

# IHE Bachelor Performance Report

## Western Carolina University

2011 – 2012

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### Overview of the Institution

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

### Special Characteristics

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

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

## **Program Areas and Levels Offered**

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students.	Western North Carolina Science Fair	February 7 & 8, 2012	500 students, 30 teachers, 16 administrators & 50 parents participated in the WNC Science Fair.	Students participated in judged program for science-related projects. There were two different days based on student grade level status. Further, this attracts students to science-related fields and/or teaching.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century System.	WCU Computer Science High School Programming Contest	April 17, 2012	20 students and 2 teachers participated.	Student developed computer programs for judging. Stimulates interest in computer science and development of new programs. Further, this stimulates interest in computer programming and other technology-related fields.
Asheville City, Buncombe, Graham, Haywood, Henderson, Jackson,	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Mathematics Contest	March 20, 2012	512 students and 48 teachers participated.	Students solve math problems. Their work is judged and evaluated for recognition. Stimulates interest

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Madison, McDowell, Mitchell, Polk, Transylvania					in mathematics and math education. Further, it provides an opportunity to recruit promising young students into math-related fields including teacher education.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals; 21st Century Systems; Healthy & Responsible Students.	Youth Congress	March 31, 2011	100 students & 10 teachers participated.	Students participate in a mock congress to learn about the American political and legislative process. Stimulates interest in public service and politics. Further, this promotes an understanding and interest in American government and political science.
Macon	21st Century Priorities: Globally competitive students; 21 <sup>st</sup> Century Professionals.	Integrating Science & Literacy in a First Grade Classroom.	June 1, 2011	22 students and 1 teacher.	Collaborative planning, teaching and evaluation of integrated science and literacy units.
Regional – Western NC	21st Century Priorities: 21st Century Systems.	Mentoring for Meaning (M4M)	July 25, 2011	30 teachers are participating in the project thus far.	Teacher workshop for Common Core. Emphasis on support for science educators in content and pedagogy. (DOE grant funded)

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					project).
Haywood	21st Century Priorities: 21st Century Professionals; Healthy & Responsible Students.	Adapted Physical Education Workshop	March 19, 2012	50 teachers and physical therapists participated.	Training on strategies for including students with exceptionalities in the classroom and the gym.
Buncombe	21st Century Priorities: 21 <sup>st</sup> Century Professionals.	Content Area Reading in Science & Math	February 28, 2012	15 teachers and 1 administrator participated.	Strategies that enable students in grades 3 to 12 to cope more effectively with reading and writing in mathematics and science. Instruction involved analyzing texts, designing lessons to help students use those texts and other written materials more successfully, and ways to use writing to enhance student learning in science and mathematics.
Jackson	21st Century Priorities: Healthy & Responsible Students.	Fall Festival Run	October 21, 2011	50 students, 30 parents and 5 teachers participated	This was a one mile run designed to encourage physical activity by the students

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					and their parents. It was in conjunction with the Cullowhee Valley School Fall Festival.
Regional – Western NC	21st Century Priorities: 21 <sup>st</sup> Century Professionals; Leadership Guides Innovation	Technology Workshop	Ongoing support through Fall 2010 and Spring 2011	12 teachers and 3 administrators participated.	Technology workshop on Digital Storytelling in the Classroom offered through WRESA to area teachers. One 6 hour workshop.
Macon	21st Century Priorities: Healthy & Responsible Students.	PE Facility Design and Installation.	April 3, 2012.	2 teachers participated. 250 students impacted by new facility.	Designed and assisted in the installation of a new Physical Education facility at Cartoogechaye Elementary School. The facility was a 9-hole disc golf course on the school campus.
Cherokee Federal	21st Century Priorities: Globally competitive students; 21st Century Professionals.	Words Their Way	2 dates during March 2012.	60 students, 50 teachers, and 2 administrators participated.	Teacher candidates provided below grade level readers extra practice through a program that involved additional reading with the college students and parents.
Statewide	21st Century Priorities: 21st Century	Assist Lateral Entry Teachers through the licensure process.	Summer 2011, Fall 2011 and	131 contacts with lateral entry teachers.	Support LEA's in getting teachers certified. Support

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	Professionals.		Spring 2012.		NCMTEC. Supports the teacher shortage in NC.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Teachers of Tomorrow Conference	September 28, 2011	112 students and 10 teachers participated.	Recruitment activity to help with teacher productivity goals.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	Middle School Teachers of Tomorrow/Reaching to Teach Conference	March 16, 2012	194 students and 33 teachers participated.	College access/ Recruitment activity in response to the teacher shortage.
Jackson	21st Century Priorities: Healthy and Responsible Students.	Girls on Track	Fall 2011 and Spring 2012 semesters.	12 girls in grades 3-8.	After school program for 12 weeks that enhances girls' self-esteem, promotes healthy lifestyles and trains the girls to run a 5K.
Jackson, Cherokee Federal	21st Century Priorities: 21st Century Professionals.	Rural-Urban Exchange	Spring Break, April 1 – April 7, 2011	150 students, 15 teachers and 5 administrators from Jackson and Cherokee Federal participated.	Students from Support diversity initiatives with SUTEF program. NC A&T and Western Carolina University visited the schools and discussed diversity issues with students.
Regional – Western NC	21st Century Priorities:	Beginning Teacher Induction	August 1, 2011 &	154 teachers and 17 total	Professional development for

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	21st Century Professionals.	Symposium	February 24, 2012.	administrators participated	beginning teachers.
Statewide	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; Healthy & Responsible Students.	Tournament of Champions Marching Band Contest	October 13-15, 2011	2500 students, 28 teachers and 4300 parents participated.	Support the arts programs through instruction and competition. The Tournament of Champions Marching band contest is an invitational competition that invites 25 of the Southeast's top high school marching bands to WCU annually. Several bands in NC are invited annually.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Using Video to Accelerate New Teacher Development	February 28, 2012.	1500 teachers and 18 administrators participated.	Teacher induction.
Jackson	21st Century Priorities: Globally competitive students; 21st Century Professionals	STEM Presentations	January 20, 2012	17 students and 2 teachers participated.	Recruitment activity for engineering and technology discipline and profession

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. National Board Certified teachers served as master teachers in Western's alternative licensure program. P-12 educators co-chair standing committees of the School University Teacher Education Partnership (SUTEP) (108 schools in 18 systems) and comprise

significant membership on all committees. P-12 educators are also represented on the Chancellor's Roundtable and Chancellor's Council for Teacher Supply and Demand, as well as other key committees. Candidates for CEAP positions often meet with P-12 educators. Professional educators are actively involved in advisory and policy boards for several programs and centers. P-12 educators were also involved in the revisioning of graduate-level licensure programs. The EdD program is also under internal review and revision with school leaders in the region. P-12 teachers were collaborators in 6 school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Teacher Work Samples and Individual Growth Plans. Former teachers direct the office of Teacher Recruitment, Advising and Career Support, the Teaching Fellows program, and the Office of Alternative Licensure. In turn, Western faculty are involved in a number of collaborative activities with public schools. Western faculty and P-12 educators in 11 WNC school systems collaborated on and received a grant from the Z. Smith Reynolds Foundation to support beginning teachers in those systems. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Public school teachers also collaborate with faculty to research topics focusing on superintendents and teacher leadership and share their findings with stakeholders and at national conferences. Teacher education faculty in Arts and Sciences, Education and Fine and Performing Arts were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. This year, 7245 school services were provided by 81 WCU faculty and staff from various different programs/centers to North Carolina Public Schools. These services were provided to 33536 B-12 students, 10262 parents, 6251 teachers, and 596 school administrators. School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. The total services supporting each DPI goal are as follows: Goal 1: 111; Goal 2: 356; Goal 3: 23; Goal 4: 22; Goal 5: 40. The total services supporting each WCU SUTEP goal are as follows: Goal 1: 36; Goal 2: 302; Goal 3: 21; Goal 4: 71; Goal 5: 12; Goal 6: 15; Goal 7: 85.

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

Support options for new teachers, mentors and principals are tailored to the region – developed by the Center for Support of Beginning Teachers (CSBT) in collaboration with Western's School-University Teacher Education Partnership and Beginning Teacher Coordinators. CEAP addresses beginning teacher support by providing professional development opportunities for beginning teachers, their mentors, and school system support providers. August 1-2, 2011 the college sponsored a two-day regional WCU Beginning Teacher Induction Symposium for 73 teachers in nine WNC school systems entering their first year of teaching. The symposium fulfills two of three professional development days required by the NC State Board of Education. At the request of school system beginning teacher coordinators, a 2-day workshop was also offered to first year teachers October 13 and 14, 2011. 102 teachers from nine school systems plus Cherokee Central attended. A Mid-Year Symposium was held in February, 24, 2012 to meet the needs of those hired after the beginning of the school year; 80 teachers from six school systems attended. An additional session was added to the Mid-Year Symposium addressing differentiation with 54 teachers from two school systems in attendance. Western sponsored an online support program for 71 first-year teachers from 10 systems. Ten e-mentors (career teachers) and university faculty members facilitated conversations designed to address topics

such as classroom management, differentiation, and assessment. Virtual support was available 24/7. At the request of LEAs, CEAP faculty began the process of putting the new NC mentor training online. Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in eight WNC school systems. Mentors in these systems also received training in instructional learning walks to help them provide more effective support to the new teachers they mentor. Three grants continued through the 2010-2011 academic year: 1) Project START: The Millennials funded by the Z. Smith Reynolds Foundation focuses on support for 2nd/3rd year teachers in 11 WNC systems, 2) Mentoring for Meaning in Mathematics and Science (Title II NC QUEST), designed to increase the retention rate of novice mathematics and science teachers in 6 systems, and 3) NC TEACH II (DOE Transition to Teaching – year 5) targets math, science, and SPED lateral entry teachers in high-need systems. Spring 2012 surveys for beginning teachers, mentors, and principals were revised by the director of CSBT to reflect the new NC State Board of Education mentor/induction program standards. WCU administered surveys online, analyzed data and provided reports to participating systems. These data will inform future support activities and will also be included in school system assessment induction reports. For the third year, the Teaching Fellows program, in collaboration with WCU's Center for the Support of Beginning Teachers, sponsored a leadership retreat for 2nd year teaching fellows. WNC 2<sup>nd</sup> year teachers were also invited to participate. The emphasis was to assist new teachers with differentiating instruction for all learners in their classrooms. At the request of system beginning teacher coordinators, a special emphasis was placed on differentiating assessment. The focus of CSBT research in 2011-2012 was to examine the relationship between second year high school teachers' engagement in components of North Carolina's beginning teacher induction program and student achievement, as reflected in performance on standardized tests (the North Carolina End-of-Course tests). CEAP faculty offer coursework online and in Asheville for lateral entry teachers and those seeking licensure through an alternative path. The Office of Alternative licensure maintains on-site, phone, and web-based support to participants throughout their first year and beyond.

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

WCU's Office of Alternative Licensure (OAL) has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license. Enrollment in teacher certification programs has remained consistent: 305 students were admitted during 2010-2011; 255 (84%) of those admitted enrolled in courses at WCU. Through the OAL website, a tracking system identifies alternative teacher candidates at each stage of the process, from inquiry to completion. OAL has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license. Through the OAL website, a tracking system identifies alternative teacher candidates at each stage of the process, from inquiry to completion. Enrollment in teacher certification programs has remained relatively consistent over the past few years. In the 2011-2012 school year, 165 students were admitted to Teacher Certification programs. Of those students admitted, 131 (79%) enrolled in classes following individualized plans of study. During 2011-12, 307 licensure-only plans were developed in over a dozen teaching areas. Birth to Kindergarten (BK) and Special Education (SPED) have shown growing interest over the past year. Faculty taught more than 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. In the 2011-2012 school year, the Office of Alternative Licensure had 86 students complete a range of comprehensive programs and obtain licensure and/or graduate degree. To date, lateral entry teachers supported

by CEAP are teaching in 106 NC school systems (92% of LEAs). Content Area Reading in Science and Mathematics (CARSAM) is a graduate-level three credit-hour course that can count toward elementary or middle grades math or science requirements; it may also be considered for graduate credit in the MAED program for middle grades math or science students and is offered by faculty in the School of Teaching and Learning (SoTL). Mountain Biodiversity is a two credit-hour course that is conducted in partnership with the Highlands Biological Station and is available for graduate credit applicable for lateral entry teachers. To meet the high need area of Special Education, WCU has developed a partnership with the NC INSPIRE grant to provide scholarships for graduate-level licensure and MAT degree coursework to lateral entry teachers across the state. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. Western offers support to lateral entry teachers in their first years of teaching. Support options include online and face-to-face support. WNC principals, beginning teacher coordinators or lateral entry teachers can also request individual onsite support provided by a retired-teacher mentor or university faculty member, including weekly or monthly meetings depending upon the needs of the teacher. In December 2010, CEAP received a Z. Smith Reynolds grant for \$30,000 to provide additional support for beginning teachers as they address the NC 21st century Professional Teaching Standards in their teaching. WCU is also one of four universities participating in the NC statewide \$2.7 million Transition to Teaching program. The expanded program, NC TEACH II, works directly with U.S. Department of Education identified school districts and charter schools to recruit and prepare lateral entry teachers of high-need subject areas (mathematics, science and special education) who are committed to remaining in a teaching position in a high-need school district or charter school for a minimum of three years. This year services included one-on-one mentoring through face to face visits and online mentoring through various technologies. Students were also provided scholarships to complete licensure coursework.

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

Quality professional development for career educators had over 6000 contacts last year. Faculty members from Arts and Sciences and Fine and Performing Arts delivered more than 130 different service events to public schools. Music faculty provided approximately 14 ongoing consultations and service events to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region and provided for 14 different service events. CEAP faculty provided support to career teachers in a variety of programs including, but not limited to: A) collaborative planning, teaching, and evaluation of integrated science and literacy in first grade; B) technology training in digital storytelling; C) professional development focusing on literacy; D) writing across the curriculum; E) stream salamander diversity. CEAP was awarded a nearly \$300,000 NC QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. SUTEP collaborated with WRESA to provide a workshop for the development of lesson plans and pacing guides focusing on the new Essential Standards for Middle Grade Social Studies teachers in WNC. Materials will also be distributed to all MG SS teachers in the region. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward

career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville). Many graduate courses are now taught online or in a hybrid format.

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

No schools in our region or service area were designated as low-performing schools in the past six years. Through SUTEP, Western continues to seek schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, the College of Education and Allied Professions actively engages in efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. CEAP was awarded a nearly \$300,000 N.C. QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. Transylvania County was identified as a high-needs system in 2010-2011 according to the US Department of Education. One of the keys to improving instruction is to transform the isolation of classroom teaching into collaborative professional learning communities. To meet this need, a scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. The NC TEACH II grant recruits and prepares lateral-entry teachers with a focus on mathematics, science, and special education that make a commitment to remain employed in a high-need school district for at least three years. Qualified program participants receive stipends. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels. The Director of WCU's Center for the Support of Beginning Teachers is a member of the state Beginning Teacher Curriculum Development Committee, an advisory to the NC General Assembly as part of the federal Race to the Top Initiative. This committee is working with the pilot for the NC Beginning Teacher Support Program (NC BTSP) that will support beginning middle grade teachers in years 1-3 in low-performing/high priority schools in NC.

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond. In the time period covered by this report, WCU faculty and staff provided 7245 school services to North Carolina Public Schools. These services were provided to 33536 B-12 students, 10262 parents, 6251 teachers, and 596 school administrators. WCU personnel reported school services from all five colleges, the Kimmel School, and many other units across campus. Faculty and staff members documented activities or services in the past year designed to promote High Student Performance. These services included providing tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and

providing onsite assistance to teachers of students with disabilities. For the ninth year, Western hosted the annual American Youth Congress involved with significant local, state, and federal issues. A second scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. Western faculty and staff documented activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with services that included workshops for Initially Licensed Teachers and consultation to administrators. The institution supported the goal of Strong, Family, Community and Business Support with specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Effective and Efficient Operations. For the past ten years, SUTEP has offered opportunities to partnership schools to apply for partnership school grants. The grants are offered to partnership schools for faculty or faculty and staff teams to pursue initiatives that support collaboration between WCU and schools for improving student learning. Grants can be used to support innovative ideas by providing funds for teacher planning or purchasing materials that will enable innovation. This year 10 grants were awarded to WNC teachers who collaborated with WCU faculty. Projects focused on renewable energy, STEM, assessment, using global positioning to promote 21<sup>st</sup> century skills, using iPads in the classroom and literacy. Workshops were provided to support methods faculty in the implementation of the Common Core/Essential Standards by representatives of NC Department of Public Instruction. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act. The school partnership needs/priorities for 2011-2012 were literacy, professional development for lateral entry teachers, beginning teacher support/meeting new mentor standards, math and science, teacher leadership, and teacher recruitment. Total services supporting the partnership goals totaled 819.

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

Special emphasis was put on the continued revisioning and implementation of the Master of School Administration and all undergraduate initial licensure programs. All graduate advanced licensure teaching programs were revisioned in the spring of 2011. Extensive discussion and evaluation of curricula took place. Those programs were implemented in fall 2011. P-12 partners were involved and had input in every step of the process. Common electronic evidences were developed, along with a new common 21st Century professional education core. All graduate licensure programs revised their curricula in accordance with the current standards for graduate teacher candidates. A second emphasis was put on continuing efforts to support teacher productivity goals, particularly in the area of alternative routes to licensure. This year, the Office of Alternative Licensure facilitated the development of 307 plans for 165 students interested in pursuing a teaching license through WCU; 131, or 79%, enrolled in courses. This year there were **99** alternative program completers (Licensure Only and MAT) with **85%** recommend for a license. Retention rates for the WCU alternative program completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying the retention strategies used with this program to other professional education completers who work in the region including school executives. Program completers hired in WCU's service area will be eligible to participate in the Center for the Support of Beginning Teacher professional development activities. A third emphasis was placed on the

development of the Teacher Recruitment, Advising and Career Support (TRACS) Office. This initiative focuses on assisting the teacher candidate through admission to teacher education through program completion and professional induction. Advising of all teacher education candidates along with field placement is conducted through this office. This year continues the academic living-learning community, WHEE Teach, for first-year students. The goal of WHEE Teach is to develop a residential education learning community providing opportunities for future teachers to take classes together, volunteer in local schools, participate in educational programs, and attend social events with their classmates and roommates.

## **Supplemental Information (Optional)**

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

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

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. WCU is engaged in the university-wide Teacher Education Enrollment Plan that focused efforts to increase the number of teacher education candidates. The Office of Teacher Recruitment, Advising, and Career Support (TRACS) guides the WCU Teacher Education Enrollment Plan. TRACS specifically addresses recruitment and retention activities with historically underrepresented populations in higher education. This year a retired public school teacher worked part-time as the teacher recruiter on campus coordinating recruiting functions and working collaboratively across the college/university to ensure consistent delivery of services to prospective students. Western Carolina University's mathematics and computer science department implemented a Mathematics Visiting Speakers Program, supported by the School University Teacher Education Partnership (SUTEP). A list of possible topics was distributed to WNC schools. WCU mathematics faculty members were invited to share enrichment talks in local middle and high school classrooms, extra-curricular events, Math Club meetings, etc. The Office of Alternative Licensure continues to gather inquiries through an online form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 307 new plans of study leading to licensure were developed this year. Another initiative includes ongoing participation in the NC TEACH II grant that focuses on recruitment of teachers into high-need areas (math, science, middle grade, and special education) to high-need systems around the state. The College participated in annual institution-wide

recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. Specific recruiting initiatives included the annual Teachers of Tomorrow Reaching to Teach Conferences where 112 high school and approximately 76 middle school students visited campus for seminars and campus tour. The College also houses Teacher Education Recruitment Planning Team and an active Teaching Fellows program enrolling 58 new fellows last fall who also assist with recruiting. The College also partnered with 11 Teacher Cadet/FTA programs. Western also awarded university academic elective credit for successful completion of the Teacher Cadet High School Course. Students from the WHEE Teach Learning Community and Teaching Fellows program conducted a phone-a-thon, contacting approximately 300 potential education majors who had expressed an interest in attending WCU. Two-step program guides for transfer students were updated. TRACS academic advisors visited education classes at regional Community Colleges to provide transfer information to students. They also met with advising staff at CC to build relationships with CC transfer advisors and ease the transition for students who transfer to WCU. WCU courses are taught using distance-learning technologies. The College employed five professional advisors to assist students in residential and distance learning programs and representatives attended the regional recruitment fair. The College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit teaching candidates. This year CEAP received a \$10,000 college access grant from Appalachian Regional Commission to fund incentives, HS TOT, travel and to assist with cost of visits to campus for first generation and minority students.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and special programs to recruit minorities. A retired teacher was hired to work part-time on recruitment initiatives. She visited high schools in the region, emailed/sent post cards to diverse applicants encouraging them to attend WCU, and assisted with the annual Teachers of Tomorrow Reaching to Teach Conferences. The 2011-2012 Conferences yielded 188 diverse students in grade 7-12 from twelve WNC school systems. This year participants included African-American, American Indian, and Hispanic students from twelve school systems. The standing College Diversity Committee includes a new strategic plan, new goals, and a new structure. The Executive Director of TRACS serves on the recruitment sub-committee. An African American student is also a member of this sub-committee. The Director of Teaching Fellows continues to implement a plan to recruit more minority students into the Teaching Fellows program at WCU. The Teaching Fellows Director and the Dean of the College personally contacted outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship. The Dean wrote a personal letter to each minority student who expresses interest in the WCU teacher education program. This year CEAP received a \$10,000 college access grant from Appalachian Regional Commission to fund incentives, HS TOT, travel and to assist with cost of visits to campus for first generation and minority students. A CEAP academic advisor has been hired with a special interest in first generation college students. She has developed additional support program for newly accepted first generation students at WCU. Western Carolina University is engaged in the system wide Teacher Education Enrollment Plan. WCU's plan has specific actions focused on the recruitment of diverse teaching candidates. Recruitment of diverse lateral entry teachers continues through the NC TEACH II. WCU participates annually in a Rural-Urban Exchange with NC A&T State University exchanging six

students and two faculty members in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The Mary Waite Scholarship was awarded to a Jamaican student to pursue graduate education in counseling. An ongoing grant in special education includes a provision for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at WCU.

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

Western Carolina University was awarded an NC QUEST grant for nearly \$300,000 to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Two intersecting needs will guide this work – the need for more responsive instruction with students who struggle in reading and mathematics, and the need for professional development to help participants implement these interventions. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. The Special Education program initiated a new program that integrates elementary education method and content with special education method and content, along with ESL coursework to provide for an “inclusive education” program that leads to licensure in special education general curriculum and allows for eligibility for licensure in elementary education. The new program will be implemented in the fall of 2012 and will incorporate an extensive year long internship in the elementary classroom working with students with identified exceptionalities.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander	3	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	6
	Hispanic	4	Hispanic	1
	White, Not Hispanic Origin	126	White, Not Hispanic Origin	400
	Other	5	Other	14
	<b>Total</b>	<b>144</b>	<b>Total</b>	<b>429</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	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	22
	Other		Other	1
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>25</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	2	White, Not Hispanic Origin	31
	Other		Other	2
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>33</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	39	White, Not Hispanic Origin	143
	Other		Other	5
	<b>Total</b>	<b>44</b>	<b>Total</b>	<b>159</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)	101	61
Elementary (K-6)		
Middle Grades (6-9)	83	56
Secondary (9-12)	73	25
Special Subject Areas (k-12)	15	1
Exceptional Children (K-12)	80	47
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	27	40
<b>Total</b>	<b>379</b>	<b>230</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,191
MEAN SAT-Math	573
MEAN SAT-Verbal	570
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.45
Comment or Explanation:	
*-To protect student confidentiality, scores not reported for areas with less than five takers.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	2	15	2	13
Elementary (K-6)	9	84		
Middle Grades (6-9)	1	15	2	16
Secondary (9-12)	2	48	1	6
Special Subject Areas (K-12)	2	47		1
Exceptional Children (K-12)	1	13	1	12
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>17</b>	<b>222</b>	<b>6</b>	<b>48</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	76	100
Spec Ed: Adapted Curriculum	7	100
Spec Ed: General Curriculum	26	96
Institution Summary	109	99
* 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	51	63	83	35	4	
U Licensure Only	7	5	3	2	4	1
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		2			2	
U Licensure Only	28	13	3	3	1	1
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	282	92	48
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>
Buncombe County Schools	598
Haywood County Schools	350
Henderson County Schools	247
Macon County Schools	238
Jackson County Schools	209
Cherokee County Schools	173
Charlotte-Mecklenburg Schools	134
Swain County Schools	116
Wake County Schools	116
Forsyth County Schools	111
Gaston County Schools	111

**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>
32	7	60