

IHE Bachelor Performance Report

Montreat College

2010 - 2011

Overview of the Institution

Montreat College is a small, liberal arts Christian college associated with the Presbyterian tradition. The college enrolled approximately 1250 students in 2010-2011 (roughly 500 at the Montreat campus; others adult students in evening adult degree programs in Asheville and Charlotte). All education programs are campus-based. In 1916, Montreat Normal School opened as a college that provided a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year degree program in 1945. The college was restructured in 1959 as a coeducational junior college called Montreat-Anderson College. In 1985, the college again became a baccalaureate institution, and returned its name to Montreat College in 1995. The main campus of Montreat College is in the town of Montreat in the mountains of Western North Carolina, located about fifteen miles east of Asheville, on Interstate 40. The surrounding counties have a minority population ranging from two to eleven percent, while the minority population of the city of Asheville is about forty percent. The Education Department is located on Montreat's Black Mountain campus in a renovated Manor House which contains classrooms, offices, meeting rooms, a curriculum development center, and a computer lab. Two full-time faculty, including the Chair, serve the Elementary Education Department with the support of several adjunct instructors. Several professors teach in the graduate program. The unit embraces the mission of the college, adopted in 2004. "Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, reflect His image, to serve His church and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life." The theme of the department is "Teacher as Agent of Change." The two programs offered by the unit are undergraduate and graduate elementary education.

Special Characteristics

In response to research findings that a teacher's early mentored experiences show positive impact on student achievement (e.g. Pil, F. & Leana, C. (2008) Applying organizational research to public school reform. Best Paper Proceedings of the Academy of Management. Leana, C. and Pil, F. (2006) "Social capital and organizational performance: Evidence from urban public schools," *Organization Science*, 13(3), 1-14.) the field experiences and student teaching courses have been increased and structured for more intentional mentored supervision. The Montreat Teacher Education Program remains a "school of distinction" for Mimio (a developer of interactive whiteboard technology). Education majors have received free software, and in all methods classes, they are creating original lesson plans, featured on the Mimio website. The Department has obtained three mimio units that can be checked out for Education students to use in classrooms as they complete early field experiences and student teaching. Each student who completes the Education program at Montreat College receives a Mimio unit to use in his or her

classroom in the future. Through grant funding, both a state of the art computer lab and a comprehensive curriculum materials lab have been established. These, in addition to the resources available through the Montreat College library system, provide the candidates access to resources that would be expected for a much larger school than Montreat. The Teaching Exceptionalities course was re-designed and implemented in order to provide an intensive field experience for third-year candidates. These pre-service teachers spent approximately 45 hours in three exceptionalities environments: severely handicapped, learning disabled and gifted. The three Field Experience courses were also re-designed in order for each to include a measurement (the "Transformational Impact Project") of each candidate's impact on student learning. This project provides a rigorous structure for the candidates' planning and reflection on the impact of their intended lessons.

Program Areas and Levels Offered

The Montreat College Teacher Education program requires completion of a Professional Education Core and 21 semester hours of Field Experience/Student Teaching courses necessary to qualify for North Carolina Class A Teaching Licensure in the following area: Elementary Education (K-6). Montreat College also offers a Masters of Elementary Education degree program. Class locations include Asheville and Charlotte. Approximately twenty-five percent of the graduate students are minority students.

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
Black Mountain Primary School	Montreat College professor met with three exceptionalities teachers and Identified the need for additional assistance in each exceptionalities classroom. (Exceptionalities range from severely handicapped to gifted.)	Each teacher candidate provided ongoing involvement with and service to students through one-on-one instruction and basic assistance in academic areas as well as in field trip environments.	8/24/2010-12/10/2010 and 1/12/2011-5/6/2011	6	Service provided students in the public schools additional, intensive one-on-one interaction and assistance required in order to accomplish in their Individuals Education Plans. The teacher candidates

					provided the extra personnel necessary for severely handicapped students to leave the school building for enrichment activities such as swimming lessons. This service to Black Mountain Primary is in its second year; plans are to continue this service annually.
Black Mountain Primary	The principal provided names of teachers who had students with IEPs, in order for the Montreat College Teacher Education Program to place committed tutors in these classrooms for one-on-one with academically or socially challenged learners. The main priority of the collaboration was to help learners meet academic goals identified in their IEPs.	Collaboration with teachers to determine goals and activities for learners. One-on-one instruction. Measurement of impact on learning in order to identify (with cooperating teacher) further individual learning goals.	8/24/2010-5/6/2011	24	Service provided students in the public schools additional, intensive one-on-one interaction and assistance required in order to accomplish the goals in their Individuals Education Plans. 100% of the cooperating teachers responded in a survey that the ongoing involvement of the

					<p>candidates in their classrooms was excellent. Comments from public school partners (cooperating teachers) in the 2011-2012 academic year: "I think it very important to have candidates in classrooms as early as possible. This is also wonderful for the cooperating teachers to have someone they can count on to be here and ready to learn." "My two students thoroughly enjoyed and benefitted and from her one-on-one instruction."</p>
<p>Black Mountain Elementary School, Back Mountain Primary, Weaverville Elementary, Estes Elementary, Pleasant</p>	<p>The LEAs and Montreat College collaborated in teaching and training pre-professional candidates as to leadership responsibilities in North Carolina public schools.</p>	<p>Student Teaching semester and seminar course provided opportunities for student teachers to collaborate formally and informally with LEA principals.</p>	<p>2010-2011 academic year; this collaboration has been established as helpful and it will be ongoing.</p>	<p>11 teacher candidates; 5 principals; 1 IHE official</p>	<p>As the LEA professionals had expressed concern that teacher candidates be more fully prepared in the areas of the seminars' topics, they</p>

Gardens Elementary,		Additionally, the seminar course provided a 3-hour panel discussion regarding leadership needs in their respective schools. The LEA principals individually interviewed a minimum of 6 pre-professional teachers in order to determine leadership acumen in typical graduating seniors.			also expressed satisfaction in the addressing of these topics. They noticed a difference in the quality of teacher preparation (specifically preparation for classroom teaching) between this year's candidates and previous candidates. The cooperating teachers expressed appreciation to the IHE for the opportunity to demonstrate leadership in the profession and in the community.
Black Mountain Elementary School, Back Mountain Primary, Pleasant Gardens Elementary	In collaboration with the Department's Teacher Education Advisory Board, which is comprised of public school professionals, the following need was identified: to demonstrate leadership in a meaningful context. Panels	The evening Forum course (ED 451) provided LEA partners an opportunity to share expertise in aforementioned areas. The beneficiaries of this course were Montreat teacher candidates, Montreat College	January - May 2011; this collaboration has been established as helpful and it will be ongoing.	7 teachers, 6 teacher candidates, 5 teachers from the community, 1 IHE official	Cooperating teachers expressed appreciation for the opportunity to demonstrate leadership in the profession and in the community. These teaching professionals had identified specific topics

	<p>were formed, based on current educational issues (e.g. best practices in teaching reading, teaching math, classroom management). Surveys of teacher candidates showed need for focused instruction in the above-mentioned areas.</p>	<p>professors, and professional teachers who were interested in the seminar topic of the evening.</p>			<p>to address needs of pre-professional teachers. These topics were addressed in the seminar. Feedback indicated that candidates were more effective and prepared for classroom situations than had been the case with student teachers in previous years.</p>
--	---	---	--	--	--

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

The faculty of the Montreat College teacher education program offered the following service to both Black Mountain Elementary and Black Mountain Primary schools: Faculty members would provide substitute teaching service or provide enrichment activities for students during the time when teachers (at Black Mountain Elementary and Black Mountain Primary) were required at school meetings held during school hours. The Department also offered to provide enrichment activities to teachers in these schools. This proposal was submitted at the request of Teacher Education Advisory Board members. Cooperating principals seemed amenable to the idea. The Department Chair attempted (at least three times per school) to set up specific times to provide this service. However, cooperating principals were unresponsive to the offers. Further discussions regarding faculty service have led the department to offer the service to other LEAs in the next academic year. Teachers in the Black Mountain schools have urged the Department to pursue the same opportunity next year as well. It seems likely that this faculty service to the public schools will be enthusiastically received in a year when school staff is cut.

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

Montreat faculty relationship with graduates is close. Former students email or phone faculty for advice and support. Montreat College Teacher Education stays connected through a Facebook group. Principals in area schools alert faculty about job openings and their desire to employ Montreat graduates. We have a specific area in our building where we post job vacancies. We publicize and encourage our students to attend job fairs held within a 75 mile radius of our school.

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

While Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina (in conjunction with the undergraduate program), the unit has not had lateral entry educators in the last year. In addition to standard classes, the college provides professional development in the area of computer technology. The professional development courses are available to non-licensed teachers teaching in the public/private school sectors. The faculty and chair, and the resources of the Teacher Education Dept. are made available to Lateral Entry and professional development candidates without cost to the participant. Additionally, Ed. Dept. faculty are prepared to teach through Course By Arrangement and/or Independent Study to accommodate lateral entry candidates.

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

We provide support for career teachers (as requested) through workshops, seminars, and video-conferences as well as access to our curriculum lab and computer lab, both located at the Black Mtn campus. In addition, we design collaborative teaching ventures involving our pre-service and in-service teachers when possible. The Mimio (interactive whiteboard technology) continues to designate Montreat College Teacher Education Program (MoTEP) a “Mimio school of distinction.” MoTEP has donated a Mimio unit and software to Black Mountain Primary School for use by the teachers there. Three days of interactive whiteboard training sessions were offered to teachers at Black Mountain Primary School. Karen Banks, Montreat College adjunct instructor and Buncombe County Technology Specialist, provides specific insight into the NCSCS and the technology goals of Buncombe County, where eighty percent or more of MoTEP teacher candidates complete student teaching. This training will continue to be offered several times annually.

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

UNDERGRADUATE: The teacher candidates provided students in lower-performing public schools additional, intensive one-on-one interaction and assistance in order to accomplish the goals in their Individuals Education Plans. Cooperating teachers responded in a survey that the ongoing involvement of the candidates in their classrooms was significant. Data from the candidates Impact Projects indicate that there was positive impact on student learning because of the instructional efforts of the field experience/student teaching candidates. GRADUATE: Some of the candidates in the program are employed by low-performing, at-risk and/or priority schools. These schools benefit from the curriculum requirements of an action team plan (within the school) and by the required clinical practice service projects. All candidates are required to serve the low-performing and/or at-risk students by intentionally adjusting instruction to meet the needs of all learners, thus increasing performance by these learners.

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

The unit placed special emphasis on the candidates' "use of an assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions." During 2010-2011 the institution implemented curricula in order to meet 21st century professional teacher and specialty area standards. An outstanding example of this effort is the Transformational Impact Project, which requires candidates to assess their success in communicating 21st century knowledge, skills and dispositions. Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning. As this is one of the goals of the SBE, the unit has sought to promote the use of interactive whiteboard technology by providing training for LEAs and our candidates. Each candidate who completes the Montreat College Teacher Education Program will receive interactive whiteboard technology and software upon graduation.

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 unit placed special emphasis on the candidates' use of an assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions. Special emphasis for the 2010-2011 academic year was to continue to add impact measures to all field experiences (including student teaching). This was in response to an area identified by the SBE visitation team (last year) as needing improvement. The candidates plan and implement lessons which include pre-and-post assessment measures of the learners' progress (and the candidates' effectiveness).

Supplemental Information (Optional)

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

.PRAXIS I - The unit faculty provide PRAXIS I assistance and tutoring for students required to take the PRAXIS exams. Practice exams and study books are available in the Education Department curriculum lab, and other copies are on reserve in the library. When students' PRAXIS I results arrive, faculty analyze them to identify common areas of weaknesses; we use the data to determine interventions. PRAXIS II - In the 2010-2011 school year, candidates were required to take PRAXIS II. In addition, the Department has included in the capstone course (ED 451) a component that reviews material for the PRAXIS II. The Department adopted a textbook for Overview of Education (ED 250, a first-year course) which includes sample PRAXIS II questions and a matrix showing where material relevant to the PRAXIS II is found in this textbook. In the 2010-2011 year, the Department has sent out links to practice sites for the PRAXIS I and PRAXIS II tests.

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

Montreat College invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities are encouraged to attend. Faculty from the teacher education division presented orientation sessions to these high school guidance counselors. The college recruitment literature has been designed to appeal to minority students as has the college website. Teacher Education has a special section in both the recruitment literature and the website. The Admissions Department notifies the Chair of the Education Department of prospective students who have indicated an interest in education. Faculty also meet with prospective students and their families to give them a tour of our building and answer questions (at least 5 times per month). Through workshops with in-service teachers we advertise our department as well as through career day presentations at local schools. During Homecoming, the Education Department faculty present a display advertising the offerings of the Department and are available to talk with visitors. The chair of the department met with all college recruiters to give an overview of the elementary education program, explain new requirements, and answer questions.

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

This year, of the prospective students with whom the Education Department is actively engaged, 20% are African-American. Active engagement consists of calls, emails and face-to-face interviews. Montreat College invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities with high minority populations are encouraged to attend. Contacts are made through workshops and well as presentations on career days and college days. The Montreat College Teacher Education Program does not discriminate on the basis of race, gender or religion.

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

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	9
	Other	Other	1
	Total	5 Total	11
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	
	Total	Total	
	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	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	173
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.76
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	10		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	10		
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	7	86
Institution Summary	7	86
* 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		11				
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	10	√	√
Bachelor	State	5,569	80	48
√ - Unable to determine licensed/employed data. Necessary information for identifying Students was not provided.				

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
Charlotte-Mecklenburg Schools	71
Buncombe County Schools	36
Henderson County Schools	22
McDowell County Schools	15
Asheville City Schools	7
Transylvania County Schools	6
Cherokee County Schools	5
Gaston County Schools	5

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
3	2	15