

# IHE Bachelor Performance Report

## Western Carolina University

2010 – 2011

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### Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, has a long history as a teachers' college. Robert Lee Madison, the first president of the university, started the Cullowhee Academy in 1889. In 1891, the Cullowhee Academy became Cullowhee High School through a state charter granted by the General Assembly. Madison's dream, called the "Cullowhee Idea," was to make education widespread and to provide teachers for village and rural children in the region. A state-supported normal department was established, and teacher preparation began in southwestern North Carolina in 1891. Today, Western Carolina University is a coeducational residential public university of approximately 9,400 students on a 600-acre main campus. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Asheville and Cherokee. Western Carolina University is located in Jackson County and is in an unincorporated area. According to the 2010 U. S. Census for Jackson County, 0.9% of the population is Asian, 2.5% is African American, 2.8% is Hispanic, 10.6% is American Indian and 84.3% is White. The 2010 census indicates that 51.2% of the population is female. The region in which Western Carolina University is located has been reviewed for status as a National Heritage Area due to the region's unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. The institution has approximately 450 full-time faculty members. Five undergraduate Colleges include Arts and Sciences, Business, Education and Allied Professions, Fine and Performing Arts, Health and Human Sciences, and the Kimmel School of Construction Management and Technology. In addition, Western has the Honors College and the Graduate School.

### Special Characteristics

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 4000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), the Mathematics and Science Education Network Office, the Center for the Support of Beginning Teachers, and the Office of Alternative Licensure. In addition, the College frequently collaborates with the North Carolina

Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the “Western Way,” the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has the only School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the Colleges of Arts and Sciences and Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: 1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; 2) an appreciation and respect for diversity; and 3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for 40 years to provide courses in Jamaica and on Western’s campus so that teachers there can complete BSEd and MAEd degrees.

## **Program Areas and Levels Offered**

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten – A; Elementary Education (K-6): Elementary Education – A M; Middle Grades Education (6-9): Middle Grade Language Arts – A M; Middle Grade Mathematics – A M; Middle Grade Science – A M; Middle Grade Social Studies – A M; Secondary Education (9-12): English – A M; Mathematics – A M; Comprehensive Science – A; Biology – M; Chemistry – M; Comprehensive Social Studies – A M; Special Subject Areas (K-12): Reading – A (add-on); Art – A M; Music – A M; Health & Physical Education – A M; Second Language Studies: Spanish – A; Exceptional Children (K-12): General Curriculum – A M; Adaptive Curriculum – A M; Academically Gifted – A (add-on), M; Mild to Moderate Disabilities – M; Severe and Profound Disabilities – M; Severely/Profoundly Mentally Disabled – M; English as a Second Language – M; Speech-Language Impaired – S; Special Service Personnel (K-12): School Administrator – M S D; School Counselor – S; School Psychologist – S. Notations: A= Initial Level, M= Advanced Level, S= Specialist's Level, D= Doctoral Level.

## 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
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students. Further, this attracts students to science-related fields and/or teaching.	Western North Carolina Science Fair	February 8 & 9, 2011	600 students, 50 teachers, 10 administrators & 25 parents participated in the WNC Science Fair.	Students participated in judged program for science-related projects. There were two different days based on student grade level status.
Buncombe, McDowell	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century System. Further, this stimulates interest in computer programming	WCU Computer Science High School Programming Contest	April 5, 2011	24 students and 2 teachers participated.	Student developed computer programs for judging. Stimulates interest in computer science and development of new programs.

	and other technology-related fields.				
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Cleveland, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals. Further, it provides an opportunity to recruit promising young students into math-related fields including teacher education.	High School Mathematics Contest	April 7, 2011	574 students and 54 teachers participated.	Students solve math problems. Their work is judged and evaluated for recognition. Stimulates interest in mathematics and math education.
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey	21st Century Priorities: Globally competitive students; 21st Century Professionals; 21st Century Systems; Healthy & Responsible Students. Further, this promotes an understanding and interest in American government and political science.	Youth Congress	April 16, 2011	100 students participated.	Students participate in a mock congress to learn about the American political and legislative process. Stimulates interest in public service and politics.
Asheville City Buncombe Cherokee Federal Haywood Henderson Jackson	21st Century Priorities: 21st Century Professionals; Leadership Guides Innovation.	Databasing Workshop	March 19, 2011	34 teachers	Databasing workshop for western North Carolina science teachers.

Madison McDowell Mitchell Polk Rutherford Swain Transylvania Yancey					
Asheboro City, Asheville City, Cherokee, Cherokee Federal, Jackson, Macon, Madison, Yancey	21st Century Priorities: 21st Century Systems. Emphasis on support for science educators in content and pedagogy. (DOE grant funded project)	Mentoring for Meaning (M4M)	Met with individual teachers in small groups or as individuals during Fall 2010 and Spring 2011.	20 teachers are participating in the project thus far.	Teachers gain support for new content specific teaching practices and technology integration into their instruction.
Buncombe	21st Century Priorities: 21st Century Professionals. Need for deeper understanding of science at the elementary level.	Teaching Physical Science k-5	Workshops conducted during Spring 2011	A total of 19 teachers participated in these ongoing workshops.	Deeper science content at the elementary level
Asheville City, Buncombe, Cherokee, Cherokee Federal, Graham, Haywood, Jackson, Macon, McDowell, Swain	21st Century Priorities: Globally competitive students; 21st Century Professionals.	Literacy Across the Curriculum Conference	February 25, 2011	90 middle grades teachers participated	Middle grades teachers gained new methodology and lesson ideas for literacy.
Asheville City, Buncombe, Cherokee, Cherokee Federal, Clay, Graham, Haywood,	21st Century Priorities: 21st Century Professionals. Emphasis on mentoring first year teachers	Beginning Teacher Support (eMentoring)	Ongoing support through Fall 2010 and Spring 2011	126 teachers participated.	More than 225 different online contacts were made in support of beginning

Jackson, Macon, Madison, Mitchell, Swain	through the induction process.				teachers. Provided much needed professional development for first year teachers at no cost to the LEA's.
Jackson, Haywood, Swain	21st Century Priorities: Globally Competitive Students; 21st Century Professionals; Leadership Guides Innovation.	Peace Jam Training and Curriculum Implementation	Fall 2010 and Spring 2011 semesters.	62 students and 10 teachers participated.	Assist/advise middle grades students on Global Call to Action Projects and taught peace content to students in grade 8.
Jackson	21st Century Priorities: Globally competitive students; 21st Century Professionals. Emphasis on partnering college students with below grade level readers.	Reading Partners Program.	28 dates during Fall 2010 and Spring 2011.	152 students, 22 teachers, 108 parents, and 3 administrators participated.	Teacher candidates provided below grade level readers extra practice through a program that involved additional reading with the college students and parents.
Statewide	21st Century Priorities: 21st Century Professionals. Supports the teacher shortage in NC	Assist Lateral Entry Teachers through the licensure process.	Summer 2010, Fall 2010 and Spring 2011.	314 contacts with lateral entry teachers.	Support LEA's an getting teachers certified. Support NCMTEC.
Asheville City, Buncombe, Cherokee, Clay, Graham, Haywood, McDowell	21st Century Priorities: Globally competitive students; 21st Century	High School Teachers of Tomorrow Conference	September 28, 2010	186 students and 14 teachers participated.	Recruitment activity to help with teacher productivity goals.

	Professionals. Recruitment of new teachers for the NC teacher shortage.				
Buncombe, Burke, Cherokee Federal, Graham, Haywood, Henderson, Jackson, Macon, Swain, & Francine Delany New School (Asheville)	21st Century Priorities: Globally competitive students; 21st Century Professionals. Support the teacher shortage by generating interest in teaching.	Middle School Teachers of Tomorrow/Reaching to Teach Conference	March 10, 2011	194 students and 33 teachers participated.	Recruitment activity in response to the teacher shortage
Jackson	21st Century Priorities: Healthy and Responsible Students.	Girls on the Run	Fall 2010 and Spring 2011 semesters.	25 girls in grades 3-8.	After-school healthy lifestyle, enrichment, and activity program.
Jackson, Cherokee Federal	21st Century Priorities: 21st Century Professionals. Support diversity initiatives with SUTEP program.	Rural-Urban Exchange	Spring Break, February 28-March 4, 2011	164 students, 18 teachers and 4 administrators from Jackson and Cherokee Federal participated.	Students from NC A&T and Western Carolina University visited the schools and discussed diversity issues with students.
Asheville City, Cherokee, Cherokee Federal, Clay, Graham, Haywood, Jackson, Macon, Madison, Mitchell,	21st Century Priorities: 21st Century Professionals. Provide support and programming for beginning teachers.	Beginning Teacher Symposium	August 2, 2010	79 teachers and 10 administrators participated	Professional development for beginning teachers.

Swain, Yancey					
Buncombe, Catawba, Charlotte-Mecklenburg, Haywood, Jackson, Lincoln, Rowan-Salisbury, Union, Wake	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; Healthy & Responsible Students. Support the arts programs through instruction and competition.	Tournament of Champions Marching Band Contest	October 14-16, 2010	2800 students, 32 teachers and 4800 parents participated.	The Tournament of Champions Marching band contest is an invitational competition that invites 25 of the Southeast's top high school marching bands to WCU annually. Several bands in NC are invited annually.

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. National Board Certified teachers served as master teachers in Western’s alternative licensure program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (108 schools in 18 systems) and comprise significant membership on all committees. P-12 educators are also represented on the Chancellor’s Roundtable and Chancellor’s Council for Teacher Supply and Demand, as well as other key committees. Candidates for CEAP positions often meet with P-12 educators. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were also involved in the revising of graduate-level licensure programs. P-12 teachers were collaborators in 6 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Teacher Work Samples and Individual Growth Plans. Former teachers direct the office of Teacher Recruitment, Advising and Career Support, the Center for Mathematics and Science Education, the Teaching Fellows program, and the Office of Alternative Licensure. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in 11 WNC school systems collaborated on and received a grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Public school teachers also collaborate with faculty to research topics focusing on superintendents and teacher leadership and share their findings with stakeholders and at national

conferences. Teacher education faculty in Arts and Sciences, Education and Fine and Performing Arts were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. This year, 2182 school services were provided by 71 WCU faculty and staff from various different programs/centers to North Carolina Public Schools. These services were provided to 15910 B-12 students, 767 parents, 3450 teachers, and 300 school administrators for a total of 20427. School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. The total services supporting each DPI goal are as follows: Goal 1: 132; Goal 2: 518; Goal 3: 25; Goal 4: 138; Goal 5: 47. The total services supporting each WCU SUTEP goal are as follows: Goal 1: 48; Goal 2: 337; Goal 3: 45; Goal 4: 153; Goal 5: 117; Goal 6: 31; Goal 7: 88.

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

Support options for new teachers, mentors and principals are tailored to the region – developed by the Center for Support of Beginning Teachers (CSBT) in collaboration with Western’s School-University Teacher Education Partnership and Beginning Teacher Coordinators. CEAP addresses beginning teacher support by providing professional development opportunities for beginning teachers, their mentors, and school system support providers. August 3-4, 2010 the college sponsored a two-day regional WCU Beginning Teacher Induction Symposium for 73 teachers in nine WNC school systems entering their first year of teaching. The symposium fulfills two of three professional development days required by the NC State Board of Education. A Mid-Year Symposium was held in February to meet the needs of those hired after the beginning of the school year; 53 teachers from seven school systems attended. Western sponsored an online support program for 126 first-year teachers from six systems. Ten e-mentors (career teachers) and university faculty members facilitated conversations designed to address topics such as classroom management, differentiation, and assessment. Virtual support was available 24/7. At the request of LEAs, CEAP faculty began the process of putting the new NC mentor training online. Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in eight WNC school systems. Mentors in these systems also received training in instructional learning walks to help them provide more effective support to the new teachers they mentor. In March, CEAP collaborated with the New Teacher Center to provide an induction workshop for beginning teacher coordinators in 18 WNC school systems. The goal was to share information on NC’s new standards for BT Support Programs and mentors. Three grants continued through the 2010-2011 academic year: 1) Project START: The Millennials funded by the Z. Smith Reynolds Foundation focuses on support for 2nd/3rd year teachers in 11 WNC systems, 2) Mentoring for Meaning in Mathematics and Science (Title II NC QUEST), designed to increase the retention rate of novice mathematics and science teachers in 6 systems, and 3) NC TEACH II (DOE Transition to Teaching – year 5) targets math, science, and SPED lateral entry teachers in high-need systems. Online surveys for beginning teachers, mentors, and principals evaluated the effect of induction programs on new teacher development and are used to inform future activities. The Teaching Fellows program, in collaboration with WCU’s Center for the Support of Beginning Teachers, sponsored a leadership retreat for 2nd year teaching fellows at WCU. The emphasis was to assist new teachers in meeting the new Professional Teaching Standards. CEAP faculty offer

coursework online and in Asheville for lateral entry teachers and those seeking licensure through an alternative path. The Office of Alternative licensure maintains on-site, phone, and web-based support to participants throughout their first year and beyond.

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

WCU's Office of Alternative Licensure (OAL) has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license. Enrollment in teacher certification programs has remained consistent: 305 students were admitted during 2010-2011; 255 (84%) of those admitted enrolled in courses at WCU. Through the OAL website, a tracking system identifies alternative teacher candidates at each stage of the process, from inquiry to completion. During 2010-11, 473 licensure-only plans were developed in over a dozen teaching areas. Faculty taught more than 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. For the past four years, Western has collaborated with the NC Model Teaching Education Consortium (NCMTEC) to provide licensure courses online for lateral entry teachers. To date lateral entry teachers supported by CEAP are teaching in 106 NC school systems (92% of LEAs). Two multi-day programs conducted by the Center for Mathematics and Science Education offered graduate credit for teachers. Content Area Reading in Science and Mathematics (CARSAM) is a graduate-level three credit-hour course that can count toward elementary or middle grades math or science requirements; it may also be considered for graduate credit in the MAT program for middle grades math or science students. Mountain Biodiversity is a two credit-hour course that is conducted in partnership with the Highlands Biological Station and is available for graduate credit applicable for lateral entry teachers. The number of alternative licensure students who completed a licensure program increased 65 % from 2009-10 to 2010-11 (86 in 2009-10; 132 in 2010-11). In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. Western offers support to lateral entry teachers in their first years of teaching. Support options include online and face-to-face support. WNC principals, beginning teacher coordinators or lateral entry teachers can also request individual onsite support provided by a retired-teacher mentor or university faculty member, including weekly or monthly meetings depending upon the needs of the teacher. In December 2010, CEAP received a Z. Smith Reynolds grant for \$30,000 to provide additional support for beginning teachers as they address the NC 21st century Professional Teaching Standards in their teaching. WCU is also one of four universities participating in the NC statewide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, works directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education) who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. Anticipated funding for an additional year will include one-on-one mentoring through face to face visits and online through various technologies.

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

Quality professional development for career educators was provided to almost 3500 teachers last year. Faculty members from Arts and Sciences and Fine and Performing Arts delivered more than 148 different service events to public schools. Music faculty provided approximately 30 ongoing consultations to public school teachers and their students. Math and science faculty

worked with high school math teachers in almost every county in the region through the Math and Science Center Network. The Center for Mathematics and Science Education (CMSE) conducted nine formal professional development workshops or institutes during the report period that were open to teachers from throughout the region; some of these were multi-day (five days) and others were for one day. The CMSE is also conducting a grant funded professional development program with 20 teachers that will conclude in September of 2011. An additional nine days of formal professional development sessions were held exclusively with this group. Approximate total enrollment for all of the formal sessions was 153 teachers from 14 school districts. The total number of participant contact hours for the reporting period was approximately 2,217 (number of participants multiplied times the number of contact hours). Approximately 113 CEUs were certified during the report period. Two of the multi-day programs conducted by the CMSE offered graduate credit for teachers. In addition to the formal workshops and institutes; the CMSE is providing a significant level of professional development in the form of individual instructional coaching for the 20 participants in the grant project. CEAP was awarded a nearly \$300,000 N.C. QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. At the request of regional superintendents, CEAP sponsored a literacy conference for WNC teachers in February 2011; 90 attended from ten WNC systems. CEAP received a renewal of the NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M). The purpose of this grant is to strengthen the inquiry-based teaching of mathematics and science mentors. M4M partners with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville). Many graduate courses are now taught online or in a hybrid format.

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

No schools in our region or service area were designated as low-performing schools in the past six years. Through SUTEP, Western continues to seek schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, the College of Education and Allied Professions actively engages in efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. CEAP was awarded a nearly \$300,000 N.C. QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. Transylvania

County was identified as a high-needs system in 2010-2011 according to the US Department of Education. WCU, through an NC QUEST grant, Mentoring for Meaning in Mathematics and Science (M4M), collaborates with Asheville City, Cherokee, Jackson, Macon, Madison and Yancey counties to develop this project. Mentoring for Meaning addresses four critical areas of need: 1) strengthening the content and pedagogical knowledge of novice mathematics and science teachers; 2) increasing the retention rate of novice mathematics and science teachers; 3) transforming the role of mentor teacher to that of instructional leader; and 4) fostering a culture of inquiry in middle and high school mathematics and science classrooms. One of the keys to improving instruction is to transform the isolation of classroom teaching into collaborative professional learning communities. To meet this need, a scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. The NC TEACH II grant recruits and prepares lateral-entry teachers with a focus on mathematics, science, and special education that make a commitment to remain employed in a high-need school district for at least three years. Qualified program participants receive stipends. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels. The Director of WCU's Center for the Support of Beginning Teachers is a member of the state Beginning Teacher Curriculum Development Committee, an advisory to the NC General Assembly as part of the federal Race to the Top Initiative. This committee is writing curriculum for the NC Beginning Teacher Support Program (NC BTSP) that will support beginning teachers in years 1-3 in all low-performing/high priority schools in NC.

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond. In the time period covered by this report, WCU faculty and staff provided 2182 school services to North Carolina Public Schools. These services were provided to 15,910 B-12 students, 767 parents, 3450 teachers, and 300 school administrators. WCU personnel reported school services from all five colleges, the Kimmel School, and many other units across campus. Faculty and staff members documented activities or services in the past year designed to promote High Student Performance. These services included providing tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. For the ninth year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. A second scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. Western faculty and staff documented activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with services that included workshops for Initially Licensed Teachers and consultation to administrators. The institution supported the goal of Strong, Family, Community and Business Support with specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Effective and Efficient Operations. For the past ten years, SUTEP has offered opportunities to partnership schools to apply for partnership school grants. The grants are offered to partnership schools for faculty or faculty and staff teams to pursue initiatives that support collaboration between WCU and schools for

improving student learning. Grants can be used to support innovative ideas by providing funds for teacher planning or purchasing materials that will enable innovation. Many of the public school support grants awarded by SUTEP focused on literacy this past year. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act. The school partnership needs/priorities for 2010-2011 were literacy, professional development for lateral entry teachers, beginning teacher support/meeting new mentor standards, math and science, teacher leadership, and teacher recruitment. Total services supporting the partnership goals totaled 819.

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

Special emphasis was put on the continued revisioning of the Master of School Administration and all undergraduate initial licensure programs. Rubrics were developed for electronic evidence 2, 3, 5 and 6. The MSA continued to make corrections and adjustment to the blueprint in accordance with feedback from the DPI review team and General Administration directive. All graduate advanced licensure teaching programs began revisioning efforts this spring. Extensive discussion and evaluation of curricula took place. P-12 partners were involved and had input in every step of the process. Common electronic evidences were developed, along with a new common 21st Century professional education core. All graduate licensure programs revised their curricula in accordance with the current standards for graduate teacher candidates. A second emphasis was put on continuing efforts to support teacher productivity goals, particularly in the area of alternative routes to licensure. This year, the Office of Alternative Licensure facilitated the development of 803 plans for 431 students interested in pursuing a teaching license through WCU; 373, or 86.5%, enrolled in courses. This year there were 109 alternative program completers (Undergraduate Licensure Only and MAT) with 89 recommend for a license. Retention rates for the WCU alternative program completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying the retention strategies used with this program to other professional education completers who work in the region including school executives. Program completers hired in WCU's service area will be eligible to participate in the Center for the Support of Beginning Teacher professional development activities. A third emphasis was placed on the development of the Teacher Recruitment, Advising and Career Support (TRACS) Office. This initiative focuses on the assisting the teacher candidate through admission to teacher education through program completion and professional induction. Advising of all teacher education candidates along with field placement will be conducted through this office. This year expanded on the TRACS model and CEAP established an academic living-learning community, WHEE Teach, for first-year students effective fall 2011. The goal of WHEE Teach is to develop a residential education learning community providing opportunities for future teachers to take classes together, volunteer in local schools, participate in educational programs, and attend social events with their classmates and roommates.

## **Supplemental Information (Optional)**

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions recently renewed the license for PLATO, a web-based preparation program that allows students at Western and regional community colleges with agreements with Western to access an online tutorial program to prepare for Praxis I. Although Praxis II scores for all completers required to submit scores for licensure to NCDPI are at least 95% or higher, Western provides individual assistance to teacher candidates through the Catamount Academic Tutoring (CAT) Center when necessary.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. WCU is engaged in the university-wide Teacher Education Enrollment Plan that focused efforts to increase the number of teacher education candidates. The Office of Teacher Recruitment, Advising, and Career Support (TRACS) guides the WCU Teacher Education Enrollment Plan. TRACS specifically addresses recruitment and retention activities with historically underrepresented populations in higher education. This year a retired public school teacher worked part-time as the teacher recruiter on campus coordinating recruiting functions and working collaboratively across the college/university to ensure consistent delivery of services to prospective students. Western is one of only three institutions in the state with the NC Teacher Incentive Program (NCTIP) offering in-state tuition for competitive out-of-state students who agree to teach in North Carolina for every year of assistance at Western. The Office of Alternative Licensure continues to gather inquiries through an online form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 473 new plans of study leading to licensure were developed this year. Another initiative includes ongoing participation in the NC TEACH II grant that focuses on recruitment of teachers into high-need areas (math, science, middle grade, and special education) to high-need systems around the state. The College participated in annual institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. Specific recruiting initiatives included the annual Teachers of Tomorrow Reaching to Teach Conferences where 186 high school and approximately 194 middle school students visited campus for seminars and campus tour. The College also houses Teacher Education Recruitment Planning Team and an active Teaching Fellows program enrolling 45-50 new fellows each fall who also assist with recruiting. The College also partnered with 11 Teacher Cadet/FTA programs. Western also awarded university academic elective credit for successful completion of the Teacher Cadet High School Course. In March, CEAP hosted a CEAP /Community College Dialogue inviting community college representatives from Tri-County (75 mi. west) to Western Piedmont (90 mi. east). The newly revised eight semester plans for teacher education programs have been posted on the CEAP website and emailed to all

community college representatives. Articulation agreements are in the review process and will be available by fall semester 2011. WCU courses are taught using distance-learning technologies. The College employed five professional advisors to assist students in residential and distance learning programs. The College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit teaching candidates.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and special programs to recruit minorities. A retired teacher was hired in January 2011 to work part-time on recruitment initiatives. She visited high schools in the region, emailed diverse applicants encouraging them to attend WCU, and assisted with the annual Teachers of Tomorrow Reaching to Teach Conferences. The 2010-2011 Conferences yielded 387 diverse students in grade 7-12 from twelve WNC school systems. This year participants included African-American, American Indian, and Hispanic students from twelve school systems. The standing College Diversity Committee includes a new strategic plan, new goals, and a new structure. CEAP Academic Advisors co-chair the recruitment sub-committee. An African American student serves as a member of this sub-committee. A Native American graduate student assigned to the office of Teacher Recruitment, Advising, and Career Support (TRACS) conducted a research project focusing on the recruitment of Native Americans. The project culminated with interviews of Native American teacher education students on campus. Conversations regarding recruitment of this minority population continue. The Director of Teaching Fellows continues to implement a plan to recruit more minority students into the Teaching Fellows program at WCU. The Teaching Fellows Director and the Dean of the College personally contacted outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean wrote a personal letter to each minority student who expresses interest in the WCU teacher education program. Western Carolina University is engaged in the system wide Teacher Education Enrollment Plan. WCU's plan has specific actions focused on the recruitment of diverse teaching candidates. Recruitment of diverse lateral entry teachers continues through the Model Teacher Education Consortium. WCU participates annually in a Rural-Urban Exchange with NC A&T State University exchanging six students and two faculty members in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The Mary Waite Scholarship was awarded to a Jamaican student to pursue graduate education in counseling. An ongoing grant in special education includes a provision for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at WCU.

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

There are three new CEAP initiatives for 2010-2011: 1) CEAP in collaboration with the New Teacher Center provided an induction workshop for Beginning Teacher Coordinators in 17 WNC school systems, March 16, 2011. Goals for the workshop include: a) Share the state's new standards for Beginning Teacher Support Programs and mentors and other changes in state policy; b) Provide a better understanding of how to use the state's continuum for self reflection, expectations for proficient programs and key components of high quality induction programs; c) Provide induction program dashboards for all participating districts using 2010 North Carolina Teacher Working Conditions data to assist in self reflection; d) Support districts in creating induction program improvement goals based on research and best practice; and e) Assist in understanding how to integrate improvement goals into the district's induction plan due next fall. A follow-up session was held on June 15. 2) Western Carolina University was awarded a nearly \$300,000 N.C. QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Two intersecting needs will guide this work – the need for more responsive instruction with students who struggle in reading and mathematics, and the need for professional development to help participants implement these interventions. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs.

## 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	1	American Indian/Alaskan Native	6
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	4
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	116	White, Not Hispanic Origin	426
	Other	4	Other	16
	<b>Total</b>	<b>128</b>	<b>Total</b>	<b>456</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	11
	Other		Other	
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>12</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	50
	Other		Other	1
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>56</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	229
	Other		Other	4
	<b>Total</b>	<b>57</b>	<b>Total</b>	<b>255</b>

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

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	69	74
Elementary (K-6)	5	6
Middle Grades (6-9)	172	83
Secondary (9-12)	89	50
Special Subject Areas (k-12)	24	4
Exceptional Children (K-12)	68	57
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	46	63
<b>Total</b>	<b>473</b>	<b>337</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,193
MEAN SAT-Math	568
MEAN SAT-Verbal	565
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.45
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	2	15		13
Elementary (K-6)	14	65		
Middle Grades (6-9)		12	3	28
Secondary (9-12)	5	30	2	12
Special Subject Areas (K-12)	1	29	1	1
Exceptional Children (K-12)	6	6	3	41
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>28</b>	<b>157</b>	<b>9</b>	<b>82</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 – 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	88	97
Spec Ed: Adapted Curriculum	14	100
Spec Ed: General Curriculum	32	100
Institution Summary	134	98
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	46	61	56	11	8	1
U Licensure Only	8	1		1		
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		1	1			
U Licensure Only	61	13	11	7	2	
Comment or Explanation:						

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

<b>2009-2010</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	282	95	48
Bachelor	State	5,569	80	48

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

<b>LEA</b>	<b>Number of Teachers</b>
Buncombe County Schools	594
Haywood County Schools	357
Henderson County Schools	264
Macon County Schools	232
Jackson County Schools	211
Cherokee County Schools	173
Charlotte-Mecklenburg Schools	138
Gaston County Schools	119
Swain Co Schools	119
Forsyth County Schools	117

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

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
44	7	31