

IHE Bachelor Performance Report

Wake Forest University

2011 - 2012

Overview of the Institution

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

Special Characteristics

Wake Forest University provides a supportive liberal arts environment where small classes and personal contact with faculty are a reality and an expectation. Wake Forest is also able to offer an array of diverse academic courses while sustaining a vibrant research community found only at a large university. Wake Forest's ubiquitous computing environment, initiated in 2000, fosters communication, collaboration, and innovation for students and faculty, and is supported by training and support. All departments receive specialized technical support and training with technologies to support teaching and research from the Instructional Technology Group (ITG). This group assigns one person to handle specific departments and programs. The Department of Education has an ITG dedicated to address the needs of the Education programs.

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Winston-Salem/Forsyth County Schools	Technology-Preparing Lessons for Understanding Mathematics Successfully (PLUMS)	A faculty member taught technology workshops and consulted with teachers at Parkland High School, including regular meetings with the Geometry Professional Learning Community.	Ongoing	30 teachers	All teachers in math department use technology. New classrooms were all outfitted with state-of-the-art multimedia. Teachers' increased use of technology in their instruction.
Atkins H.S.(includes 3 schools), North Forsyth H.S., Parkland H.S	Support for students to pass state competency tests.	Twenty-five graduate teacher candidates tutored and mentored twenty low-achieving students.	May 21 - May 25, 2012	400 students	EOC scores not yet available.
Foreign Language Immersion Programs for Children – Winston-Salem/Forsyth County	Foreign language immersion strategies for grades 3-6.	Five graduate teacher candidates were assistant teachers. Professional development opportunity for teachers from across the state to	June 20 - 24, 2011	3 teachers and 23 students	Increased knowledge of how to provide effective foreign language programs in grades 3-6. Teachers in other districts are replicating the curriculum and instructional practices.

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		observe best practices in early foreign language instruction.			
NC Literacy Project – Region V	Teaching Texts K-12	A faculty member conducted a series of instructional sessions with ELA teachers in Region V	October, 2011 - May, 2012	20 ELA Teachers	Project supervisor reported progress in teachers’ effectiveness in classroom.
Winston-Salem/Forsyth County Schools	Here Today, Gone Tomorrow: Using Ephemera and Web 2.0 in Social Studies	A faculty member conducted a 3 hour workshop for all United States history teachers in the district	August 23, 2011	45 teachers	Achievement test data not yet available.
Meadowlark Elementary School (WS/FC) – Pt. England Primary School, Auckland, NZ	Technology - Global Awareness	A faculty member facilitated an international information exchange between two classrooms at Meadowlark Elementary School (grades 1-3) and classrooms at Pt. England Primary School using EDMODO.	October-December, 2011	5 teachers, 2 teacher candidates, 48 NC students, 32 New Zealand students	Teachers reported increased knowledge of world geography, global awareness, and ability to communicate and collaborate via technology.

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		The focus was on learning more about the geography, culture, language, animals, currencies and sports in NC and NZ.			
Winston-Salem/Forsyth County Schools	Teaching genetics through problem-based learning	A faculty member worked with 45 first and second year students at WFU to teach genetics concepts to elementary, middle and high school students.	September - November, 2011	90 3 rd grade students, 150 7 th grade students; 120 9 th grade students	Teacher reported increase in student data in later genetics-related units
Courtney Elementary School (Yadkin County)	Inquiry-based science instruction	A faculty member and six undergraduate education majors worked with elementary teachers to develop inquiry-based science lessons for K-6 classrooms	January - March, 2012	13 teachers and 300 students	Teacher increased use of science classroom space; Teachers replicating instructional design practices; student work samples demonstrating student learning

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		and utilize new science classroom space			
School Leaders Initiative	New ideas about leadership for school principals.	A faculty member co- led small group discussions based on readings and coordinated presentations led by experts in leadership.	January - June, 2012	24 principals, 12 outside speakers, 3 leaders	Strong participation and evidence of buy-in to new ideas about leadership

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

Faculty members in the Department are very active in public school initiatives. Leah McCoy collaborates with administrators and faculty at three low-performing high schools to assist them with specific needs in mathematics instruction and tutoring/mentoring low-performing students. Leah leads the Wake Innovative Noyce Scholars (WINS) program, an NSF funded project that prepares high school math and science teachers. Nine WINS scholars will complete the program in summer, 2012, and begin teaching in the fall, serving at least two years in a high need district. Ann Cunningham leads the Emerging Teacher Leaders Network (ETLN), a highly successful retention and support network for our beginning teachers in their first two years in the classroom. WFU hosts the Advanced Placement Institute, directed by Joseph Milner, and last summer it attracted over 185 teachers in ten subject areas. Joe is also director of the Visiting International Fellows graduate program which provides international teachers with a MAEd program in 3 summers. Joe serves on the NC Governor’s School Foundation and developed the NC Literacy Project serving twenty Region 5 teachers. Pat Cunningham leads workshops in elementary schools to assist teachers and administrators in developing literacy. In addition to the service that the Department of Education offers the public schools, WFU has supported the local schools in many impressive ways this year. Faculty in History, Biology, and Chemistry were guest speakers in the local schools. Faculty in Biology coordinated the Regional Science Olympiad at a local high school. The Department of Chemistry sponsored Project SEARCH, a week-long day camp for high school students that promotes interest in chemistry and biomedical careers and also hosted high school students on campus for tours of laboratories. A faculty member in English included a service learning component in a course that provided tutoring in literacy for students at a local middle school, and a faculty member in Classics offered a service learning project in which Wake Forest students tutored high school students in Latin. The Department of

Mathematics hosted the American Mathematics Contest and the North Carolina Council on the Teaching of Mathematics Contest for high school students and also began the Mathematics Teaching Circle for local middle and high school mathematics teachers. The Department of Music hosted state choral and band events. Faculty in the Department of Art served as judges for art exhibits in grades K-12. The Museum of Anthropology provided 131 programs for 36 schools serving 5,107 students across the state.

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

Graduates of the WFU Teacher Education programs who are currently teaching have access to support through the Emerging Teacher Leaders Network (ETLN). Now in its ninth year, the Emerging Teacher Leaders Network is a professional development community specially designed to support the needs of novice teachers in their first two years in the classroom. The network provides a website that offers a variety of teaching resources (<http://www.wfu.edu/education/ETLN/index.html>), a listserv that supports contact among the graduates and with Department of Education faculty, and face-to-face support at an annual conference held on campus at mid-point in the teaching year. Program graduates provide feedback about the resources they would find helpful, and the faculty respond to these requests through the listserv, the Web site, or the conference. The annual conference is deliberately held at the mid-point of the teaching year in order to provide resources, information, and sharing time for novice teachers at a critical point in the academic year. The conference includes an evening presentation composed of program graduates who have become educational leaders and are at different stages in their careers in public schools. The presentation is followed by a formal dinner where graduates commune with cohort colleagues and faculty, and on Saturday morning, a set of concurrent sessions takes place where topics focus on the needs expressed by graduates through the listserv or conference evaluations. The ETLN provides modest financial support for alums to offset travel and lodging costs to present sessions or workshops at regional or national conferences under the auspices of their faculty adviser.

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

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

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two WFU graduates who are career teachers. A committee of three faculty and two public school teachers

selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at Wake Forest's annual Convocation. \$720,000 has been awarded to teachers since the awards inception in 1994. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

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

The Department of Education works closely with three low-performing secondary schools: North Forsyth High School, Parkland High School, and Atkins High School. Ongoing assistance includes a formal tutoring/mentoring project and informal programs with teachers and students. Graduate candidates are involved in a spring EOC tutoring program at Atkins High School, North Forsyth High School, and Parkland High School. Our faculty have presented inservice programs for teachers and demonstration lessons in their classrooms at these schools.

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

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

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

The Department of Education works on an on-going basis to strengthen its partnerships with local schools, identifying specific areas of need, and collaborating with schools to involve faculty and teacher candidates in improving learning outcomes. We work closely with three low-performing secondary schools (Atkins, North Forsyth, and Parkland). Our candidates tutor students at these schools to assist with competency test needs.

Supplemental Information (Optional)

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

The overwhelming majority of students who apply to Wake Forest's Teacher Education Program have an SAT combined score on verbal and mathematics over 1100 or an ACT composite score over 24, and therefore do not have to take the Praxis I exam. For the few that do, the Licensure Officer directs them to the ETS website, www.ets.org/praxis. The Licensure Officer recommends

that the student go to Test Preparation on the website and look at the sample test questions provided. ETS also provides test taking strategies in its “Test at a Glance” section. The Licensure Officer also directs them to the *EBooks* for purchase by ETS if further help is requested by the student. When the students are ready to prepare for the Praxis II tests, the Licensure Officer conducts a Licensure Presentation and reviews these available materials again. Additionally, on campus the Z. Smith Reynolds Library offers Praxis practice tests through their on-line Learning Express Library. The Curriculum and Materials Center in the Department of Education also offers Praxis study guides that students check out. The Licensure Officer notifies students about webinars offered about the Praxis.

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

The Department of Education has made significant efforts to increase visibility of programs on campus in order to attract more undergraduate students to teaching. We began offering a divisional course two years ago to all undergraduate students which is yielding an increase in the number of majors and minors in teacher education, and we requested and received approval this year to add a second course which will be offered in the fall. The Department of Education also makes on-going efforts to recruit teacher candidates. The Department collaborates with the Admissions Office in presentations for prospective freshmen as well as entering freshmen who have expressed an interest in teacher education. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education and also participate in recruitment events for current students, including Campus Day and the Major/Minor Fair. The Department works closely with Career Services and provides information for this office to share with students. Faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and professors of First Year Seminars which is an excellent way to attract students to teaching. The Department of Education also hosts an annual reception for freshmen and transfer students to inform them about our programs. Education faculty members follow up these contacts with calls and letters. We collaborate with colleagues on campus in the content areas of English, Math, Foreign Language, Science, and Social Studies to keep them aware of the possibilities in Education and to recruit their majors to become teachers. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our licensure offerings.

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

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

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

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

instruction. Michelle Klosterman and science education students presented a collection of lessons at NCSTA on Teaching Science to English Language Learners.

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	1	Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	29
	Other		Other	1
	Total	8	Total	31
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,298
MEAN SAT-Math	640
MEAN SAT-Verbal	655
MEAN ACT Composite	28
MEAN ACT-Math	28
MEAN ACT-English	31
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.25
Comment or Explanation:	
*Less than five test takers. Scores 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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		16		
Middle Grades (6-9)				
Secondary (9-12)		5		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		21		
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	16	100
Institution Summary	16	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	21					
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	44	95	41
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
Forsyth County Schools	203
Wake County Schools	76
Guilford County Schools	56
Charlotte-Mecklenburg Schools	48
Davidson County Schools	26
Cabarrus County Schools	18
Stokes County Schools	17
Durham Public Schools	16
Buncombe County Schools	15
Chapel Hill-Carborro City Schs	15

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
16	1	8