

# IHE Bachelor Performance Report

## Elon University

2012 - 2013

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### Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon offers its 4,995 undergraduates a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon is a national leader in experiential education, providing an ideal learning environment where students are encouraged to engage in self-discovery and self-investigation to become independent thinkers and learners. Students regularly engage in experiential learning through programs such as study abroad, internships, research, service learning, and leadership. With more than 50 undergraduate majors, an average class size of 22, a 14-1 student-faculty ratio, and world-class facilities, Elon's Undergraduate programs bring faculty and students together beyond the classroom - fostering a number of student-led research projects which are collaborative, investigative, and inquiry-based. Students who participate in the Undergraduate Research Program, present each spring at SURF (Student Undergraduate Research Forum) and often take their research beyond campus to the National Conference for Undergraduate Research and other discipline-specific professional conferences. Elon's distinctive programs have received national recognition offering students exciting opportunities and academic challenges through its six selective, four-year Fellows programs: Honors Fellows, Elon College Fellows (arts and sciences), Journalism and Communications Fellows, Isabella Cannon Leadership Fellows, Business Fellows, and Teaching Fellows. Eighty-seven percent of our full-time faculty hold the highest degrees in their perspective disciplines and professional fields. For the thirteenth year in a row, the National Survey of Student Engagement (NSSE) named Elon one of the top universities in the nation in engaging students in learning. In the survey, students gave Elon high marks in five categories: level of academic challenge, active learning, interaction with faculty, enriching educational experiences, and supportive campus environment. Ninety-seven percent of graduating seniors praised Elon University for their overall experience, a rate exceeding the national average of 86 percent. Elon has received many notable distinctions for its overall commitment to undergraduate education: Elon is ranked first among 127 Southern universities by the 2013 edition of the U.S. News & World Report's "America's Best Colleges" rankings; Princeton Review lists Elon among the nation's 377 "Best Colleges" in its 2013 college guide with number one rankings in study abroad and "best-run" colleges category; 2013 Fiske Guide names Elon one of the nation's 21 "Best Buy" private universities; Newsweek-Kaplan 2010 names Elon "The Leader in Engaged Learning; Elon University is one of ten American universities participating in Project Pericles, a national program committed to raising the level of civic engagement and social responsibility of the entire university community; The *Chronicle of Higher Education* included Elon among leading institutions that produced Fulbright student scholarships in 2012-2013; The Corporation for National and Community Service named Elon to the President's Higher Education Community Service Honor Roll for its national leadership in service-learning and engagement from 2005-2013; Additionally, the university competes in 16 intercollegiate men's and women's sports in NCAA Division I, and is a member of the Southern Conference.

## **Special Characteristics**

Elon's low student-faculty ratio of 14-1 gives teacher education students the academic and student support services needed to become successful teachers. The program offers students an opportunity to begin field experiences as early as winter term of their freshman year, allowing students to engage in early conversations about the teaching profession and make better informed decisions about entering teacher education early in their college career. For students who are formally admitted to teacher education, this early field experience is followed by more extensive practicum experiences through courses such as educational psychology, literacy, and subject area methods. Thus, the Elon teacher education student enters student teaching with over four semesters of direct public school classroom experience with career-status teachers. All teacher education practicum/field placements are made by the Director of Education Outreach. The director is responsible for ensuring students gain classroom/teaching experience within varied grade levels and schools – all with diverse faculty and student populations, including at least one experience in a priority school, as deemed appropriate by the intended degree program and subsequent licensure area(s). Elon University is one of 17 campuses participating in the North Carolina Teaching Fellows Program. Teaching Fellows are involved in a number of additional practicum/field experiences in the schools, a minimum of ten hours per semester for two semesters prior to the student teaching experience. For example, Teaching Fellows are required to provide tutoring services at local public schools or charter schools. Additionally, Teaching Fellows volunteer to work in schools and various public school programs each semester and significantly exceed the expectations of their required field/practicum and volunteer experience over the course of their college careers. The Kernodle Center for Service Learning provides all members of the Elon campus, including pre-service teachers, the opportunity to develop an ethic of service by connecting the campus and community through service and academic learning experiences – with many experiences offered within the local schools. Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student - where over 91% percent of graduating seniors participate in service learning while at Elon University. Elon is among the nation's top universities in fostering social responsibility and public service according The Princeton Review and Campus Compact. Similarly, the institution provides numerous opportunities for faculty and staff to participate in various volunteer experiences. Over 70% of Elon seniors study abroad at least once before graduation – making Elon #1 in the country among master's level institutions for the percentage of students studying abroad. Since 2007, Elon has been noted as one of the top schools in the nation for international education; the University is one of four institutions to receive the prestigious 2007 Senator Paul Simon Award for Campus Internationalization.

## **Program Areas and Levels Offered**

The Teacher Education Program at Elon University offers initial licensure programs (bachelor's degrees) in early childhood education, elementary education, middle grades education, special education (general curriculum), secondary programs in English, mathematics, history/social studies, and comprehensive science. In addition, Elon offers K-12 licensure programs in physical education/health, music education, French, and Spanish. The following three M.Ed. programs are offered: elementary education, special education (general curriculum), and gifted education.

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

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

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<p>During the 2010-2013 academic years a formal partnership was established with Elon University School of Education and the Alamance-Burlington School System.</p>	<p>A pilot study continued using a professional development inquiry group with teachers at Andrews Elementary to explore and enhance student engagement through evidence based reading strategies to be implemented throughout the school day.</p>	<p>The inquiry group consisted of nine teachers (who served as cooperating teachers for student teaching candidates), the school principal, and an Elon faculty member. Teachers examined and analyzed current practices used to engage their learners during literacy instruction. The group identified 5 evidences based reading texts to study throughout the academic school year using a book club format.</p>	<p>September 2012-April 2013</p>	<p>The participants included nine teachers (who served as cooperating teachers for student teaching candidates), the school principal, and an Elon faculty member</p>	<p>Cooperating teachers use this train the trainer's model to disseminate the reading strategies studied throughout the entire school during the 2013-2014 school year.</p>
<p>A formal partnership was established with Cummings HS (ABSS) in the fall of 2006 and has continued into the 2012-2013 school year; this partnership now includes Broadview Middle School, a feeder-school for Cummings High School.</p>	<p>Provide support to the administration, faculty and staff at Cummings High as they continue to work to restructure their underperforming high school. The goals of Elon's partnership with</p>	<p>Initiatives have focused on five areas including assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition.</p>	<p>August 2012-May 2013</p>	<p>Approximately 50 Elon University students and faculty served around 300 students from Broadview Middle and Cummings High Schools.</p>	<p>Support programs and services included: Various sponsorships from Elon Academy, including a CHS Literary Club field trip to Elon's annual honors convocation, a CHS Debate Club field trip to Elon Fall Campus</p>

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	<p>Cummings is to increase: (1) the confidence of students' that a college/university education is possible; (2) students' understanding of the academic and social dynamics on a college/university campus; (3) overall student grade point averages; (4) student enrollment in Honors and AP classes; (5) the number of students taking the SAT/ACT; (6) understanding of pathways to college; (7) appreciation of diversity; (8) understanding of career options and pathways; and (9) the number of students in dual-enrollment</p>				<p>Debate; provided graduating seniors a tour of Elon and provided a college access panel made up of Elon students, provided an informational session about Elon Academy and College Access for Broadview Middle and coordinated an information session for advanced placement students. (2) Continued sponsorships from the Kernodle Center for Service Learning - Elon Volunteers! Program supported the CHS LINCS program and provided 677 hours of tutoring in all</p>

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	courses at Elon.				academic areas to 40 students.
Outreach to all high schools in the Alamance-Burlington School System: The Elon Academy	The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented on college and university campuses to pursue higher education, build leadership skills, and develop an active sense of social responsibility. The Elon Academy is founded on the belief that, with the proper support, there is a four-year college or university at which every talented young person can be successful regardless of financial status.	The Elon Academy is designed as a four-phase program including <i>Elon Academy College Access Program</i> (a three-year program for high school students), the <i>Elon Academy Transitions to College Program</i> (a summer program between high school and college), the <i>Elon Academy College Success Program</i> (a support program during college) and the <i>Elon Academy Alumni Program</i> (a program to engage Elon Academy college students in peer mentoring). The goals of the Elon Academy include: Increasing Aspirations, Providing Pathways, Supporting Transitions to College, Ensuring College Success, Expanding Impact	June 2011-June 2013 (The Elon Academy has programming year-round).	Sixty Elon University faculty/staff and students; 10 public school educators; 137 high school/college students from the Alamance-Burlington school system.	Currently, 20 scholars in our inaugural class, the Alpha Class, have completed their third year of college and 19 scholars in our second cohort, the Beta Class have completed their second year of college. An additional 20 Gamma Class scholars have completed their first year of college. The Delta Class scholars have graduated from high school and 100% are on their way to a wide variety colleges and universities for fall 2013. To date our scholars have

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					<p>been accepted at almost 80 different colleges and universities. Twenty-three Epsilon Class scholars will be entering their senior year in high school next fall and 23 Eta Class scholars will be rising juniors. A group of 22 Theta Class scholars, rising 10th graders, join the Academy in summer 2013. We continued and strengthened the <i>Elon Academy Ambassadors Program</i> and the <i>College Access Team (CAT) Mentoring Program</i>. The <i>Ambassadors Program</i> provides our high school scholars with an</p>

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					<p>opportunity to go into several elementary and middle schools to provide motivation and inspiration to do well in school and think about attending college in the future. The <i>CAT Mentor Program</i> brought ten Elon University students on to our staff to mentor high school scholars between Saturday Programs to ensure that all were on track academically, socially, and financially on their journey to college. In addition, Elon University students were hired as Academic Coaches on</p>

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					<p>an as-needed basis. This summer many of our college scholars participated in a <i>Life After College</i> retreat and our Delta Class scholars will complete the <i>Elon Academy Transitions to College Program</i>. Through the <i>Transitions Program</i>, scholars will participate in a three-day retreat, a scholar/family workshop, and a graduation celebration. Many of our college scholars are serving as peer leaders during this summer bridge program. Fifteen scholars will also participate in</p>

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					<p>paid internships summer 2013 at LabCorp to help their families afford their college education. The mission of the Elon Academy is to inspire these academically promising, low-income students with no family history of four-year college attendance to attend four-year colleges or universities and to assume leadership roles in their communities, both now and in the future.</p>
<p>Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian</p>	<p>Provide high school seniors with a dual-enrolled academic program which allows seniors to take Elon college courses for</p>	<p>Students may enroll in two college courses for credit during both the fall and spring semester of their senior year in high school. Over 40 pre-selected courses are made available in subjects such as foreign</p>	<p>August 2012-May 2013.</p>	<p>104 high school students enrolled in Collegiate Start and completed coursework for credit in 2012-2013.</p>	<p>The Director of Education Outreach serves as the coordinator/ liaison for the program, overseeing the collaboration</p>

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Academy, and The Elon School: The Collegiate Start Program.	both high school and college credit. The Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance and Guilford County, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education Office of Education Outreach.	language, history, religious studies, English, mathematics, philosophy, and political science. Students are admitted to the University under Special Student status and are afforded the same educational opportunities as traditionally admitted undergraduate students. This dual-enrollment program offers participants an opportunity to earn high school credits with honors-level weight. The program was established in 2004 and has assisted the community and participating schools/school districts in providing rigorous coursework to some of the areas most high-achieving students.			between the student/parent , Elon faculty/staff and school/district ; serving as the student’s academic advisor at Elon; and communicating student’s academic progress to school partners to ensure college-credit is accurate and made readily available for high school transcript reporting. Students participating in the program benefit academically by engaging in rigorous academic study within a globally diverse learning community with Elon faculty, staff

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					and students.
<p>A formal partnership has been established between Elon University School of Education (funded by the Oak Foundation), May Memorial Library, Barnes and Nobles Book Store (Burlington), First Presbyterian Church and students and parents from several area elementary schools, including: Andrews Elementary, Grove Park, Smith Elementary, Newlin Elementary, Broadview Middle and Turrentine Middle (Alamance-Burlington Schools), and Gibsonville Elementary</p>	<p>Address needs of struggling readers from low performing schools throughout the community; emphasize the importance of community and the role the University can play in bridging the gap between institutions of higher learning and local communities; examine the role Schools of Education must play in shaping teacher candidates' views of children who struggle with reading and of the parents of such students; teach candidates the skills required to interact effectively with families, particularly</p>	<p>Teacher candidates, university professors, librarians and other Village volunteers tutored a record number of elementary and middle school students. A total of 82 students from several low-performing schools were tutored in reading, music and science. The professor secured transportation from the university, and tutors were transported to the community library and The First Presbyterian Church, Burlington on Elon's BioBus. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly. Teacher candidates and faculty taught the parents/guardians/family members how to work with their children at home to improve reading skills.</p>	<p>August 2012-May 2013.</p>	<p>Participants included 8 Elon Education faculty member, 40 teacher education candidates, several in-service teachers, Elon librarians, 10 Elon University Education Alumni, and 82 students/families. Additionally, at least one family member was required to attend each session with their student.</p>	<p>Objectives were met as determined by course evaluation, as well as a family evaluation. Families indicated that the sessions were helpful, that they felt better equipped to work with their children on reading skills at home, and that they would participate in the project again if given the chance. Additionally, quantitative research was conducted examining teacher candidates' perceptions of the parents of students who struggle with reading through pre/post perception</p>

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(Guilford County Schools).	culturally different families.				survey instruments, student motivation instrument, and parent evaluation survey Preliminary evidence of successful intervention comes in the form of parental reports of students' improved performance on EOGs.
Alamance-Burlington School System.	In response to ongoing discussions between the President and the local Superintendent of Schools, the Dean and the School of Education were given the following charge by Elon's President and Provost: Initiate a process and collaborative organizational structure for	Individual and ongoing meetings with the Superintendent, members of the school board, and community education advocacy groups were held at regular, monthly intervals. The following activities and/or programs are in various stages of implementation at the time of this Report: enhanced Collegiate Start offerings of college courses for ABSS seniors, AIG licensure-only cohort model for ABSS teachers offered for graduate credit at	June 2010-June 2013.	50 Elon faculty members; 900 K-12 students; 60 K-12 teachers; 50 Elon teacher candidates	The School of Education continued and enhanced participation of Education faculty in school programs, offering tutoring, job-embedded professional development and other academic support services to students. Collaborative Professional Learning

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	strengthening and enhancing our partnership with the Alamance-Burlington School System. The Dean and the Superintendent meet regularly and established a joint planning team comprising senior representatives from each partner. The first priority for this team was to define a common vision for the partnership, and then to devise a mission statement and goals designed to achieve that common vision	discounted tuition, district-wide writing initiative following a trainer of trainer model, recruitment and preparation of potential STEM educators placed in ABSS schools as initial exposure to teaching as a STEM career, intensive literacy interventions for struggling readers offered as academic service learning courses for teacher candidates, global engagement of elementary classes utilizing curriculum coordination and Skype connections to classes in three foreign countries, and college-access and success program for promising students (rising 10th graders) with limited resources and/or no family history of college.			Communities (PLCs) continued to develop evidence-based practices and action research at Andrews Elementary School. The graduate program operated its highly regarded summer enrichment programs on campus for local students designated as having Academic & Intellectual Gifts or Learning Disabilities. Collegiate Start students were very successful in college courses: 80% of the courses were passed with grades of A or B. The intervention for struggling readers

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					<p>resulted in students advancing from Level II to Level III on EOGs. 100% of Elon Academy Scholars who completed the 3-year program were admitted to college, and those who entered college persisted for up to two years at a rate of 98%.</p>
<p>In collaboration with administrators at Andrews Elementary (Alamance-Burlington School System) and Elon teaching candidates (supervised by an Elon Education faculty member), a series of bilingual parent information workshops,</p>	<p>The goal was to provide the bilingual parents/families of Andrews Elementary with a support program that offered parenting, and daily healthy habits. It also provided Elon teaching candidates with an opportunity to connect with the families they served by</p>	<p>One Twilight Sessions was conducted in 2012-2013. Parents were invited to participate in a nutrition and exercise workshop conducted by various community partners and Elon University. Parents also participated in a management workshop provided by community partners.</p>	<p>Fall 2012.</p>	<p>Participants included 10 Elon teaching candidates, an Elon Education faculty member, 50 parents and 35 students.</p>	<p>The program successfully provided both meaningful service and community outreach to the bilingual parents at Andrews. Parents were enlightened with a variety of information to better inform them of community agencies, programs and</p>

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entitled Twilight Sessions, were offered to parents of Andrews students based on parent need.	designing and implementing community programming.				services available within their community.
Elon Education faculty collaborated with Alamance-Burlington School System, and St. Ann and St. Kevin's Primary Schools Ireland and Bay Primary School, South Africa on a research project entitled, Global 2.0 Project. Additional collaborations with teachers at middle grades levels are under consideration	The research project is a technology-based exchange with schools to examine the impact of shared curriculum experiences between two global classrooms and Alamance County. Students and teachers will participate in a four to six week unit focused on addressing national stereotypes and culture. Classrooms will participate in an artifact exchange, sending representations of their	Teachers completed cultural awareness survey (CQI) and semi-structured interviews on understandings of global education and cultural awareness.	Fall 2011- June 2013	Participants included two Elon Education faculty, five elementary schools -17 teachers (one per grade level at each school), five student teachers and approximately 250 elementary students.	Teachers completed cultural awareness surveys and were interviewed with a semi-structured protocol intended to document their experience and their understanding of global education and shared curriculum through technology.

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	schools, community and culture to their partner school. The goal is to document the experiences of students and teachers in their interaction with students/teachers from different cultures.				

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

Thirty-three Elon faculty members from various disciplines offered service during 2012-2013 to schools and school systems in a variety of ways. Professors presented in their areas of expertise to local public school students and teachers. Topics and services included concussion education, engineering design projects, dance performance workshops and guest artist residency, guest lecture on Shakespearean plays, poetry workshops, Head Start and Pre-K workshops on early math and science, E-coach and web-site development, choral concert performance direction and support, and youth leadership development. Full-time education and arts and sciences faculty conducted workshops and seminars for teachers. Twenty-nine university faculty and staff acted as reviewers and judges for local students who presented senior projects and other types of academic competitions, including music, poetry, battle of the books and science. For the sixth year, Elon University collaborated with Elon Elementary School to support a K-5 Spanish language immersion program, SPLASH!, in partnership with Visiting International Faculty of Chapel Hill and the Alamance-Burlington School System. Physical Education and Health faculty and their students conducted health and fitness seminars for elementary-age girls and boys in Alamance County. Many professors and staff members organized and hosted especial events such as fairs, competitions, campus visits, information sessions, and field trips. As well as supported literacy and debate clubs, served on educational panels, served as special speakers and guests, and provided college access information. Other Elon faculty have presented to K-12 educators on the topics of global curriculum, technology, and literacy. Reading and Lunch Buddies programs were continued with local elementary and middle school students. Over 300 Elon students under faculty and staff supervision provided tutoring to local K-12 students as well as a variety of volunteer services in schools. A variety of university-sponsored cultural events

were made available to local educators and students at no charge. Faculty-lead student volunteer groups include Teaching Fellows, Student Government Association, America Reads, Elon Volunteers!, and academic tutors. Elon faculty and staff members serve as members of K-12 leadership teams, advisory boards, planning committees and are active in PTA/PTSO organizations.

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

With many of Elon's graduates teaching their first year in local public schools, faculty/university supervisors who supervise pre-service teaching candidates in the field have an opportunity to support the needs of beginning teachers. Elon's School of Education Curriculum Resources Center offers a variety of K-12 curriculum materials for all local teachers/schools/school districts to review and/or check-out. Additionally, the School of Education hosted its fourth annual Homecoming Weekend "wisdom sessions" for alumni. The sessions were delivered by our recent Elon School of Education graduates and moderated by School of Education faculty – with seminar topics focused on supporting the needs of beginning teachers – to include: classroom management, moving from survival to success, and balancing life in the first three years. Middle grades faculty continue to provide middle grades candidates entering the field three points of contact during their first academic year to check on their professional progress, offer support and gain program feedback. Finally, a professional development inquiry group formed at Andrews Elementary in 2010-2011 (Alamance-Burlington Schools) continues to provide beginning teachers with instructional technology support to improve daily instruction.

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

Elon University maintains its strong commitment to preparing highly-qualified teachers through the licensure-only program. This post-baccalaureate program evaluates the educational records of individuals who hold an undergraduate degree in any area of study for admission as a Special Student to the University. The program allows individuals to complete the necessary coursework/requirements to obtain teacher licensure. The Director of Education Outreach (in conjunction with the appropriate program coordinator) reviews interested student's official transcripts, develops a plan of study outlining coursework, and assist students in formerly applying to the University.

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

The M.Ed. program at Elon is designed for experienced teachers, with a concentration on ensuring that teachers are prepared to teach effectively and lead in an RTI environment. The PLT (Principles of Learning and Teaching) methods model, led by two faculty members and involving up to 20 teacher candidates per semester, allows education faculty to provide on-site expertise and staff development while teaching and supervising candidates in the classrooms of master teachers. The ETLP (Elon Teaching and Learning Partnership), now in its fifth year, is a classroom research program that enables high school and college faculty to work together to improve teaching and learning. The Partnership involves seven faculty from Elon University and seven career teachers from the public school systems in Alamance and Orange counties, and involves the development, implementation, and presentation of research-based classroom

learning projects. Finally, many faculty and M.Ed. students collaborate on research projects for scholarly article submissions and professional organization presentations.

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

Elon's School of Education continues its work in at-risk schools and with at-risk student populations. During 2012-2013, education faculty continued to use Academic Service-Learning pedagogy in several classes. Academic service-learning (ASL) has been defined as “a pedagogical method that intentionally integrates learning with service, and within this framework, the goals of service and learning goals are of equal weight, and each enhances the other for all participants” (Simons & Cleary, 2005, p. 165).

We continue to serve low-performing and at-risk schools through our EDU 324 Literacy Development II: Strategies and Instruction for Struggling Readers course using ASL pedagogy in the course goals and objectives. These goals include learning to conduct guided reading groups, administering informal literacy assessments, making data driven decisions when designing lessons, and adapting content area texts for struggling readers. The course is part of the literacy program, It Takes a Village, which is funded by the Oak Foundation. The teacher candidates enrolled in EDU 324 participate in an after-school literacy tutoring program offered to 3rd-5th grade struggling readers at a local community library. Teacher candidates use pre-assessment data collected during guided reading groups to determine the needs of each reader. The struggling readers gain more reading practice in the tutoring sessions, and they benefit from using the materials designed to help them understand more complicated text. The teacher candidates gained the opportunity to create and carry out lessons in guided reading groups for those students who struggle the most, and they learn how to use technology to supplement access to academic content.

Our pre-service teachers and teacher candidates continue to be placed in observation and practicum experiences in many of Alamance County's low-performing, at-risk schools. Both faculty and students provide schools with learning and teaching strategies and empower students to be global thinkers and learners.

For the fifth year, middle grades candidates have been participating in a Reading Buddies program, offering small group literacy support on a weekly basis through the spring term. This year 22 struggling readers in Turrentine Middle School, ABSS, were provided support. The effort is now part of a recognized service learning course in middle grades foundations and was supported by a CPI grant for the purchase of high interest/low reading level texts for secondary students.

The Teaching Fellows continue to partner with area schools for tutoring service each semester. This year, for the service component connected with the Triad Teaching Fellows Education Conference, we partnered with Kids Read, Inc., a nonprofit organization to improve children's literacy. We collected over 300 gently used or new books and donated them to students at Andrews Elementary, ABSS for summer reading.

As an institution, several student-led volunteer programs, coordinated through Elon Volunteers and the Kernodle Center for Service Learning and Community Engagement, sponsor various volunteer services that support low-performing, at-risk schools and students in Alamance-

Burlington Schools. Activities such as tutoring assistance in math, reading and science; lunch buddies, reading recovery program provide students and schools with academic enrichment and support.

**G. Briefly describe your current efforts or future plans to respond to the S724 and H23 provisions listed below.**

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23)**

All candidates design and implement a virtual professional learning community (PLC) that utilizes knowledge gained through their coursework and addresses school goals included in the School Improvement Plan. Senior level special education majors work in conjunction with their cooperating teacher to develop Individual Education Plans using CCAS Software.

- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)**

Candidates complete the following course work related to teaching reading and mathematics: Literacy Development I: Principles and Practices; Literacy Development II: Struggling Reading; Principles of Learning and Teaching I: Language Arts and Social Studies Methods and Materials; Principles of Learning and Teaching II Mathematics and Science Methods and Materials; Math for Elementary and Middle School Teachers; and Math for Elementary and Middle School Teachers II. Students in special education also take two courses MTH 208 and 209, besides the PLT in math/science. EDU 445 provides support for instructional strategies in mathematics for students with learning disabilities.

- c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.**

Students who are elementary and special education majors take foundational mathematics courses in their sophomore year in fundamental math areas necessary to teach in elementary and special education classrooms (MTH 208/209). Furthermore, students during their junior year also gain pedagogical understanding of teaching math through their PLT course. Finally, students are prepared in researched based practices for teaching students with disabilities in mathematics through their methods of special education course EDU 445. All of these courses prepare them for deep understandings of math content and pedagogy, not to mention hands on experiences and support through practicum experiences.

Special/elementary majors are required to take two scientifically based reading courses: (1) Literacy Development I: Principles and Practices – this course is a study of the fundamental processes by which a child learns to read. Attention is given to readiness factors, vocabulary development, word identification strategies, comprehension skills, and motivation for reading in elementary and middle grades. The course is taught in a socio-cultural context and technology is included to enhance instruction. (2) Language and Literacy Methods in Special Education, course is designed for students become familiar with the theory and research base

on effective instructional techniques for children with exceptional learning needs. Students learn how to apply specific methods involving explicit, systematic, and intensive instruction to help children with learning difficulties acquire foundational skills in language arts and reading. Students learn to use assessment as a basis for planning, monitoring, and modifying instruction.

- d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)**

Teaching candidates will provide evidence to show that students mastered the learning outcomes/goals of a comprehensive unit designed and implemented during student teaching. Candidates will demonstrate assessment of student mastery and evidence of instructional effectiveness. For junior level special education majors, they are provided coursework in formative and summative assessment for students with disabilities through the EDU 435 course. In addition, during student teaching, senior level students majoring in special education are required to develop a project that creates an Individualized Education Plan (IEP) based on formal and informal assessment data. It is created in conjunction with their cooperating teacher and a family of a child with a disability. It is one required component for the special education majors for state licensure.

- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)**

All teacher education candidates are required to take FNA 369: Fine Arts in the public schools.

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

The Elon Academy (EA) is a four-phase college access and success program for Alamance County high school students who demonstrate academic promise, have limited financial resources, and/or have no family history of college. Each year the Academy recruits 22 - 26 9th graders. In Phase I of the program students spend a month on Elon University's campus each summer as rising sophomores, juniors, and seniors. They take academic, co-curricular, and college planning classes. Students become special Elon students and are issued student ID cards so they are eligible to check out books from the library, use recreational facilities and computer labs, and attend cultural and athletic events year round at no charge. In addition, they and their families participate in the monthly Saturday Academy during the school year. College visits, SAT prep, time management, study skills, communication skills, and support in writing college and scholarship essays are central to our programming. Each student is assigned to a mentor (an Elon University undergraduate) with whom they meet on a regular basis to have questions answered and concerns addressed between Saturday programs. High school and college counseling are tailored to the specific needs and interests of the students and families. All students engage in leadership/service activities in community organizations and in the public schools. Phase II includes a Transitions to College Program during the summer after high school graduation. Phase III is our College Success Program which involves continuing academic, social, and financial support during college. A staff member visits students on their respective

campuses throughout the year as needed. Phase IV is our Alumni Program where our college students return to inspire, encourage, and share their expertise with our high school students. We provide support and guidance both to and through college as our goal is for our students not only to be accepted into college, but to graduate.

The *It Takes a Village Project*, also known as “The Village Project” is an intentional collaborative literacy development endeavor among several stakeholders – Elon University, May Memorial Library, First Presbyterian Church, The Oak Foundation, parents, struggling students, teachers, Barnes and Noble (Alamance Crossing) and in partnership with UNCG, Concordia University, Portland Oregon and Winston Salem State University, Winston Salem, North Carolina.

Now approaching its 6<sup>th</sup> year, the Village Project is designed to bring school of education students in direct contact with students who find reading daunting. The aim of the project is to teach preservice teachers and others who are interested, to work one-on-one with struggling readers, many of whom are poor and minority, and the readers’ parents. The goal of the project is to be able to diagnose and work to address the struggling student’s specific reading needs. The Village operates during the spring and fall semesters over 7 consecutive weeks for 4 hours each week.

Over the years we have supported over 300 families and have recently extended the Village services at Elon to address content area reading needs by establishing *Science in the Village and Music in the Village*. Based upon our work in the Village Project, we have seen that the plight of struggling readers, especially those who are poor, is not a hopeless one. We know from our Village research that when provided with specific support such as, university-based partnerships, one-on-one tutoring, community support, underlying reasons for their children’s reading struggles and ways for mitigating those struggles, parents of struggling readers respond positively and work diligently to help their children improve their reading skills.

We also know that struggling readers often do not enjoy tutoring projects because it focuses on their major area of weakness, reading. So, it is not surprising that struggling students often feel they do not belong in schools or tutoring programs. However, the Village Project with its emphasis on diagnosing students’ specific reading needs, with one-to-one instruction to address those needs, and parental support in a non-threatening setting has resulted in positive reading motivation results among “Village Readers.” The Village project has been funded twice by an international philanthropic organization, The Oak Foundation. The first funding facilitated the replication of the Village Project at two additional Schools of Education, The University of North Carolina, Greensboro and Concordia University, Portland, OR. The most recent funding will facilitate further replication of village sites both nationally and internationally.

## **Supplemental Information (Optional)**

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

Undergraduate and graduate students are informed of the various test requirements at appropriate points in their respective programs. If potential candidates have not met the SAT score minimum of 1100 (math and reading only) for admission to teacher education, the PPST test requirements are explained in EDU 211 (the introduction to education course) and through printed materials that prospective candidates receive. Specifically, students are provided with the applicable website address to preview the tests and are encouraged to purchase commercially available

study guides if needed. For those few Elon University students unsuccessful on their initial attempt on the PPST, they are advised on possible remediation strategies. These students are encouraged to make use of available tutoring on campus to prepare for the tests. For the PRAXIS Specialty Area tests, students are advised on these testing requirements during the methods courses and student teaching/capstone seminars. Few Elon teacher candidates have trouble passing these standardized tests.

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

In 2012-2013, faculty/staff in the School of Education continued participation in institutional recruitment strategies sponsored by the Office of Admissions. The Office of Admissions sponsors three annual Open House events in which faculty and current student's present information regarding the Teacher Education Program to high school juniors and seniors and their families. Our teacher education program coordinator personally contacted all incoming freshman who expressed an interest in teacher education to offer support, provide information or answer questions/concerns about majoring in teacher education. The Teaching Fellows Program actively sponsors focused recruitment events to recruit high achieving students into teaching. Some of their annual recruiting events include: personal communications with prospective students through email, mail, telephone, and personal visits; participate in Admissions Open House events, including Fellows Scholarship Weekend where Teaching Fellow students host a reception for prospective students; and high school visits to current students former high schools. The Noyce Scholars Program, a scholarship program sponsored by a grant from the National Science Foundation, began is in its second year of recruitment to attract undergraduate majors in mathematics, biology, chemistry and physics to pursue a licensure in secondary teacher education. The Early Childhood Program also sponsored numerous on-campus recruitment events to attract Elon students to our newest teacher licensure program. Some of the events include: hosting a recruitment table at College Coffee (a university wide community event) to share program posters, flyers, program information; sponsored a campus-wide ice cream social event; printed brochures and flyers and posted in key strategic student areas to promote the program and upcoming events. Also, the Early Childhood program and Middle Grades program increased recruitment for potential Elon students by participating in Admissions events (Open House, Orientation Weekend) and increased communications with Admissions officers to ensure they are better able to recruit/attract prospective students.

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

In recognition of the need for substantial tuition scholarship funds, the School of Education has actively pursued donors to endow scholarship funds in support of teacher education candidates who demonstrate high need. Collaboration with Teachers College- Columbia University faculty to create a science education internship program for Elon's teacher candidates in the New York City public schools is underway. Finally the national and North Carolina recruitment of teaching Fellows has targeted promising minority applicants who have identified themselves as prospective education majors and who, if qualified, will received a generous Elon Fellows scholarship and an enhanced 4-year program of study leading to teacher licensure.

The School of Education's diversity is a reflection of the ethnic and racial mix of the campus, and is therefore a beneficiary of campus-wide efforts to make gains in this area. Elon has taken significant steps in increasing the recruitment and enrollment of minority students by implementing and/or continuing to support the following initiatives:

- Increased international students 40%
- Formed First in Family support group for first generation students
- Created summer bridge program for first year students.
- Created a living learning community with students from 5 different faith traditions.
- Created staff positions in The Multi-cultural Center associated with Black/African American, LGBTQ, and Latino/Hispanic students.

#### FACULTY AND STAFF

- Offered professional development across campus with Anti-Defamation League sessions.
- Created hiring protocols for all units on campus in order to recruit the best faculty and staff. Increased faculty ethnic diversity by 5% and staff ethnic diversity by 1%.

#### PROGRAMS

- Created inclusive pedagogy website and developed faculty professional development through peer led conversations and leadership of Academic Council diversity committee
- Hosted events for Hispanic History and Heritage month.
- Supported six diversity infusion grant projects

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

All initiatives have been described in one or more of the previous sections.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	150
	Other		Other	7
	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>168</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

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

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

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,241
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	531
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-Combined	
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.45
Comment or Explanation:	
*-Less than five scores reported.	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	7	21		
Middle Grades (6-9)	1	6		
Secondary (9-12)		14		
Special Subject Areas (K-12)	1	4		
Exceptional Children (K-12)	1	13		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>10</b>	<b>58</b>		
Comment or Explanation:				

### E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	36	100
Spec Ed: General Curriculum	6	100
<b>Institution Summary</b>	<b>42</b>	<b>100</b>
* 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	1		3	23	35	6
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2011-2012</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor Institution	66	89	41
Bachelor State	4,761	92	60

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Alamance-Burlington Schools	336
Guilford County Schools	161
Wake County Schools	105
Charlotte-Mecklenburg Schools	99
Forsyth County Schools	66
Rockingham County Schools	44
Orange County Schools	42
Randolph County Schools	37
Durham Public Schools	35
Chatham County Schools	29

**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>
15	8	9