

# IHE Bachelor Performance Report

## Peace College

2011 - 2012

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### Overview of the Institution

William Peace University is a liberal arts undergraduate institution for women that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college. By 1969, Peace no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, Peace was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at Peace. The Education major provides courses leading to single licensure in Elementary Education K-6 or Special Education: General Curriculum: K-12, or dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. The Peace University Liberal Education Program's primary objective is the development of leadership and ethical decision making skills in its graduates. These objectives provide an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. Peace is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. Peace has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public School System. Peace is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 527 students and 29 full and part time faculty, Peace has a small student-teacher ratio. During the 2011-2012 school year, the Peace College Board of Trustees changed the name of the institution from Peace College to William Peace University.

### Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in Elementary Education K-6, Special Education: General Curriculum K-12 or dual licensure in the two areas. Candidates move through this program in cohorts of up to 20 students. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Regular meetings of the Peace Education Advisory Council ensure communication between the two agencies. A unique feature of this program is the College Liaison position. A faculty member employed by the WCPSS spends 70% of her time in the Peace University Education Program and serves as Elementary Education Coordinator. The College Liaison and the WCPSS Assistant Superintendent of Human Resources collaboratively assign the field placements.

## Program Areas and Levels Offered

The William Peace University Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major and required Praxis II scores result in a recommendation for an A-level licensure in Elementary Education: K-6, Special Education: General Curriculum: K-12, or dual licensure in both areas.

### 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
Peace University has a formal, signed, collaborative agreement with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace serving as liaison between the university and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.	Priorities collaboratively identified by Wake County Public School System and William Peace University include: Provide candidates with skill in teamwork, collaboration, and use of data to improve student achievement in 21st century skills.	Assignments requiring teamwork are made in the following courses: Instructional Technology (EDU 306), Practicum II (EDU 331) and Integrated Curriculum and Instruction (EDU 452) with instructions to share materials and products with partner teachers in WCPSS.	August 2011 – May 2012	19	Candidates created electronic games and Smart Board lessons and compiled internet resources addressing the use of technology in the classroom. They shared these and other resources with fellow candidates and educators in public schools in which they were placed for field experiences.  Teacher candidates worked with partner and cooperating teachers to write an integrated unit of lesson plans to be taught during student teaching.
WPU faculty member sat on the Beginning	A primary goal of WCPSS is to recruit,	The WCPSS/WPU College Liaison	September 2011-March 2012	1	Possible ways local colleges and universities could

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Teacher Support Program (BTSP) Task Force Commission for WCPSS.	retain and support quality beginning teachers.	met with members of the WCPSS Recruitment and Retention Team, teachers, and administrators to identify ways to provide more effective support for beginning teachers, primarily during their first two years of teaching.			provide support to beginning teachers in WCPSS through collaborative partnerships were identified.
William Peace University (WPU) has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to WPU serving as liaison between the university and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.	Improve teacher retention through requiring extensive field-based experiences emphasizing development of expertise in meeting the needs of a diverse population of students.	<ul style="list-style-type: none"> <li>Candidates currently spend a minimum of 540 hours in pre-service field experiences. This includes two student teaching experiences, and two practicum experiences. These are all in diverse Wake County classroom settings, and are collaboratively supervised by William Peace University faculty and WCPSS teachers.</li> </ul>	August 2011- May 2012	19	<ul style="list-style-type: none"> <li>The College Liaison and WCPSS Assistant Superintendent for Human Resources placed 19 candidates in field experiences during the 2011-2012 academic year. Several of the field supervisors are National Board Certified teachers.</li> <li>All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.</li> </ul>

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<p>William Peace University has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to WPU as liaison between the university and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Develop a sense of community between William Peace University candidates and WCPSS.</p>	<ul style="list-style-type: none"> <li>• The Teacher on Loan Agreement between Wake County Public Schools and Peace continues to provide for the College Liaison who spends 70% of her time teaching methods courses, advising and recruiting and placing candidates in field placements at William Peace University. She spends 30% of her time coordinating the National Board Certification Program in WCPSS.</li> <li>• Teachers and supervisors from WCPSS, some</li> </ul>	<p>September 2011-April 2012</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• The College Liaison provides leadership in developing a cadre of National Board Certified Teachers in the Wake County Public Schools who serve as partner teachers and cooperating teachers for William Peace University candidates.</li> <li>• Speakers from Wake County Public Schools presented sessions to the Peace candidates on the</li> </ul>

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		of whom serve as adjunct instructors, present sessions to Peace candidates on relevant topics.			<p>following topics:</p> <ul style="list-style-type: none"> <li>- Diversity (EDU 451)</li> <li>- Working with Students and Parents from Underrepresented Groups (EDU 451)</li> <li>- Professionalism (EDUC 200)</li> <li>- Technology (EDUC 450)</li> <li>- Science Notebook Training (EDU 305)</li>   <li>- Meeting the needs of AIG students - Effective strategies for teaching reading, working with English language learners, integrating the arts, and working collaboratively with specialists (EDU 451)</li> <li>- Using technology to enhance instruction (450)</li> <li>- Using Response to Intervention (RTI) in literacy instruction (EDU 325)</li>   <li>• The Peace College Education Department Advisory Council met four times during the academic</li> </ul>

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		<ul style="list-style-type: none"> <li>• WCPSS and Peace College continue to collaboratively identify additional members of the William Peace University Education Department Advisory Council for the purpose of fostering close relationships between the college and school system, as well as promoting collaborative decision making.</li> </ul>			<p>year for the purpose of providing input on major policy decisions and approving candidate applications.</p> <ul style="list-style-type: none"> <li>• Two Wake County administrators continued to serve on the Advisory Council: David Neter, Chief Business Officer, WCPSS, Stephen Gainey, Asst. Superintendent, Human Resources, WCPSS</li> <li>• Two retired WCPSS administrators (Mr. Maurice Boswell and Dr. Carolyn Morrison) remain on the Board.</li> </ul>
		Faculty member presented information on National Board Certification to the NC Teaching Fellows at in North Carolina State University in Raleigh.	January 2012	1	Teacher candidates participating in NC Teaching Fellows program were presented with information on National Board Certification.

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Wake County	Support practicing teachers	Faculty member guided hundreds of WCPSS teachers through candidacy as they pursued National Board Certification in the 2011-12 school year, leading regular support sessions for the candidates after school and on Saturdays. Additionally, she guided approximately 80 NBCTs in renewal of their certification by helping them develop a Profile of Professional Growth.	July 2011- June 2012	200+ teachers	Veteran WCPSS teachers grew as learners, leaders, and collaborators and evidenced significant impact on student achievement through obtaining the distinction of achieving National Board Certification. Teachers who renewed National Board Certification evidenced how they had maintained effective leadership, collaboration and positive impact on student achievement through meeting standards to renew.

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

Faculty service to public schools is based on a signed, collaborative agreement between Wake County and William Peace University. This agreement was initiated in 2005 and was updated on April 8, 2009 to include 21st century skills as priorities. On-going priorities are: improve recruitment of teachers licensed in special education; improve teacher retention by providing candidates with field-based experiences under the supervision of accomplished teachers and by building a sense of community with WCPSS during their undergraduate training; give experienced teachers professional development and leadership opportunities; improve student achievement by training teachers who are prepared to meet diverse student needs in both elementary and special education. An additional priority was added by a former superintendent and addresses 21st century goals. This priority is to develop in teacher candidates skills in the following areas: teamwork, collaboration, and use of data to improve student achievement. Pursuant to fulfillment of these priorities, faculty members have provided service to the public schools in the following ways: providing training for teachers of diverse student populations to pursue National Board Certification.

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

A component of the William Peace University Education major is a commitment to candidates to provide assistance during their first years of teaching. Our first candidates completed licensure requirements in May, 2008 and several were offered contracts by the Wake County Public School System. Faculty members have maintained contact with these completers through e-mail, visits, and meetings on campus to identify needs of these beginning teachers. Completers understand that they have Peace University faculty members as a support system and they can continue to contact the university professors for assistance.

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

William Peace University will offer a licensure only option on Saturdays beginning fall 2012. Lateral entry teachers can attend Saturday classes to meet their coursework requirements.

The college liaison will provide support for lateral entry teachers who want to participate in Take One! in which the teachers will complete one portfolio entry of the National Board Certification process as professional development. If successful, teachers may use the score for the entry as part of full National Board candidacy within the following two years.

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

Faculty of William Peace University and administrators of Wake County Schools met multiple times this past year to identify partner schools to offer support. A plan is being created to define the support, including but not limited to tutoring and professional development needs as identified by partner school principals and teachers.

WCPSS teachers serve as adjunct faculty in methods courses at William Peace University.

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

William Peace University teacher candidates have been engaged in a variety of field experiences in settings where students have learning obstacles. The preparation for dual licensure in both elementary education and special education prepares our candidates for success in meeting the diverse needs of students in priority schools. WPU teacher candidates share the strategies they learn in university courses with teachers during field experiences.

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

The William Peace University Education Program is addressing State Board of Education priorities in a number of ways. 1. Globally Competitive Students: Candidates are required to have Cross Cultural experiences to satisfy graduation requirements. These may include study abroad, mission trips, second language mastery, or projects emphasizing another culture. Specific courses meeting the cross cultural requirements can be taken as elective courses. Additionally, diversity is infused in the program. Candidates are required to address diversity in the classroom in lesson plans, instructional strategies and classroom management plans, and to utilize diverse elements present in the classroom to maximize student achievement. 2. Leadership by 21st Century Professionals: The Peace Education Program is directly aligned with the NC Professional Teaching standards and New Teacher Evaluation Instrument. It is also guided by the Five Core Propositions of the National Board for Professional Teaching Standards. Candidates work collaboratively with student teacher supervisors, many of whom are National Board Certified or are working toward this certification. Student teachers participate with School Improvement teams during their field experiences. Leadership is identified in the Conceptual Framework, is infused in the program, and assessed by partner and clinical teachers, college supervisors, and the candidates themselves. Candidates identify a leadership project that aligns with the school at which they student teach. The leadership projects are implemented; outcomes are recorded and reported. 3. Healthy and Responsible Public School Students: Peace Education candidates are influenced by the tenets of the Conceptual Framework emphasizing leadership, learning, collaboration, facilitation, relevance, rigor, and relationships. These dispositions help ensure their classroom instruction will promote health and responsibility among public school students. Graduates' own growth in the roles of leader, learner, collaborator, and facilitator help ensure they will model those roles for students in the public schools. The WPU Program requires a methods course that integrates healthful living to ensure that completers have competencies in teaching healthful living. 4. Innovation in Public Schools: William Peace University Education faculty encourages the development of Professional Learning Communities through the cohort model for delivery of instruction. Faculty members also provide Professional Learning Community staff development in partner public schools at the request of school administrators. Staff development sessions address the incorporation of new technologies, software, and innovative, research-based teaching strategies. 5. 21st Century Systems: The WPU Education Department collaborates with Wake County's priority in developing candidates' skill in teamwork, collaboration, and utilization of data in making instructional decisions. Candidates also receive instruction in use of technology in delivering instruction and in assisting students to utilize technology to maximize their own learning. Candidates apply this knowledge throughout

their curriculum using technology laboratories located throughout campus. They are required to use technology as they prepare/submit their own assignments and as they plan/deliver instruction in their assigned classrooms.

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

WPU Education faculty members placed special emphasis on implementing the development of electronic evidences from the blueprints submitted to NC DPI. Courses were revised to meet the new NC standards. Public School Partners including field experience supervisors provided ideas for educating students for the 21st century with major emphasis on producing capable users of technology, teamwork, collaboration and the utilization of data to make instructional decisions. Courses were integrated and field experiences were revised to reflect new standards and program re-visioning efforts.

Two Education faculty helped plan the evaluation of electronic evidences and two faculty members will serve as assessors of electronic evidences in summer 2012.

#### **Supplemental Information (Optional)**

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

Methods courses are aligned with Praxis II requirements.

In collaboration with a mathematics faculty member, a general mathematics course was designed and approved to be offered to pre-Education majors beginning as early as spring 2013.

Three faculty members from WPU attended training in how to implement Flipped Classroom strategies in which information is presented in an online format to be viewed and practiced prior to instructional time. The Flipped Classroom strategy will be used to address Praxis I preparation for teacher candidates in 2012-2013 and beyond.

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

Potential degree-seeking candidates are provided with information on the Education Program during Visitation Days and Open House sessions through the academic year. WPU Admissions Staff travel the state sharing information about the Education major and other academic offerings.

EDU 200, a pre-requisite course for Education majors at WPU, helps students who may be interested in pursuing an Education major explore teaching as a career.

Students are encouraged to join the Teacher Education Club at WPU. The club meets twice monthly and provides opportunities for students to hear more about careers in Education and meet accomplished teachers and education leaders. The club also provides opportunities for

students who are interested in Education to socialize. Junior and senior Education majors serve as buddies to freshman and sophomore students who convey interest in becoming teachers.

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

Descriptive information on the program is shared with audiences that contain minority representation in the hope that minorities will find the program attractive. A statement encouraging minority applications is included in the advertisement for positions.

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

In an effort to increase support to WCPSS teachers and students, the Education Director, the liaison and the WCPSS Assistant Superintendent of Human Resources collaboratively identified eight partner schools with whom to work closely during the 2012-2013 academic school year and beyond. They met with principals of the partner schools on two occasions to identify the needs of the schools and plan ways William Peace University Education faculty and Education majors can help meet identified needs. Plans are in place for pre-service teachers to tutor students in partner schools in 2012-2013. Additionally, WPU Education faculty will provide professional development for teachers in the partner schools as needed.

Courses are being revised to align more closely with state and national expectations for teacher candidates. To address a more comprehensive literacy focus, the number of required literacy courses will be doubled. Instead of a stand-alone technology course, technology will now be imbedded in each methods course. Improved technology and faculty training in use of documents cameras and Smartboards will enhance this effort. Curricula for two courses have been revised to emphasize leadership, data analysis to inform instruction, and collaboration.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	1
	Hispanic	Hispanic	1
	White, Not Hispanic Origin	White, Not Hispanic Origin	15
	Other	Other	
	<b>Total</b>	<b>Total</b>	<b>17</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	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</b>	
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	
	<b>Total</b>	<b>Total</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	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</b>	

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		
Our numbers of candidates appear higher because the same group is receiving two areas of licensure.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,075
MEAN SAT-Math	528
MEAN SAT-Verbal	533
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.31
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>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	7	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>7</b>	<b>2</b>		
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	35	97
Spec Ed: General Curriculum	36	97
Institution Summary	71	97
* 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		17				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	38	79	45
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
Wake County Schools	26
Johnston County Schools	10

**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>
2	0	5