

IHE Bachelor Performance Report

Methodist University

2012 - 2013

Overview of the Institution

Methodist University is a diverse, co-educational, independent liberal arts university located in Fayetteville, North Carolina. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally educated person is sensitive to the needs and rights of others. The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The academic area has six components: Reeves School of Business; School of Arts and Humanities; School of Science and Human Development; School of Public Affairs; School of Health and Science; and School of Graduate Studies. Methodist University is remarkable for the diversity of its student population of 2400, which includes traditional residential students, commuters of all ages, a large evening student population, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities, and international students. Methodist University is committed to helping each student grow toward wholeness physically, mentally, socially, spiritually, and academically. The University recognizes that spiritual well-being is essential to wholeness; a diverse religious life program is offered to help students along this journey. The Southern Association of Colleges and Schools accredits Methodist University. In addition, it has a cooperative program with the Defense Language Institute and, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

Special Characteristics

The goals of the Methodist University Teacher Education Program align with the NCDPI 21st Century Standards for Teachers, the MU General Education competencies and the Facilitative Teacher Conceptual Framework. The chart below depicts this alignment.

Alignment of Goals			
Methodist University Teacher Education Program	Methodist University	Facilitative Teacher Conceptual Framework	NCDPI Standards
Goal 1: Graduates of the Teacher Education Program will demonstrate content knowledge	<i>Mathematics, Social Studies, Writing, and Natural Sciences</i>	Knowledgeable: Content Knowledge	Twenty-first Century Teacher Standard 3: Teachers know the content they teach
Goal 2: Graduates of the Teacher Education Program will have the appropriate pedagogical skills	<i>Critical Thinking, Oral Communication, and Computer Skills</i>	Pedagogy Knowledge	Twenty-first Century Teacher Standard 4: Teachers facilitate learning for their students
Goal 3: Graduates of the Teacher Education Program will be Facilitative Teachers	<i>Critical Thinking and Oral Communication</i>	All Facilitative Teacher Characteristics	All Twenty-first Century Teaching Standards
Goal 4: Graduates of the Teacher Education Program will demonstrate leadership skills in the classroom, in the school, and within the teaching profession	<i>Critical Thinking and Oral Communication</i>		Twenty-first Century Teacher Standard 1: Teachers demonstrate leadership
Goal 5: Graduates of the Teacher Education Program will establish a respectful environment for a diverse population of students	<i>Social Studies, Natural Sciences, Humanities and Fine Arts, Wellness, Humanities and Social Studies</i>	Attentive Understanding	Twenty-first Century Teacher Standard 2: Teachers will establish a respectful environment for a diverse population of students

The unifying theme of the Teacher Education Program is the development of professional educators as Facilitative Teachers who understand and value the process of learning. The Facilitative Teacher model focuses on the importance of both the cognitive and affective domains in the learning process. Facilitative Teachers are knowledgeable, communicative, attentive, and understanding. As part of the requirements for the field experiences, Candidates are required to complete three semesters of work with each assignment at a different grade-level. This means that students in a K-12 licensure program such as Music will be assigned to an elementary school, a middle school, and a high school. Candidates in the Elementary Program (K-6) will complete a semester in three different assignment levels, such as kindergarten-second, third-fourth, and fifth-sixth. As a result, Student Teacher Candidates will have a semester of experience in their placement area prior to their culminating experience. The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI), and Southern Association of Colleges and Schools (SACS).

Program Areas and Levels Offered

The Teacher Education Program, accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction offers the Bachelor of

Arts and the Bachelor of Science degree with teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Middle Grades (Candidates must choose two concentrations from Mathematics, Social Studies, Science, or Language Arts); Physical Education and Health Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in Social Studies; Mathematics; English; and School Social Work (K-12); and add-on certification (K-12) in Academically Gifted and Teaching English as a Second Language. In June 2011, the MUTEP offered its first cohort a Master Degree in Education with concentrations in Special Education: General Curriculum or in Literacy (reading). The Teacher Education Program offers a Licensure Only and Lateral Entry programs.

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
Walker Spivey Elementary School	School Social Work faculty and Candidates collaborated with school administrators and faculty to create a garden that will serve as a teaching tool for science.	The Social Work Department provided and maintained one area of the Walker Spivey Elementary School Community Garden. The garden provided a beautiful area (Green Initiative) to the community and to the school. Ten members of the Social Work Club recently planted flowers with the school horticulturalist. The garden served as a teaching tool for science courses at the school. The Social Work	August 2012-May 2013	School Social Work Faculty-2 School Social Work Candidates-8. The entire staff, faculty, and students of Walker Spivey Elementary School	The Walker Spivey students, faculty, administrators, and the MU Faculty determined the partnership to be successful and that it did strengthen the school's science program and will continue next year.

		Department also provided books, food, backpacks, and clothing to the school periodically.			
Beaver Dam Elementary School	To successfully plan and implement school wide initiatives to enhance student learning.	The activities will involve attending vertical school planning sessions, serving as a consultant, conducting research, and exploring grant sources for instructional materials.	September 25, 2012 and end as the academic year culminates.	MUTEF Faculty-1, and the Beaver Dam School administration and faculty. staff	The principal and faculty at Beaver Dam Elementary School completed a questionnaire regarding the effectiveness of the partnership. Of the 31 teachers who responded, it was evident that they thought the goal had been met. They stated that the initiatives implemented enhanced student learning. The principal was extremely pleased with the partnership and stated that she wanted it to continue next year.
Cumberland Mills Elementary School	Provide a minimum of 15 and a maximum of 20 hours of individual coaching to address the needs of selected teachers' instructional deficits. This coaching will provide the	Provide one-on-one orientation for selected teachers at Cumberland Mills Elementary School Engage in mentoring activities at the discretion of the principal, teacher and MU faculty	August 30, 2012 through April 2013	1 Professor 3 Teachers	Ms. Sylvia Schmidt reported that she observed that "Ms. L has done better, her attitude is very good and that is so important in this atmosphere. Ms. M has shown a lot of improvement in all areas and is

	teachers with strategies and tools to improve their instructional practices, thereby positively enhancing student learning outcomes.	member			very established for a first year teacher. Ms. J showed growth and improvement. All three teachers felt that the tutoring you provided was effective and aided in their ability to improve their teaching skills. We would love to continue this partnership next year; the support is great for us.”
Howard Hall Classical Elementary School	Reading for grades kindergarten and second grade students who have not met the expected benchmark proficiency for the content area of reading. Reading for our school has typically been the tested area that has not shown tremendous gains for student progress.	Activities: For those identified students in grades kindergarten and second grade who are below grade level for this mid-year mark of the 2012-2013 school year, they will be assigned a MU student. For this partnership, the student will receive extra tutorial services in the area of reading to enhance their reading performance. Students will be given direction with their Accelerated	The partnership will cover the third nine week grading period: January 22, 2013 through March 29, 2013.	Kindergarten students – 18 Second grade students – 10 Several MU students and teachers from both kindergarten and second grade classrooms	Pre and post tests were conducted and indicated that the reading lessons taught by MU Candidates increased the reading level of the students. Students in kindergarten and second grade met their independent reading levels by the end of the third nine week grading period. The principal and teachers at Howard Hall and the MU faculty agree that the priorities of the partnership had been met.

		Reading goals, reading comprehension and any classroom assignments that would enhance their independent reading			
Fort Bragg Schools through the Exceptional Family Members Program	The focus of the partnership is to enhance the learning and teaching in all subject areas with an emphasis on literacy. Learners will make progress toward meeting IEP goals and objectives given one-on-one instruction.	Provide 8-12 tutors once a week for 15 hours per tutor (Monday and Thursday from 4 pm until 5:30 pm.) Tutors will collaborate with their student's parent and develop weekly lesson plans based on the student's IEP goals and objectives. The tutors will then present this hands-on-interactive lesson to the student. The EFMP provided a place to meet and supplied the participating tutors with any and all materials required to present their lessons.	September 2012- December 2012 and January, 2013- April 2013	MUTEP Faculty-2, MUTEP Teacher candidates- 18, EFMP students and parents- 18, and EMFP staff- 2	Pretest and post test on specific goals and objectives stated in the student's IEP indicated that all students made progress in areas taught. To further assess the effectiveness of the partnership, a survey completed by the tutors and by the parent of the student with exceptionality. Both parties responded very positively. Parents indicated that they had seen an improvement in their child's skills and knowledge; they further indicated that the one-on-one instruction provided by the tutors was extremely effective. Tutors indicated that this experience enhanced their ability to work and teach children with

					exceptionality. They further stated that the tutoring experience helped them to know how to read an IEP and then develop and implement lessons that were based on the IEPs.
Margaret Willis Elementary School	<p>This partnership will:</p> <p>Enhance the learning and teaching in literacy through practicing and identifying specific areas of reading difficulties in students in first/second grade.</p> <p>Develop avenues to promote best practices in the teaching of literacy skills and how to remediate areas of identified difficulties.</p> <p>Establish procedures to ensure that ideas are exchanged regarding the learning and teaching of literacy</p> <p>Recognize the work of the partnership and ensure results are disseminated to</p>	<p><i>The Education Department at Methodist University</i> will:</p> <p>Provide one on one tutors for a minimum of forty hours for identified students over the course of two semesters</p> <p>Guide tutors in testing identified students with the IRI and identifying areas of weakness for remediation.</p> <p>Guide Methodist Education Department students (tutors) in the preparation of an individual remediation plan for identified students in the areas of weakness and monitor progress over the course of the year.</p> <p>Discuss planned remediation program and</p>	Aug. 2011-April 2013	MUTEP Faculty-15 Teacher Candidates 15 public school students	Pre and post tests administered to the students indicated that 100% increased their reading skills

	<p>all parties Provide and encourage professional learning experiences for Methodist Education Department students. Recognize the changing cultural climate and support the needs of diverse learners Apply classroom theory in practice by Teacher Candidates through real world classroom experiences</p>	<p>guide preparation of the Case Study. <i>Margaret Willis Elementary School</i> will: Provide students with suspected areas of weakness in reading. Provide place and arrange for time needed for testing/ tutoring Confer with Methodist Education Department students if needed for input.</p>			
Pauline Jones Elementary School	<p>The priorities will be to work with individual students in content subject matter, while raising their status as a student.</p>	<p>The activities will include games, manipulatives, paper, and pencil tasks. Also, students will receive encouragement and positive feedback.</p>	<p>The starting date will be September 14, 2012 and end as the academic year culminates.</p>	<p>The number of participants will range from 3-5 students.</p>	<p>The student objective was to raise their Self Efficacy Status. As per clinical observation, the discipline referrals declined, along with less display of oppositional behavior. It was also observed that participants were generally more cooperative with teachers and staff, and displayed more willingness to complete assignments.</p>
Reid Ross Middle School	<p>The priorities will entail, successfully</p>	<p>The activities will include attending</p>	<p>The starting date will begin</p>	<p>The number of participants</p>	<p>The partnership met its stated goal and all five</p>

	coaching several students through completion of a science project	meetings, providing guidance, and encouragement as students construct their projects.	November 6, 2012 and culminate at the end of the final competition.	will range from 3-5 students.	students were successful entrants in the Science Fair Competition. Students remarked that Dr. Randall was very helpful and that he helped them improve their projects.
Chick Fil A Tutoring Program and The Education Department, English Department, Math Department, Greeks, Monarch Leaders at Methodist University	<p>This partnership will:</p> <p>Enhance the learning and teaching in all subject areas with an emphasis on language arts and math.</p> <p>Develop avenues to promote best practices in teaching all subject areas</p> <p>Recognize the work of the partnership and ensure results are disseminated to all parties.</p> <p>Recognize the changing cultural climate and support the needs of diverse learners. Apply classroom theory in practice by Teacher Candidates through individual tutoring.</p> <p>Distribute flyers to surrounding</p>	<p>The Involved Departments at Methodist University will: Provide 2 tutors once a week on the preset schedule.</p> <p>Re-evaluate partnership in May with regard to effectiveness</p> <p>Chick Fil A tutoring Program will: Provide place/space needed for tutoring. Provide “advertisement” of this service through their various community contacts – Facebook, Table Top “Tents”, and more. Re-evaluate partnership in May with Methodist University to ensure program effectiveness</p>	<p>Thursday evenings from 5:00 – 7:00: Jan. 18, Jan. 25, Feb. 7, Feb. 14, Feb., 21, Feb. 28, Mar. 7, Mar. 14, Mar. 21, Mar. 28, Apr. 4, Apr. 11, Apr. 18, and Apr. 25..</p>	<p>The number of participants will vary. 2 MU students will be available as tutors every Thursday evening.</p>	<p>Although not many public school students participated in the tutoring, those who did attend found it helpful. They stated that they “liked doing homework away from home.”</p> <p>Parents also commented that when their child participated they could “see that they liked it.”</p> <p>MU tutors who participated in the program commented that the sessions were productive and helped them employ various teaching strategies they have learned in their classes.</p>

	elementary, middle and high schools to make them aware of the opportunity for free tutoring.				
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B. Brief Summary of faculty service to the public schools.

All MUTEF faculty members are actively involved in a variety of schools within the Local Education Agencies (LEAs) This involvement included working with individual students, classrooms and teachers. The Education Department continues to add Partnership schools. Clinton City Schools in Sampson County now places Student Teacher Candidates in their schools. Cumberland County has arranged to place Field Experience I students in their low performing schools in order to provide MU students with authentic experiences and also to provide these schools with additional assistance in the classroom.

Mrs. Vickie Erben, Education Department, utilized a community resource, The Sunshine House, on Ramsey Street for students in EDU356 to share required class project of Environmental Print books with preschoolers. Martha Anderson/ NCDPI Southeast Regional Educational Facilitator presented “So You Want to Be a Teacher?” on August 29 to Mrs. Erben’s EDU 420. Her discussion emphasized the importance of collaboration among teachers. She collected school supplies and uniforms for the Clothes Closet at WH Owen Elementary School. She discussed with an Instructional Specialist and three teachers the unit plans correlating with the NCDPI Common Core Standards to build personal knowledge of this Cumberland County Schools new requirement so that this information can be assimilated into EDU 356/EDU 357/EDU 420/ and EDU 240. She collaborated with Mrs. Pova, the kindergarten team leader at Howard Hall Elementary School, to select books for an integrated unit on the different habitats in which people live. She contacted and discussed with Peggy Raymes of Margaret Willis ES to host students from EDU 357 Teaching Reading through Literature for a 1 credit hour (15 hour) reading practicum. She diligently worked with a 5th grade science teacher at William H. Owen ES on modifying assignments for his students with special needs. She observed two kindergarten classrooms during literacy centers to see how teachers connect centers to content areas and how they manage the centers in order that she may relay this information to her reading classes. She has been invited to participate on the advisory board for the Special Education PTA (SEPTA).

Dr. Jaunita Heyward, Education Department, collaborated with Howard Hall Elementary School. Students in her EDU 355 methods course presented an original story to kindergarten students at Howard Hall Elementary School. The performance was well-received by the elementary students. To expose Methodist University (MU) Teacher Candidates to real experiences, classroom teachers from Howard Hall Elementary, College Lakes Elementary, Lucille Souders Elementary, and Mary McArthur Elementary schools shared their assessment expertise by presenting information to MU students in the EDU 310 course: Measurement, Assessment and Evaluation of Education Growth. Along with the teachers, Mrs. Melotta Hill and Polly Braham from Howard Hall were guest speakers in the EDU 310 class to provide Teacher Candidates with up-to date assessment procedures currently used in the Elementary Schools.

Dr. John Dembosky, Department of Chemistry and Research Science, participated in several public school events during the 2012-2013 school year. He judged the Regional 4 Science Fair and he served as a judge at the Science Olympiad for middle and high schools in Cumberland County. He also served as a judge for the Harnett County Science Fair and assisted in science classes at Baldwin Elementary School.

Dr. Yvonne Nolan, Education Department, worked with Rachel Kiwaha to continue a tutoring partnership with the Exceptional Family Members Program (EFMP) and Gordon Elementary School on Fort Bragg. Currently, 18 Teacher Candidates are involved

in the one-on-one tutoring program with the EFMP. They provide 10 hours of one-on-one tutoring for students with special needs. She participated as a reader in the "Read Across America" event at McNair Elementary School, Fort Bragg. She read and discussed books with two first grade classes with about other volunteers. She presented ways to increase partnerships with the Local Education Agencies at the Personnel and Administration of North Carolina (PANC) meeting. **Mr. John Herring**, Physical Education and Health Education, instituted a bowling program for students with disabilities at Pine Forest MS and will work with the Valor Games (Wounded Warrior Program) Sitting Volleyball at UNC this summer. **Mrs. Gloria Peuster**, Education Department, supervised Teacher Candidates assigned to Margaret Willis Elementary Schools as they assessed and provided remediation for students in the area of reading. She served as a judge to evaluate students' writing as part of a contest sponsored by Cranberry Quill Press. She was actively involved in scheduling guest speakers for her classes. These include Martha Anderson from the North Carolina Department of Education to present "So You Want to be a Teacher." Ruben Reyes from Cumberland County Schools presented "Special Education Laws and IEPS and their Application to Classroom Teachers." **Dr. Jennifer Mour**, Education Department, participated in the "Walk a While Committee" to assist the Rape Crisis Center. She enlisted a host of guest speakers to present pertinent information to the Student Teacher Candidates. These included: Donna Albaugh from DPI to present the new Common Core; Tina Chapman from Cumberland County Schools (CCS) to present Positive Behavior Management; Elonda Hicks (CCS) presented Blood Borne Pathogens and Critical Incident training for Field Experience Candidates. She presented ways to increase partnerships with the Local Education Agencies at the Personnel and Administration of North Carolina. Dr. Mour collaborated with Cumberland Mills Elementary School to mentor to beginning teachers. **Dr. Sue Godwin**, Education Department, provided feedback to Pauline Jones Elementary School from the article she prepared for Kappa Delta Pi's Record. They used the information for their Blue Ribbon School application for the US Department of Education. She was a judge for the Bright Ideas grants with the South River Electric Membership Cooperative that provides scholarships to area schools. She is on the SREMC Community Assistance Board which provides grants for local school systems and nonprofit organizations that work with schools such as Sampson County's Partnership for Children's coat drive. One particular school grant went to the Exceptional Children's teacher at Glendale Acres for special needs playground equipment. She also serves on the Fayetteville Urban Ministry board which provides school uniforms, food, and assistance to families in need as well as a mentoring program for children and youth, Find A Friend. Although this is community service, it directly impacts school children in Cumberland and surrounding counties. **Dr. Michael Martin**, Music Department, has worked with a middle school choir from Fayetteville Academy and a high school choir from Overhills High School. He donated the proceeds from the Capri Sun collections to Fayetteville Academy. He hosted the spring concert of a local elementary school. **Dr. Bruce Morgan**, Institutional Technology Department, hosted 55 students from the Academy of Informational Technology (AOIT) at Pine Forest High School and Gray's Creek High School. **Mrs. Laura Lamm**, English Department, took an international student to Gray's Creek Elementary School to do a presentation on Zimbabwe, The school has an international curriculum, specifically Africa, at the third grade level. **Dr. Terry Randall**, Education Department, established several partnerships with the local education agencies to include; Mrs. Brown- Pauline Jones Middle School, contacted to develop partnership, Beaver Dam Elementary contacted and developed a partnership. He also spoke with Natasha Scott of Cumberland County Schools regarding school partnership and anti-bullying program currently being developed. Upon the request of Ms. Fisher, the principal of Pauline Jones Middle School, Dr. Randall tutored an at-risk student in the area of Reading. He assisted Ms. Daniels, principal of Beaver Dam

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

Methodist University Education Program supports beginning teachers through a collaborative effort among Education and Content area faculty. At the first TEC meeting, Dr. Jennifer Mour was selected to be the liaison between beginning teachers and MU faculty. She informed TEC members of new teachers' placements and a plan was developed. All education department course professors supported new professionals in their first assignments, via telephone calls, emails, visits to schools, and special conferences. While supervising or observing Teacher Candidates in Field assignments or Student Teaching, faculty will often discuss a new teacher's performance with the site principal, or if the opportunity arises, visit them in their classroom. Dr. Mour established partnerships with local elementary schools to establish a mentoring program for selected beginning teachers in order to assist the teacher in improving their teaching practices and skills. This improvement would, in turn, increase student learning outcomes for K-12 students assigned to the teacher's class. The mentor met once or twice a week to observe and then discuss the areas of need with the teacher. The mentor would then provide research based teaching strategies and suggestions for the teacher to implement. The mentor would then follow up to ensure that these strategies were implemented and assist as needed. Dr. Yvonne Nolan visited recent graduates to discuss their concerns as new teachers. Dr. Jaunita Heyward visits graduates to discuss their concerns and assists them in setting up their classrooms for optimum student learning. Dr. Michael Martin, Music Department, prepares a letter for the new professionals to keep in touch with them and to determine how best to support them as new teachers. Mr. John Herring, Physical Education, provides overall general support, specific upon request from beginning teachers. He provides Praxis II support, materials, web sites and study groups. He also provides beginning teachers with curriculum development support. Mrs. Vickie Erben routinely visits beginning teachers in their classrooms and provides them with support and teaching methods and strategies to enhance student learning outcomes. In order to help prepare Teacher Candidates for their first teaching experience MUTEP hosts a luncheon each semester. The department holds a formal luncheon for Teacher Education Candidates at the end of their teaching assignment. At the Fall 2012 luncheon, Courtney Conyers Beavers, a Fall 2008 graduate from the Methodist University Teacher Education Program licensed in Elementary Education, was the guest speaker. She is currently a third grade teacher at Cumberland Mills Elementary School. Nicole Mason (Thompson), a Fall 2011 graduate and now a teacher of students with special needs at Morganton Road Elementary School, was the guest speaker at the Spring 2013 luncheon. Both speakers provided an inspiring message that included advice for graduating Candidates on what to expect in their first few years of teaching. Following the Fall and Spring luncheons, Candidates and their Cooperating Teachers review the program and their educational growth.

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

Dr. Yvonne Nolan, Department Chair, serves as the Lateral Entry contact for prospective Lateral Entry Teachers. Additionally, the Music Department, TESL Department, Physical Education and Health Education Department, and the Education Department offer support for Lateral Entry Teachers. The Department of Education maintains two separate Lateral Entry Programs: (1.) Students enroll in the Methodist University Lateral Entry Program and transcripts are evaluated and all required courses are completed through Methodist University, and (2.) Potential Lateral Entry Teachers have their program requirements detailed by the Alternative License Regional Center and Methodist University makes every effort to offer the courses the Regional Center

requests. Dr. Nolan recently met with Dr. David Jackson of the Alternative License Regional Center of Cumberland County to discuss ways to offer more online courses which would meet the needs of lateral entry teachers. School district representatives participate in the monthly Teacher Education Committee meetings. In that capacity they both advise other TEC members regarding anticipated SDPI requirements and answer questions related to special programs for teachers and discuss the needs of, and provide assistance to, lateral entry teachers. MU provides assistance to lateral entry teachers through initial face to face consulting, viewing of transcripts and preparing Individual Education Plans (IEP).

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

MU provides opportunities for career teachers by offering them continuing education units, which they can use towards renewing their license, as an incentive for becoming a Cooperating Teacher for Field Experience and Student Teacher Candidates. The university encourages career teachers to earn add-on licensure in the Gifted Education and Teaching English as a Second Language add-on programs. In order to make these programs more accessible to working teachers, classes for these programs are offered on the weekends, at night and during the summer. Mrs. Vickie Erben has conducted informal workshops and one-on-one assistance to teachers to increase their skills to teach literacy across the curriculum. Dr. Yvonne Nolan has worked with teachers to provide them with positive behavior support strategies to increase positive behavior within the classroom setting. Mr. John Herring, Physical Education and Health Education, provides the schools with equipment, provides grant opportunity information, interpretation of policies, journal articles, and other information. Additionally, Student Teacher Candidates have a "special project" that they develop during Student Teaching and leave with the school, like an activity booklet, database for the inventory of all equipment, or the bowling program. The Physical Education and Health Education Department offers six different online (major) courses including "refresher" courses such as WEL 218 Principles and Concepts of Fitness and Nutrition, PXS 240 Human Nutrition, PXS 300 Personal & Community Health, PXS 306 Adapted Physical Education and Exercise for Special Populations, and PXS 400 Organization and Administration. Each year the Social Work department hosts a gathering for program alumni. This provides faculty members the opportunity to support the work being done in the field and to encourage our graduates to continue to work in School Social Work. MUTEF faculty members provide workshops and individual mentoring to career teachers to guide them to use collected data to become researchers in their school through onsite research projects.

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

The Methodist University Teacher Education Program has continually strived to provide assistance to schools identified as low-performing. The unit has established partnerships with several schools: College Lakes, Pauline Jones and Montclair Elementary. Each school receives specific assistance from MU Teacher Candidates and faculty as specified in the partnership agreements. Teacher Candidates assist by tutoring individual students, preparing lessons, helping to monitor students and working closely with the Cooperating Teachers in other capacities. The Social Work Department has an ongoing partnership with Walker Spivey Elementary School. The Department provides monetary assistance, student volunteers, and assistance with backpacks and other items that are useful to the students. The coordination of the assistance is led by the School Social Worker who is a graduate of Methodist University. The Teacher Candidate members of the Student Education Association presented two reading programs, "Reading is

Fun" and "Literacy Alive" in at risk and low performing middle schools. The Physical Education and Health Education Department, in conjunction with the Education Department, makes a concerted effort to place students in low-performing at-risk and/or priority schools. This provides students at the schools with more in-depth one-on-one instruction. Physical Education Teacher Candidates have Pedagogy I, II, and III classes in the school, one, two, and three days per week, respectively in addition to their Field Experiences. Pedagogy 1 students will serve as mentors and teacher assistants for the Pedagogy II and Pedagogy III students.

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

The Methodist University Teacher Education Program is dedicated to promoting SBE priorities. Dr. Yvonne Nolan and Dr. Jennifer Mour attended all the North Carolina Independent Colleges and Universities Deans and Chairs meetings and then disseminated the information at the monthly Teacher Education Committee meetings. Each new consideration is given thoughtful attention by faculty members and decisions on implementation procedures are presented and discussed. Specific SBE priorities are discussed below.

a. Teacher Candidates are prepared to use digital and other instructional technologies to provide high quality, integrated digital teaching. The MUETP provides Teacher Candidates with intensive training in this area. All Teacher Candidates are required to take an Instructional Technology (EDU 240) course. This course is co-taught by an Education Department faculty member and the Title III Coordinator. The course is revised each year to ensure that Teacher Candidates receive the most up to date information that they in turn are required to use in their Field Experience classrooms. Teacher Candidates are required to integrate technology in all their lesson plans.

b. Teacher Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. When the MUTEF re-visioned the program, required additional coursework in the area of reading was required for both Elementary Education majors and for Special Education: General Curriculum majors. These courses total 14 semester hours and concentrate on the teaching strategies, on the diagnosis of reading difficulty and on the remediation of reading difficulties. The math course work for Elementary Education majors and for Special Education: General Curriculum majors is adequate since Teacher Candidates in these majors are currently required to take six semester hours in math and they are also required to take method courses which provide students with the skills and strategies to assess students' understanding of math concepts, to teach math concepts and to enrich or remediate when necessary. The MUTEF and the math department are collaborating on strategies to incorporate another math course to the major.

c. Since the implementation of Common Core and Essential standards, Teacher Candidates gain the requisite knowledge through various courses, workshops, and seminars. They work closely with Cooperating Teachers in LEAs to plan and implement SBR reading and math instruction in lessons that are observed by MU faculty. To ensure that Candidates are prepared for the new licensure exams, Teacher Candidates are required to take the additional reading courses and the math class they are currently required to take, (MAT 106: Math For Elementary School Teachers), has been reorganized to ensure that they are prepared to pass the new licensure exam. Once they become available, MUTEF will provide study guides and practice test and offer tutoring workshops as needed.

d. Using formative and summative assessments that indicate student learning outcomes is a priority for the SBE, the Elementary Education Department has enhanced the Measurement Assessment and Evaluation of Educational Growth (EDU 310). This course is designed to study advanced principles of measurement of students' work product to include both formative and summative assessments of End of Grade/Year tests. Knowledge of and competencies for analyzing learner needs, instructional adaptation, differences in learner cognitive, social, linguistic, cultural, emotional, and physical needs of students in the 21st Century are examined. K-12 teachers and principals are often invited to this class as guest speakers who provide the Teacher Candidates with actual assessment or hands-on techniques.

e. All Elementary Education majors are required to take Integrating the Arts in the Classroom (EDU 341). This course is co-taught by faculty licensed in Art Education, Elementary Education and Music Education and provides learning and exploratory experiences for prospective teachers, to comprehend basic principles of the elements of the arts. Emphasis is on techniques and strategies that integrate the arts with the teaching of other subject areas in the elementary classroom. Teacher Candidates are required to effectively integrate art, drama, music, and dance as an effective teaching tool and to present lessons to include using the arts in learning centers.

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

Supplemental Information (Optional)

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

PRAXIS I study guides and an electronic practice test were purchased and are housed at the MU Library. All first level Field Experience Teacher Candidates are required to take the PRAXIS I practice test, provide evidence of the results, and discuss the results with the course professor. If it is found that the Teacher Candidate scored less than 60% on the practice PRAXIS test, the Teacher Candidate is required to enroll in PRAXIS I preparation workshops. These workshops are held on campus, on four consecutive Saturdays, providing students the convenience of and access to test preparation. Candidates are then required to take the PRAXIS I test prior to the completion of their second Field Experience course. PRAXIS II content area specific test guides were purchased and also housed in the library. Field Experience III Candidates have guided workshops on the successful completion of their PRAXIS II tests. Additionally, Mr. John Herring, Physical Education and Health Education, guides students in preparation for PRAXIS II, relative to physical education. He alerts students to test dates and works one-on-one with students to strengthen their test-taking confidence. The Music Department hosts PRAXIS I and PRAXIS II workshops for music majors and Lateral Entry Teachers. All department faculty take special interest in student test concerns and discuss and respond to questions relative to the tests, support materials, web sites and study groups.

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

To recruit students into professional education programs leading to licensure, the Education Department, in conjunction with the MU Admissions Office, and with the approval of the University President, implemented a scholarship program. This scholarship is an incentive for

students to declare education or licensure programs as their major. The scholarship is also used as an incentive to retain Teacher Candidates by providing scholarship funds for students having met the established criteria. The University has designed a new recruitment program that requires the Department Chair to send letters to students who are considering applying to MU. These letters are designed to explain the program, provide students with a four year graduation plan and provide a personal point of contact. Once a student has applied to MU, each department chair or program coordinator will send out a Welcome Letter. Methodist University faculty meet with prospective students and their parents on their tour of the campus/recruiting visit. The Parent-Student Orientation barbeque and the freshmen banquet are opportunities to discuss the Teacher Education Program and answer questions regarding our curriculum. The University has also implemented a new advisor program whereby the Department Chair and other specified faculty within the departments are assigned incoming freshmen. The advisor develops the schedule, contacts the incoming student, discusses the program, and provides support to the student throughout their transition. Students who are undecided about a major are also contacted and provided with program information. The Education Department sponsors a booth at the beginning of the school year to recruit students, not only into the organization but, into the teaching profession. To recruit students into the Physical Education and Health Education major the department added two faculty members and a one semester hour of PXS 203, an Introduction to Physical Education course, which outlines all licensure requirements. In the Music Education Department, Dr. Larry Wells and Dr. Michael Martin have developed a special portfolio for prospective music students. Dr. Jaunita Heyward, several Education majors and members of the Student Educators Association, plan to go and speak to students at Westarea Elementary School regarding the importance and advantages of attending a University. The Social Work Program has a recruitment board that it uses to recruit at the Department of Social Services, NASW conferences, and other conferences around the area. Members of the Education Department faculty have attended Career Day exercises at a number of middle schools providing students and teachers information about teaching as a profession.

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

The Department of Education and the MU Admissions Office actively encourage minority students to become teachers. The University Admissions Office includes information about the Teacher Education Program in every packet of information that is sent out to potential students, and any question regarding the program is referred directly to the department chair. The Education Department replies personally to every letter of interest. Faculty members speak with and encourage minorities to become teachers while visiting schools and through interaction with students from the military who are making transitions. The Social Work Program encourages all students to enter the School Social Work field. Minority male role models are currently needed in the NC Public Schools. The Department discusses the opportunities available in School Social Work to this population through advising sessions. The Department has made presentations to the athletic teams at Methodist. This is a productive way to recruit minority students into the School Social Work Program. Each faculty member has been assigned a sport to talk about on a regular basis. A good selling point for School Social Work is the dual role of Social Work and coaching a school sport. A lot of our student-athletes like the coaching/social work combination. The School Social Work Program has a minority recruitment program established with Fayetteville Technical Community College. FTCC stresses the need for School Social Work students to work with FTCC students who need special understanding and assistance. Additionally, many of the School Social Work students are minority students, and this

encourages other minorities to enroll in the program. As a minority faculty member (African American), Dr. Heyward speaks to many students telling them the rewards of pursuing teaching as a profession from her own personal experiences. Teacher Candidates are placed in low performing schools and in schools where student diversity is an integral part of the school's population, helping school students relate to Candidates and see teaching as an option. Also, the range of teacher licensures is such that the program supports a wide range of student interests such as School Social Work. The Education and licensure program faculty continue to emphasize that the learning gap exists for minority students at our schools and partnerships developed with these schools is a priority and a concentrated effort is made to help in closing the gap. Recruiting students to pursue teacher licensure is year round for the Education Department at MU. Efforts begin early in the year when the Department sets up a display board during the week freshmen and their parents come on the campus.

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

The Department of Education, Methodist University, recognizes the need for qualified teachers to fill positions in the next decade. This recognized need, based on research, encourages colleges and universities to examine their roles and meet this need in their own communities. Under the leadership of Dr. Jaunita Heyward, Professor of Education, the Methodist University Teacher Candidate Program, and the Fayetteville Technical Community College continue to participate in an innovative program to guide needed populations from completion of the Fayetteville Technical Community College program into the Methodist University Teacher Candidate Program. The Mission Statement summary of the Methodist University Department of Education and Fayetteville Technical Community College is to guide Fayetteville Technical Community College students who have successfully completed core requirements to transition to the Methodist University Teacher Candidate Program with the intent of working towards a Bachelor's Degree and licensure in Elementary Education, Special Education, and other fields of education. The program objectives all support the goal of developing highly qualified classroom teachers. In addition to maintaining our on-going progress, the Education Department developed and gained NCDPI and SACS approval for a Master's Degree Program with concentrations in Special Education: General Curriculum and in Literacy. The first cohort began the program in June 2012.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	11
	Other		Other	
	Total	3	Total	13
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	176
MEAN PPST-M	181
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.16
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)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	0	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	3	*
Spec Ed: General Curriculum	3	*
Institution Summary	6	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	10	2	2			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	12	100	58
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
Cumberland County Schools	275
Harnett County Schools	37
Wake County Schools	25
Hoke County Schools	14
Robeson County Schools	12
Sampson County Schools	12
Guilford County Schools	11
Bladen County Schools	9
Johnston County Schools	9
Moore County Schools	9
Onslow County Schools	9

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	14	5