

IHE Bachelor Performance Report

High Point University

2011 - 2012

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. The University offers Bachelor's degrees in 44 academic areas, Master's degrees in Business Administration, Non Profit Management, Strategic Communication, History, and Education, and the Ed.D. degree in Educational Leadership. In addition, several study abroad programs are available to undergraduate students. In 2011-2012 the student body comprised 4,205 individuals from 29 countries and 46 states, of which 241 (7%) were graduate students. The instructional staff consists of 212 full time and 137 part time members. Over three-quarters (77%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University continues to offer three Bachelor of Arts degree options for candidates majoring in teacher education including elementary education (K-6), middle grades education (6-9), special education (K-12), and one B.S. degree option in health/physical education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Art Education, and Spanish. Non-traditional programs offered through Evening Degree Program include a Lateral Entry Admissions Program (LEAP) and a dual degree program between High Point University and Piedmont Baptist College in Elementary Education, Secondary English, and Health/Physical Education. The add-on license in academically gifted (AIG) is also currently offered through a cohort program established with several local public school systems. A Master of Arts in Teaching (MAT) degree is offered in Elementary Education as well as Secondary Mathematics. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education had it's last continuing accreditation visit in February, 2008. Currently, teacher education continues to represent the third largest major on campus.

Special Characteristics

The teacher education programs at High Point University reflect an updated conceptual framework which emphasize the "teacher as leader for learners in a global world". This

underlying framework was supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must be an effective leader and collaborator. One unique characteristic of all the High Point University teacher education programs is that the clinical field experience strand begins with in an introductory freshman level practicum. This field experience was designed to assist candidates in validating teaching as a chosen career and also allows entering freshmen declaring an “undecided” major to explore teaching as a possibility. Four technology are also included in all teacher education programs beginning in the sophomore year to provide exposure to the latest technologies, (including Smart Board training) for instructional integration and effective communication with others. The final technology course taken in the last phase of the teacher education program introduces candidates to how technology is used for assessment purposes and exposes them to N.C. Falcon training, EVAAS, and Class Scape. A significant literacy and STEM strand includes additional options for elementary majors to continue into a 5th year master’s degree program with a strong literacy or STEM concentration. All methods courses are now integrated into one cohesive experience that provides technology integration training and fieldwork in the public schools. In keeping with institutional goals, the School of Education introduced an undergraduate research component for advanced undergraduate students and utilized electronic evidences in Depth and Application as well as Leadership and Collaboration for these research opportunities in 2011-2012. Additionally, the School of Education now offers Service Learning opportunities in specialized sections of two education courses. Eligible teacher education candidates may perform service projects in the public schools relevant to Communities in the Schools (CIS) and RTI Intervention Teams as part of their course credit.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Art, Health/Physical Education, Spanish; Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. MAT (Master of Arts in Teaching) is also offered in Elementary Education and Secondary Mathematics. Fifth Year M.Ed. programs in Elementary Education with concentrations in Literacy or STEM are offered for advanced undergraduate candidates beginning in their senior year. Additional M.Ed. graduate degree programs are offered in Educational Leadership, Add-on License in Educational Administration, M.Ed. in Elementary Education with literacy, content or STEM concentration, M.Ed. in Special Education: Concentration Intellectual Disabilities and the M.Ed. program in Secondary Mathematics. The School of Education received approval from SACS in December 2011 to offer the Ed.D. program in Educational Leadership and this executive cohort will begin in fall 2012. The Ed.D. program will be the first doctoral degree program at High Point University. The School of Education continues to offer the M.Ed.in Educational Leadership, the add-on license in Educational Administration and the M.Ed. in Elementary Education through a cohort model in Davidson County Schools, Thomasville City Schools, Surry/Elkin County Schools, Asheboro City Schools, Lexington City Schools and Guilford County Schools.

**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
<p>Guilford County Schools Shadybrook Elementary, Jamestown Elementary, and Johnson Street Global Studies.</p>	<p>To promote lifelong wellness and improve the health of children, To assist in reducing the obesity rate of elementary children, and to provide professional development to physical education teachers in the implementation of the SPARKS research-based activity curriculum. Addresses the SBE priority which includes that N.C. Public School Students will be Healthy and Responsible.</p>	<p>In order to address the broader goal of reducing childhood obesity and increasing wellness, teacher education candidates enrolled in PEC 2130 (Healthy Living for the Elementary Child), partnered with three local elementary Guilford County Schools to increase the amount of physical education that K-5 students were exposed to on a weekly basis. Students enrolled in grades K-5 at Johnson Street Global Studies, Shadybrook Elementary School and Florence Elementary School received information on critical health</p>	<p>This is a continuing partnership which began in the summer of 2009 and has continued through the current 2011-2012 academic year. In the fall of 2011 additional physical activity lessons were delivered at the three target schools from September 2nd until December 3rd. In the spring of 2012 these activities and informational sessions on healthy living were provided from February 3rd until April 21st.</p>	<p>The participants included the Faculty Coordinator of the Health/Physical Education licensure program, the faculty coordinator of the Health Education program, 70 undergraduate teacher education majors enrolled in a total of four sections of PEC 2130 during 2011-2012. A total of 160 kindergarten students were served, 90 first graders, 60 second graders, 40 third graders, 20 fourth graders, and 40 fifth graders were served through this program from Johnson Street Global Studies, Shadybrook and</p>	<p>Outcomes of this project included (1) students in grades K-5 received an additional hour of physical exercise each week, (2) the 410 elementary students involved in the program during 2011-2012 also received additional health education in nutrition and wellness, and (3) teacher education majors became proficient at integrating activity and health awareness lessons into daily instruction for elementary students in grades K-5. The School of Education also continues to work with Physical Education teachers at these three schools in providing SPARKS training and loaning out SPARKS materials and equipment as needed.</p>

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		issues (nutrition, dental care, hygiene, etc.) and an additional one hour of physical education each week. Teacher education majors were responsible for developing SPARKS activities, implementing the activities at the schools indicated, and providing follow-up SPARKS fitness assessment.		Florence Elementary School.	
Guilford County Schools AIG Cohort Program (Continuing Partnership), Winston-Salem/Forsyth County Schools AIG Cohort Program (Continuing Partnership, Asheboro City/Randolph County Schools (Continuing Partnership), Northhampton School District AIG Cohort Program (New Partnership) Salisbury/Rowan County School District AIG Cohort Program (New Partnership)	To allow teachers to earn AIG add-on license so as to increase number of licensed teachers for AIG, Advanced Placement and Honors courses as an identified goal in Guilford County, Winston-Salem/Forsyth County, Northhampton, and Rowan/Salisbury School Districts.	The cohort program has been continued in 2011-2012 to allow school districts to contract with the IHE to complete the requirements of the AIG add-on license. High Point University provides a tuition concession and opportunities for the four courses to be delivered on-site within the school district. Methods courses in the cohort model can be	Ongoing from summer 2011 through June 2012.	During 2011-2012 a total of 22 teachers from Winston Salem/Forsyth County Schools, 21 from Guilford County Schools, 6 continue to be enrolled in the Asheboro City/Randolph County Schools, 9 teachers continue to be enrolled in the Northhampton Schools, 22 from Davidson County Schools and 20 from Rowan/Salisbury	In 2011-2012 9 teachers from Guilford County, 18 from Winston Salem/Forsyth County Schools, 6 from Asheboro/Randolph County Schools, 9 from Northhampton Schools, 22 from Davidson County Schools and 17 from Rowan/Salisbury Schools completed the AIG-add on license through High Point University. In May 2011, 19 teachers

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		<p>taught by adjuncts who currently serve as AIG Coordinators within the school district and therefore the content can be tailored to meet the unique goals and objectives of the district's AIG model. The School of Education also offers all four courses online each summer for participants wanting to fast track through the program. The Electronic Evidence #2 (Depth and Application Project) is completed by all participants during the final course and involves developing a Special Topics course and syllabus (including resources) for a particular topic within the field of AIG which can then be</p>		<p>Schools were enrolled in the AIG Cohort Program.</p>	<p>from Northhampton Schools began the AIG Cohort Program through High Point University.</p>

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		delivered as Professional Development at the participant's school.			
Guilford County Schools-Montlieu Elementary Academy of Technology (Low Performing)	To improve the literacy skills of students in grades Pre-K to 5. Reading Buddies, Literacy Tutoring, and Family Literacy Nights were provided in this continuing partnership program.	Yearlong literacy initiative from 2011-2012 that included a Reading Buddies Program which utilized elementary and special education teacher education majors enrolled in EDU 3130 and 3230 who were paired with an elementary student one-to-one for 50 minutes each week for ten consecutive weeks. Weekly reading time allowed elementary students who were reluctant readers to read with an "experienced reader" in an environment that provided a positive reading experience and the modeling of effective reading strategies. Family Literacy	August, 2011-May, 2012 (Family Literacy Night was November 15 th 2011).	For the Reading Buddies component of the partnership a total of 55 elementary and special education majors read with their "buddy" which included 4 Pre-K students, 8 kindergarten students, 8 first graders, 8 second graders, 8 third graders, 6 fourth graders, 12 fifth graders for a total of 55 students served. The Montlieu Family Literacy Night involved 29 elementary education seniors and the School of Education's Literacy Coordinator. The Literacy Tutoring component included 56 tutors and 56 students in grades 1-5 being	Outcomes of the literacy partnership are based on assessment data collected by HPU teacher education majors throughout the year-long project. Based on these analyses 45 of the K-5 students who received Reading/Literacy tutoring in 2011-2012 demonstrated some growth in those areas targeted which included reading fluency, building sight vocabulary, building comprehension, summarizing texts. Each elementary student receiving literacy tutoring also produced a writing piece working through the writing process of brainstorming, drafting, revising, editing, and publishing.

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		<p>Nights allowed HPU education majors to create focused literacy centers for parents and students to share authentic literacy experiences. These experiences were designed to model how families can effectively support their child in reading and writing at home. Centers included modeling for learning new vocabulary, writing for an audience which included writing letters to American soldiers, and determining importance of non-fiction texts. The third component of this partnership included Reading/Literacy Tutoring of students in need of literacy/academic support. Tutoring sessions</p>		served (10 first graders, 12 second graders, 13 third graders, 9 fourth graders, 12 fifth graders).	

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		<p>were conducted by elementary education majors and included assessing literacy needs, providing individualized instruction, conducting miscue analyses, scaffolding support, and delivering five lessons written by HPU majors and supervised by the School of Education's Literacy Coordinator.</p>			
<p>Guilford County Schools- Oak Hill Elementary, Fairview Elementary, Allen Jay Elementary School (Low Performing)</p>	<p>To collaborate with school partners in raising the interest and motivation level of students for STEM (Science/ Technology/ Engineering/Math)</p>	<p>Students enrolled in EDU 3231 and EDU 3232 developed the activities to conduct an after school science enrichment club based on STEM. Students in each of the three identified schools in grades 3-5 were chosen to participate in this after school club which focused on Robotics using WeDo Lego materials, Vernier Go Science Probes,</p>	<p>January 2012 through May 2012</p>	<p>A total of 46 elementary education majors facilitated the STEM after school science enrichment program at the three schools listed (10 at Fairview, 20 at Allen Jay, 16 at Oak Hill). 72 students in grades 3-5 at the three identified schools participated in the STEM after-school Science Club. A total of eleven after school club</p>	<p>Based on the initial success of this partnership, the School of Education has been asked to expand this after school club at the three schools as well as to add a fourth school in 2012-2013 (Florence Elementary School). The partnership will also be extended and will include a summer camp in 2013 on the campus of HPU in the School of Education's new facility.</p>

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		<p>and AIMS aeronautics. Teacher education majors also hosted a Science Night as part of this program that allowed used science stations to model the use of the Scientific Method and permitted both students and parents to interact and experiment with Legos and probeware. This partnership is coordinated by faculty in the School of Education and the College of Arts and Sciences.</p>		<p>meetings were held at the three schools in 2012.</p>	
<p>Guilford County Schools: Communities in Schools Partnership: Union Hill Elementary School, Welborn Middle School, High Point Central High School</p>	<p>To build collaborative relationships that encourage students to stay in school through community support</p>	<p>Through Communities in Schools (CIS) three schools were targeted based on school data and need. Placements in the schools were determined based on the licensure area of the teacher education major. Activities were service-</p>	<p>August 2011-May 2012</p>	<p>A total of 44 teacher education majors (21 in fall and 23 in spring) were placed at Union Hill Elementary School, Welborn Middle, and Central High School. 440 hours of service were provided at the three schools in the areas of</p>	<p>CIS reports positive feedback from students and faculty at the three schools targeted by the CIS partnership. A Service Learning Grant was written and approved for funding by the faculty member who coordinates this project. Funds will be used in</p>

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		related and completed during the fall of 2011 and the spring of 2012. These activities included academic tutoring which involved a scripted reading program, participation in school-wide events such as Field Days and EOG/EOC test preparation.		school-wide assistance. Additionally 21 teacher education majors provided academic tutoring in small groups (2-3 students) in grades 6-12 to further assist with EOG/EOC preparation. 315 hours of academic tutoring was provided in the three schools targeted for the CIS partnership.	2012-2013 to expand service activities to include RTI intervention assistance and data tracking at the schools targeted as EOG/EOC test scores were not available at the time of this report.
Guilford County Schools Montlieu Elementary Academy of Technology	To assist with the SBE goals of producing 21 st century global learners who are “Future Ready” and can use 21 st century technologies to access information	The HPU-Guilford County Schools iPad initiative began in 2011 as part of a sustained partnership between the School of Education and Montlieu School. The university purchased iPad-2’s for every elementary student in grades K-5 in August 2011. The School of Education Technology Coordinator met	August 2011-May 2012	School of Education’s Technology Coordinator, seven graduate candidates, 18 faculty from Montlieu Elementary Academy of Technology and 400 students in grades K-5.	The program will be expanded next year to focus on using the iPad to reinforce reading comprehension skills based on principal feedback and information from weekly blogging of students in K-5 as well as graduate candidates participating in the initiative.

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		<p>with the school principal and identified several areas to target for faculty and students including making appropriate selections of iPad apps for instructional purposes in the areas of reading and mathematics. Secondly, utilizing advanced graduate students in EDU 5010 as mentors for teachers at Montlieu School in using the iPad apps for teaching and tracking student performance data. Thirdly, to provide additional classroom support to teachers by having graduate candidates to work directly with K-5 students involved in the initiative and finally, to provide ongoing professional development</p>			

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		opportunities for the faculty and staff at Montlieu in the application of 21 st century technologies in daily instruction.			
Lexington City Schools (Advanced Programs)	To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE priorities that NC public schools will be led by 21st century professionals and that Leadership will guide innovation in NC public schools	The cohort M.Ed. program in Elementary Education (Literacy Concentration) was provided to support current classroom teachers in the area of literacy and career advancement. The first group of 10 cohort participants in Lexington City Schools has now completed all but their final summer courses. For all participants a final literacy practicum allows for the practice of newly learned strategies as well as a continuing online literacy support option which includes continued feedback from the School of Education's	The M.Ed. cohort model in Elementary Education began in fall of 2010 and will be completed for the Lexington City Schools participants in the spring of 2012.	In May 2012, 10 candidates enrolled in the M.Ed. Cohort Program in Lexington City Schools received their master's degree.	The 2012 Lexington City Schools Teacher of the Year received her master's degree in Elementary Education with a concentration in Literacy from High Point University in May. Additionally, she competed against two other teachers who were named TOY at their respective schools, both of whom also just received their master's degree from High Point University in Elementary Education. To date, 100% of candidates who completed the M.Ed. in Elementary Education with a concentration in Literacy have passed the Praxis II Reading Specialist Exam.

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		literacy coordinator through Skype.			
Guilford County Schools (Advanced Programs)	To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE priorities that NC public schools will be led by 21st century professionals and that Leadership will guide innovation in NC public schools	The cohort M.Ed. program in Elementary Education (Literacy Concentration) was provided to support current classroom teachers in the area of literacy and career advancement. The 19 cohort participants in Guilford County Schools began in the fall of 2011 and will complete the M.Ed. program of study in May of 2013.	The M.Ed. cohort model in Elementary Education began in fall of 2011 and will be completed for in the spring of 2013. The School of Education has recently submitted a second concentration area in STEM to SACS for approval to begin in the fall of 2012.	Currently 17 candidates are enrolled in the M.Ed. Cohort Program in Guilford County Schools.	Of the 19 participants enrolled in the cohort program, 17 are enrolled with an overall retention rate of 89%.

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

High Point University faculty continues to be involved in the public schools in numerous ways. The School of Education (SOE) currently partners with several schools in Guilford County. A formalized partnership with Montlieu Elementary Academy of Technology is now in its third year of implementation. The School of Education's Literacy Coordinator has developed a comprehensive Literacy program which includes a Reading Buddies component which pairs elementary education majors with students in grades Pre-K to 5 for fifty minutes each week throughout the fall and spring semester. Additionally the literacy program provides opportunities for Family Literacy Nights and sustained reading and literacy tutoring for students identified as having high need in these areas. During 2011-2012 the School of Education's Technology coordinator also partnered with Montlieu Elementary Academy of Technology on an

iPad initiative between High Point University and Guilford County Schools. The university purchased iPad-2's for every elementary student at Montlieu School and seven graduate students in elementary education assisted teachers in selecting and using appropriate instructional apps for the iPad in reading and mathematics. The project was so successful that plans have been finalized to target reading comprehension apps and the use of the iPad for 2012-2013. Graduate candidates enrolled in the literacy concentration will provide leadership for this expanded project including collection of data for research purposes.

With the addition of new STEM initiatives, the School of Education also began after school science enrichment clubs at three local high need elementary schools. This program is coordinated by faculty in the School of Education as well as the Department of Chemistry and Physics in the College of Arts and Sciences. The program was successful in providing enrichment activities using Legos, probeware and other tools for enhancing problem solving and critical thinking. As the School of Education prepares to move to its new facility, it is anticipated that these after-school clubs can be expanded to include summer camps in 2013.

The School of Education also continues to deliver many programs through cohort models which have established partnerships in six surrounding school districts. By working with district leaders, advanced programs in Educational Leadership and Elementary Education as well as the add-on license in Academically Gifted have been uniquely customized to emphasize the district's own strategic goals and objectives. The cohort model has provided opportunities for graduate candidates to engage in collaborative research and professional presentations with faculty in the School of Education. In turn, program completers within these districts have become members of the School of Education's advisory boards mentored our undergraduate students and provided input into expanded programs, the development of evidences and other matters.

Faculty across campus are also actively involved in the public schools and in 2011-2012 include volunteering their service to serve as proctors for the EOG and EOC's, assisting with science fairs in elementary and middle school, and serving as volunteers for Communities in Schools (CIS). The Department of English continued to coordinate the annual fall Phoenix Literary Festival at High Point University for area high school students. The Information Technology Department (IT) has provided many hours of service to Montlieu Elementary Academy of Technology in 2011-2012 to facilitate the pilot project utilizing iPad-2's for every elementary student. In its final year of funding, two faculty in the Department of Chemistry completed their project "After-School Experiential Science Outreach Program" which established a science outreach program by providing portable laboratory demonstrations and hands-on experiments to take to after-school programs at local elementary and middle schools. Approximately 60 students in grades K-8 have been impacted by this project which started in 2009 and ran through the fall of 2011.

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

As part of its effort to work with beginning teachers, the School of Education offers two courses to support initially licensed teachers and recent graduates. Each course, ILT-I and ILT-II allows university based supervisors to continue to mentor and support new teachers during their first year in the classroom in the areas of instructional planning, assessment, literacy, and classroom management. As a post baccalaureate experience, each two-credit course is offered consecutively in the fall and spring to allow an ILT or teacher in need of a corrective plan of action with additional support and assistance.

The School of Education also uses social networking strategies as a means of providing ongoing support, collaboration, and mentoring to our own graduates in teacher education. The creation of a Facebook Alumni page has allowed faculty to communicate to recent graduates and to offer guidance. In 2011-2012 faculty research efforts have focused on coding the responses of first year teachers on Social Networking sites such as Twitter and Facebook to track the sentiment of our recent graduates during their first and second years of teaching. Posts by beginning teachers are categorized and analyzed to determine what types of comments are made the most often and what particular challenges seem to be associated with less positive comments. This research will be used to assist faculty in developing a new teacher Mentoring Program in 2012-2013.

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

In 2011-2012 the School of Education continued to offer the L.E.A.P. (Lateral Entry Admissions Program) which is offered to newly employed public school teachers and offers a variety of services designed to increase their success at teaching and meeting state mandated licensure requirements. While the number of LEAP candidates has significantly declined in recent years, the School of Education's LEAP Program continues to offer education courses at a reduced tuition rate and also provides opportunities for online instruction or directed study options for courses not offered on a regular basis. The School of Education continues to provide transcript evaluations at no cost, advising, and evening or late afternoon classes to accommodate the scheduling needs of teachers. The LEAP Program includes a Lateral Entry Internship (EDU 4800/4801), which is a modified version of a traditional student teaching internship and allows the newly employed teacher the mentoring, guidance, and feedback needed to achieve success in the classroom. Lateral entry teachers enrolled in the LEAP program for elementary education also receive preparation and training materials for the Praxis II including the option of participating in a full day preparation session for the Praxis II in Elementary Education at no cost to the individual (held annually every September on the campus of HPU). Although the institution has shifted from three to four credit courses, the School of Education offers three credit versions of required education courses specifically for lateral entry teachers (LEA courses) in order to minimize additional tuition costs.

Lateral entry teachers are also provided with the option of registering for graduate level equivalency courses in order to meet licensure requirements. The Norcross Graduate School permits LEAP candidates to enroll in up to nine semester hours (three courses) of graduate level equivalency courses should the candidate prefer to take advanced rather than initial level coursework.

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

The School of Education continues to offer opportunities for career teachers to earn advance degrees through a cohort model of instructional delivery for both the M.Ed. programs in Elementary Education and Educational Leadership. In 2011-2012 five cohorts of over 110 teachers in Davidson County, Thomasville City, Surry County, Asheboro City, Lexington City, and Guilford County were enrolled in the add-on and degree programs in Educational Leadership or Elementary Education (with a concentration in literacy). The cohorts provide participants with the convenience on on-site or online instructional delivery and a significant tuition reduction of approximately 50% of on-campus costs. The School of Education also is

in its fourth year of offering the add-on license in Academically Gifted (AG) to cohorts of career teachers in Guilford, Winston Salem/Forsyth, Rowan/Salisbury County and Northhampton Schools.

In the fall of 2011 Office of Information Technology, in collaboration with the School of Education provided new iPad-2's to all elementary students in grades K-5 enrolled at Montlieu Academy for Technology in Guilford County Schools. Graduate candidates enrolled in the M.Ed. program in Elementary Education were paired with faculty at Montlieu and assisted teachers in learning how to use iPad applications in literacy and mathematics to work with K-5 students. Professional development provided by the School of Education's Technology Coordinator along with graduate candidates provided faculty training on using the iPad in the classroom.

In 2011-2012 the School of Education also continued initiatives from the previous year to assist career teachers including the Book Buddies Literacy program, hosting Family Literacy Nights in the fall and spring and expanding an afterschool science enrichment program which was developed by elementary education faculty.

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

In order to promote the SBE priorities to produce Future-Ready, Globally Competitive students for the 21st Century, High Point University and the School of Education initiated a partnership in 2011-2012 with one local Guilford County School to provide its students in grades K-5 with iPad-2's. Students, faculty, and preservice teachers work together to utilize technology for instructional support in the area of math, science, and literacy. The partnership utilizes teacher education candidates at both the undergraduate and graduate levels in the classroom, providing support to current classroom teachers and also to the community by showcasing how the iPad can be utilized for Parent Literacy Nights and other community events. Additionally, faculty in the Health/Physical Education licensure program also continue to incorporate a significant clinical field experience for EDU 2132: Healthy Living for the Elementary Child which allows teacher education majors to work with K-5 students at local elementary schools in providing an additional hour of physical education each week. The School of Education's updated Conceptual Framework "teacher as leader for learners in a global world" supports the notion that teachers must have strong skills in leadership and collaboration. In 2011-2012, through a university-wide initiative in undergraduate research, several teacher education majors presented at local and state conferences including the NCCTM, NCAEE, Big-SUR, CEC, and NCAAPERD. Additionally, an increased focus on improving technology skills is embedded throughout all teacher education programs with four new courses in technology (two of which are integrated into methods blocks at the upper level), the additional of a Multicultural Education course, a course specifically in building school-wide collaboration skills, a final Leadership and Collaboration project implemented at the site in which student teaching occurs, and the addition of a second required mathematics course from the general education curriculum.

In 2011-2012 the School of Education also incorporated a significant STEM component into its Math/Science Integrated Methods Block. This course incorporates the use of robotics, Legos, and probeware to see changes in chemical reactions. The School of Education partnered with a very high need and diverse elementary school in Guilford County and utilized STEM in an afterschool science enrichment program that paired elementary education majors enrolled in Math/Science Methods with students in grades K-5.

G. 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 for the Year of Record focused on the development of STEM components in undergraduate level mathematics and science methods courses as well as the addition of a new STEM concentration in the 5th year M.Ed. program in Elementary Education. In 2011 STEM faculty partnered with the Mebane Foundation to provide student teaching internship opportunities in a STEM-Infusion Teaching Project through Moore County Schools. The School of Education STEM Coordinator was selected in 2011-2012 from among 1100 higher education faculty nationwide to serve on the Lego Education Advisory Council. Through this appointment the School of Education will be able to engage in research and training opportunities for faculty and students in STEM initiatives. Using STEM concepts, the School of Education developed an after-school science enrichment program for one high-need elementary school, providing opportunities for teacher education majors to work with students in grades K-5. Elementary education majors learned how to incorporate the use of robotics into activities in which students built and programmed robots with Legos, using probeware to test chemical reactions, and constructing paper airplanes to evaluate engineering design.

Supplemental Information (Optional)

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

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

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

K. 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	158
	Other	1	Other	8
	Total	23	Total	175
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	3	White, Not Hispanic Origin	3
	Other		Other	
	Total	3	Total	4
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)	1	1
Middle Grades (6-9)	1	1
Secondary (9-12)	2	2
Special Subject Areas (k-12)		1
Exceptional Children (K-12)	1	1
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	5	6
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,181
MEAN SAT-Math	575
MEAN SAT-Verbal	555
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.36
Comment or Explanation:	
*-Areas with less than five test takers are not reported.	

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	28		
Middle Grades (6-9)		2		
Secondary (9-12)		5		
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)		14		1
Vocational Education (7-12)				
Special Service Personnel				
Total	1	53		1
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	95
Spec Ed: General Curriculum	7	100
Institution Summary	47	96
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	49		1		
U Licensure Only		1				
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.

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	67	93	39
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Guilford County Schools	240
Davidson County Schools	235
Randolph County Schools	143
Forsyth County Schools	138
Thomasville City Schools	31
Lexington City Schools	25
Surry County Schools	22
Wake County Schools	18
Asheboro City Schools	16
Rockingham County Schools	16

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
17	0	21