

IHE Bachelor Performance Report

High Point University

2012 - 2013

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. Its mission *is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities*". The University offers Bachelor's degrees in 44 academic areas, Master's degrees in Business Administration, Non Profit Management, Strategic Communication, History, and Education, and the Ed.D. degree in Educational Leadership. In addition, several study abroad programs are available to undergraduate students. In 2012-2013 the student body comprised 4,205 individuals from 27 countries and 46 states, of which 188 (4%) were graduate students. The instructional staff consists of 232 full time and 108 part time members. Over three-quarters (74%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University continues to offer three Bachelor of Arts degree options for candidates majoring in teacher education including elementary education (K-6), middle grades education (6-9), special education (K-12), and one B.S. degree option in health/physical education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Art Education, and Spanish. At the conclusion of the 2012-2013 academic year the School of Education will no longer accept applications into the Art Education K-12, as this licensure program is being discontinued due to low enrollment. Non-traditional programs offered through Evening Degree Program include a Lateral Entry Admissions Program (LEAP) and a dual degree program between High Point University and Piedmont Baptist College in Elementary Education, Secondary English, and Health/Physical Education. The add-on license in academically gifted (AIG) is also currently offered through a cohort program established with several local public school systems. A Master of Arts in Teaching (MAT) degree is offered in Elementary Education as well as Secondary Mathematics. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education had its last continuing accreditation visit in February, 2008. Currently, teacher education continues to represent the fourth largest major on campus.

Special Characteristics

The teacher education programs at High Point University reflect a conceptual framework which emphasize the "teacher as leader for learners in a global world". This underlying framework supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must be an effective leader and collaborator. One unique characteristic of all the High Point University teacher education programs is that the clinical field experience strand begins with in an introductory freshman level practicum. This field experience was designed to assist candidates in validating teaching as a chosen career and also allows entering freshmen declaring an "undeclared" major to explore teaching as a possibility. Four technology courses continue to be offered beginning in the sophomore year to provide exposure to the latest technologies, (including Smart Board training) for instructional integration and effective communication with others. The final technology course taken in the last phase of the teacher education program introduces candidates to how integrate technology into instructional decision making and includes formative and summative assessment procedures as well as exposing them to N.C. Falcon training and EVAAS. A significant literacy and STEM strand includes additional options for elementary majors to continue into a 5th year master's degree program with a strong literacy or STEM concentration. All methods courses are now integrated into one cohesive experience that provides technology training, integrated arts, and fieldwork in the public schools. In keeping with institutional goals, the School of Education also has now incorporated a service learning strand into all licensure programs which allows interested candidates to take coursework during sophomore, junior, and senior year that includes a significant service learning project which is carried out in the public schools. Candidates who complete the three service learning courses in education and other requirements of the university's Service Learning program are eligible to graduate with this distinction.

At the conclusion of the teacher education program all completers are eligible and invited to participate in the New Teacher Support Group which is a mentoring initiative provided by the School of Education for first and second year teachers. The program utilizes retired teachers from the Triad area who volunteer their time to provide additional support and guidance to new teachers in the areas of lesson planning, instruction, disciplinary strategies and technology. School visits are also provided for those graduates who request more intense assistance and feedback.

The School of Education also currently offers three minors including Health Education, Special Education and Athletic Coaching. A needs assessment was completed during the 2012-2013 academic year and based on these institutional results, the School of Education plans to develop a minor in Educational Studies. Plans for the development of that minor are underway.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Health/Physical Education, Spanish; Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. The Art Education K-12 license has been discontinued due to low enrollment. The School of Education also offers two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12). B.A. to M.A. (originally referred to as 5th Year M.Ed. programs) are also offered in Elementary Education

with concentrations in Literacy, STEM or Content for advanced undergraduate candidates beginning in their senior year. At the advanced level, the School of Education offers four M.Ed. graduate degree programs in Educational Leadership (the Add-on License in Educational Administration is also available), Elementary Education, Special Education: Intellectual Disabilities and Secondary Mathematics. An Ed.D. degree program in Educational Leadership with the option to complete the licensure requirements in School Superintendent was started in the fall of 2012.

Many of the M.Ed. programs are offered through cohort partnerships with surrounding school districts. In 2012-2013 the School of Education offered the M.Ed. in Educational Leadership, the add-on license in Educational Administration and the M.Ed. in Elementary Education through cohorts established in Davidson County, Thomasville City, Surry/Elkin County, Asheboro City, Lexington City and Guilford County Schools.

**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 |
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| <p>Guilford County Schools Shadybrook Elementary, Jamestown Elementary, and Johnson Street Global Studies, Kirkman Park Elementary.</p> | <p>To promote lifelong wellness and improve the health of children, To assist in reducing the obesity rate of elementary children, and to provide professional development to physical education teachers in the implementation of the SPARKS research-based activity curriculum. Addresses the SBE priority which includes that N.C. Public School Students will be Healthy and Responsible.</p> | <p>In order to address the broader goal of reducing childhood obesity and increasing wellness, teacher education candidates enrolled in PEC 2130 (Healthy Living for the Elementary Child), partnered with four local elementary Guilford County Schools to increase the amount of physical education that K-5 students were exposed to on a weekly basis using SPARKS activities and assessments. Teacher education majors also taught one health lesson (nutrition, dental care, hygiene, etc.), collaborated with Physical</p> | <p>This is a continuing partnership which began in the summer of 2009 and has continued through the current 2012-2013 academic year.</p> | <p>The participants included the Faculty Coordinator of the Health/Physical Education licensure program, the faculty coordinator of the Health Education program, 83 undergraduate teacher education majors enrolled in a total of four sections of PEC 2130 during 2012-2013. Second grade students at Oak Hill Elementary (4 classes) and 4th grade students at Kirkman Park Elementary (3 classes) were utilized for this project as well as 15 students at JSGS and 24 students at Shadybrook who participated in the research component of the project.</p> | <p>Outcomes of this project included (1) students in four targeted elementary schools received additional physical exercise each week, (2) the elementary students involved in the project during 2012-2013 also received additional health education in nutrition and wellness, (3) teacher education majors assisted in two local elementary schools to coordinate <i>Go Far</i> running clubs and (4) Research on using traditional means of teaching bowling skills to elementary students vs. those presented through video gaming modalities (Wii) were compared and these data were presented at</p> |

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| | | Education teachers at the elementary level on a research project and assisted with the <i>Go Far</i> running club. | | | <p>the annual BigSURS Undergraduate Research Symposium on April 5-6, 2013 at a session titled <i>To Wii or Not to Wii: A Comparison of Teaching Methodologies</i>". This session was a first-place winner.</p> <p>Faculty and students involved also presented their research at the annual AAHPERD, SDAAPERD, and NCAAHPERD Conference in Charlotte, NC in April of 2013.</p> |
| AIG Cohort Program (Continuing Partnership), Salisbury/Rowan County School District/Guilford County School District/Lexington City Schools District | To allow teachers to earn AIG add-on license so as to increase number of licensed teachers for AIG, Advanced Placement and Honors courses as an identified goal in Guilford County, Rowan/Salisbury/Lexington City School Districts. | The cohort program has been continued in 2012-2013 to allow school districts to contract with the IHE to complete the requirements of the AIG add-on license. High Point University provides a tuition concession and opportunities for the four courses to be delivered | Ongoing from summer 2012 through June 2013. | During 2012-2013 a total of 10 teachers from Guilford County Schools, Rowan/Salisbury Schools/Lexington City Schools were enrolled in the AIG Cohort Program. | <p>The 10 teachers from Guilford County, Rowan/Salisbury/Lexington City Schools Are midway through the completion of the AIG license.</p> <p>A new cohort for Guilford County/Randolph County/Davidson County Schools is currently being</p> |

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| | | <p>on-site within the school district or online. Methods courses in the cohort model can be taught by adjuncts who currently serve as AIG Coordinators within the school district and therefore the content can be tailored to meet the unique goals and objectives of the district's AIG model.</p> <p>Electronic Evidence #2 (Depth and Application Project) is completed by all participants during the final course.</p> | | | <p>developed in spring –summer 2013 to begin in the fall of 2013.</p> |
| <p>Guilford County Schools-Montlieu Elementary Academy of Technology (Low Performing) and Oak View Elementary</p> | <p>To improve the literacy skills of students in grades Pre-K to 5. Reading Buddies, Literacy Tutoring, and Family Literacy Nights were provided in this continuing partnership program.</p> | <p>Candidates enrolled in EDU 3130 (Reading Process and Practice), and 3230 (Reading Assessment and Instruction) partnered to build literacy skills and to build interest and support literacy development for elementary</p> | <p>This is a continuing partnership which began in the fall of 2010 and has continued through the current 2012-2013 academic year. The book buddies program runs every fall</p> | <p>The participants included the professors of EDU 3130, 21 undergraduate teacher education majors enrolled in one section of EDU 3130 during 2012-2013. A total of 21 children were served including 3 kindergarten students were</p> | <p>Outcomes of the “Book Buddies” project included (1) students in grades K-5 received one hour of individualized reading each week—benefits include enhanced vocabulary, reading comprehension and understanding of</p> |

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| | | <p>students. In the fall teacher education majors served as “book buddies” and read alongside elementary K-5 students for one hour each week. Teacher education majors were responsible for selecting literature from a variety of genres that matched each child’s interests and capabilities. In the spring “reading tutors” worked for one hour each week, to implement individually designed lesson plans that addressed fluency, reading comprehension, and vocabulary through a variety of literacy engagements. Teacher education majors also were responsible for assessing the children’s literacy development.</p> | <p>semester from August –December and the reading tutoring runs every spring semester from January– May.</p> <p>The Oak View Family Literacy Night was held on October 30, 2012</p> | <p>served, 5 first graders, 6 second graders, 4 third graders, and 3 fourth graders were served through this program from Montlieu Elementary School. An additional A total 16 were served including 1 kindergarten student, , 3 first graders, 5 second graders, 3 third graders, and 4 fourth graders through this program from Oak View Elementary School.</p> | <p>a variety of genres (2) teacher education majors became proficient at individualizing literacy instruction for elementary students in grades K-5. Outcomes of the “Reading Tutoring” included (1) students in grades K-5 received one hour of individualized literacy instruction each week—benefits include enhanced vocabulary, fluency, reading comprehension and understanding of a variety of genres (2) teacher education majors became proficient at implementing literacy assessments and individualizing literacy instruction for elementary students in grades K-5 based on assessment outcomes.</p> |

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| | | Teacher education candidates enrolled in EDU4131 and EDU4132 conducted a Family Literacy Night at Oak View for students and parents. | | | |
| <p>Guilford County Schools- Kirkman Park Oak Hill Elementary Oak View Elementary Allen Jay Elementary</p> <p>Davidson County Schools: Reeds Elementary</p> | <p>To collaborate with school partners in raising the interest and motivation level of students for STEM (Science/ Technology/ Engineering/Math)</p> | <p>Candidates in EDU 3231 and 3232, 4533 and 5133 carried out STEM club afterschool programs at the following Guildford County schools: Oak View Elem, Oak Hill Elem, Allen Jay Elem.</p> <p>Also at Oak View the LEGO co-creation project was conducted to test products being developed at HPU for grades K-2.</p> <p>STEM Day was developed and carried out by students in EDU 3232 at Kirkman Park Elementary.</p> | <p>STEM Club began in September 2012 for graduate candidates enrolled in EDU 4533 and 5133. It began in January 2013 for candidates enrolled in EDU 3231/3232. Students go out weekly about 6 times per school for 1.5 hours to work with students in K-5.</p> <p>January 27 – 30th of 2013.</p> <p>STEM Day at Kirkman</p> | <p>Participants included undergraduate juniors and STEM concentration Master’s level students, along with two science faculty from the School of Education. The number of students at STEM club averaged about 24 per school per week.</p> <p>STEM Graduate students (14) and 5 classes of 22 each second graders. STEM Day covered the entire student body (525) and all teachers at Kirkman Park.</p> <p>The staff development at Reeds Elementary</p> | <p>LEGO Showcase Event hosted by the School of Education on April 13, 2013 included 200 area school-aged elementary youngsters and their families. Outcomes of this project include another LEGO Showcase Day scheduled for June 22, 2013 and regular school-visitation events hosted during the fall and spring semesters by the School of Education for elementary and middle grades area schools. STEM Club for listed schools to be continued n</p> |

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| | | <p>Staff development was carried out at Reeds Elementary by students in 4533 and 5133 with regard to Lego robotics and STEM education.</p> | <p>Park was held on March 22' 2013 from 8am until 2:30 pm.</p> <p>Staff development at Reed's Elementary was held in February 2013 on two different Tuesday afternoons 3:00 -5:00 pm.</p> | <p>included 45 teachers K-5.</p> | <p>the partnership, Staff development in the area of STEM for staffs at partnering schools and increased numbers of partnerships for the upcoming year.</p> <p>Faculty member coordinating STEM has received \$20,000 grant from LEGO to work with partnering schools and expand offerings to local elementary school children in grades K-5.</p> <p>Faculty member appointed to serve on the LEGO Denmark Global Advisory panel in spring 2013.</p> <p>Continued products will be co-created with LEGO Ed. Of Denmark.</p> |
| <p>Guilford County Schools: Communities in Schools (Part I:)</p> | <p>To build collaborative relationships that</p> | <p>Through Communities in Schools (CIS)</p> | <p>This is a continuing partnership</p> | <p>The approximate number of participants for</p> | <p>1. Outcomes of the activities include the</p> |

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| <p>Welborn Middle School, Union Hill Elementary School, Andrews High School and Kirkman Park Elementary School</p> | <p>encourage students to stay in school through community support</p> | <p>three schools were targeted based on school data and need. Activities were service-related and completed during the fall of 2012 and the spring of 2013. Teacher education candidates enrolled in EDU 2100 (Nature of the Learner) partnered with four local Guilford County Schools to provide weekly educational tutoring to students in Title One Schools as well as assistance to classroom teachers and small group instruction. HPU students participating in the partnership also organized “Community Days” in the School of Education which allowed students at the four targeted schools to visit the HPU campus, engage</p> | <p>which began in 2009.</p> | <p>this academic year is 90 undergraduate students enrolled in EDU 2100 Nature of the Learner.</p> <p>22 students – Teachers of Tomorrow</p> | <p>opportunity for candidates enrolled in EDU 2100: Nature of the Learner to better align the impact of poverty and other risk factors to the development (academic, social, and emotional) of students. These activities also allowed the students in the schools served to receive more individualized instruction.</p> <p>2. The outcome of this project was to celebrate area teachers who serve students in the area. High Point University students developed age/grade level appropriate resources in the areas of literacy and STEM.</p> <p>3. Faculty member coordinating the continued CIS Partnership with Guilford County Schools was</p> |

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| | | <p>in STEM Activities, tour the new Biomechanics Lab at HPU, have lunch and tour the campus. In addition, teacher education majors also “adopted” 22 students who have “at risk” factors to provide holiday gifts.</p> <p>In the spring of 2013 the <i>Teachers of Tomorrow (TOT)</i> student organization provided an “Extreme Classroom Makeover” to a classroom teacher at Kirkman Park Elementary School. This activity included a nomination and selection process between nine area schools. Activities included the development of a literacy center, enhancement of a STEM center, school mural</p> | | | <p>named the 2013 “Community Partner of the Year”.</p> |

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| | | related to emotional development, an iPad provided to the classroom teacher, and support from community. | | | |
| <p>Guilford County Schools: Communities in Schools (Part II): Parkview Elementary School/Allen Jay Elementary School</p> | <p>To build collaborative relationships that encourage students to stay in school through community support</p> | <p>Teacher education candidates enrolled in EDU 2100 (Nature of the Learner) were trained by Communities in Schools to administer the <i>Jump Start Reading Program</i>. This program involves direct reading instruction and intervention for one hour per week with a child who is struggling academically and is deemed as at-risk by the school for not passing End-of-Grade tests. HPU candidates administered the Jump Start Reading Program and conducted specific reading lessons with their partnered</p> | <p>January 10, 2013 – May 5, 2013</p> | <p>Participants in the program included 26 HPU Education majors and 26 children enrolled in Guilford County Schools—8 children at Allen Jay Elementary and 18 students at Fairview Elementary</p> | <p>Outcomes included: 1) Increased reading achievement in elementary school students, 2) increased confidence and motivation for learning in elementary school students, 3) Fulfillment of volunteer needs for Communities in Schools, 4) teaching experience for HPU education majors, 5) exposure for HPU education majors to a diverse group of elementary students enrolled in low performing schools</p> |

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| | | student. | | | |
| <p>Guilford County Schools Montlieu Elementary Academy of Technology</p> | <p>To assist with the SBE goals of producing 21st century global learners who are “Future Ready” and can use 21st century technologies to access information</p> | <p>The HPU-Guilford County Schools iPad initiative began in 2011 as part of a sustained partnership between the School of Education and Montlieu School. The university and three other partners (Businesses for Excellence in Education, the William B. Millis Fund of the High Point Community Foundation and the Joseph M. Bryan Foundation) purchased iPads for all elementary student in grades K-5 in August 2011. The School of Education Technology Coordinator worked with the school principal in 2011-2012 to identify several areas to target for faculty and</p> | <p>August 2011-present</p> <p>This is an ongoing partnership, which has used students from EDU 5010 in previous years. The project will continue this fall with students in EDU 5010. The project continues into the spring with candidates enrolled in EDU 3110.</p> | <p>The partnership included the Technology Coordinator for the School of Ed, 45 candidates and 45 elementary school students.</p> | <p>In July 2012 Montlieu Academy of Technology was recognized as one of four most improved schools in Guilford County with students’ test EOG test scores increasing by 13 percentile points.</p> <p>In 2012-2013 the outcomes of this project included (1) students in grades K-5 received an additional hour of writing practice each week during the fall semester (2) students had a mentor to work with them on skills as well as serving as a role model for valuing education (3) candidates received valuable practice working one-on-one with struggling students and using the iPad as a positive intervention tool.</p> |

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| | | <p>students.</p> <p>In 2012-2013 this partnership continued as teacher education candidates enrolled in EDU 3110 were paired with a targeted student at Montlieu to work on writing fluency. Candidates met with their assigned student weekly over the course of the semester and completed several iPad projects focused on writing using <i>Keynote</i>, <i>Comic Life</i>, and an app of the candidate's choice. Candidates reflected on their experiences throughout the project.</p> | | | |
| Guilford County Schools Johnson Street Global Studies K-8 | To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE priorities that NC public schools will be led by 21st | Faculty member teaching EDU 3100 (Collaboration in General Education) received a Service Learning grant to | | Participants in this program included the professor, 43 undergraduate education majors enrolled in the two sections of the EDU 3100 course, faculty at Johnson | Outcomes of this project include: 1) Increased academic achievement and engagement in students at Johnson Street Global Studies, |

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| | <p>century professionals and that Leadership will guide innovation in NC public schools</p> | <p>restructure the course with significant service learning component in the spring of 2012. In the fall of 2012 and spring of 2013 two sections of EDU 3100 were offered as Service Learning courses: Candidates spent 25 hours at the school across the semester serving as tutors during the school's Planned Intervention time one hour per week. Additionally, candidates joined one of five groups lead by a teacher. Groups and duties were: 1) Brain Club and After-School Tutoring— candidates tutored small groups of 6th grade students during Brain Club, candidates tutored small groups of students in reading and math</p> | | <p>Street Global Studies, and students at Johnson Street Global Studies</p> | <p>2) Increased competence in teaching practice for education majors at HPU, 3) Enhanced understanding in HPU education majors of the need to collaborate with other professionals in the educational work setting, 4) JSGS received much needed assistance in their identified areas of need.</p> <p>One male elementary education major developed a Mentoring program called "Big Man on Campus" for students in grades 5-8 who were in need of a positive male role model. 40 students from JSGS signed up to participate in the program. The program was so successful it was featured as a local news story and will be expanded in</p> |

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| | | <p>after school who were in danger of not passing End-of-Grade tests,</p> <p>2) Environmental Club— Candidates created lesson plans on recycling and delivered them to each classroom in the school, candidates cleaned and maintained the school garden, candidates researched and created signage for the butterfly garden, 3) Mentoring— Candidates created a mentoring program for students struggling academically and behaviorally and served as mentors,</p> <p>4) Health and Fitness— Candidates partnered with middle school students to create elementary lesson plans on germs and prevention of</p> | | | 2013-2014. |

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| | | <p>germ spread and facilitated the teaching of the lesson plans to the elementary students by the middle school students, Candidates assisted with fitness testing, Candidates served as coaches for the Go Far running program, and 5) Curriculum Night— candidates assisted the school in planning their Math Curriculum Night and Reading Fair by helping teachers create materials for student activities during the curriculum night.</p> | | | |
| <p>Guilford County Schools (Advanced Programs)</p> | <p>To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE priorities that NC public schools will be led by 21st century</p> | <p>The cohort M.Ed. program in Elementary Education (Literacy Concentration) was provided to support current classroom teachers in the</p> | <p>The M.Ed. cohort model in Elementary Education began in fall of 2011 and will be completed for in the</p> | <p>Currently 17 candidates enrolled in the M.Ed. Cohort Program in Guilford County Schools completed in May 2013.</p> | <p>Of the 19 participants who enrolled in the cohort program in the program in 2011, 17 received their master’s degrees in May of 2013 with an overall retention</p> |

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| | professionals and that Leadership will guide innovation in NC public schools | area of literacy and career advancement. The 19 cohort participants in Guilford County Schools began in the fall of 2011 and will complete the M.Ed. program of study in May of 2013. | spring of 2013. The School of Education has recently submitted a second concentration area in STEM to SACS for approval to begin in the fall of 2012. | | rate of 89%. Five of these individuals have taken and passed the Reading Specialist Praxis test with a pass rate of 100%. |

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

High Point University faculty continues to be involved in the public schools in numerous ways. The School of Education (SOE) currently partners with several schools in Guilford County. A formalized and sustained partnership with Montlieu Elementary Academy of Technology is now in its fourth year of implementation. Technology and literacy faculty continue to work with classroom teachers and students in an ongoing iPad initiative, Book Buddies and Reading Tutoring program. In July of 2012 Montlieu Academy of Technology was recognized as one of four most improved schools in Guilford County with students' test EOG test scores increasing by 13 percentile points.

STEM faculty in the School of Education have received funding through LEGO to partner with several elementary and middle schools in an effort to raise awareness and engagement of school-aged students for science, technology, and mathematics, The School of Education has hosted several field days on campus to allow school groups to visit and work in the LEGO lab. The School of Education hosted a LEGO Showcase Event for 200 local elementary school students, their teachers and parents in April of 2013. Significant professional development in the area of STEM, technology, and using LEGO when teaching the Common Core had been provided to area public schools in Guilford County in 2012-2013. Additionally, the School of Education STEM faculty has organized and currently conduct after school science programs at two local low performing elementary schools.

Using funding from Service Learning grants, the School of Education has been significantly involved in providing assistance to many low performing and high need schools through

Communities in Schools partnerships. Teacher education candidates enrolled in Service Learning courses have provided tutoring, mentoring, reading instruction and assessment, family literacy nights, book buddies programs, and fundraising assistance for several local elementary, middle, and high schools.

As noted previously, the School of Education also continues to deliver many programs through cohort models that have established partnerships in several surrounding school districts. By working with district leaders, advanced programs in Educational Leadership and Elementary Education as well as the add-on license in Academically Gifted have been uniquely customized to emphasize the district's own strategic goals and objectives. The cohort model has provided opportunities for graduate candidates to engage in collaborative research and professional presentations with faculty in the School of Education. In turn, program completers within these districts have become members of the School of Education's advisory boards mentored our undergraduate students and provided input into expanded programs, the development of evidences and other matters.

Faculty across campus are also actively involved in the public schools and in 2012-2013 started the Youth Network House, a collaborative effort including three partners - High Point University, the Guilford County Resource and Referral Center and Christ United Methodist Church. Members from each of the three organizations - including faculty and students in Nonprofit Management at HPU mentor youth in area schools K-12 through the HPU Experiential Learning Program.

High Point University's School of Health Sciences faculty also co-sponsored the Second Annual Sports Medicine Seminar, titled "Prevention of and Rehabilitation for Sports Injuries and Illnesses." in July 2012. This event was aimed at Triad area elementary, middle and high school coaches, athletic directors, athletic trainers and school nurses. The free event was sponsored by HPU and the Cornerstone Healthcare Foundation and was attended by 50 public school K-12 personnel from surrounding school districts.

High Point University's Department of English hosted the annual Phoenix Literary Festival in November 2012. The event targets area high school students who submit poetry and works of fiction and nonfiction to event judges, serving as an opportunity for 9-12 students to practice the art of writing and to learn from celebrated authors. This year the department invited world-renowned and award-winning author Chang-rae Lee to its 42nd annual Literary Festival.

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

As part of its effort to work with beginning teachers, the School of Education continues to offer two courses to support initially licensed teachers and recent graduates. Each course, ILT-I and ILT-II allows university based supervisors to continue to mentor and support new teachers during their first year in the classroom in the areas of instructional planning, assessment, literacy, and classroom management. As a post baccalaureate experience, each two-credit course is offered consecutively in the fall and spring to allow an ILT or teacher in need of a corrective plan of action with additional support and assistance.

In 2012-2013 the School of Education began a new initiative to allow faculty and retired classroom teachers to serve as mentors for program completers just in their first and second year of teaching. The *New Teacher Support Group* is coordinated by a faculty member in the

School of Education and 14 retired classroom teachers who have volunteered their time to provide this additional support to beginning teachers in the profession. Services include Saturday Drop-Ins in the Resource Center of the new School of Education facility. The Resource Center allows teachers to come in and work on instructional materials, check out resources, and receive help with lesson planning, disciplinary strategies or other areas of concern. Retired teachers also provide classroom visitations with observation and feedback for those new teachers requesting such support. Social Networking sites have also allowed the *New Teacher Support Group* to provide assistance to our program completers who have left the Triad area and are seeking advice.

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

In 2012-2013 the School of Education continued to offer the L.E.A.P. (Lateral Entry Admissions Program) which is offered to newly employed public school teachers and offers a variety of services designed to increase their success at teaching and meeting state mandated licensure requirements. While the number of LEAP candidates has significantly declined in recent years, the School of Education's LEAP Program continues to offer education courses at a reduced tuition rate and also provides opportunities for online instruction or directed study options for courses not offered on a regular basis. The School of Education continues to provide transcript evaluations at no cost, advising, and evening or late afternoon classes to accommodate the scheduling needs of teachers. The LEAP Program includes a Lateral Entry Internship (EDU 4800/4801), which is a modified version of a traditional student teaching internship and allows the newly employed teacher the mentoring, guidance, and feedback needed to achieve success in the classroom. Lateral entry teachers enrolled in the LEAP program for elementary education also receive preparation and training materials for the Praxis II including the option of participating in a full day preparation session for the Praxis II in Elementary Education at no cost to the individual (held annually every September on the campus of HPU). Although the institution has shifted from three to four credit courses, the School of Education offers three credit versions of required education courses specifically for lateral entry teachers (LEA courses) in order to minimize additional tuition costs.

Lateral entry teachers are also provided with the option of registering for graduate level equivalency courses in order to meet licensure requirements. The Norcross Graduate School permits LEAP candidates to enroll in up to nine semester hours (three courses) of graduate level equivalency courses should the candidate prefer to take advanced rather than initial level coursework. The MAT program in Elementary Education and Secondary Mathematics is also an option for lateral entry teachers wishing to complete the licensure program in these two areas the graduate level.

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

The School of Education continues to offer opportunities for career teachers to earn advance degrees through a cohort model of instructional delivery for both the M.Ed. programs in Elementary Education and Educational Leadership. In 2012-2013 five cohorts of over 80 teachers in Guilford County were enrolled in the add-on and degree programs in Educational Leadership or Elementary Education. The cohorts provide participants with the convenience on on-site or online instructional delivery and a significant tuition reduction of approximately 50% of on-campus costs. The School of Education also is in its fifth year of offering the

add-on license in Academically Gifted (AG) to cohorts of career teachers in Guilford, Rowan/Salisbury County and Lexington City Schools. In the spring of 2013, the School of Education was contacted by the superintendent for Asheboro City Schools to begin planning for a new cohort of 18 teachers who will begin the M.Ed. program in Elementary Education with a concentration in literacy. Based on priorities in literacy, these career teachers have been selected to participate in the master's degree program and, in turn, the school district will partner with High Point University and cover 90% of the tuition costs. This cohort will begin fall 2013.

During 2012-2013 the School of Education also provided professional development opportunities for career teachers in the areas of technology and STEM in Guilford County Schools, Davidson County Schools, Lexington City Schools and Rowan/Salisbury Schools at no cost to these districts. Several participants who completed the STEM professional development also visited the School of Education for LEGO field days which allowed students to explore LEGO as it relates to the science and math curriculum. As K-6 students worked in the LEGO lab, faculty provided hands-on demonstrations for the teachers in how to incorporate these types of manipulatives into daily instruction.

With the start of the School of Education's doctoral program in Educational Leadership there have been several opportunities for career teachers to work in collaborative teams with other professional educators in other school districts across the state. The IHE partnership between High Point University, East Carolina University, and Western Carolina has also provided an opportunity for career teacher enrolled in the three different doctoral programs to network with each other in identifying, strategizing, and solving problems of practice. The first biannual Education Leadership Studio will be hosted by the School of Education in July 2013. The studio will bring together experts and educational leaders across the country for a three-day event targeting career teacher, school administrators, and central office leaders.

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

In order to promote the SBE priorities to produce Future-Ready, Globally Competitive students for the 21st Century, High Point University and the School of Education has continued in its own mission to produce "*Leaders for Learners in a Global World*" which reflects the unit's updated conceptual framework. With the relocation of the School of Education to its new facility, \$250,000 of new technology has allowed faculty to model best practice in achieving ICT literacy skills. All teacher education majors are now asked to purchase iPads in place of any textbooks for the four required courses they take as they progress through the program. The institution has supported this effort in that a rental program is available for those not financially able to make this investment. The institution has also worked with the School of Education in the purchase of iPad apps to reduce the cost for each student and to provide upgrades or needed service.

Building effective leadership skills to prepare teacher education candidates for future roles as "teacher leaders" is woven throughout all licensure programs. Service Learning opportunities requiring candidates to develop innovative service projects which are carried out in the public schools, undergraduate research, and highly popular 5th year masters level programs that encourage academically exceptional candidates to enroll in rigorous graduate level coursework effectively mold and shape leadership skills. In these programs candidates also participate in advanced practica in STEM and/or literacy that include a range of experiences from educational trips (10 students completed a 7-day training at the NASA

Space Camp in May 2013), to organizing and running a summer reading clinic or LEGO summer camp for those candidates wishing to complete practicum hours on the campus of HPU during the summer months.

Updated coursework reflects SBE priorities. In 2012-2013 the faculty in the School of Education developed a new required course in *Using Data to Make Instructional Decisions* as a hands-on laboratory type experience for teacher education candidates to take as a co-requisite with the student teaching internship. This course will allow candidates to actually use data from their student teaching experience to monitor teaching effectiveness and make adjustments in instruction as needed under the supervision of a faculty member and university supervisor. Also included in this new course will be EVAAS and tools for data management and evaluation.

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

Special emphasis for the Year of Record focused on implementing policies and strategies aligned to Senate Bill 724 and House Bill 23. In 2012-2013 the School of Education began a new teacher mentoring program as a means of providing continued support to program completers during their first two years in the classroom. All candidates in teacher education are invited to participate in the *New Teacher Support Group* which is coordinated by one faculty member in the School of Education. During 2012-2013, fourteen retired teachers agreed to serve as mentors to new teachers recently completing the undergraduate education program at High Point University. Services provided by mentors include virtual assistance through the New Teacher Support Facebook Group, Saturday Drop-In sessions hosted by the School of Education in their Resource Center for those needing assistance with instructional support, lesson planning, disciplinary strategies and classroom visits for new teachers needing more intense support.

In an effort to improve rigor and overall teacher quality as defined by Senate Bill 724 and House Bill 23, the Teacher Education Council at High Point University approved two policy changes during the 2012-2013 academic year. Candidates admitted to the teacher education program at High Point University must now have a GPA of 2.75 rather than 2.50. This GPA must be maintained by each candidate as he/she progresses through the program of study. Additionally, all candidates in teacher education must now earn grades of C or higher in all supporting education courses as well as professional education courses. This includes courses in mathematics, science, history, political science and psychology. Furthermore, the School of Education added a second mathematics course requirement now to the program of study for elementary and special education majors. A required pre and post mathematics skills assessment is required for all elementary education majors during their junior level integrated methods course in Science and Mathematics. Students performing below a certain score on the pre-assessment are now required to attend a weekly Math Skills Lab. STEM (Science-Technology-Engineering-Math) components have been added to the Integrated Math/Science Methods course and in 2012, a faculty member in the School of Education has been appointed to serve on the LEGO Education Global Advisory Panel. Through this appointment, several opportunities have been provided to undergraduate students in math and science including research and training by LEGO Denmark, hosting a LEGO Showcase Event for 200 public school elementary students in April of 2013 and an opportunity for our elementary education majors to attend a seven day training session at the NASA Space Camp in Huntsville Alabama in May of 2013.

In accordance to Senate Bill 724 and House Bill 23, technology continues to be a strong emphasis in the School of Education's undergraduate and graduate programs. All undergraduate candidates are required to take four technology courses throughout their program of study and are exposed to multiple Digital and Instructional Technology tools. In 2012-2013, the School of Education moved into a new facility which is equipped with \$250,000 of 21st Century Instructional Technology including a Smartboard or Activboard in every classroom, two computer labs, and a Resource Center. All undergraduates now purchase an iPad in place of any textbooks for the four required technology courses and build their own library of reading/writing/math/science apps throughout their program of study. In an ongoing partnership with Montlieu Academy of Technology, High Point University purchased iPads for every elementary K-5 student in 2012-2013. Candidates in the School of Education worked in collaboration with students and teachers at Montlieu Academy to use the iPad as a device for enhancing literacy and math instruction. Candidates in teacher education are exposed to the following digital and instructional technology tools as they progress through the program: Glogster, Edmodo, Activinspire, Voki, Symbaloo, Animoto, Camtasia, WebEx, e-books, Prezi, Google Sites, Wikispaces, Blogster, etc. In the STEM concentration emphasis is placed on robotics and programs such as WeDo and MINDSTORMS.

Candidates enrolled in all teacher education programs now take a required course in Using Data to Make Instructional Decisions. Additionally, an EVAAS training seminar is now provided during the semester in which candidates complete their student teaching internship.

Supplemental Information (Optional)

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

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

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

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

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 | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 5 |
| | Hispanic | | Hispanic | 3 |
| | White, Not Hispanic Origin | 19 | White, Not Hispanic Origin | 184 |
| | Other | 2 | Other | 17 |
| | Total | 23 | Total | 210 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 2 |
| | Other | | Other | |
| | Total | 3 | Total | 3 |
| 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) | | 1 |
| Special Subject Areas (k-12) | | |
| Exceptional Children (K-12) | | 1 |
| Vocational Education (7-12) | | |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 0 | 2 |
| Comment or Explanation: | | |
| | | |

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

| | Baccalaureate |
|----------------------------------|---------------|
| MEAN SAT Total | 1,184 |
| MEAN SAT-Math | 576 |
| MEAN SAT-Verbal | 561 |
| MEAN ACT Composite | 26 |
| MEAN ACT-Math | * |
| MEAN ACT-English | 25 |
| MEAN PPST-Combined | 530 |
| MEAN PPST-R | 176 |
| MEAN PPST-W | 176 |
| MEAN PPST-M | 179 |
| MEAN CBT-Combined | N/A |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.38 |
| 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 |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | | | |
| Elementary (K-6) | | 57 | | 1 |
| Middle Grades (6-9) | | 2 | | |
| Secondary (9-12) | | 5 | | 1 |
| Special Subject Areas (K-12) | | 7 | | |
| Exceptional Children (K-12) | 2 | 9 | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 2 | 80 | | 2 |
| 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 | 35 | 97 |
| Spec Ed: General Curriculum | 15 | 100 |
| Institution Summary | 50 | 98 |
| * 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 | 3 | 68 | 2 | 9 | | |
| U Licensure Only | 1 | | | 1 | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |

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

| 2010-2011 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 61 | 98 | 44 |
| 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 |
|-----------------------------|---------------------------|
| Guilford County Schools | 257 |
| Davidson County Schools | 229 |
| Forsyth County Schools | 150 |
| Randolph County Schools | 150 |
| Thomasville City Schools | 29 |
| Lexington City Schools | 28 |
| Asheboro City Schools | 24 |
| Wake County Schools | 21 |
| Surry County Schools | 19 |
| Alamance-Burlington Schools | 16 |

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 |
|--|--|---|
| 19 | 1 | 13 |