

IHE Bachelor Performance Report

Wake Forest University

2010 - 2011

Overview of the Institution

Wake Forest University is a private institution whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

Special Characteristics

Wake Forest provides a small liberal arts environment where small classes and personal contact with faculty are a reality while also offering an array of diverse academic courses and the significant research posture found only at a large university. Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given technical support and advice on how to incorporate technology into teaching and research through a cadre of the Instructional Technology Group, one of which resides in the Department of Education.

Program Areas and Levels Offered

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Science (Biology, Chemistry, Physics), and Foreign Languages K-12 (Spanish, French, German).

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
Winston-Salem/Forsyth County Schools	Technology-Preparing Lessons for Understanding Mathematics Successfully (PLUMS)	A faculty member taught technology workshops and consulted with teachers at Parkland High School, including regular meetings with the Geometry Professional Learning Community.	Ongoing	30 Teachers	All teachers in math department use technology. New classrooms were all outfitted with state-of-the-art multimedia. Teachers' increased use of technology in their instruction.
Regional schools	Technology-Teachers Teaching with Technology	A faculty member co-sponsored the T3 Conference for approximately 200 math and science teachers (in collaboration with Texas Instruments)	April 8-9, 2011	200 Teachers	200 teacher attendees from schools across the state updated skills. Teachers report more use of technology in teaching math and science.
Ashley Elementary	Support for special needs students.	Sixteen undergraduate teacher candidates tutored students at Ashley Elementary School one hour each week and worked with Exceptional Needs classes one hour each week.	January 31 - April 29, 2011	14 students	Teachers at Ashley reported measurable increases in IEP goal achievement in students who were tutored.
Atkins H.S.(includes 3 schools), North Forsyth H.S.,	Support for students to pass state competency	Twenty-five graduate teacher candidates tutored and mentored	May 16 - May 29, 2011	400 Students	4 Priority Schools and 2 Schools of Progress. EOC

Parkland H.S., Ashley E.S.	tests.	twenty low-achieving students.			scores not yet available.
Foreign Language Immersion Programs for Children – Winston-Salem/Forsyth County, Guilford County Schools	Foreign language immersion strategies for grades 3-6.	Five graduate teacher candidates were assistant teachers. Professional development opportunity for teachers from across the state to observe best practices in early foreign language instruction.	June 21 - 25, 2010	33 students 5 teachers	Increased knowledge of how to provide effective foreign language programs in grades 3-6. Teachers in other districts are replicating the curriculum and instructional practices.
NC Literacy Project – Region V	Teaching Texts K-12	A faculty member conducted a series of instructional sessions with ELA teachers in Region V	October, 2010 - May, 2011	20 ELA Teachers	Project supervisor reported progress in teachers' effectiveness in classroom.
Glenn High School	Teaching 9/11 and early 21st C. US history with primary sources and Apple iPads. Technology	A faculty member taught US history classes for two full days about events surrounding September 11, 2001 and the War on Terror using technology strategies.	May 11 - 12, 2011	110 Students	Teacher reported increase in student data. Achievement test data not yet available.
Yadkin County Schools	Mathematics Concept Development and Technology	A faculty member and an undergraduate education minor conducted 5-week instructional activities with 2 Advanced Mathematics classes where students used Web 2.0 tools to model mathematical concepts.	March 9 - April 12, 2011	40 Students	Pre-post test data indicated that students had higher achievement scores and a better attitude after the project.

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

Faculty members in the Department are very active in public school initiatives. Leah McCoy collaborates with administrators and faculty at three low-performing high schools to assist them with specific needs in mathematics instruction and tutoring/mentoring low-performing students. Leah leads the Wake Innovative Noyce Scholars (WINS) program, an NSF funded project that prepares high school math and science teachers. Seven WINS scholars will complete the program in summer, 2011, and begin teaching in the fall, serving at least two years in a high need district. Ann Cunningham leads the Emerging Teacher Leaders Network (ETLN), a highly successful retention and support network for our beginning teachers in their first two years in the classroom. WFU hosts the Advanced Placement Institute, directed by Joseph Milner, and last summer it attracted over 185 teachers in ten subject areas. Joe is also director of the Visiting International Fellows graduate program which provides international teachers with a MAEd program in 3 summers. Joe serves on the NC Governor's School Foundation and developed the NC Literacy Project serving twenty Region 5 teachers. Pat Cunningham leads workshops in elementary schools to assist teachers and administrators in developing literacy. In addition to the service that the Department of Education offers the public schools, WFU has supported the local schools in many impressive ways this year. Faculty in the Music Department performed in instrumental and voice concerts, and provided opera, dance, and band presentations for K-12 schools across the state. Faculty in Biology, English, and German and Russian were guest speakers for local schools. Faculty in Physics led "Science Night" activities and served as Science Fair judges for local schools, and a faculty member in Biology worked with the Science Olympiad Team at the local International Baccalaureate Middle School. A faculty member in English included a service learning component in a course that provided tutoring in literacy for students at a local middle school. A faculty member in Psychology worked with two high schools and two middle schools on a project about parenting adolescents. A faculty member in Religion coordinates an annual program for Cherokee High School students in collaboration with the medical and law schools. The Museum of Anthropology Educational Programs provided 168 programs, serving 48 K-12 schools, 5779 students, and 586 teachers. Wake Forest has a partnership with local International Baccalaureate schools and provides resources and opportunities for students including a project in which four biology faculty members taught plant biology and plant genetics to 200 7th grade, 50 9th grade, and 30 high school students at Paisley Middle School and Parkland High School. This partnership also involves teachers in activities related to teaching in their content areas and provides a forum for students to help prepare them for college.

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

Graduates of the WFU Teacher Education programs who are currently teaching have access to support through the Emerging Teacher Leaders Network (ETLN). Now in its ninth year, the Emerging Teacher Leaders Network is a professional development community specially designed to support the needs of novice teachers in their first two years in the classroom. The network provides a website that offers a variety of teaching resources (<http://www.wfu.edu/education/ETLN/index.html>), a listserv that supports contact among the graduates and with Department of Education faculty, and face-to-face support at an annual conference held on campus at mid-point in the teaching year. Program graduates provide feedback about the resources they would find helpful, and the faculty respond to these requests through the listserv, the Web site, or the conference. The annual conference is deliberately held

at the mid-point of the teaching year in order to provide resources, information, and sharing time for novice teachers at a critical point in the academic year. The conference includes an evening presentation, usually a panel of program graduates who have become educational leaders, a formal dinner where graduates commune with cohort colleagues and faculty, and a set of concurrent sessions on Saturday morning where topics focus on the needs expressed by graduates through the listserv or conference evaluations. The ETLN provides modest financial support for alums to offset travel and lodging costs to present sessions or workshops at regional or national conferences under the auspices of their faculty adviser.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for non-licensed teachers. Its director is Dr. Leah McCoy and the program leads to licensure for teachers those LEAs hire. The Lateral Entry Program is available to any able secondary teacher or K-12 foreign language teacher. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. We have, in addition, created a non-license minor to attract students to teaching. It includes our core teacher preparation courses excluding the student teaching experience and will attract students who decide late to enter teaching. Each year we have begun to attract several veterans from Teach for America who join our graduate teacher preparation program to acquire MAEd degrees and full licensure.

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two WFU graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at Wake Forest's annual Convocation. \$680,000 has been awarded to teachers since the awards inception in 1994. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

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

The Department of Education works closely with four low-performing secondary schools: North Forsyth High School, Parkland High School, Atkins High School, and Northwest Middle School. Ongoing assistance includes a formal tutoring/mentoring project and informal programs with teachers and students. Graduate candidates are involved in a spring EOC tutoring program at Atkins High School, North Forsyth High School, and Parkland High School. Our faculty have presented inservice programs for teachers and demonstration lessons in their classrooms at these schools. Elementary education candidates are involved in a service learning course at an equity-plus elementary school (Ashley) where they work with special needs students. Student observers and student teachers are regularly assigned to all of these schools.

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina's Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America's schools. Teacher candidates must meet high standards in Wake Forest's Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students' progress.

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 Department of Education works on an on-going basis to strengthen its partnerships with local schools, identifying specific areas of need, and collaborating with schools to involve faculty and teacher candidates in improving learning outcomes. We work closely with four low-performing secondary schools (Atkins, North Forsyth, Parkland, and Northwest Middle School) in the areas of mathematics, technology, and literacy. Our candidates also tutor students to assist with competency test needs. We also work closely with Ashley Elementary School to assist students with special needs and tutor students with specific learning needs.

Supplemental Information (Optional)

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

The overwhelming majority of students who apply to Wake Forest's Teacher Education Program have an SAT combined score on verbal and mathematics over 1100 or an ACT composite score over 24, and therefore do not have to take the Praxis I exam. For the few that do, the Licensure Officer directs them to the ETS website, www.ets.org/praxis. The Licensure Officer recommends that the student go to Test Preparation on the website and look at the sample test questions provided. ETS also provides test taking strategies in its Test at a Glance section. The Licensure Officer also directs them to the EBooks for purchase by ETS if further help is requested by the student. When the students are ready to prepare for the Praxis II tests, the Licensure Officer conducts a Licensure Presentation and reviews these available materials again.

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

The Department of Education has made significant efforts to increase visibility of programs on campus in order to attract more undergraduate students to teaching. We opened two Education courses to all undergraduate students, and we made a request to the University that was approved to join Division IV so that more students will have the opportunity to explore the field of

Education. This course offering has led to a significant increase in enrollment. As part of the University's Strategic Plan, the Department of Education proposed a Service and Leadership in Education minor to attract undergraduates to our programs and to strengthen partnerships with local schools. The Department of Education also makes on-going efforts to recruit teacher candidates. The Department collaborated with the Admissions Office in presentations for prospective freshmen as well as entering freshmen who have expressed an interest in teacher education. The Department has strengthened its connection with Career Services and provided information for this office to share with students. Through support from the Dean's Office, the department has redesigned its website which will enable us to promote our programs more effectively. Faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and professors of First Year Seminars which is an excellent way to attract students to teaching. The Department of Education also hosts an annual reception for freshmen and transfer students to inform them about our programs. Education faculty members follow up these contacts with calls and letters. We collaborate with colleagues on campus in the content areas of English, Math, Foreign Language, Science, and Social Studies to keep them aware of the possibilities in Education and to recruit their majors to become teachers. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our licensure offerings. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education. A portion of the Emerging Teacher Leaders Network grant serves as a recruitment tool for teachers.

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

The Department of Education makes special efforts to recruit and admit minority students into its undergraduate Teacher Education Program. Several faculty participate in lower-division advising. Leah McCoy worked with the Magnolia Scholars Program which is designed to attract and support first-generation students. Students are recruited at the annual Major/Minor Fair, as well as through other contacts.

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

Dr. Leah McCoy and mathematics education students presented a collection of lessons at NCCTM to assist secondary teachers in the incorporation of real-world cultural contexts in mathematics instruction.

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		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	41
	Other		Other	1
	Total	5	Total	43
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	1,319
MEAN SAT-Math	649
MEAN SAT-Verbal	670
MEAN ACT Composite	29
MEAN ACT-Math	28
MEAN ACT-English	30
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.38
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	16		
Middle Grades (6-9)				
Secondary (9-12)		7		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	23		
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	16	100
Institution Summary	16	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	23		1			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	22	100	14
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
Forsyth County Schools	210
Wake County Schools	74
Guilford County Schools	54
Charlotte-Mecklenburg Schools	48
Davidson County Schools	26
Cabarrus County Schools	19
Stokes County Schools	19
Chapel Hill-Carrboro Schools	16
Durham Public Schools	15
Yadkin 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

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
13	2	10