The Social Work Program encourages all students to enter the School Social Work field. Minority male role models are currently needed in the NC Public Schools. The Department discusses the opportunities available in School Social Work to this population through advising sessions. The Department has made presentations to the athletic teams at Methodist. This is a productive way to recruit minority students into the School Social Work Program. Each faculty member has been assigned a sport to talk about on a regular basis. A good selling point for School Social Work is the dual role of Social Work and coaching a school sport. A lot of our student-athletes like the coaching/social work combination. The School Social Work Program has a minority recruitment program established with Fayetteville Technical Community College. FTCC stresses the need for School Social Work students to work with FTCC students who need special understanding and assistance. Additionally, many of the School Social Work students are minority students, and this encourages other minorities to enroll in the program. As a minority faculty member (African American), Dr. Heyward speaks to many students telling them the rewards of pursuing teaching as a profession from her own personal experiences. Teacher Candidates are placed in low performing schools and in schools where student diversity is an integral part of the school's population, helping school students relate to Candidates and see teaching as an option. Also, the range of teacher licensures is such that the program supports a wide range of student interests such as School Social Work. The Education and licensure program faculty continue to emphasize that the learning gap exists for minority students at our schools and partnerships developed with these schools is a priority and a concentrated effort is made to help in closing the gap. Recruiting students to pursue teacher licensure is year round for the Education Department at MU. Efforts begin early in the year when the Department sets up a display board during the week freshmen and their parents come on the campus.

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

The Department of Education, Methodist University, recognizes the need for qualified teachers to fill positions in the next decade. This recognized need, based on research, encourages colleges and universities to examine their roles and meet this need in their own communities. Under the leadership of Dr. J. Heyward, Professor of Education, the Methodist University Teacher Candidate Program, and the Fayetteville Technical Community College continue to participate in an innovative program to guide needed populations from completion of the Fayetteville Technical Community College program into the Methodist University Teacher Candidate Program. The Mission Statement summary of the Methodist University Department of Education and Fayetteville Technical Community College is to guide Fayetteville Technical Community College students who have successfully completed core requirements to transition to Methodist University Teacher Candidate Program with the intent of working towards a Bachelor's Degree and licensure in Elementary Education, Special Education, and other fields of education. The program objectives all support the goal of developing highly qualified classroom teachers. In addition to maintaining our on-going progress, the Education Department continues to consider adding a Master's Degree Program and will fully develop the program once the re-visioning of the current Education Program is completed.

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	3	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	16
	Other		Other	
	Total	13	Total	19
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		Total	
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		Total	
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		Total	

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)		
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	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,178
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	25
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.27
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)		8		
Middle Grades (6-9)				
Secondary (9-12)	1			
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
Total	1	16		
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	8	100
Spec Ed: General Curriculum	3	*
Institution Summary	11	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	16					
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.

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	11	100	82
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.

LEA	Number of Teachers
Cumberland County Schools	289
Harnett County Schools	35
Wake County Schools	31
Robeson County Schools	18
Hoke County Schools	14
Guilford County Schools	13
Sampson County Schools	13
Moore County Schools	11
Bladen County Schools	8
Johnston County Schools	7
Brunswick County Schools	7
Charlotte-Mecklenburg Schools	7
New Hanover County Schools	7
Onslow County Schools	7
Scotland County Schools	7

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	8	4