

IHE Bachelor Performance Report

Wingate University

2011 - 2012

Overview of the Institution

Wingate University is a private coeducational institution, formerly affiliated with the North Carolina Baptist Convention and now maintaining Baptist roots. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Matthews Campus in Suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years additional programs have been added: M.A.E.D in Physical Education (2006), M.A.E.D and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), Ed.S. and Ed.D. in Educational Leadership (2008). Enrollments in the graduate programs have steadily increased.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program, and a global studies component in which globalization is explored in courses across the disciplines. Student involvement in a wide range of religious, humanitarian, and professional

organizations and projects reflects our commitment to service. Professional knowledge and applied teaching and teacher leadership components enable students to make ethical and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching and graduate practicum programs, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure). In 2008, graduate programs were again expanded to include the Education Specialist and Doctor of Education programs in Education Leadership.

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 |
|---|---|---|--|--|---|
| Union County LEA- Quality Leadership Council | <p>Rationale: Collaboration and partnership among the LEA, the university, and business/industry interests for the building internal and external relationships to: Develop strategic directions for the school system that include quality principles for continuous improvement. Develop partnerships with businesses, higher education institutions, parents and the community to improve the alignment of all educational activities into a common, focused and organized effort toward</p> | <p>Since 2001, the QLC annually sponsors the New Century Scholars Program which selects middle school students to mentor through graduation and provides scholarships to community college for program completers. QLC annually sponsors Quality Share Day, a conference for local exemplary educators to demonstrate current research based effective practices for preservice and inservice teachers in Union County.</p> | <p>New Century Scholars - Ongoing (annually since 2001); Quality Share Day - Ongoing (annually since 2001)</p> | <p>New century Scholars - 90 students (10 students from each of the 9 middle schools in the county) were selected for the program this year. This is added to participants who are continuing the program in grades 8-12 for a total of approximately 500 students currently in the program. Quality Share Day - Yearly, approximately 30-40 teachers present sessions to 200+ teacher attendees</p> | <p>New Century Scholars - Each year, approximately 10 low-SES students successfully complete high school and receive scholarships to Community College; Quality Share day - Presenters gain leadership skills; Attendees receive updated professional development; Students across the county benefit from enhanced, updated instruction.</p> |

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| | <p>student learning. Organize and provide training throughout the school system that focuses on quality principles. SBE priorities: Globally competitive student; 21st Century professionals; Healthy and responsible students (Nurturing Relationships); Leadership</p> | | | | |
| <p>Union County LEA -Wingate Teacher Education Committee</p> | <p>Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools SBE Priorities: 21st Century Professionals; Leadership</p> | <p>In addition to university faculty and students, the voting membership of the Teacher Education Committee, a standing committee of the university, includes administrators and teachers. Committee members provide and receive information and make crucial program decisions, including curriculum,</p> | <p>Members are appointed annually for the academic year; meetings occur at least twice per semester, and more frequently as needed.</p> | <p>12 University Faculty 3 Teacher Candidates 3 Teachers 3 Administrators</p> | <p>TEC continued input into implementation of revised undergraduate and graduate programs and program evaluation; approved candidate work requests program appeals.</p> |

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| | | candidate progression, and policies for clinical work. | | | |
| New Salem Elementary School | <p>Rationale: Need for greater collaboration between university and public schools to prepare teacher education candidates for 21st century priorities and to meet needs of increasingly diverse K-6 students SBE</p> <p>Priorities: Globally competitive students; 21st Century professionals</p> | Continued to work with faculty representatives on how to better prepare elementary education candidates for the demands of the 21st century classroom and the increasingly diverse learner population. A teacher subgroup provided input for the revision of field experience guidelines and will continue to assist as experiences are revised. | Ongoing August 2011- May 2012 (See previous cell.) | One program coordinator; 6 teachers | Initial feedback gathered for more extensive revisions of field experiences in 2012-2013. |
| Wingate Elementary | <p>Rationale: Provide opportunities for candidates to have authentic clinical experiences with diverse populations and in high priority schools SBE</p> <p>Priority: Healthy and</p> | Candidates served as assistants in PE class. | Three candidates assisted one teacher in three classes of approximately 20 students each (60 students total) once weekly for 10 weeks in the Fall of 2011. Annually each fall. | Three candidates assisted one teacher in three classes of approximately 20 students each (60 students total) once weekly for 10 weeks in the Fall of 2011. | Students from a diverse population in a high-priority school received individual and small group instruction in movement activities; Candidates gained experience with diverse populations in a high-priority school. |

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| | Responsible Students | | | | |
| Porter Ridge Middle School | Rationale: Raise appreciation and awareness of the benefits of art education and enhance school art programs. SBE Priorities: Globally Competitive Students | Art Faculty partnered with school to deliver techniques and mixed media classes. This year faculty delivered instruction in both mixed media and pottery techniques. | October 2011; March 2012 | 60 students; 1 art teacher; 2 Wingate faculty members; 1 Wingate art student | Students held an exhibition of projects. |
| Union County Reading Advisory Board | Rationale: Increase literacy awareness, involve students in authentic literacy experiences, and address specific literacy needs of students. SBE Priorities: Globally Competitive Students | Advisory Board meets throughout the year to give feedback on program revision and to suggest authentic literacy activities: Integrated storytelling session for students at Wingate Elementary (annual); simulated author visit to Unionville Elementary Reading Intervention Project; Provided candidate training in Leveled Literacy Intervention and Reading Recovery. | Advisory Board - August 2011 - May 2012 (ongoing). Integrated Storytelling - Fall 2011 (annual) Author visit - March 2012 (annual) Reading Recovery and Leveled Literacy Intervention projects- September - November 2011. | Advisory Board - Wingate Reading Program Coordinator, 1 elementary classroom teacher, 1 middle grade communications teacher, 1 high school English teacher, 1 reading Curriculum Specialist; Interactive Storytelling - 7 teachers, 120 students, 1 Wingate Faculty Member; "Author" | Students were provided with authentic literacy experiences; candidates increased their effectiveness with featured strategies; feedback on the programs is consistently positive. |

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| | | | | visit 5 teachers, 125 students, 1 Wingate Faculty member; Reading Intervention Project: 1 teacher, 3 candidates, 10 students | |
| Union County Schools; Wingate WIRE Program | Rationale: To foster global awareness through a common reading program. SBE Priorities: Globally Competitive Students | Through the WIRE program, the university selects a common reading each year. Wingate faculty provides resources to UCPS teachers to use the common reading in their English/Communications or Social Studies classes. On the date of the campus author visit, the Thayer School of Education hosts the UCPS coordinators and the teacher cohort in a meet-the-author reception. SBE Priorities: Globally Competitive Students; 21st Century Professionals | September 2011 | 24 teachers (5th grade, middle grades, and high school) and 2 LEA coordinators (Social Studies and Language Arts) participating. 1 Wingate Faculty member coordinating | Ongoing |
| Union County | Rationale: | Annual | February 28, | 222 Middle | Over 350 middle |

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| Community Arts Council Arts in the Schools Grants, Charlotte Mecklenburg Schools | Content rigor in secondary programs; opportunities for students to develop performance skills, particularly those in low-socioeconomic schools SBE priorities: Globally competitive students | Shakespeare Recitation Contest at Wingate University | 2012 (annual) | school students from 29 Middle schools; 145 High School students from 13 high schools; 39 teachers; 50 Wingate faculty judges; 60 Wingate student judges and facilitators | and high school students from Union, Cabarrus, and Mecklenburg counties from NC and Fort Mill, SC schools counties competed. First place high school winner won a Wingate Scholarship and an all-expense paid trip to New York for the National Shakespeare competition. |
| Monroe High school | Rationale: Provide content rigor and quality instruction in high school science. SBE Priorities: Globally Competitive Students | Wingate Science faculty visited the school and provided instruction in three science classes; A class from the school visited Wingate university and participated in a science lab using Wingate's equipment and facilities. | Fall 2011 and Spring 2012. | Classes: approximately 60 students; Lab participants: 8; Wingate Faculty: 1 | Students received quality advanced level instruction and used university equipment and facilities. |
| West Stanly High | Rationale: Provide content rigor and quality instruction in high school science. SBE Priorities: Globally Competitive | Wingate Science faculty visited the school and provided instruction in four science classes; A class from the school visited Wingate University and participated in | Fall 2011 and Spring 2012 | Classes: approximately 80 students; Lab participants: 12; Wingate Faculty: 1 | Students received quality advanced level instruction and used university equipment and facilities. |

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| | Students | a science lab using Wingate's equipment and facilities. | | | |
| Various schools across state | <p>Rationale: Raise appreciation and awareness of the benefits of music education and enhance school music programs. SBE</p> <p>Priorities: Globally Competitive Students</p> | <p>Wingate Choral department visits schools for interactive performances in Forsyth; Rowan; Mecklenburg; Wake; Alamance, Catawba, Buncombe counties.</p> <p>Wingate Band assisted High school and Middle School Bands in techniques in Anson, Cabarrus, Union, Burke, Stanly, and Mecklenburg counties;</p> <p>Wingate hosts the Middle School Choral Celebration</p> | <p>Choral Performances (annual):</p> <p>October 2011: All County/Forsyth Co 120 students; East Rowan/Rowan Co. 60 students; SW Randolph/Randolph Co. 40 students; Garner/Wake Co. 100 students; Panther Creek/Wake Co. 60 students.</p> <p>February 2011: Butler/CMS 24 students; Mallard Creek/CMS 500 students; Williams/Alamance Co. 30 students; St. Stephens & Arndt/Catawba Co. 120 students; Reynolds/Buncombe Co. 50 students; Roberson/Bunc</p> | <p>See previous column for participants in performances ;</p> <p>Choral Celebration: 120 middle school students</p> | <p>Over 1200 students participated with the Wingate choir through interactive performances;</p> <p>Over 1200 band students received instruction</p> <p>120 Middle school students participated in the choral celebration.</p> |

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| | | | <p>ombe Co 80 Students.</p> <p>Bands: Union County: Central Academy, SunValley, Cuthbertson; Marvin Ridge; Weddington, Parkwood; And Forest Hills High Schools; Monroe, SunValley, Porter Ridge, Parkwood Middle Schools; Burke County: Burke, Draughn, and East Burke High School; Cabarrus County: Hickory Ridge, Cox Mill, and Mount Pleasant High School Stanly county: West Stanly High</p> <p>Metrolina Christian</p> <p>February 2011; Choral Celebration</p> | | |

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| | | | (6th annual) | | |
| Metrolina Academy | Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students, some of whom are low-SES; to recruit to low SES college students. SBE priorities: Globally Competitive Students; Healthy and Responsible Students | English classes visited Wingate University EKS library for research session; EKS Library staff provided instruction in research and use of electronic databases and research tools. Admissions conducted an enrollment services presentation. | March 2012. This program is held annually. | 1 teacher; 15 students; 1 library staff member; 1 Writing Center Staff; 1 admissions Staff member | Students refined research and writing skills for their research projects |
| Forest Hills High School | Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students in low-SES schools; To recruit to college students from low SES schools and minority | English class visited Wingate University EKS Library and the Writing Center for research sessions; Wingate EKS library staff provided instruction in research and use of electronic databases and research tools. Admissions also conducted an Enrollment Services | March 7-11, 2012. This program is held annually | 1 teacher, 9 students, 2 library staff, 1 admissions staff | Students refined research skills for their research projects. |

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|---|---|--|-------------------------------------|--|---|
| | students. SBE Priorities: Globally Competitive Students; Healthy and Responsible Students | Presentation. | | | |
| Union County Public Schools Human Resources Department | Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools SBE Priorities: Collaboration and Partnership; Globally Competitive Students | In order to ensure more diverse placements and a better match between candidate needs and strengths, professional expertise, and student needs, the School of Education collaborates with the UCPS Human Resources department. UCPSHR now takes a more active role in assignment of field experiences In addition, the two groups have developed a plan for UCPSHR to actively participate in Wingate's student teaching orientation in 2011-2012. | Ongoing | Over 200 field experience students; 30 student teachers; 12 faculty members; 2 central office administrators | Refinement of assignment procedures; student teachers gained awareness of assessment procedures and documents used to evaluate their performance;UCP SHR scheduled on agenda for student teaching orientation for August 2011 and January 2012. |
| NCAE/UCAE/ SNCAE | Rationale: Foster collaboration | Active student professional organization | Ongoing; Workshop was held Sept 10. | Approximately 25 Wingate students; 10 | SNCAE members (candidates) gained professional |

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|---|--|--|---------------------|--|--|
| | between candidates and professional educators to develop professional knowledge and serve diverse student populations. SBE Priorities: Collaboration and partnership; 21 st century professional: Globally Competitive Students; Healthy and Responsible Students | cosponsored activities with local and state affiliates to develop professional knowledge, skills, and dispositions and to promote awareness of and address student diversity: Activities included a UCAE/SNCAE workshop on Professional rights and Responsibilities; and working with Gay/Straight Alliances in Area schools | 2011. | UCAE members; number of students impacted: 75 | knowledge, skills and dispositions; NCAE/UCAE members built collaborative relationships with other professional educators and candidates; k-12 students benefited from stronger diversity awareness programs and advocacy activities |
| Union County Public Schools | Rationale: To promote civic competence and responsibility SBE Priorities: Globally Competitive Students; Healthy and Responsible Students | Local competition of the national “We the People” program. Student teams participated in discussion forums based on US founding principles and documents. | December 14, 2011 | 170+ Students from two high schools and two middle schools. 15 teachers and administrators; three Wingate students; 1 Wingate professor; 1 Wingate admissions staff; 1 state legislator. | Students increased civic competence; Overall winners at the middle school level and high school level were invited to participate in the state competition |
| Cuthbertson | Collaboration | Assisted club | Fall 2011, | 1 faculty | Increased |

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| High School | with SAVE (Student Against Violence everywhere) and Union County Task Force on Violence; SBE Priorities: Healthy and Responsible students | advisor with student anti-violence activities including Light the Night Against Violence | Spring 2012 | member; 1 Wingate faculty member; numerous student and community members | awareness of violence and its implications |

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

Faculty involvement in extensive and continuous partnerships is outlined in the chart in the previous section. In addition, faculty from across the institution were involved in the public schools in a number of ways. Teacher education faculty served on teams promoting student literacy and tutoring services, and providing student health and wellness seminars. A science faculty member conducted classes at two area high schools, library personnel provided research and technology instruction for high school students, and education faculty members taught guided reading lessons and conducted storytelling at elementary schools. Faculty members are actively involved in field experiences and student teaching experiences, making multiple classroom visits to schools in a wide geographical region including Union, Charlotte-Mecklenburg, and Anson counties. Education faculty directed teacher education candidates in projects which provided assistance to struggling readers using emerging technologies, promoted health and safety, and increased diversity awareness. Teacher candidates in Reading Foundations and Content Area Reading tutor and coach K-12 students and assist with instruction at area elementary, middle and high schools. Faculty members from Sports Sciences coordinated the local Cup-Stacking Tournament which served hundreds of students and involved at least ten Wingate University students. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions, as well as hosting and assisting with coordination of the Middle School Choral Festival. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest which hosts middle and high school students from across the region. Science faculty hosted local chemistry students for laboratory classes and conducted science demonstrations and technology classes at local schools. Business faculty spoke to Family and Consumer Sciences classes at a local high school on global economic issues. Arts faculty judged various art competitions and provided art and curriculum consulting to two public schools, and assisted students with art projects at a local middle school. Math faculty served as judges in the annual math competition. The Theater Department collaborates with local school districts to present

quality children's productions at the Batte Center on Wingate's campus. Faculty served as proctors for EOG/EOC tests.

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

Faculty members of the Thayer School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include conducting visits to recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and continuing licensure. The elementary education program coordinator conducted preparation sessions and provided individual preparation assistance for the new Elementary Education Praxis II, and individual Praxis II preparation assistance was provided to several candidates in other licensure areas. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Beginning teachers share their first-year experiences with field experience students and with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to support beginning teachers. The Curriculum Materials Center is housed in the Burriss Classroom building, near to the education offices and classrooms. Each year, students who received their undergraduate degrees from Wingate have returned to continue graduate study in our programs. The mathematics program coordinator met with curriculum coordinators to discuss implementation of the Common Core Curriculum for all teachers and conduct a demonstration lesson. The professional development workshops and support Wingate provides are open to all teachers, whether beginning or career.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include consulting with administrators and conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; providing preparation for required PRAXIS tests; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is designed to serve K-6 alternative/lateral entry elementary teachers. This was the first year of the revised MAT program, which included an intensive introductory course focusing on essential teaching skills and provided for more focused clinical experiences. Courses are offered at our satellite campus in the evenings and summers in a two-year rotating sequence. Many MAT candidates are employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and

surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Matthews Campus. The Dean of Education and at least one other faculty member provide analysis of transcripts and program advising for lateral entry candidates. Several lateral entry teachers attended PRAXIS II preparation workshops conducted by the Elementary Education program coordinator and individual assistance was provided to others. Education faculty provided extensive assistance to lateral entry teachers as they completed the new electronic state evidences required for licensure. The mathematics program coordinator met with curriculum coordinators to discuss implementation of the Common Core Curriculum for all teachers and conduct a demonstration lesson. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg and Union County schools. Professional development opportunities offered for beginning teachers were open to lateral entry teachers as well.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's Master of Arts in Education Degree programs in Elementary Education and in Physical Education, as well as the AIG add-on licensure, continue to serve the professional development needs of career teachers for advanced degrees and continuing education credits. Through a strengthened partnership with Union County Public Schools, career faculty grow professionally by serving as host teachers for field experiences and cooperating teachers for student teachers. Career teachers serve as adjunct faculty, and through collaborative projects. Education faculty assist teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Staff development is offered to career educators through Wingate's involvement with the Quality Leadership Council. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics, and partnerships with faculty in candidate instruction and assessment. Career teachers now have greater opportunities for professional development and leadership through our school partnerships, and by attending and presenting performances, exhibits, and workshops on the Wingate Campus. Career teachers receive resources for incorporating Wingate's common reading selection into their curricula and attend related seminars on Wingate's campus. The mathematics program coordinator met with curriculum coordinators to discuss implementation of the Common Core Curriculum for all teachers and conduct a demonstration lesson. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to all Union County teachers. Education faculty are active leaders and presenters in local chapters of professional organizations such as Union-Monroe Reading Association, Delta Kappa Gamma International Society, Phi Delta Kappa, and Kappa Delta Pi. Teacher Education and Arts and Sciences faculty contribute to the professional development of career teachers by serving as presenters at the various state, regional, and national professional associations of public educators.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives, preservice and inservice staff development for teachers, and providing services and resources to at-risk students. The Student North Carolina Association of Educators (SNCAE), our student professional education organization, annually adopts low-performing schools and conducts service projects to benefit the schools. In order to better prepare our graduates to serve the needs of low-performing schools, field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at local elementary schools, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. Education candidates work with students in regular and adaptive physical education classes in high priority schools. A Wingate representative serves on the Quality Leadership Council which collaborates with business interests and public agencies to provide mentoring and scholarships for at-risk middle school students. The mathematics program coordinator met with curriculum coordinators at priority schools to discuss implementation of the Common Core Curriculum for all teachers and conduct a demonstration lesson. Much of the faculty involvement with public schools described in other areas of this report is in low-performing and at-risk schools, including Forest Hills, Monroe, and South Stanly High Schools; Monroe Middle School; and Wingate, and Rock Rest Elementary Schools.

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

A priority of the SBE was the recruitment and retention of teachers. Wingate collaborates with North Carolina Community Colleges through the implementation of 2+2 articulation agreements, making it easier for community college students to transfer to the Teacher Education Program at Wingate. Other efforts to recruit and retain teachers are connected with our work with lateral entry teachers. Initiatives are described more fully in Section D, and included training, support, and mentoring through targeted observations and feedback regarding specific instructional concerns and research and resource assistance. The M.A.T. Program fulfills the demand for well-prepared alternative entry teachers. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through flexible course scheduling, through our participation in a regional consortium of higher education institutions (the CAEC), and through collaboration with the area Alternative Licensing Centers. Several lateral entry teachers participated in PRAXIS II Preparation workshops and several individual preparation sessions. Wingate continues efforts to close the achievement gap by working with local low-performing or priority schools, particularly those with a large ethnic and/or language minority population. Specific activities are detailed in the chart in section A and other sections of this report. Highlights of those activities include our candidates and student educator's association "adopting" schools for tutoring, service, literacy awareness, and fundraising activities. Implementation of revisioned education programs throughout the state was a priority this year. All revisioned programs address the 21st Century Schools, globally competitive students, and healthy and responsible students. Specifics are further discussed in Section A and H.

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

Wingate continued its emphasis on institutional and program revision, assessment and improvement through continued participation in the university's curriculum reform initiative, the continued implementation of the Quality Enhancement Plan, and the full implementation of the Thayer School of Education's Revisioning Project. Institutional assessment was also emphasized through Wingate's involvement this year in the NCATE self-study and accreditation visit. Wingate University and the Thayer School of Education are continuing to update hardware, software, and electronic databases for storage and management of candidate information and assessment. Significant time and attention was given to the conversion of rubrics for program and candidate assessment to electronic formats, and to the implementation of the revised programs, including new and revised courses. To enhance candidates' technological competence, all student teaching and masters program portfolios and selected course products are electronically submitted and assessed through TaskStream. In addition each program within Wingate University has designated courses in which the requirements for technology knowledge and skills are presented. Recently hired science and mathematics education faculty have successfully increased the number of science and mathematics education candidates. The department's website is updated on an ongoing basis and necessary forms are available online. Successful public school partnerships were strengthened through their continued involvement in program assessment and delivery.

Supplemental Information (Optional)

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

Passing Praxis I scores are a requirement for admission to the teacher education program. Freshman students who initially declare education as a major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in a newly established Introduction to Education course. Students are referred to ETS's test preparation website in the Introduction to Education course and during academic advisement and upon request, and students may utilize additional study materials from the School of Education office. Wingate's library makes available to all students a database with practice tests and preparation for Praxis I. Students who do not pass the PRAXIS I can receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students aware of campus resources, tutoring, and study group options. The Academic Resource Center and the Writing Center offer tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and assist those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. The mathematics program coordinator provides preparation sessions in mathematics content for students preparing for the Praxis I Mathematics test. Praxis I preparation is being offered as part of the ARC's tutoring program. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee.

Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; Teacher Education faculty members provided PRAXIS II preparation sessions and individual preparation assistance to student teachers and to local lateral entry teachers. To help ensure that candidates meet PRAXIS II requirements for licensure, Wingate requires that all student teachers provide evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual score analysis and remediation assistance and are encouraged to retake the test at the next administration after remediation.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate in admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, and Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Education faculty meet with incoming freshmen in the summer Orientation program and conduct information sessions with prospective majors and provide registration assistance. As a result of the revisioning effort, the School of Education now offers a one-semester-hour Introduction to Education course, as well as a one-hour diversity course. These courses are designed to meet the demand for exploratory courses in education and to provide identification of prospective teacher education candidates. Each year, education faculty members and candidates meet undeclared students in the Majors Marketplace, where they provide information regarding the various program areas. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring or expressing interest in an education major are, when possible, assigned to academic advisors who are on the teacher education faculty and upper level students provide mentoring for beginning students. Education faculty serve as professors in Gateway 101, the freshman induction program. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. Wingate hosts a number of music festivals a year on its campus and uses the time the students are with us to recruit them into music and education. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The annual Shakespeare Competition, to which all area schools are invited, provides interaction with education faculty members and is utilized for recruitment of potential candidates to English/language arts education. The Matthews Campus publicizes our programs and distributes recruitment materials to local school districts which include Union, Mecklenburg, Lincoln, Stanly, Cabarrus, Richmond, Anson, and Iredell counties as well as in Kannapolis and Mooresville cities.

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

Wingate University has an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by the Office of

Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted to follow up on interests. The School continues to collaborate with other university departments to develop and implement the Diversity Plan, which includes such efforts as partnering with other area institutions to offer recruitment fairs. The graduate education advisory board and Teacher Education Committee include minority educators with diverse backgrounds. Wingate University faculty taught classes during the fall and spring in underserved and minority schools, including Monroe Middle and Monroe High and Forest Hills High School in Union County, as well as West Stanly High School. A significant number of minority candidates are obtaining licensure through the nontraditional programs such the MAT program. We identify and use minority educators as clinical faculty and guest speakers. Our general recruitment efforts, described in Section J, include minority populations. The implementation of a new education course in Diversity also provides for greater awareness and identification of prospective candidates.

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

In response to increased emphasis on international education and global perspectives, the School of Education continues to encourage candidates and faculty to pursue international experiences. An education faculty member received acceptance of a W'International proposal to lead international study in 2012-2013. Faculty attended training sessions in the implementation of the Core Curriculum and the Revised Bloom's taxonomy, and faculty participated in further training in the use of the new teacher assessment instrument. In response to the need for greater collaboration with our public school partners, the School of Education has strengthened its partnership with the Union County Public Schools Human Resources Department; UCPS now takes part in the student teaching orientation and more closely orchestrates the field experience and student teaching assignments to facilitate diverse placements and match candidate needs to professional expertise and student needs.

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 | 1 | Black, Not Hispanic Origin | 4 |
| | Hispanic | 1 | Hispanic | |
| | White, Not Hispanic Origin | 23 | White, Not Hispanic Origin | 72 |
| | Other | | Other | |
| | Total | 25 | Total | 76 |
| 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) | 2 | 2 |
| 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 | 2 | 2 |
| Comment or Explanation: | | |
| | | |

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

| | Baccalaureate |
|--|---------------|
| MEAN SAT Total | 1,119 |
| MEAN SAT-Math | 595 |
| MEAN SAT-Verbal | 596 |
| MEAN ACT Composite | * |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-R | 177 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 176 |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.42 |
| Comment or Explanation: | |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|----------------------|-----------|------------------------------|----|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | | | |
| Elementary (K-6) | | 4 | | |
| Middle Grades (6-9) | | 1 | | |
| Secondary (9-12) | | 4 | | |
| Special Subject Areas (K-12) | | 10 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | | 19 | | |
| 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 | 29 | 97 |
| Institution Summary | 29 | 97 |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. | | |

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

| Full Time | | | | | | |
|-------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 6 | 3 | 10 | 2 | 1 | 2 |
| 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 | 47 | 96 | 51 |
| 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 |
|-------------------------------|---------------------------|
| Union County Public Schools | 335 |
| Charlotte-Mecklenburg Schools | 141 |
| Stanly County Schools | 71 |
| Anson County Schools | 60 |
| Cabarrus County Schools | 37 |
| Rowan-Salisbury Schools | 18 |
| Gaston County Schools | 16 |
| Lincoln County Schools | 14 |
| Richmond County Schools | 14 |
| Guilford County Schools | 13 |
| Mooresville City Schools | 13 |

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 |
|--|--|---|
| 6 | 6 | |