

# IHE Bachelor Performance Report

## Queens University

2011 - 2012

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### Overview of the Institution

Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately a total of 2,600 students. The University is made up of The College of Arts and Sciences (CAS), The Wayland H. Cato, Jr. School of Education, The McColl School of Business, The Presbyterian School of Nursing, The School of Communications and the Hayworth College. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 1,000 resident, commuter and international students. Students in the Schools of Nursing, Communications, Business, and Education also complete the interdisciplinary core program and international experience in addition to the requirements for their chosen major. Hayworth College offers undergraduate programs for non-traditional students in the day and evening. Graduate programs are offered in the evening and on weekends in The Hayworth College and Schools of Nursing, Business, Education and Organizational Communication. All schools with-in the Queens' community offer both undergraduate and graduate programs. All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

### Special Characteristics

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### **Program Areas and Levels Offered**

Queens University of Charlotte offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of biology, English, mathematics and history and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education in Literacy (M.Ed.) (K-12), Masters of School Administration (MSA) and licensure only in elementary, secondary, and special subjects listed above.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

**B. The following summarize the Queens University of Charlotte's faculty involvement and service to the public schools for 2011-2012.**

<b>LEAs/Schools with whom we have formal collaborative plans</b>	<b>Priorities identified in collaboration with the LEAs/schools?</b>	<b>Activities and/or Programs implemented to address the identified priorities?</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the outcome of the activities and/or programs.</b>
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers	Tutoring efforts were focused on kindergarten with Language Arts Clinical Experiences, Reading Tutoring in third and fifth grade students who are designated as	Ongoing	73 teachers at the two public schools	Through the efforts of the PDS partnership there has been a raise in student achievement in reading and Math. We have seen the results of our interactions in students' scores at MPTS. In 2007/8, students composite score of at grade-level or exceeding grade level was 76.5% in 2008/9 it jumped to 83.5% we consider this an incredibly

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Elizabeth Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte NC PDS Partner		<p>struggling readers by their teacher and a summer tutoring program for all grades for students identified as struggling readers by their teachers.</p> <p>Besides numerous clinical placements, student teachers are placed at the school for their final semester of training.</p> <p>This year, staff development in both schools focused on improving the manners curriculum and literacy instruction. A program for manners was investigated in the summer as well as a planning summit where we decided what would be done for this staff development and where and when. The summit was held at QU and the meetings throughout the school year were held alternately at MPTS and ETS. Team leaders from each grade met monthly to share</p>			<p>successful gain. Through the collaboration of Queens University of Charlotte and Myers Park Traditional School, MPTS has achieved High Growth, and was named a School of Distinction after the 2008-2009 school year. Myers Park Traditional School had not met High Growth in over 8 years, and we attribute the success to the partnership with Queens University of Charlotte. From the 2007-2008 school year to the 2008-2009 school year, Myers Park Traditional closed their achievement gap in the Math End of Grade testing by 16%.</p> <p>Summary of the Work of the Relationship</p> <p>Throughout the 2008-2009 school year and again in the 2009 – 2010 school year, Queens University of Charlotte of Charlotte and Myers Park Traditional Elementary School have worked together to enhance the experiences of both current and future educators. Queens’ students, both undergraduate and graduate, work with Myers Park Traditional School staff and students for observation opportunities, tutoring experiences, student teaching, field studies, work study, and professional development. Queens’ professors have volunteered over 50 hours of staff development hours each year to work with MPTS faculty in best practices. MPTS faculty have stayed after school hours to receive that staff development, and have devoted their time with Queens’ faculty to parent teacher nights, end of grade test nights, parent tutoring and other programs to further involve parents in their child’s learning. Over 80% of the faculty have participated in at</p>

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		<p>ideas and then worked on goals of improving the two curriculums with their grade level teams.</p> <p>From the efforts a chart for each curriculum was developed and a literacy book was created stating goals and offering strategies to achieve the literacy goals.</p>			<p>least one of the voluntary staff development modules.</p> <p>During the school year teachers at Myers Park Traditional volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a classroom works. These opportunities allow for the future educators to see “in action” some of the strategies they have previously read about in the classroom. In most cases the Queens’ students interact with students and teachers to get a more “hands on” experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience.</p> <p>We are hoping for an increase in literacy scores this year from this work.</p> <p>This year we conducted a project on content area vocabulary. Teachers have been introduced to Common Core Standards, The concept of Tier I, II, and III words and activities from graphic organizers, vocabulary games, and methodologies focusing on vocabulary instruction. At both schools each grade level will create a word list of 2 tier words for each content area. Then they will create 4 activities that help teach the tier two words they selected. These lists and sample activities will be combined and become a resource binder for each school.</p>
Myers Park High School PDS Partner	Improving Student Achievement,	This year we presented to the whole faculty, what	Fall Semester 2011	Up to 150 teachers per meeting.	There was a rise in students who were performing at or above grade level this year on standard EOC

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	<p>Creating Relevant Staff Development, Training Future Teachers</p>	<p>they could do to increase content area vocabulary and writing instruction to help facilitate higher learning rates</p> <p>Students have worked with the teachers at MPHS in Early Field Placements and Student Teaching</p> <p>This year our college students tutored in many content areas to help students who self-identify as needing assistance or are referred by their teachers. The college student/ spent one hour observing the lesson and then two hours tutoring per week. They worked with students in class in small groups with the teacher's direction.</p> <p>This summer we are planning our staff development for next year that will continue to focus on Content area vocabulary Assisting students to read their text and help them with content area</p>			<p>composite tests. We are hoping that the Active Teaching staff development helped with that increase. In 2008-2009 at or above standard composite score was 84% of students. In 2009/2010 the score raised to 88.7%. There is not currently a progress report available for this year. The county has posted on their website, "Several issues of data accuracy have come to light in the School Progress Reports for the 2010-2011 school year. These reports are an important part of the CMS commitment to transparency and sharing accurate data with the community. For that reason, we have decided to revisit the reports to more thoroughly verify their accuracy and correct any errors. The School Progress Reports have been removed from public view on the CMS website while this verification is completed. We will post the reports again after the data has been fully audited."</p> <p>We are hoping from these staff development and clinical experiences student achievement will rise and dropout rates will decrease.</p> <p>Over 100 teachers participated in the staff development and earned continuing education credits for the whole staff development for this year's topic of Content area vocabulary instruction, We hope to see an increase in grades in these</p>

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		reading.			<p>areas</p> <p>Two biology teachers participated in the staff development and the strategies that they have learned have impacted over 100 students. A paper for that effort and that will impact education over-all by being presented at The 3rd International Conference on Education, Training and Informatics: ICETI 2012</p> <p>During the school year teachers at Myers Park High volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a content area classroom works. These opportunities allow for the future educators to see “in action” some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens’ students interact with students and teachers to get a more “hands on” experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience. Their tutoring efforts helped students’ achievement to improve.</p>

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Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for the MEd students.	Summer Reading Clinic	July, 2011	60 K-8 Students 15 M.Ed. Candidates	60 K-8 students, including 2 hearing impaired students, were assessed and diagnosed by 15 M.Ed. (literacy) candidates during a free 3-week summer reading clinic. Reports will be generated and shared with parents, as well as classroom teachers. Data from students, parents, administration, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year. Of the 60 students tutored, 30 received formal reports. Of these 30, data shows that 24 increased in the area of reading. No students showed decreased achievement. 53 of the 60 students showed an increase in motivation in the area of reading. Data from parent surveys indicate satisfaction of the overall program and progress of their children. The EOG test scores of the participating students will be analyzed in August 2012.
Pinewood Elementary School (Title I school)	The literacy facilitator and a lead teacher contacted the School of Education to see if there was any interest in having some of the candidates implement the Junior Achievement Program. The professor in charge of	Candidates taught six sessions from the Junior Achievement program to all grade levels throughout the school. Every classroom in the school participated in this program	September – December 2011	13 Elementary Education Candidates  Approx. 260 Elementary Students	At the end of the six sessions the majority of the students had gained knowledge of the social studies content being taught. This was seen through discussions as well as through work products. The majority of students were also more motivated to learn social studies and more excited about the content. We will continue this partnership next school year.

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	Social Studies contact the school and set up clinical and matched teachers and candidates to help peak interest and teach social studies content through a well planned curriculum developed by Junior Achievement				
Pinewood Elementary School (Title I school)	The literacy facilitator contacted Dr. Thornburg to invite her to work with the faculty in a professional development setting on Words Their Way vocabulary instruction.	Dr. Thornburg worked with teachers and teacher assistants during professional development days and after school to teach them the theory of Words Their Way instruction and to teach them how to implement it in their classrooms across ability groups. Dr. Thornburg also went into various classrooms and demonstrated how to implement this type of instruction.	August 2011 – May 2012	Approximately 13 Teachers and 3 teacher assistants	Teachers taught students in ability groups and with Words Their Way instruction. Students began improving in their writing and reading. With continuous assistance from Dr. Thornburg teachers became more comfortable using this new type of teaching in their classroom.
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	To help candidates successfully pass the Praxis II.	Free Praxis II Workshops	Sept. 2011- May 2012	24 Candidates	During the 2011-2012 school year, 24 candidates participated in one of the 4 workshops held this year. Participants noted that the test taking and anxiety reducing strategies were helpful. Student feedback has been extremely positive. All Praxis scores have not

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					been received so we do not know the pass rates at this time.
Eastway Middle School	Improving student skills with Math and scores on EOGs.	Eastway Middle School's Annual Family Math Night.	April 2012	22 Candidates Approx. 100 Students with families	22 Queens's students designed and made math games aligned with the North Carolina Standard Course of study for students in 6 <sup>th</sup> grade. Queens' faculty and students went to the Family Math Night where 80 – 100 people came, played the games, had some snacks and learned that math can be fun.
<p>CMS Focused/Title 1 Pinewood Elementary</p> <p>First Ward Elementary</p> <p>ESL Montclair Elementary</p> <p>Average/High Performing Elizabeth Traditional Elem. Selwyn Elementary Myers Park Traditional Elem.</p>	<p>~Candidates tutored students in grades K-5 who were struggling with word knowledge.</p> <p>~Students would give a pre-assessment to the whole class to determine what students needed extra assistance.</p> <p>~Students were grouped according to skill needs and the teacher and candidate worked together to determine which group would be tutored using “Words Their Way” and text.</p> <p>~Instructor worked with candidates to prepare them for assessing, analyzing,</p>	<p>~Continuous contact with the classroom teachers and the liaison at each elementary school throughout the semester to make sure the experience is effective and successful.</p> <p>~Classroom teachers completed an evaluation on the candidates' performance</p> <p>~Candidates completed reflections that included students' progress after each of the tutoring sessions.</p> <p>~Candidates completed reports on students' progress at end of tutoring sessions.</p>	<p>September - December</p> <p>February – May</p>	<p>8 Elementary Education Candidates and Approx. 40 Elementary Students</p> <p>22 Elementary Education Candidates and Approx. 100 Elementary Students</p>	<p>Most students who were tutored had an increase in their word knowledge scores upon completion of the tutoring experience. Motivation for most students also increased. Teachers reported that many of the students who participated became more active during in-class activities.</p>

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	<p>grouping, tutoring, and reflecting.  ~On-going weekly meetings between instructor and candidates helped to continue dialogue and enhance tutoring planning.  ~Upon completion of tutoring, candidates give a post-assessment to check improvements in students' word knowledge.  ~Candidates also kept case studies on one student from their group to help with anecdotal note taking and reflection.</p>				
CMS	Train Quality Teachers	Early Field Placements and Student Teaching	Aug 2011 – May 2012	All Candidates who took education courses	Each candidate spends more than 500 hours in CMS schools gaining experience working and assisting qualifies teachers to improve student educational experience and performance.
Billingsville Elementary School (Title I School, one of the	Support grades 3-5 in the literacy. Student went weekly for an	Teaching Fellows worked with the teachers to develop lessons and	08/11 through 04/12	13 Candidates Approx. 80 Elementary Students	EOG results have not been released therefore we do not have any specific data to report at this time. We plan to continue this program during the next academic year

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lowest performing school in CMS)	hour and a half each time.	execute them in small group and individual settings. Subjects taught were literacy			
Myers Park Traditional Elementary School PDS Partner	~Earth science ~Scientific method	~Stream Analysis ~ Every 3rd-grade student (including learning disabled) visited Queens' Environmental Science laboratory and worked with Drs. Pillar and Perkins. They went through a guided exercise exploring the differences in streams. During this exercise, students were asked to form hypotheses regarding the physical properties of each soil (e.g., cohesiveness) after the soil was wetted. The hypotheses were re-considered after experimentation. Following this, a demonstration experiment was conducted by Drs. Pillar and Perkins demonstrating the soils' varying ability to retain nutrients. Again, hypotheses were made and tested.	October 2011	Approx. 25 third grade students and 20 College students	~A summary discussion was held regarding the ecologic and the types of streams. ~Through questioning it was determined that all students understood the concepts being taught.
Myers Park Traditional Elementary School	The principal contacted the Dean of the School of	7 candidates tutored small group and one-on-one for the spring semester	February – May 2011	41 Elementary Students and 7 Candidates	EOG scores for this year have not been released yet so we do not know if there were gains. From the informal assessments given and

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PDS Partner	<p>Education and asked if we could help with some of the struggling 3<sup>rd</sup> and 5<sup>th</sup> graders. The faculty member who was designated to take over this project met with the principal, third and fifth grade teachers, and literacy facilitator to determine specific needs, goals and implementation . Throughout the tutoring the faculty member and the lead third and fifth grade teachers discussed progress, made changes to the program, and carefully monitored the tutoring sessions. Candidates tutored 15 fifth grade students and 26 3<sup>rd</sup> grade students who scored the lowest on the grade level 3<sup>rd</sup> quarter assessments in reading comprehension</p>	<p>2 days a week in the area of comprehension. Read passages together and worked on comprehension skills, in particular they worked on the QAR and SQ3R techniques.</p>			<p>motivational surveys, all students who participated did have an increase in their scores on the motivational survey and all students did show gains in use of comprehension skills. Last year, 68% of the fifth graders who participated in the tutoring passed the EOG and fifth grade. 80% of the third graders passed the EOG.</p>

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Elizabeth Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte NC PDS Partner	Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers	Staff development focused on equipping Kindergarten teachers with additional resources to differentiate for English Language Learners and to foster educational resilience in their classrooms.	January – February 2012	4 participants who attended and they shared the information to other teachers in the school	Kindergarten teachers at Elizabeth Traditional School have established connections with local and CMS central resources to facilitate meeting ELL needs. Developed a partnership with CMS Mallard Creek High School to translate important documents. Created an online resource that was shared with the whole school. Expressed a greater sense of efficacy and agency in meeting the needs of their ELL population.
Charlotte Mecklenburg Schools	Assist in science and math trainings throughout the district.	Assist in professional development involving STEM initiatives in the district including K’Nex, Engineering is Elementary and Project Wild	Sept. – Feb.	Approximately 150 teachers	Able to participate in five separate training sessions reaching over 150 current and pre-service teachers. Provided guidance and training on how to implement materials immediately into the classroom.
Myers Park Traditional Elementary School PDS Partner	Teachers wanted to continue information and strategies to help improve parent awareness of how to help students study and learn at home	Organizing a Parent Night with the Focus of Helping Students Study at Home	March 2012	Approx. 90 parents participated	<p>The book created last year that focused on how to create an appropriate environment, keeping a study schedule, organizing homework parties and activities, activities to have students participate in to encourage life-long learning and study systems such as KWL and SQ3R was used in the parent information meeting this year. This project in that sense is on-going and we hope will add to the overall achievement and parent involvement in student work.</p> <p>A PowerPoint was prepared as well.</p> <p>The PowerPoint was presented at three different EOG nights hosted by the school and parents were given a copy of the book.</p>
Audrey Kell High School		Early Field Placements and	August 2011 – April 2012	22 student teacher	There is not currently a progress report available for this year. The

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<p>North West School of the Arts  Providence High School  Olympic High School  School of Global Economics  East Mecklenburg High School  North Mecklenburg High School</p>		<p>Student Teaching</p>		<p>placements  56 clinical placements</p>	<p>county has posted on their website, “Several issues of data accuracy have come to light in the School Progress Reports for the 2010-2011 school year. These reports are an important part of the CMS commitment to transparency and sharing accurate data with the community. For that reason, we have decided to revisit the reports to more thoroughly verify their accuracy and correct any errors. The School Progress Reports have been removed from public view on the CMS website while this verification is completed. We will post the reports again after the data has been fully audited.”</p>
<p>Leadership Academy (Charlotte Mecklenburg Schools)</p>	<p>The Professional Development Specialist at CMS contacted Queens University last fall, asking for someone to work with the teachers in the area of leadership.</p>	<p>Dr. Linda Dunlap designed the curriculum in consultation with the Professional Development Specialist. Dr. Dunlap worked with the teachers during fall and spring for a total of four morning sessions. They covered such topics as leadership styles, leadership development, the barriers that often inhibit teacher leadership, the challenges often encountered, and how teacher leaders can impact student</p>	<p>Oct. 11, 2011;  Nov. 17, 2011;  Jan. 15, 2012;  March 15, 2012;  April</p>	<p>Attendance varied, depending on classroom responsibilities generally ran 25 – 30 CMS teachers.</p>	<p>A survey was given at the first session to assess the teachers’ motivation to become teacher leaders. The survey measured whether the teachers had low motivation, strong motivation, or were uncertain about their motivation. The same survey was administered on the last day of the academy. We found that on the first day, 3 showed low motivation; 6 were uncertain; 20 were strongly motivated. On the final day, our results showed that only 1 reported low motivation; 11 were still uncertain; 14 were strongly motivated. There were 3 absent on the final day who had filled out a survey on the first day.</p>

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		achievement and the learning environment.			
School Administration Manager (S.A.M.) Coach – a program for second-year school executives.	Charlotte Mecklenburg Schools is implementing this large-scale pilot program to help better understand how school executives use their time and to develop strategies to help them increase time spent on improving teaching and learning.	Dr. Dunlap has been trained as a coach in this program and will be meeting with the school executives in 6 schools in CMS throughout the next year, helping them to use data as to how they spend their time, to reflect on their practice, and to develop a plan to become more effective leaders to improve student achievement.	Began in March 2012	5 CMS second-year principals.	Since the program is in the developing stages, data for program outcomes will be available next year.
Myers Park Traditional Elementary School PDS Partner	To pre-teach and provide remediation for students in mathematics and science	In conjunction with math and science methods course, Queens' pre-service teachers partnered with MPTS to provide math tutoring for students participating in the school's afterschool program. Pre-service teachers also created and implemented "Science Days" that tied their classroom instruction to hands-on activities presented to the	08/11 through 04/12	43 Candidates Approx. 50 Elementary Students	EOG data is not yet available but afterschool staff, parents, teachers and the students themselves have expressed great satisfaction with the curricular support as well as the interpersonal bonding the collaboration has produced.

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		afterschool students.			
CMS District: Project LIFT	Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers	Serving on the Project LIFT evaluation advisory board; have chosen the nationally known evaluation consulting firm to analyze the results of the almost \$2 million effort in 9 CMS schools.	March 2012 - ongoing	Approximately 7,000 students	Project LIFT is just beginning and the outcomes and the processes will be measured over the next five years.
Community Non-Profit, Bruce Irons Camp Fund (BICF), and CMS District	Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers	Was the analyst working with organization and District to for Program Evaluation -- measuring outcomes (proficiency, growth, behavior, attendance, etc.) of students who attend summer camp – camps where BICF will send students for 5 consecutive years.	June 2011 – June 2012	45 students	This year was the baseline year. Progress in student achievement and behavior will be measured moving forth.

### C. Brief Summary of faculty service to the public schools.

Professors conduct on-going professional development at some of the Title I schools. Professors are working with the principals, teachers and parent board at two elementary schools to help continue to strengthen the Professional Development School partnership. Faculty have strategically placed Teaching Fellow students at Title I schools. Many students participate in America Reads at our PDS. The Art Department holds an annual exhibit of art works by CMS teachers. The Foreign Language faculty members are available for consulting on how to effectively include ELL children in the regular classroom. Bilingual students help members of the Hispanic community enroll children in school, apply for social services, and fill out state and federal forms and job applications. Faculty from Queens Speakers Bureau volunteer their time to present to high school classes and parent-teacher groups about topics of interest. Faculty provide support to high school teachers on a regular basis, including giving guest lectures, sharing

resources, finding information, sharing research and answering questions. In addition to providing on-going professional development to schools throughout out LEA, individual staff and faculty members mentor beginning teachers, serve as proposal reviewers for Smart Start, serve as proctors for EOG and EOC exams, coach Odyssey of the Mind, serve on high school senior exit panels, read in classrooms and tutor. Within the program, Arts and Sciences faculty members observe secondary student teachers for content competency. In addition, within the Cato School of Education is the Public Education Research Institute at Queens (PERIQ). Established to be a resource for the community, PERIQ is dedicated to improving educational outcomes in public schools through excellence in research and analysis. Within the community, PERIQ is known as a highly respected, trusted source of accurate, relevant, and objective research necessary to provide effective, efficient public education resulting in students prepared for productive lives in the 21st century. Local media continue to call upon PERIQ concerning significant events within our public schools. In addition, personnel from PERIQ have been frequent guests on public radio as it examines topics such as whether our local high school graduates are adequately prepared for 4-year colleges and universities. In addition, Charlotte-Mecklenburg Schools (CMS) looked to PERIQ as an independent evaluator of some of its most major initiatives. Charter schools in the area have called upon PERIQ in designing some key research, and conversations are occurring between PERIQ and organizations such as Teach for America about some combined research that could be conducted that would look at effective ways to work with our urban schools and their students.

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

Because of the difficult economic times, many of the beginning teachers in the local LEA's professional needs are not met. Members of the School of Education volunteer as resources to advise beginning teachers about classroom, administrator, and licensure information. Because of the support we offer, former students believe that they are an email or phone call away from connecting with a faculty member. Workshops are offered before PRAXIS II to train candidates using the rubric used to assess the constructed response essay. Material is taken from the support materials offered by ETS. At the end of Phase I, MAT candidates continue to communicate with faculty as they establish their teaching style. In Phase II, MAT candidates embark on action research projects, complete them and present them at an Action Research symposium. Queens' faculty's relationship with graduates is close. Continued faculty guidance and encouragement is a strength of the programs. Faculty have office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. When invited, faculty visit classrooms to observe and help former students. Beginning teachers are invited to be guest lecturers in courses. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

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

Queens University supports lateral entry teachers through flexible delivery of courses in late afternoon, evening and on Saturdays, on line, in shortened terms, out of rotation, and in the traditional semester schedule. A supportive administration and committed faculty allow Queens to help lateral entry teachers meet their requirements in an effective manner. Queens has established a strong relationship with the RALC to meet the lateral entry teachers' needs. We use flexible scheduling to offer classes when candidates need them rather than in a static rotation. In the fall of 2003, a new class, University Supervision for Lateral Entry Teachers, was developed.

Through this 3 credit hour class, candidates are observed by full-time faculty, mentored, and supported. At the end of this class, if all other requirements have been met, including success on PRAXIS II, candidates are recommended for licensure by Queens. In addition to the above, the staff of Queens University works diligently to clarify licensure questions, work with the Human Resource Departments in the surrounding districts to facilitate issuance of licenses, and hold spots for regional candidates for licensure. All of this occurs within the boundaries of program integrity.

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

Due to the increased emphasis in reading instruction, Queens University began the M.Ed. in Literacy, K-12 Program in 2005. Teachers become experts in teaching reading and knowledgeable in the controversial issues surrounding the teaching of reading. As part of a summer seminar and practicum they work with children who are struggling with Reading at a CMS school. Here they diagnose, prescribe and remediate reading problems for children in a three-week intense reading program. This program supports career teachers by allowing them to gain valuable knowledge and practical experience while at the same time allowing them to further their education. In cooperation with CMS, this program is free to career teachers who work at CMS Equity Plus schools. In addition, all CMS teachers and staff receive tuition discounts to also have the opportunity to further their education. As part of Phase II in the MAT program, candidates select and carry out their own Action Research Projects in CMS classrooms. This allows career teachers to further investigate, with proper support and guidance from faculty, issues that each individual teacher is interested in learning more about. Queens University faculty also serve career teachers by being available to advise on lapsed licenses, license renewal, and teaching in other states. In addition, before each administration of PRAXIS II a free workshop on test taking skills is offered at Queens University and is open to all career teachers, free of charge. Queens has also developed a Professional Development School Partnership with our neighboring schools and has developed a book club based on specific needs and interests of the teachers. The teachers develop lists of specific issues and needs they would like Queens' faculty to address and this is completed over the course of the year. Faculty members who are experts in the areas of interests develop workshops that will be beneficial to the teachers and help them to improve in the areas in which they struggle. These workshops scored high ratings from the elementary and high school faculty who attended them. This will continue during the next school year. Further, faculty are frequently providing professional development in schools across the LEA's. Finally, as always, faculty members continue a strong network with former students who call and e-mail for advice.

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

All Queens' candidates receive experience in the Charlotte Mecklenburg School System (CMS). Elementary candidates' field placements total more than 70 hours. Candidates participate in field placements and student teaching in Title I and Title II Schools. In particular, in Reading Difficulty and Language Arts courses all students are required to complete their clinical experience at an at-risk school. This helps the low performing students to have a chance to improve with small group tutoring. Assignments in field placements require pre-service candidates to teach whole class lessons, work one-on-one and in small groups with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction

for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students in a variety of grade levels and school settings. For one of the two placements of the student teaching experience student teachers work in a high needs school. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for their particular population if the placement in at-risk schools is for the three-week experience. Candidates taught small group and one-on-one each week with the lowest scoring fifth graders at our PDS. For the 11-12 academic year, one of the professors in the School of Education worked at a Title I school with on-going professional development to help increase literacy instruction and scores. Presently, the Public Education Research Institute at Queens (PERIQ) continues working with a low-performing community middle school to document the changes being made in that school and to analyze the impact those changes have made on student achievement. To better understand the students and teachers as well as to provide assistance, PERIQ has worked within classrooms as tutors. PERIQ has created, administered, and analyzed teacher surveys concerning school culture and the qualitative impact of changes made in instructional and operational procedures and processes. PERIQ also has assisted in analyzing student performance data and other quantitative data within the school. Results of this continuing 3-year longitudinal study will be used not only to assist that school in evaluating its progress and developing additional plans for school improvement, but will also assist the District and others in the state in knowing effective techniques in turning around schools. PERIQ has also been chosen as the Charlotte-Mecklenburg Schools independent evaluator of its Strategic Staffing Initiative (SSI). In this evaluation, Queens is leading the efforts to examine results in student achievement, as well as changing school cultures, in these SSI schools. This Initiative brought to each of the now 20 schools a new principal and an entire new leadership team, as well as at least five new teachers and other instructional support individuals, in order to turn around some of the District's lowest performing schools.

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

The School of Education supports the SBE priorities and has made changes to the College of Arts and Sciences' Elementary Education Program to begin to provide an innovative approach to preparing teachers. Based on feedback from our students and the focus of the SBE, we modified the program to provide coursework and additional experiences to ensure that we are producing globally competitive students, 21st Century professionals, and effective leaders. The courses that were added to the curriculum are listed below. The four additional courses include: 1. Diversity in Education – In this course we investigate both the similarities and differences within cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This is accomplished through self-exploration and various activities. These topics are discussed in terms of our educational system. Our focus is to examine various methods for teaching diversity within a K-6 curriculum. 2. Classroom Management and Conflict Resolution – This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis is placed on empirically validated practices and conflict resolution methods. 3. Teaching Children with Special Needs in Elementary Schools – This course is designed to prepare preservice teachers to effectively work with and teach students with special needs. Emphasis is placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis is also placed on helping pre-service teachers learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. 4. Critical Issues in Education and School Community – This course discusses the origin, development, and current status of elementary school curriculum and evaluate the trends and

issues likely to influence the curriculum in the schools. This course also explores social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis is placed on diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy. The students who have taken these newly developed courses have reported that the additional information is very valuable as they try to become the most successful effective teachers possible. We have also begun to offer cultural arts in elementary education course as well to help students learn how to implement art, movement and music in the classroom.

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

This year Queens continued to place emphasis on supporting Secondary Lateral Entry Teachers and the M.Ed. in Literacy K-12 program. We have also restructured and implemented an MSA program. We have also placed special interest in developing and implementing additional courses that are now required in the elementary education program to help enhance their education to make them more successful in the classroom. Further, we have worked hard recruiting new students in our Teaching Fellows Program and structuring this program to better benefit these students. We have continued to work hard at enhancing the partnership we have built with our Professional Development Schools and to use our work for research purposes to enhance our thinking and instruction.

**Supplemental Information (Optional)**

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

During the first course in the undergraduate program, candidates learn about the testing requirement for licensure. Candidates who are unsuccessful on components of PRAXIS I meet with their School of Education academic advisor. Arrangements are made for a tutor if requested by the candidate. Further, each month a study session has been held to help answer questions and to provide helpful tips and strategies for students. The School of Education has purchased all available test preparation books published by ETS for the content areas in which Queens offers a license. They are on reserve in the library. For PRAXIS II, faculty use case studies in class and open ended response test items to prepare candidates. Faculty offer free workshops on taking the test, before each PRAXIS II for candidates taking the Elementary Education specialty area test. Faculty members in academic areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty use this information to construct different types of test items for their class assessments. In addition, the GRE Writing test is now required for MAT and M.Ed. candidates. The ability to write clearly helps candidates on the restricted response portion of the PRAXIS II.

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

Queens University is dedicated to serving the local community. A strong network has been established between the Human Resources department of CMS and Queens. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. We

believe that if lateral entry teachers are hired, they need to be well trained and Queens will do it. In order to recruit non-lateral teachers, the School of Education holds "Open Houses" for post-baccalaureate candidates interested in the MAT Program or the Licensure-only Programs in secondary and foreign language as well as the M.Ed. and MSA Programs. Meeting times for the open houses are advertised in the Charlotte Observer newspaper, on the local Public Broadcasting System and through CMS. Potential candidates can also access The School of Education through the Queens University of Charlotte web site. This site includes everything a potential candidate could want to know. In addition, faculty and staff members are always available to answer questions. Staff members return calls promptly and link potential candidates with offices that provide accurate information; many telephone inquirers become candidates. College recruiters meet with The School of Education dean and chair to discuss marketing techniques for the undergraduate programs. Faculty attend Queens Parent Weekends and are regularly asked to visit with candidates and families during drop-in visits. Faculty volunteer for scholarship interviews and freshman honor award judging. Faculty present sessions for incoming freshmen to discuss teaching as a career, to answer questions about the programs and to work with freshman advisors in planning programs. Faculty also attended the Teaching Fellows Information Day to meet with parents and potential students to discuss the program as well as to answer specific one-on-one questions. When faculty from other disciplines visit high schools, they explain the teacher education programs and provide contact material. Education staff follows through with additional information. Further, the Cato School of Education hired a staff member whose charge is to increase enrollment in the graduate programs. He goes into the community and schools and meets with prospective students and holds information sessions frequently on and off campus. For the meetings held on campus, faculty participate so that they can answer questions and provide information to individual students. Each of these involvements allows faculty members to promote the Teacher Education program, as well as to recruit potential students. Classroom teachers are our best advertisers. They describe their experiences with Queens to traditional and non-traditional potential candidates.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte. Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2005 when we had 19% multicultural students, we have seen an increase in the racial diversity within the freshman class. The percentages of multicultural students enrolling in the last six classes are listed below: 2006 29% 2007 24% 2008 25% 2009 27% 2010 24% 2011 24%. Specific strategies have been implemented to improve our racial diversity over the last four years and will continue going forward:

- Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations.
- Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is

proficient in French and German. • Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process. • Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process. • Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds. • Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselor's (SACAC) Camp College program to assist students from under-represented populations in the college admissions process. o Host CHASF's annual recognition and award ceremony o Sponsor a middle school each year through the Think College Program o Consider hosting a summer program for Camp College students o Host GYTO's college access seminar for Latino students • Promote the need for teachers from under-represented populations through our North Carolina Teaching Fellows Program. • Increase diversity within our Queens Ambassador student recruitment organization. • Work with the John Belk International Program to build awareness about Queens' programs to international student populations. • Work with English Learning Services (ELS) to promote Queens' programs to international students.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte. Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2003 we have seen an increase in the racial diversity within the freshman class. The percentages of under-represented students enrolling in the last classes are listed below: 2003 12% 2004 13% 2005 19% 2006 29% 2007 24% 2008 25% 2009 27 % 2010 24% 2011 24%. Specific strategies have been implemented to improve our racial diversity over the last four years and will continue going forward: • Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations. • Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is proficient in French and German. • Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process. • Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process. • Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds. • Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselor's (SACAC) Camp College program to assist

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## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	66
	Other		Other	
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>80</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	1	White, Not Hispanic Origin	6
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>7</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</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		White, Not Hispanic Origin	6
	Other		Other	1
	<b>Total</b>		<b>Total</b>	<b>8</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)		1
Special Subject Areas (k-12)		2
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>3</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,216
MEAN SAT-Math	568
MEAN SAT-Verbal	577
MEAN ACT Composite	26
MEAN ACT-Math	26
MEAN ACT-English	25
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.50
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)				
Elementary (K-6)		7		1
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		6		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>13</b>		<b>1</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	48	94
Institution Summary	48	94
* 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	2	1	10	3	19	
U Licensure Only	1	8	8		3	2
<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						
U Licensure Only						
Comment or Explanation:						

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

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	52	90	56
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	263
Union County Public Schools	32
Gaston County Schools	19
Cabarrus County Schools	15
Forsyth County Schools	7
Iredell-Statesville Schools	6
Stanly County Schools	6
Guilford County Schools	5
Moore County Schools	5
Wake County Schools	5

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

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

**III. Teacher Education Faculty**

<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>
7	0	2