

IHE Bachelor Performance Report

Gardner-Webb University

2012 - 2013

Overview of the Institution

Gardner-Webb University is a liberal arts, Christian university nestled in the foothills of the Blue Ridge Mountains. Gardner-Webb seeks a higher ground in higher education – one that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service and leadership. In fact, Gardner-Webb has consistently been ranked as a top 100 university for strengths like the quality of its core academic curriculum, its global emphasis on student missions, and its institutional commitment to large-scale service in the community. With more than 60 undergraduate and graduate fields of study, more than 50 clubs and organizations, and with students from 37 states and 21 foreign countries, the Gardner-Webb experience is rich and diverse, like the people who make up the close-knit community. Gardner-Webb University is privileged to have roots in a rural/suburban setting in Boiling Springs, but also enjoys a presence in and convenient access to important urban areas. Located near Shelby, NC, a progressive city with a population of approximately 25,000, the main campus of the university is also located only 45 miles from the banking center of Charlotte, NC. Realizing the need for service to the local urban area, the university has established a real presence in Charlotte, solidified with the purchase of a beautiful, 25,000 square-foot building near I-77. There are approximately 300 students who attend classes on the Charlotte campus, with classes being held Monday-Saturday. The possibility of adding undergraduate education classes to the Charlotte campus offerings is being considered.

Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast and has been honored by the American Council of Trustees and Alumni for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 166 full-time faculty members, 72.3% of whom hold doctorates, 74% with terminal degrees in their area, all dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is accredited by CACREP.

Special Characteristics

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions -

teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning disabled students through the Noel program. In a continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate GOAL program (Greater Opportunities for Adult Learners), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The Statesville undergraduate elementary education program, also offered on that campus, is a collaborative program with local community colleges, offering a degree-completion program for elementary education majors. The program attracts many teacher assistants from the local schools who are committed to continuing their service to NC public schools as teachers. The GWU facility is also used by the Iredell/Statesville school system for professional development for its teachers and administrators and by the local community for a variety of meetings. The success of the Statesville program led to the creation of a similar program on the main campus in Boiling Springs. Both programs hold classes in the late afternoon and evenings to meet the needs of working adults, particularly those employed in area school systems.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education, art education). The university also has an ASL education program but it is on hold until local placements for ASL teachers can be found. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

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
Cleveland County Schools (Graham Elementary School)	Assistance with school improvement plan, resulting partnership with university based on plan.	Meetings to determine direction of integration of new SIP.	Project began August 13, 2012. This phase was completed October 1, 2013 with G-WU offering	31	The G-W faculty will continue to provide support as the SIP is completed and implemented.

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
			ongoing support as needed.		
Cleveland County Schools (Graham Elementary School)	Effective questioning as a component of formative assessment	The G-WU team surveyed the elementary faculty in the spring of 2012 regarding effective questioning as part of formative assessment, presented professional development, assisted in measuring teacher understanding via a pre/post test, created an observational checklist for use by/and in conjunction with the principal.	Analysis began in April of 2012 and support continued through April of 2013.	31	Post-assessment of faculty perception of practice was conducted in March/April 2013. Growth was noted in all construct areas. Grade level teams developed specific SMART goals based on pre-test data. All grade levels chose to focus on the Critique phase of the effective questioning process.
Rutherford County Schools (East Middle School)	Application of science/math/language arts content in tutoring	G-WU faculty member worked with classroom teachers, students, parents/grandparents to provide support for student learning	Began September 5, 2012 and ended May of 2013.	7	East Middle faculty reported improved grades, and stronger focus in class.
Gaston County Schools (Mountain Island Charter School)	Strategic Planning	G-WU faculty worked with the administration and faculty to develop a 3-year strategic plan to present to the Board of Directors.	Began May of 2013 and is continuing.	5	At this point, three areas of focus have been determined. As the project continues, a measurable

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
					objective will be the next step.
Gaston County Schools (Bessemer City Middle School)	Reflective practice by teachers	G-WU faculty assisted with a study performed by the principal and two DPI instructional coaches.	Began October of 2012 and ended June of 2013.	20	Principal reports that learning strategies have improved in classrooms. Student performance on EOG testing will be analyzed in the fall.
Gaston County Schools (Ashbrook High School)	Stress coping skills	G-WU faculty assisted with a study exploring the impact of stress-coping strategies on perceived stress levels.	Began August of 2012 and ended May of 2013.	32	The project revealed a perceived change in behaviors that lead to reduced stress levels. The potential of student performance improved and as a result of the project, a school-based therapist was hired at each high school in the system.
Gaston County Schools (Middle Schools)	Improving school cultures based on the five domains of a value-added assessment model.	The G-WU faculty presented training for middle school faculty in dispositions, professional experience, school structures, shared decision-making processes, and reflective	Training began in January of 2013 and will be completed in July of 2013.	200	To date, administrators report an increase in collective efficacy as well as changes to yearly professional growth plans and professional

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
		assessment			development activities.
Charlotte Mecklenburg Schools (West Charlotte High School)	School culture, core values, school mission, relational trust, rituals and traditions, improving teaching, learning focus, school improvement, branding.	G-WU faculty are working with West Charlotte students, faculty, administrators and parents to understand and define the school's culture, and to determine values and practices that should continue and/or change	Workshops began in September of 2012 and are continuing.	155	Specific impacts are expected in the form of improved teaching and learning, attendance, and student behavior. Another expectation is an enhanced "branding" of the school.
Cabarrus County Schools (Cabarrus County Alternative School)	Improve math skills of bilingual algebra students	G-WU faculty worked with students, faculty, administration and parents to improve the math performance of bilingual students by developing Spanish subtitles on algebra Power Points.	Project began in September of 2012 and concluded in April of 2013.	45	The project resulted in an improvement not only of math performance, but in overall classroom culture and teacher efficacy. Findings have been shared with the entire faculty in an effort to incorporate similar strategies in all lesson preparation and implementation.
Iredell County Schools (Central and Cloverleaf Elementary)	Science and math	G-WU faculty evaluated all projects for the science fair and math expo.	Projects began in January of 2013 and were	155	School faculty reported that the projects afforded their students an

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
			completed in February.		opportunity to demonstrate their understanding of the math and science content by allowing them to apply knowledge in a project format.
Nash County Schools (Nash County Middle School)	Transition plan	G-WU faculty worked with students, faculty, administration and parents to plan, implement, and assess a transition plan that included mentor assignments, conflict management skills, study skills, decision-making skills and goal planning.	The transition plan was started in August of 2012 and was completed in May of 2013.	45	Faculty has reported that students have demonstrated an improved attitude toward attending school. The transition strategies will be implemented on a yearly basis.

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

As demonstrated above, the Gardner-Webb School of Education maintains a high level of service to public schools. The increase in technology tools has enabled the university to take this service to even higher levels, reaching not only schools in the immediate geographical service area (Cleveland, Rutherford and Gaston counties), but to other counties and areas of the state. In addition to the many offerings provided in the aforementioned table, the university supports the Center for Innovative Leadership Development, a partnership of the School of Education and the Godbold School of Business. The center’s yearly Summer Leadership Conference brings together leaders in education and business, pre-service candidates and practicing professionals, full-time and adjunct faculty. In the summer of 2012 the conference agenda was organized around four strands: Curriculum Transformation, Administrative Focus, Executive Leadership and Research Presentations. Sample topics in Curriculum Transformation were the common core, exceptional children and enrichment opportunities, STEM education, creating centers of

excellence, and 21st Century Instructional Delivery. The Administrative Focus strand included topics such as Good to Great Leadership, Change Management, Multi-Culturalism, and Quality Assurance. The Research Strand included research methodology and the steps in writing a dissertation and/or a research report. The conference attracted over 350 attendees, representing 18 school systems across North and South Carolina. The entire list of comments about the conference as well as key presentations that were videotaped may be found by accessing the CILD website and clicking on Leadership Conference:

<http://www.gardner-webb.edu/academics/regional-and-community-resources/center-for-innovative-leadership-development/index>.

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

One of the great joys in education is in watching students become colleagues. Not only does the faculty at Gardner-Webb University maintain contact with newly licensed teachers, counselors, and school administrators through professional contact in the schools, many of our undergraduates return to Gardner-Webb for their graduate work. In addition, candidates who join Kappa Delta Pi (the international honor society in education) may elect to continue working with the university chapter with service events and educational meetings, even after graduation. In addition, since many of our program completers are from the area and remain in the area to work, it is convenient for faculty to continue professional relationships with them, visiting their schools and classrooms. Beginning professionals continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual advice in areas such as technology, management, resources, lesson plan ideas, action research assistance, and they ask for graduate school recommendations. As student teacher and internship supervisors move in and about within the schools, they frequently visit beginning professionals to determine needs and provide support. While we do not have a formal mentoring program other than our participation on mentor teams (when asked), we do a great deal of informal mentoring of beginning professionals through both our graduate classes and our presence in the local schools. In addition, blogging and skypeing has been used by professors to maintain communication with new careers teachers. Our Statesville program has instituted CLASS (Collaborative Learning And Sustained Support) to support new and beginning teachers. This group will meet to discuss areas of concern for new teachers and to share solutions and ideas. The advisory committee consists of one of our professors, a graduate of our master's program and a graduate of our undergraduate program.

Area teachers, both beginning and experienced, are assisted by professional development offerings on the Gardner-Webb campus, sponsored by the School of Education. In April of 2013, the *Keeping Learning Alive* Conference, sponsored by faculty in the School of Education was offered to area teachers as well as our own candidates. Over 60 candidates and local teachers attended. The first annual conference offered free professional development to teachers, pre-service candidates, GWU faculty, and GWU alumni relating to the North Carolina Professional Teaching Standards. The day featured presentations from the Western North Carolina Director of People to People Programs. People to People provides teachers with opportunities to work with students from around the globe along with possibilities for travel.

Participants then had their choice of breakout sessions ranging from technology integration to practical implication of action research for the classroom teacher. Participants explored the true

meaning of professional learning communities (PLC's) and then moved into sessions of their own choice to launch a virtual PLC. By involvement in the virtual PLC, participants further delved into learning about topics of interest for today's teachers. Upon successful completion of the conference, attendees were awarded .5 CEU's. Participants who chose to participate in the virtual PLC were awarded an additional .5.

Many new teachers are entered in our graduate programs; particularly the master's in elementary education. Faculty members work with those teachers to ensure a connection between their work in the respective classrooms and their graduate studies.

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

We continue to respond to all requests lateral entry transcript requests. Candidates who request programs of study receive an evaluation of both their transcripts and all relevant work experiences. While the content area coordinator and the Licensure Officer complete these evaluations, the Deans of the School of Education and the Graduate School are consulted as needed. When the evaluation is concluded, a letter is sent outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Courses are rotated on the schedule to ensure that there is something offered in the afternoons for the convenience of lateral entry teachers. Since last year, efforts have been made to assure that education classes are offered at times conducive to lateral entry teachers (3:30 or later in the afternoon). Our undergraduate program in Statesville is attractive to lateral entry teachers because all classes begin at 4:00 p.m. This will be true of the new elementary program slated to begin on the main campus as well. Many lateral entry teachers choose to enter our graduate program(s) and work concurrently on their master's degree while fulfilling their licensure requirements. Having these teachers in class provides a unique opportunity for everyone to discuss particular issues unique to this population. All of our graduate programs are evening, part-time programs and were designed to fit the schedules of busy teachers and school professionals. Many of the lateral entry teachers who take classes on our campuses work in systems up to an hour's commute; in order to make class registration as easy as possible, continuing students can register themselves with our web-based registration system or advisors complete this process by telephone for new students. We have worked diligently to acquire a reputation as a "lateral entry friendly" environment and we continue to work as partners with the Regional Alternative Licensing Center by providing schedules and working with the needs identified by DPI personnel there.

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

Located within the town of Boiling Springs and close to many of the schools where our graduates teach, Gardner-Webb enjoys a special sense of community. Our faculty members continue to help and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards, as they conduct research in their classrooms, and as they pursue advanced degrees. Gardner-Webb School of Education faculty are frequently seen visiting in schools, attending school events and helping individual teachers. In addition, all cooperating teachers and supervisors of graduate counseling and school administration interns receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers and interns. For some career teachers, the class has been used for their own professional growth and some have used it to begin their master's programs. Our graduate school

has been in the process of producing a series of "WebEx" presentations. Our goal is that these presentations could be utilized by career educators, (whether or not they were involved in our graduate program), to assist with any issues or interests in their individual classrooms. Our School of Education faculty gives attention to the ordering of books and periodicals for the university library, ensuring that all stages of teacher preparation are addressed. The surrounding community has access to these resources.

Career teachers are a vital part of the community and are involved as cooperating teachers, members of the Teacher Education Committee, and as guests of the university as a variety of campus events. An "Education Day" to recognize local teachers is being planned by the School of Education and the Athletics Department.

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

The Gardner-Webb School of Education faculty provides service to low-performing, at-risk schools in a variety of ways. Many professors provide individual assessment and remediation assistance to teachers, provide model lessons, and work with other university organizations to provide resources for schools in need. In addition to establishing tutoring programs at Title I schools (Township 3), several professors have stepped out in surrounding communities to offer tutoring assistance. Dr. Cindy McKinney has provided tutoring to middle school students and suggested programs and strategies for improvement. Gardner-Webb faculty have been strategically involved at Graham Elementary School, working to support teachers and guiding our elementary candidates in tutoring at the school.

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

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)

Gardner-Webb University's School of Education has made extensive changes to curriculum and course work in an effort to ensure that candidates will use technology as a tool to enhance instruction and enable the sharing of information. A basic expectation is that course work is done electronically using our Black Board system and that as they progress throughout the program, candidates post to Task Stream, our online data assessment system. Recognizing the value of social media, Twitter has become a part of classroom discussion and communication. By implementing Twitter, candidates can tap in to the continuous stream of professional development offered. They post information to class hash tags and follow tags to research lesson planning and to find, explore and share digital resources for the classroom. Candidates are expected to demonstrate in both lesson planning and in micro and real-world teaching, how technology can have a positive impact on student learning.

As part of the summative evaluation for candidates' student teaching experience, they are expected to locate and research a total of 15 technologies that could be implemented in their classroom to help meet the needs of all students. By implementing these technologies, candidates learn first-hand the impact technology can have on student learning. As part of their requirements, candidates also create screencasts for each technology they locate, explaining how each particular technology impacts student learning. Screencasts are shared with their cohort of student teachers.

The 2013 *Keeping Learning Alive* Conference concentrated heavily on technology integration with participants launching a virtual PLC.

Technology is interwoven throughout all coursework within the elementary major as candidates are expected to explore the Internet and technological devices (computers, iPads, Smart Boards) as appropriate tools for teaching and learning. Beginning with the fall of 2013, the Gardner-Webb University School of Education will implement Teachscape, a web-based program that will not only allow instructors to facilitate student self and peer reflection but also allow instructors to go textbook free in favor of a web-based professional development model. Candidates will be required to purchase an iPad, an iPad video kit, and Teachscape for use throughout their tenure in the program. Instructors will be able to model integration of technology throughout courses through use of the iPad and iPad apps. Candidates will also have the opportunity to use iPad apps for their own learning, as well as for student learning. Candidates will also be able to use the iPad and Teachscape to practice self-reflection and peer reflection.

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

Reading has long been a priority in our curriculum and continues to be. Elementary candidates take three courses that address the teaching of reading.

The first, (EDUC 302) is a literacy foundations course, designed with an emphasis on the literacy process as a fundamental aspect of the 21st Century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Through strategies, current research, and field experiences, candidates are exposed to the reading process, readiness for reading instruction, attitudes toward reading, and cultural diversity as it affects learning to read and the teaching of reading. Tasks in this course include article summaries on current research of best practice, interviews with practicing teachers, classroom observations, and analysis of interview and observational data to determine teaching style and practice.

This course is followed by EDUC 312, which presents a semester-long opportunity for candidates to provide hands-on reading instruction at a local elementary school. Utilizing knowledge learned in the pre-requisite class, candidates are expected to complete a case study of one student as they diagnose reading issues through assessment and then plan appropriate instruction that is aligned with the specific needs of the student. The candidate is expected to research best practices, locate appropriate, engaging material, and teach the skills their student needs. At the end of the case study, post assessments are given to determine the impact the semester's work has had on student progress, and the candidate prepares a presentation that encapsulates the learning outcomes and other experiences of the semester.

The final course in the series, EDUC 306, is designed to assist candidates in developing an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates are immersed in literacy and reading instruction as they develop oral and communication skills that help students gain insights as successful readers in an information and technological world. Within this course, literacy and children's literature will be interwoven to ensure that all students achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children's literature as the two processes are integrated while promoting a lifelong interest in books. Emphasis is placed on many genres of

literature that support the curriculum and meet established standards. Candidates are required to identify appropriate books and given opportunities to share literature that will stimulate their responses, and infuse literature into elementary and middle grade classrooms and homes. The common tasks in this course are an integrated unit and microteaching. For the unit, the candidate is required to develop six language arts lessons, based on the New NC Standard Course of Study (Common Core) centered around a specific theme, that demonstrate each of the language arts (listening, talking, viewing, reading, writing, visually representing) and emphasize the cross-discipline approach to teaching. The candidate is required to expand this Unit with each methods course within the program. It is the candidate's responsibility to create a 6-day unit on the language topic of their choice. Candidates are allowed to pick their topic and grade level. Since this unit is an extensive assignment, candidates are encouraged to start work on this project early in the semester. Several class discussions and activities align to this project. Candidates are required to teach one of the lesson plans from this Unit to their classmates. Both common tasks are measured with a rubric that is directly connected to NCPTS.

Two courses within the elementary major specifically assist candidates in the teaching of mathematics. The first, MATH 204, is taught by faculty members in the Department of Mathematical Sciences. The course is a study of the number systems together with their operations, connections to algebra, the geometry of two and three dimensions and measurements. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. The course is foundational, supporting the belief that candidates must possess the mathematical skills themselves in order to appropriately teach them.

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)

First, the School of Education works in concert with the Departments of English and Mathematics to ensure that candidates have adequate exposure to reading and mathematics prior to coming into teacher education. In addition to the reading and mathematics-specific coursework detailed above, undergraduates must complete the following core classes to ensure basic knowledge and ability in both reading and math.

ENGL 101 (English Composition)
ENGL 102 (English Composition)
ENGL 231 or 232 (American Literature Survey I or II)
MATH 105 (Statistics and Probability)

In addition, candidates must take pre and post tests in the major courses in math and reading, and must make a C or better in all major coursework.

Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.

The undergraduate faculty have been studying the MTEL faculty guide and accompanying materials (particularly the Pearson site, <http://www.nc.nesinc.com/>) and are incorporating the information into classes and advising sessions. In addition, plans are under way for a workshop for all undergraduates to familiarize them with the test and components.

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).

Candidates must take EDUC 410 (Introduction to Curriculum Integration and Assessment). As part of this class, candidates are taught various principles of formative and summative assessment. After completing this study, candidates then design multiple formative and summative assessments as part of their class requirements. Candidates prepare a series of lessons with formative and summative assessments embedded. They also "teach" components of the lessons to their peers while implementing formative and summative assessments. Value-added instruction, EVAAS, is also shown and explained to the students. Students watch video overviews of EVAAS, examine score reports, and report on what the data mean to them as a pre-service teacher. As part of this class requirement, students also learn the relationship between EVAAS data and NC Professional Teaching Standard VI.

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

Gardner-Webb's School of Education has long recognized the responsibility of integrating arts throughout the elementary curriculum. To that end, during the revisioning process, we combined several courses to create EDUC 311 (Fine Arts Integration in the 21st Century School), which is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates engage in a creative process which connects the various art forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Candidates connect the arts to basic reading, skills, literacy, writing, mathematics, cognitive skills, motivation and social behavior through a series of lesson plans.

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 undergraduate faculty has worked extensively this year to create common syllabi and common tasks within the elementary curriculum. This has resulted in a better understanding of concepts to be taught, discussed and applied in all course work.

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	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	60
	Other		Other	4
	Total	10	Total	68
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	2
	Other		Other	
	Total		Total	2
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation:		
Although we do 50-75 transcript evaluations a year, most of the lateral entry teachers use the RALC evaluations for their program requirements. We do have graduate students who are working on fulfilling the undergraduate and graduate requirements concurrently. They are not lateral entry teachers. The only graduate program we have that would fit into this category is school counseling and we have no lateral entry counselors in the program.		

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

	Baccalaureate
MEAN SAT Total	1,089
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	25
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	194
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.32
Comment or Explanation:	

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)		2		4
Elementary (K-6)		12		10
Middle Grades (6-9)				1
Secondary (9-12)		3		4
Special Subject Areas (K-12)		5		4
Exceptional Children (K-12)				1
Vocational Education (7-12)				
Special Service Personnel				
Total		22		24
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	24	100
Institution Summary	24	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	22	8	1		1	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
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	45	91	56
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 2011-2012.

LEA	Number of Teachers
Cleveland County Schools	408
Charlotte-Mecklenburg Schools	301
Gaston County Schools	238
Rutherford County Schools	186
Iredell-Statesville Schools	182
Forsyth County Schools	151
Davidson County Schools	112
Lincoln County Schools	94
Burke County Schools	91
Surry County Schools	77

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
16	.	26