

IHE Bachelor Performance Report

Lenoir-Rhyne University

2012 - 2013

Overview of the Institution

A coeducational Lutheran private institution located in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the institution affiliated with the N.C. Synod of the Evangelical Lutheran Church in America. In August of 2008, the institution made a commitment to expand graduate offerings and increase its academic profile by moving to University status. Lenoir-Rhyne continues its tradition of educating with an emphasis on the liberal arts while working to continue implementation of its new university status. Currently, the university enrolls over 1800 students and offers more than 59 fields of study leading to a bachelor's degree and 19 fields of study leading to a master's degree with three certificate or licensure programs also at the graduate level. A life-long learning option provides evening classes to serve working professionals, including those majoring in English-As-A-Second-Language (ESL), Deaf and Hard of Hearing Education, Community College Administration, Teaching, and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the institution provides graduate and continuing education opportunities in marketable areas of study including the health sciences, business, and education. Graduate programs in business, counseling, occupational therapy, athletic training, and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The institution provides options for internships, community service projects, and mentoring relationships for students to further engage their learning experience. Lenoir-Rhyne University promotes a living mission through administration, faculty and staff who commit themselves to the personal development and guidance of all students as whole persons. The institution formed the College of Education and Human Services (COEHS) in August of 2008 and it remains the center for the professional development of all majors that prepare personnel for service in public schools. There are 12 articulated pathways to initial licensure and two articulated pathways to advanced licensure, as well as a full-time MAT route to licensure. The programs are fully recognized and approved by the North Carolina Department of Public Instruction, and are accredited through 2020 by the National Council for the Accreditation of Teacher Education. In 2012, Lenoir-Rhyne opened its Center for Graduate Studies in Asheville, NC and merged with the Lutheran Theological Southern Seminary in Columbia, SC.

Special Characteristics

Each of the programs for the preparation of professional education personnel at Lenoir-Rhyne University embodies the institutional mission of holistic development of “Mind, Body, and Spirit.” This mission is also found in the conceptual framework of the unit, “the Reflective Practitioner.” Each candidate who completes one of the twelve initial, two add-on areas, or two advanced licensure areas in teacher preparation are expected to know their content, how to practice appropriate to their licensure area, how to be successful with diverse populations, how to be leaders, how to be reflective about their practice to bring continuing improvement, and how to be both respectful and caring. School counselors who complete their program are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue into the junior year at which time classes are taught at appropriate field sites in partnership schools. This places students in the school environment for their methods preparation. In the senior year, field placement director places each candidate with a highly qualified cooperating teacher for a fifteen-week, part-time internship. Given the success of the part-time internship, the student continues with that same cooperating teacher into a full-time student teaching experience. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings appropriate to their program affording them the opportunity to apply and refine their skills and expertise. In the reflective tradition, the teacher education program at Lenoir-Rhyne College strives to develop caring, thinking practitioners who know themselves, their students, their content, and a variety of strategies in order to deliver content to various learners in engaging ways. Therefore, the mission of the teacher education program is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals’ development as well as our own. As an ever-evolving Community of Learners, we strive to build a relationship that is collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided.

Program Areas and Levels Offered

Lenoir-Rhyne University offers bachelor’s degree programs leading to initial licensure (Standard Professional I) in twelve areas, initial licensure in two add-on areas, and options in two areas for graduate study. These areas include Elementary Education, Middle Grades Education in four areas (language arts, social studies, math and science); Secondary (9-12) licensure in English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Music, Health & Physical Education, and Spanish. Add-on licensure programs (for those already holding an initial license) are available in English as a Second Language, and Deaf and Hard of Hearing Education. An advanced licensure degree program is offered in School Counseling.

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
BurkeCnty, CaldwellCnty, CatawbaCnty, HickoryPublic, IredellCnty, LincolnCnty, MecklenburgCnty, NewtonConoverCity, WataugaCnty, WilkesCnty	The objective was to reward the enhancement of curriculum and demonstration of excellence in mathematics	Hosting a competition on campus to assess the degree of mathematics knowledge to address the competition activities. Individual and home site certificates were awarded.	Jan - March 2013 with event on 3/20/2013. This is the fourth year of intense L-R support of a state-wide initiative ongoing since 1979.	150	Each student was awarded a certificate and the sites commended for their expertise.
BurkeCnty, Cabarrus County; Caldwell County; Newton-Conover Public; CatawbaCnty, ClevelandCnty, HickoryPublic; IredellCnty; LincolnCnty; MecklenburgCnty; Watauga County	The objective was to reward the enhancement of curriculum and demonstration of excellence in foreign language	Hosting a competition on campus to assess the degree of foreign language knowledge to address the competition activities. Individual and home site certificates were awarded.	Feb-Mar 2013 with event on 4/17/2013 (Ongoing event for well over two decades)	424	The quantifiable results of the competition resulted in the award of 48 trophies. Awards were made to schools and individuals.
CatawbaCnty, HickoryPublic, NewtonConoverCity	Objective is to allow accelerated students to begin college early by	During the fall of 2012 and spring of 2013, this program enabled	Fall 2012 and spring 2013	26 students	Courses completed were transcribed as officially completed university

	taking courses transcribed by L-R University. The partnership implemented the High School Scholars Program: an Early College program.	students from 8 surrounding high schools to attend and take transcribed courses from Lenoir-Rhyne University			courses that can be used to begin a career here at L-R or as transfer courses if the student enrolls in an institution different from L-R
CatawbaCnty, HickoryPublic, NewtonConCity	Objective is to enable students to take college courses that would count both for high school completion requirements and for application in lower division college courses. The partnership implemented the High School Enrichment (Dual Enrollment) program	During the fall of 2012 and spring of 2013, this program enabled students from 8 high schools from the surrounding area to attend and take courses from Lenoir-Rhyne University to meet high school requirements.	Fall 2012 and spring 2013	Fall 2012, 21 students; spring 2013, 13 students	Courses completed were transcribed by the high school as meeting requirements as prescribed by the NC-DPI
CatawbaCnty, Newton-ConoverCity, HickoryPublic, AlexanderCnty	Objective is to field-base appropriate coursework in order to allow education students to participate in various instructional support roles via 10 hours	During the academic year 2012-2013, 7 education courses were field based at partnership schools.	fall 2012 and spring 2013.	7 courses with approximately 175 students offering a minimum of 10 hours service per LR student or 1,750 hours of field-based service.	Course evaluations of the full-time field -based experiences identified these courses as among the strongest in the School of Education and even the part-

	throughout the semester.				time courses identified the field component as being strong.
Catawba Cnty, Hickory Public	The objective was to provide tutoring services for elementary students struggling in math	During the Foundations of Math course, every candidate documented 10 hours of tutoring.	Fall 2012	20 LR teacher candidates tutored K-12 students	During the Foundations of Math course, every candidate documented at least 10 hours tutoring an identified struggling student.
Catawba Cnty, Hickory Public, Newton-Conover City, Alexander County	Teaching Fellows sophomores required to complete 20 hours of tutoring for at-risk public school students.	Placements in public schools settings in conjunction with Teaching Fellows seminar EDU 021/022.	Fall 2012 & spring 2013	14 students	14 Teaching Fellows provided a total of 280 hours of tutoring service.
Caldwell Cnty, Hickory Public, Catawba Cnty	Host the Unifour Air Quality Conference in collaboration with the Reese Institute for local Science teachers and provide ceu credit.	Increase participant understanding of environmental science, management and policy issues while gaining exposure to latest information and available resources to enrich your classroom instruction.	Summer 2013	Approximately 20 science teachers	Surveys of participant satisfaction collected along with anecdotal feedback from presenters.
Catawba Cnty, Hickory Public, NewtonConoverCity, Alexander Cnty	The Big Read and the Little Read literature	The Little Read brought author Cynthia Lord	A variety of activities occurred	Approximately 1600 5th grade students received	Formal and informal assessments showed a

	<p>outreach to the community and its schools. The Little Read is a spin-off of the visiting Writers Series that began 20 years ago. The objective was to bring authors of note to the campus to share their experience with the community. The Little Read objective is to do similar activities with children's literature and is a 7-year old partnership between the Visiting Writers Series and the School of Education.</p>	<p>to Hickory for both the adult and 5th grade student program this year. Little read activities included book give-always to all targeted grade classrooms, web-based support for teaching the books, and on-campus activities.</p>	<p>from March through April, 2013. The Little Read has been ongoing for seven years.</p>	<p>copies of the book and participated in activities this year.</p>	<p>positive impact resulting in children wanting to read the books of a very engaging author. Reading scores of involved schools, however, show a moderate but non-significant positive difference.</p>
<p>Burke Cnty, Caldwell Cnty, Catawba Cnty,, Hickory Public</p>	<p>The objective was to provide support in exchange for experience with students in elementary and secondary schools</p>	<p>In concert with appropriate classes, health and physical education students assisted in the delivery of regular and adapted physical education</p>	<p>Fall 2012 and spring 2013</p>	<p>estimate of impact is approx. 40 classes @ 18 stu/class = 720 students</p>	

		programs. A total of 35 student seats in 4 courses provided 610 hours of service.			
	Requests from partner schools continue to be received which is anecdotal evidence of the positive effect of candidates to the partnership programs. All related course evaluations and teacher feedback indicate strong support for the exchange experience.				
BurkeCnty, CaldwellCnty, CatawbaCnty, GastonCnty, HickoryPublic, IredellCnty, Newton-ConoverCity	The objective was to expose children to the university environment through enrichment, exploration and creative thinking.	With the theme, STEM, students delved into activities requiring higher level thinking skills and innovative problem solving.	Summer of 2012	During the summer of 2012, Kids in College served 90 students from 35 schools.	The teachers who partner in instructional roles and the teachers of the gifted-talented students who attend all report that students utilize the skills and approaches again during the following academic year. Such informal feedback attests to program effectiveness.

					Parent surveys indicated high satisfaction and the desire to participate in upcoming events. There were also a number of student returning from a previous year/years of Kids in College.
CatawbaCnty, HickoryPublic, MecklenburgCnty, Lincoln Cnty NewtonConoverCity	The objective was to identify students who were at risk of academic failure	Utilizing a protocol that is part of the COU 515: Practice of school counseling and practicum (which is not a part of the full-time internship requirement, at risk students were identified at each school site	Fall 2012	40 Counseling students	At risk students at each site were referred to their school counselor, and received services appropriate to their risk factors. Identification of numbers and students are protected information
Hickory Public	The objective is to increase city-university connections	Charlotte Williams, Assoc. Dean for Engaged and Global Learning, continued to serve on the Hickory Public School Board.	CY 2012	District-level position	Management of the system by the board has maintained fiscal stability, hiring a new superintendent and other staff, maintenance of facilities, materials, and policies. Charlotte Williams is continuing her

					second term as a board member.
CatawbaCnty	The objective was for tutoring services to be offered for students with early reading deficits	During the Foundations of Literacy course, every LRU candidate assessed a struggling reader, developed, and taught 8 individual tutoring sessions.	Spring 2013	20 LR teacher candidates tutored K-6 students	According to the mCLASS DIBELS, the total gain for the elementary students tutored by university candidates was 20 points (of growth).
CaldwellCnty, CabarrusCnty, CatawbaCnty, MecklenburgCnty	Host the regional North Carolina Science Olympiad Competition	This is ongoing for a few years and is an event that has brought many students to an event coordinated by L-R in terms of equipment, facilities and general hosting.	March 23, 2013	16 teams (grades 3-6)	The event was well attended. Informal feedback from parents and volunteers indicated that the event was organized and adequately staffed. The events were challenging as indicated by the participating students.
BurkeCnty, CatawbaCnty, ClevelandCnty, LincolnCnty, MecklenburgCnty, GastonCnty	Host the Western Carolina Robofest Competition	This is the first year for hosting this event. Over 400 students attended and 10 faculty members from various departments on campus volunteered to serve as judges for the	May 18, 2013	39 teams (grades 4-8)	The event was well attended. Informal feedback from parents and volunteers indicated that the event was organized and adequately staffed. The events were challenging as indicated by

		various competitions. The 2013 theme was how robotics and technology could improve the lives of senior citizens.			the participating students.
Hickory Public	To support Hickory Public Schools revise and implement its Strategic Plan	2 faculty members served on the Strategic TaskForce Team	Fall 2012, Spring 2013	2 faculty members	A strategic plan was drafted.
HickoryPublic, NewtonConoverCity, CatawbaCnty	Design, develop, and implement an MAT curriculum that meets the need of the local school systems	Bi-monthly meetings were held to outline an MAT curriculum. Participants from the school system shared ideas. One system agreed to host the initial summer courses and volunteered to recruit students for tutoring experiences.	Fall 2012, Spring 2013	1 representative from each school system = 3 total	Meetings were well attended; curriculum materials were developed; the program is currently in the first month of implementation with a total of 5 students enrolled.
Hickory Public, NewtonConoverCity, CatawbaCnty	Provide staff development opportunities	Over 50 teachers participated in staff development opportunities	Fall 2012, Spring 2013	50 cooperating teachers	Informal feedback from cooperating teachers indicated that the meetings were informative but were not well attended

					toward the end of the year as teachers were involved in activities after school.
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B. Brief Summary of faculty service to the public schools.

Lenoir-Rhyne University faculty, both within and outside of the professional education unit, are active in service to the schools of North Carolina. The activities stress service to the schools of the Catawba Valley with many targeted activities provided to the Hickory Public Schools, the Newton-Conover City Schools, Alexander County Schools, Western North Carolina School for the Deaf, and the Catawba County Schools. This year, the School of Education continued to emphasize development of a Professional Development School system featuring site-based courses with related service being provided to the host schools. Seven faculty were involved at schools in 6 local school districts providing tutoring, professional development and strategic planning services. Another major effort is the “Little Read” program with faculty being involved throughout the year in planning this literacy program. It is an excellent example of collaboration between the schools, Lenoir-Rhyne University, and private donors. Books are provided to all students; activities are written by the education candidates, linked to the SCOS, and made available to teachers via a webpage. In addition, the author makes presentations and visits to schools. The “Little Read” activities were used by all 3rd grade classrooms in Catawba County, Hickory Public, and Newton-Conover city school systems. Still another major focus of activity was the “Kids in College” program. The “Kids in College” program served one hundred students from 33 public and private schools. Among other efforts was tutoring, especially by our Teaching Fellows. Among the 32 Teaching Fellows, well over 500 hours of service was extended. Additional activities include the extension of services to the Science Olympiad, and activities in the area of music education which occurred in the schools of the Piedmont. Music faculty actively engaged in work with school-based personnel and directly in numerous clinics and performances. L-R faculty service also extends to organizations that offer services directly to the schools. Among those include a school board member, Board members in national-level non-profits including the NC Music Educators Association, and the NC Association for Colleges of Teacher Education. Two faculty members served as members of the Hickory Public Schools strategic planning task force. Other faculty are more focused on the Catawba Valley efforts such as the Catawba Council on Adolescents, Catawba Valley Champions of Education, and the B-K Consortium. Physical Education, music, science, art and other faculty delivered workshops at school sites and worked with young faculty to develop toward national certification. Other significant service occurs through Centro Latino and the United Hmong Association who support the academic (and non-academic) needs of these special populations. In addition, the faculty worked closely with partners to provide monthly staff development sessions for over 40 cooperating teachers and their student teachers. The involvement of L-R in providing service to the schools is significant.

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

Maintaining relationships with beginning teachers is a priority, with many faculty supporting program completers across the P-12 grade range via e-mail and on-site visits. Faculty in B-K continued providing beginning teachers materials to assist them in setting up their classrooms (natural materials, books, media, manipulatives, & consumables). Beginning teachers were encouraged to continue their professional development through written recommendations for scholarships, graduate study, and other professional development opportunities (conferences, workshops, etc.). Each year, beginning teachers who are recent alumni return to campus to participate in a panel discussion with student teachers about their first-year experience. Teacher and counseling candidates continue to have access to the campus lab and the library for one year after their program completion. The new Master of Arts in Teaching program officially began in summer, 2013. A key component of this program will be the provision of online mentoring and professional development modules for beginning teachers. In addition, this program will require SOE faculty to provide ongoing professional development and support to partnership schools where residents are housed. We have worked closely with first-year teacher coordinators in each district to ascertain the needs of new teachers and how we can serve these needs and prepare more qualified new teachers. The School of Education continued work with NC DPI to identify alumni employment in schools to better gauge new and continuing teacher needs and how we may better serve them as in-service professionals. During the spring 2013 NCATE visit, the Board of Examiners provided commendation for our strong public school partnerships and the ongoing connections to new and continuing teachers. While these specific efforts were focused on beginning teachers, the activities listed under section B of this report also were provided to beginning teachers in the LEAs involved.

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

Lenoir-Rhyne prepares lateral entry personnel through both traditional post-baccalaureate “licensure-only” programs and accelerated alternative programs. Post-bac is available, however, we actively advise students toward the MAT program to complete licensure requirements. Because LRU was an NCTEACH site we understand the importance of serving non-traditional students and career changers so the MAT program provides a full-time and part-time option to make coursework and clinical experience accessible to all students. Fifteen initial (15) teaching licensure areas are available through “licensure-only” and two add-on areas (ESL and DHH) are also available to non-traditional students at the undergrad and graduate levels. Two licensure programs (School Counseling and MAT) are available during evening hours and/or in a hybrid format for graduate candidates, as are various undergraduate content area courses which rotate as part of an evening college program. In this rotation, course offerings are helpful for lateral entry teachers who may need to earn content area credits. Faculty from both the College of Education and Human Services and the College of Arts and Sciences serve the lateral entry population. During 2011-2012, university full- and part-time faculty specializing in middle and secondary content areas (including secondary programs in comprehensive science, English, and social studies; middle grades programs in language arts, and social studies; and in K-12 physical education and business education) worked on a directed study basis with lateral entry teachers who are not available to attend daytime classes. In Spanish and ASL, modern language and Deaf Education faculty offer content testing to allow lateral entry teachers to demonstrate competence in the foreign/modern language as a part of licensure. Whenever possible, classes are scheduled to meet the needs of practicing teachers. The Director of Teacher Education remains in contact with school districts and local RALC directors to discuss needs, encourage enrollment, and to facilitate plans of study, transcript reviews, and provide course descriptions and syllabi as needed. On a regular basis, L-R offers professional education courses during the summer for

lateral entry teachers such as courses in teaching exceptional children, content area literacy, and others on demand. In addition to all the activities already listed as collaborative or service (sections A and B), faculty also support lateral entry teachers by providing PRAXIS I and II study materials, PRAXIS I workshops and individual meetings. L-R has created an intensive 1 year MAT program to help non-education graduates transition to teaching with exceptional preparation and extensive clinical experience. Summer 2013 marks the first cohort for the full-time program and fall 2013 begins the part-time hybrid program.

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

During 2012-13, L-R collaborated with community and school partners to provide a number of professional development opportunities for career teachers. Monthly PD sessions focused on assessment, technology integration, supervision, and instructional strategies were delivered on site to over 40 cooperating teachers and their student teachers. These PD sessions will continue during the 2013-14 academic year. In 2012-13, career teachers throughout the area participated in the sixth year of “The Little Read”, a community-wide literacy project for children, similar to the program “The Big Read” for adults. In this sixth year of the program, “The Little Read” provided a number of career teachers with the opportunity to serve on planning and curriculum committees, and to facilitate and participate in the use of books by well-known children’s literature author Cynthia Lord, who completed a week-long residency in April, visiting with thousands of area 5th graders, and providing a public reading and book signing. Teacher Candidates at L-R prepared curriculum materials in concert with a professor during a course, and the teachers in the Catawba Valley were invited to participate. The Little Read and its activities were used in 31 school buildings. Each career teacher or counselor who works with an L-R teacher candidate as a cooperating mentor during the candidate’s full time teaching practicum or counseling internship receives a small remuneration as well as one tuition-free course in exchange for their time. Also, L-R offers continuing education opportunities for career teachers through special programs such as participation in the L-R Concert Band or teaching in the “Kids in College” summer program for exemplary and/or AIG students from area schools in grades K-8. Career teachers served on Teacher Education advisory committees, participated in student teacher interviews, and were key assets in our successful NCATE review this spring. L-R also regularly employs retired career master teachers as adjunct faculty to teach both pre-service and in-service candidates. Feedback from career teachers is valued and those that serve as cooperating teachers often provide letters of recommendation to support student teaching award nominations. In addition, career teachers were invaluable in providing input for the curriculum design of the new MAT program. All school personnel have access to the university library, including the curriculum lab through interlibrary loan. University faculty from physical education, music, the sciences and history have supported our graduates (and other new teachers) with classroom presentations and workshops for teachers. In these ways, L-R has responded to the needs of its graduates who are practicing teachers and to others in the region served by L-R.

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

During 2012-2013, L-R education students spent significant time in field placements working with “at-risk” students, including those with racial, socioeconomic, and language differences as well as those simply performing below grade level. Lenoir-Rhyne intentionally selects schools for field placements within the partner LEAs that have a higher percentage of racial, ethnic, or

other diversity among students as well as a higher percentage of students receiving free and reduced lunches. The field assignments range in activity from assisting, tutoring, and interning to full-time student teaching. The one-on-one time that L-R candidates spend with the children, under the guidance of the classroom teacher, tutorial director, and/or college supervisor, increases opportunities for success for these P-12 students. For example, during the 2012-2013 academic year, field-based literacy and mathematics courses permitted elementary education candidates to apply their methods lessons through a PDS relationship with local schools. As a result of this work, students tutored as a part of the literacy course gained a total of 20 levels of growth in reading as measured by mCLASS assessment. Literacy instruction is a strong focus of the Elementary education program at L-R and students are provided numerous opportunities to work with struggling readers in partnering districts. Another initiative forwarded this year was a major collaborative effort between Lenoir-Rhyne and a number of public agencies in Hickory, NC to form a coalition for serving the needs of children and families in poverty in the area. The work is still in development and we are applying for grant funding to help forward this important initiative. Finally, The L-R Teaching Fellows continued service to the local community through tutoring, most notably at Centro Hispano and at public schools in the Hickory area. Sophomore Teaching Fellows also provided service to individuals with visual impairment as a part of an alternative spring break project. Through intentional, structured means such as these, L-R assists low-performing schools and their students.

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)

LRU's Technology in the Classroom course prepares education students to:

- develop and sustain a personal learning network for continual professional growth
- design a website for communicating with students, parents, and other stakeholders
- understand and apply the TPACK (technological pedagogical content knowledge) framework within their content areas
- identify and reflect on applications of technology tools in classrooms including EVAAS, Blue Diamond and Reading 3D assessment tools.
- create a multimedia presentation to teach integration of a technology tool
- utilize Web 2.0 tools and identify their applications for teaching and learning

Additionally, faculty within the School of Education participate in ongoing technology professional development to learn how to better utilize technology within their areas of expertise. All education students develop an understanding of state, national, and international technology standards for students as well as how those standards can be aligned to content standards and effective pedagogy. Students examine, critique, and create learning experiences designed to help students meet content standards through technology. Technology is used as a tool for differentiating instruction and providing students with multiple avenues for accessing content and demonstrating their understanding. In other foundational coursework, education students gain experience assessing students using software- and web-based programs in order to identify student strengths and needs. Students then design and implement interventions and support

targeted at identified learning needs, and they progress monitor to track student growth.

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

In response to SB 724, the School of Education faculty significantly revised the Elementary Education curriculum during the summer of 2012. Changes to the curriculum included the addition of an advanced course in teaching literacy which follows the initial literacy course. Students are also required to complete additional hours in the field delivering reading tutoring to struggling readers and assessing students through DIBBELS. In addition, the faculty created an advanced foundations course in teaching mathematics. This course follows the initial mathematics foundations course to cover upper level mathematics content and instructional methods. Both courses were designed to be aligned with the content covered on the MTEL examinations. Fall 2013 will be the first semester that the new courses will be offered. Students must make a C or better in each of the courses in order to continue in the teacher preparation program. A final comprehensive exam/project is used to evaluate student knowledge in the areas of literacy and mathematics education at the Elementary level.

- 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)

In addition to evaluations which will occur in the two literacy education and the two mathematics education courses, all students will be required to take and pass the mandated MTEL examinations in order to be deemed qualified for licensure. Students are also required to teach math and reading as a part of their student teaching experience. All performance indicators included on the Certification of Capacity form must be met in these subject areas as well as all others subjects in order to earn licensure. Cooperating teachers and university supervisors will work together closely to ensure that students meet required competencies before being recommended for licensure.

- 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)

All Elementary Education students must complete the EDU 279 Assessment course. This course is specifically designed to provide students with numerous formative and summative assessment tools for the collection of classroom data to drive instructional practice. Contained within this course is instruction on using a number of technology-based assessment tools including Blue Diamond, Reading 3D, and an introduction to NC's EVAAS system. In particular, all students must use Reading 3D in their teaching of literacy during clinical experiences. Formative and summative assessment strategies are stressed within all content area methods courses and

students are required to use both technology-based and traditional assessment tools in clinical experiences. Finally, LRU's Technology in the Classroom course provides students with numerous apps and software packages which can be used for formative assessment during instruction.

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

All Elementary Education students must take EDU 256 Integrating Literature and the Arts for Elementary Teachers. This course provides strategies and resources for effectively using children's literature and the visual and performing arts to enhance instruction across all content areas. Students are required to create a series of artifacts which show clear integration of the arts and other content areas. The following objectives are met through successful completion of the course:

- Critically read and evaluate children's books in all genres.
- Read and respond to books that represent many world cultures and geographic areas.
- Understand the developmental needs and interests of children and how to select appropriate books for them for various purposes
- Explore methods for integrating children's literature with Language Arts and other content areas.
- Practice a variety of ways of integrating the arts with children's literature and other content areas.
- Learn how to discuss and evaluate art in children's books and explore the role of picture books in developing visual literacy.
- Increase awareness of music resources and ways to integrate music into the curriculum.
- Recognize that the arts can teach children that problems can have multiple solutions, questions may have multiple answers, and the world can be viewed in many ways.
- Explore methods for working with books for children that deal with controversial, problematic, and value-oriented issues and develop a sensitivity to censorship issues related to children's books.
- Explore methods of sharing literature with students, including storytelling and read alouds.

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

During 2012-13 special emphasis was given to the National Council for the Accreditation of Teacher Education off-site and on-site visits. The accreditation process provided the College of Education and Human Services faculty with the opportunity to thoroughly examine all aspects of our teacher and counselor education programs and analyze copious data to assess learning outcomes, especially in light of the newly revised programs and NC Professional Teaching

standards. The college assembled myriad materials and reports related to, candidate knowledge, skills, and dispositions, clinical practice and partnerships, assessment systems, faculty qualifications, and unit governance. A critical piece of this work was the creation of an Assessment manual for the unit which details all of the data collection, analysis and action methods used to evaluate both candidates and our programs. The move to an electronic assessment system (TaskStream) was judged as a strong addition to our assessment system. The Board of Examiners team evaluated the unit as meeting all standards and moving toward target levels in assessment and clinical partnerships. The BOE Chair noted that the LRU public school partnerships were a model example of collaboration between IHE's and P-12 institutions. Faculty, students, school partners, and university administrators were intensely involved throughout the process, which was the key to our successful outcome. The national board will meet in fall 2013 to consider the BOE team's assessment and provide a final evaluation for the unit.

Supplemental Information (Optional)

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

Lenoir-Rhyne University faculty continue to provide tutoring for students needing more intensive support over time in mathematics, reading, and writing to earn passing scores on PRAXIS 1. On-line PRAXIS practice programs continue to be available free to candidates to participate in self-assessments and tutorials in preparation for PRAXIS I. The University hosts a Writing Center and a "math lab" in its new "Learning Commons" as well as the opportunity for students to request student tutors in various content areas. To better prepare teacher candidates for PRAXIS II, the University continues to offer a physical science course for K-6 licensure students that more closely aligns with the K-6 science curricula. Additionally, our student education organization, SNCAE, sponsors PRAXIS I workshops when demand is sufficient. ETS study guides, case studies and reflective writing in courses are used to support candidates' thinking through application of course content to real situations such as those found on PRAXIS II. All methods instructors were attentive to presenting both information and sample questions of the type required in the PRAXIS II exams. Additionally, university and public school faculty met with interested elementary candidates for days immediately previous to the Spring PRAXIS II administration to review question structure and present strategies for answer composition. The unit continues to make available Test-At-A-Glance (TAAG) booklets as well as PRAXIS workbooks that are available through the Internet, and ETS PRAXIS practice tests and additional workbooks are on permanent reserve in the library for use by teacher candidates. These PRAXIS supports are offered to all L-R teacher candidates, whether traditional undergraduates, graduates, licensure only, or lateral entry.

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

To encourage enrollment during 2012-2013 unit faculty participated in freshman previews and recruitment fairs, known as "Southern Fried Fridays" which markets the institution to rising high school seniors and "JumpStart" that addresses first year student course and support needs. Graduate faculty also participated in Open Houses targeting prospective graduate students. Faculty were provided contacts by the Admissions Office to personally call and email high

school seniors who have shown an interest in the University and the Teacher Education or Counselor Education programs. As a result of the de-funding of the NC Teaching Fellows program, we were unable for the second year to recruit a new class of students into this exemplary program. This will have a significant and lasting impact on the recruitment of high quality teacher candidates across the state. Throughout the year, prospective students visited classes, heard from active L-R students, and toured the campus. A local chapter of an international professional educational organization (Delta Kappa Gamma) continued to sponsor a scholarship that was awarded to a prospective teacher. Additional scholarships were established for students majoring in Education during 2007-08 by the Catawba County Champions of Education and the Murdock family. Once enrolled, School of Education faculty serve as advisors to students expressing an interest in teaching and volunteer to advise undeclared majors in efforts to plant seeds for the teaching profession. "Interest" meetings were held in the fall and spring for both day and evening students interested in pursuing licensure. Undeclared students were recruited through their enrollment in introductory education classes, which frequently resulted in declarations of majors in education or licensure programs. In an effort to recruit students majoring in fields outside of education, a new Master of Arts in Teaching program was designed for Middle Grades and Secondary licensure areas. A major marketing and recruitment effort was carried out by the university including local and state-wide publications and phone calls from current students and the Dean to all prospective students. Two Education honor societies: one for educators (Kappa Delta Pi) and one for counselors (Chi Sigma Iota) continued to host a variety of workshops, interest sessions, and professional development activities for students and faculty. The L-R Student chapter of the North Carolina Association of Educators hosts meetings, provides employment information, and shares information through public bulletin boards in the main classroom building on campus.

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

Minority recruitment has been positively impacted at Lenoir-Rhyne University through actions in several key areas. One of significant influence is the intentional visible focus on diversity in the strategic plan. This is defined broadly to include gender and ethnic diversity, as well as those with physical differences. Applying to students and faculty, the recruiting schedule demonstrates the addition of schools where diversity is more evident, and the inclusion of faculty representing our diverse society. A second area involves the action of placing prospective teachers in schools for field experiences where there are populations of ethnically, linguistically, and socio-economic diverse children and families, and providing opportunities for professional development for teacher candidates with programs that have diverse themes. In 2012-13, a range of schools were selected for placements, and early field experiences which included diverse settings. For example, teacher candidates observed exceptional students in residential and inclusive settings. They visited the NC School for the Deaf, Newton-Conover School of Health Sciences, among others. Candidates observed in low SES schools, as well as in affluent schools, and were required to tutor in school-based programs and in agency-based tutoring programs (Centro Latino), most of which focus on ESL/ELL or SES diverse students. The understanding that these diverse settings are encouraged at Lenoir-Rhyne is attractive in the recruitment of diverse teacher candidates. A third area reflects the continuation and establishment of programs that have a strong focus on viewing diversity as a strength and desirable in the professional education population. An increase in the number of pre-service and in-service teachers from diverse backgrounds first noted in 2007-08 continued with the new students representing diversity in multi-lingual, African-American, Latino/a candidates, and Hmong candidates. The

first cohort of North Carolina Teaching Fellows at L-R began during 2007-08. One of the Teaching Fellows program goals is to recruit and retain male and minority teachers for schools in North Carolina. Unfortunately, with the de-funding of this scholarship program, efforts to recruit highly talented minority students into teaching will be negatively impacted. Lenoir-Rhyne University was ranked by US News and World report as one of the most diverse campuses of our size and classification in the South. In 2012 the university created a new position, Director of Multicultural Affairs, to further grow and support diversity on our campus.

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	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	55
	Other		Other	1
	Total	20	Total	61
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		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
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	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	1	Total	3

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)	0	0
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,162
MEAN SAT-Math	583
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	28
MEAN ACT-English	28
MEAN PPST-Combined	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.44
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)	17			
Middle Grades (6-9)	5			
Secondary (9-12)	9			
Special Subject Areas (K-12)	8		1	
Exceptional Children (K-12)	1			
Vocational Education (7-12)				
Special Service Personnel				
Total	40		1	
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	25	100
Institution Summary	25	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	3	22	11	1	3	1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	47	89	66
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
Catawba County Schools	240
Burke County Schools	112
Caldwell County Schools	103
Alexander County Schools	79
Hickory City Schools	76
Iredell-Statesville Schools	62
Gaston County Schools	55
Lincoln County Schools	50
Charlotte-Mecklenburg Schools	47
Newton Conover City Schools	34

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
12	4	18