

# IHE Bachelor Performance Report

## Queens University of Charlotte

2012 - 2013

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### Overview of the Institution

Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately a total of 2,400 students. The University is made up of The College of Arts and Sciences (CAS), The Wayland H. Cato, Jr. School of Education, The McColl School of Business, The Blair College of Health, The Presbyterian School of Nursing, The Knight School of Communications and the Hayworth College. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 1,000 resident, commuter and international students. Students in the Schools of Nursing, Communications, Business, and Education also complete the interdisciplinary core program and international experience in addition to the requirements for their chosen major. Hayworth College offers undergraduate programs for non-traditional students in the day and evening. Graduate programs are offered in the evening and on weekends in The Hayworth College and Schools of Nursing, Business, Education and Organizational Communication. All schools with-in the Queens' community offer both undergraduate and graduate programs. All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

### Special Characteristics

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## **Program Areas and Levels Offered**

Queens University of Charlotte offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of biology, English, mathematics, chemistry and history and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education in Literacy (M.Ed.) (K-12) and licensure only in elementary, secondary, and special subjects listed above.

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

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

#### **B. The following summarize the Queens University of Charlotte's faculty involvement and service to the public schools for 2012-2013.**

| <b>LEAs/Schools with whom we have formal collaborative plans</b>                       | <b>Priorities identified in collaboration with the LEAs/schools?</b>                         | <b>Activities and/or Programs implemented to address the identified priorities?</b>                                     | <b>Start and End Dates</b> | <b>Number of Participants</b>                                | <b>Summary of the outcome of the activities and/or programs.</b>  |
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| Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC | Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers | Tutoring efforts were focused on kindergarten with Language Arts Clinical Experiences, Reading Tutoring for fifth grade | Ongoing                    | 75 teachers and teacher assistants at the two public schools | Through the efforts of the PDS partnership there has been a raise in student achievement in reading and Math. We have seen the results of our interactions in students' scores at MPTS. In 2007/8, students composite score of at grade-level or exceeding grade level was 76.5% in |

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| <p>PDS Partner</p> <p>Elizabeth Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte NC PDS Partner</p> |  | <p>students who are designated as struggling readers by their teacher and a summer tutoring program for all grades for students identified as struggling readers by their teachers.</p> <p>Besides numerous clinical placements, student teachers are placed at the school for their final semester of training.</p> <p>This year, staff development in both schools focused on improving the manners curriculum and literacy instruction. A program for manners was investigated in the summer as well as a planning summit where we decided what would be done for this staff development and where and when. The summit was held at QU and the meetings throughout the school year were held alternately at MPTS and ETS. Team leaders from each grade met monthly to share ideas and then worked on goals of improving the two curriculums with</p> |  | <p>2008/9 it jumped to 83.5% we consider this an incredibly successful gain. Through the collaboration of Queens University of Charlotte and Myers Park Traditional School, MPTS has achieved High Growth, and was named a School of Distinction after the 2008-2009 school year. Myers Park Traditional School had not met High Growth in over 8 years, and we attribute the success to the partnership with Queens University of Charlotte. From the 2007-2008 school year to the 2008-2009 school year, Myers Park Traditional closed their achievement gap in the Math End of Grade testing by 16%. The specific data includes: In 2008-2009 the at or above standard composite score was 84% of students. In 2009-2010 the score raised to 88.7%. In 2010-2011 the score was 87.4%. We do not have scores for 2011-2012 at this time.</p> <p>Summary of the Work of the Relationship</p> <p>Throughout the 2008-2009 school year and again in the 2009 – 2010 school year, Queens University of Charlotte of Charlotte and Myers Park Traditional Elementary School have worked together to enhance the experiences of both current and future educators. Queens’ students, both undergraduate and graduate, work with Myers Park Traditional School staff and students for observation opportunities, tutoring experiences, student teaching, field studies, work study, and professional development. Queens’ professors have volunteered over 50 hours of staff development hours each year to work with MPTS faculty in best practices. MPTS faculty have stayed after school hours to receive that staff development, and have devoted their time with Queens’ faculty to parent teacher nights, end of grade test nights, parent tutoring and other</p> |
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|                                    |  | <p>their grade level teams.<br/>From the efforts a chart for each curriculum was developed and a literacy book was created stating goals and offering strategies to achieve the literacy goals.</p> <p>We conducted a staff development about active reading strategies. We conducted a 3 hour in-service on varied active reading strategies. Then teachers went back to their grade level groups and worked on these strategies and created lessons including active reading strategies in the content areas.</p> |                    |                                 | <p>programs to further involve parents in their child's learning. Over 80% of the faculty have participated in at least one of the voluntary staff development modules.</p> <p>During the school year teachers at Myers Park Traditional volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a classroom works. These opportunities allow for the future educators to see "in action" some of the strategies they have previously read about in the classroom. In most cases the Queens' students interact with students and teachers to get a more "hands on" experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience.</p> <p>Teachers reported that they were more comfortable focusing on reading strategies during their teaching in content areas.</p> |
| Myers Park High School PDS Partner | Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers | <p>Students have worked with the teachers at MPHS in Early Field Placements and Student Teaching</p> <p>This year we worked in small groups on three topics. The first topic was a continuation of a book club from last year. This year we took chapters from Beer's book and examined what to do when students</p>  | Fall Semester 2012 | Up to 150 teachers per meeting. | <p>There was a rise in students who were performing at or above grade level this year on standard EOC composite tests. We are hoping that the Active Teaching staff development helped with that increase.</p> <p>We are hoping from these staff development and clinical experiences student achievement will rise and dropout rates will decrease.</p> <p>In the Beer's book group, three faculty worked with this small group. Two were teachers and one was the school librarian who planned to help students who</p>   |

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|  |  | <p>are behind in their grade level reading and how do we help them in their content areas. Each week we reviewed a chapter and teachers created strategies for their classroom based on their chapter. We met weekly to discuss the success and barriers to that came up. Each faculty member created a book of strategies and reflections on each as well as an overall reflection on the process.</p> <p>Another small group worked on Vocabulary in the Content Areas. We discerned between Tier II and Tier III words and what that meant for instruction. Again A book was created by the teachers where they worked on strategies and activities for their lessons. They gave samples of their work and student work and then reflected on that work.</p> <p>In a third small group, we are working on active teaching strategies for struggling students in science. This is being conducted by a Google docs circle</p> |  |  | <p>visited the library and she wished to pull out students who were sent to the in school suspension room to help them with their work to help them keep on track while working on their behavioral issues. This workshop will then impact over 200 English and English as a Second Language students and then other students in ISS and the library.</p> <p>In the vocabulary group both and English teacher and Math teacher worked on how to teach vocabulary to their classes and what vocabulary to select. This workshop impacted 360+ students.</p> <p>Three science teachers participated in the staff development of increasing content knowledge in science through active teaching strategies and the strategies that they have learned have impacted over 540 students.</p> <p>During the school year teachers at Myers Park High volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a content area classroom works. These opportunities allow for the future educators to see “in action” some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens’ students interact with students and teachers to get a more “hands on” experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience. Their tutoring efforts helped students’ achievement to improve.</p> <p>We have also had three student</p> |
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|  |   | and face to face meetings. Teachers are collaborating to use active teaching strategies in help their students increase their knowledge in science.                         |            |  | teachers at this school. They have benefited from the many experiences here and worked with mentor teachers. The student teachers have also worked with small groups during transitions into taking over classes. This work has helped students.  |
| Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner       | Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for the MEd students. | Summer Reading Clinic   | July, 2012 | 30 K-8 Students<br>15 M.Ed. Candidates                     | 30 K-8 students, including 2 hearing impaired students, were assessed and diagnosed by 15 M.Ed. (literacy) candidates during a free 3-week summer reading clinic. Reports will be generated and shared with parents, as well as classroom teachers. Data from students, parents, administration, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year. Of the 30 students tutored, 25 received formal reports. The reason being for some students that attendance was an issue. Of these 25, data shows that 20 increased in the area of reading. No students showed decreased achievement. Most of the students when asked felt that were more motivated in regards to literacy. . Data from parent surveys indicate satisfaction of the overall program and progress of their children. The EOG test scores of the participating students will be analyzed in August 2013. |
| Elementary Literacy Facilitators and Administrators throughout the Charlotte Mecklenburg School District | The CMS director of Literacy contacted Dr. Thornburg to invite her to work with the faculty in a professional development setting on  | Dr. Thornburg implemented professional development over two days to teach them the theory and benefits of implementing Words Their Way instruction and to teach them how to | Fall 2012  | Approximately 150 administrators and literacy facilitators | Participants returned to their schools to discuss the idea of Words Their Way and asked for literacy facilitators to help teachers understand how to implement this strategy as part of their Balanced Literacy Approach.   |

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|   | Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach   | implement it in their classrooms across ability groups.  |                               |                           |   |
| Landsdowne Elementary<br><br>Hidden Valley Elementary                       | The principal contacted Dr. Thornburg to invite her to work with the faculty in a professional development setting on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach | Dr. Thornburg implemented professional development over a period of days to teach literacy facilitators, teachers, assistants and support teachers the theory, assessment procedures, activities, management and benefits of implementing Words Their Way instruction as part of a Balanced Literacy Program | Feb. – Apr. 2013              | Approx. 120 participants  | Teachers returned to their classrooms to begin implementing Words Their Way during their literacy instruction. Teachers reported that they feel more comfortable teaching this newly learned strategy and expectation in the classroom. They do express the need for additional PD to support effective implementation. Additional PD is being planned over the summer. |
| All elementary school teachers in the Charlotte Mecklenburg School District | The CMS director of Literacy contacted Dr. Thornburg to invite her to provide PD to teachers on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach                       | Dr. Thornburg will implement professional development over a two day period to K-2 and 3-5 teachers. The teachers are expected to implement Word Study into their classroom during the upcoming school year.   | June 2012                     | Expected participants 300 | This PD will be implemented the last week of June so there is no information of success at this time.   |
| Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs                      | To help candidates successfully pass the Praxis II.  | Free Praxis II Workshops   | December. 2012 and April 2013 | 54 Candidates             | During the 2012-2013 school year, 54 candidates participated in the workshops held this year. Participants noted that the test taking and anxiety reducing strategies were helpful. Student feedback has been extremely positive. All Praxis scores have not been received so we do not know  |

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|   |   |   |  |   | the pass rates at this time.   |
| Charlotte-Mecklenburg, Union, Gaston, and Cabarrus LEAs' HR Depts. and the RALC   | Train Quality Teachers  | Offer Flexible Course Scheduling and Courses out of Rotation Based on Need  | August – May                               |   | Course enrollment continues to increase due to the variety of classes offered and the flexibility of the schedule. This is done to increase the number of quality teachers.  |
| CMS Focused/Title 1 Pinewood Elementary Nations Ford Elementary Rama Road Elem.<br><br>Average/High Performing Elizabeth Traditional Elem. Selwyn Elementary Myers Park Traditional Elem. Smithfield Elem. Beverly Woods Elem | ~Candidates tutored students in grades K-5 who were struggling with word knowledge.<br>~Students would give a pre-assessment to the whole class to determine what students needed extra assistance.<br>~Students were grouped according to skill needs and the teacher and candidate worked together to determine which group would be tutored using “Words Their Way” and text.<br>~Instructor worked with candidates to prepare them for assessing, analyzing, grouping, tutoring, and reflecting.<br>~On-going weekly meetings between instructor and candidates | ~Continuous contact with the classroom teachers and the liaison at each elementary school throughout the semester to make sure the experience is effective and successful.<br>~Classroom teachers completed an evaluation on the candidates’ performance<br>~Candidates completed reflections that included students’ progress after each of the tutoring sessions.<br>~Candidates completed reports on students’ progress at end of tutoring sessions. | September - December<br><br>February – May | 11 Elementary Education Candidates and Approx. 40 Elementary Students<br><br>22 Elementary Education Candidates and Approx. 100 Elementary Students | Most students who were tutored had an increase in their word knowledge scores upon completion of the tutoring experience. Motivation for most students also increased. Teachers reported that many of the students who participated became more active during in-class activities. |

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|   | <p>helped to continue dialogue and enhance tutoring planning.</p> <p>~Upon completion of tutoring, candidates give a post-assessment to check improvements in students' word knowledge.</p> <p>~Candidates also kept case studies on one student from their group to help with anecdotal note taking and reflection.</p> |  |                     |  |  |
| <p>Myers Park Traditional Elementary School<br/>PDS Partner</p> | <p>~Earth science<br/>~Scientific method</p>   | <p>~Stream Analysis<br/>~ Every 3rd-grade student (including learning disabled) visited Queens' Environmental Science laboratory and worked with Drs. Pillar and Perkins. They went through a guided exercise exploring the differences in streams. During this exercise, students were asked to form hypotheses regarding the physical properties of each soil (e.g., cohesiveness) after the soil was wetted. The hypotheses were re-considered after experimentation.</p> | <p>October 2012</p> | <p>Approx. 24 third grade students and 20 College students</p> | <p>~A summary discussion was held regarding the ecologic and the types of streams.</p> <p>~Through questioning it was determined that all students understood the concepts being taught.</p> |

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|  |   | Following this, a demonstration experiment was conducted by Drs. Pillar and Perkins demonstrating the soils' varying ability to retain nutrients. Again, hypotheses were made and tested.  |                     |  |  |
| Myers Park Traditional Elementary School PDS Partner | The principal contacted the Dean of the School of Education and asked if we could help with some of the struggling 3 <sup>rd</sup> and 5 <sup>th</sup> graders. The faculty member who was designated to take over this project met with the principal, third and fifth grade teachers, and literacy facilitator to determine specific needs, goals and implementation . Throughout the tutoring the faculty member and the lead third and fifth grade teachers discussed progress, made changes to the program, and carefully monitored the tutoring sessions. Candidates tutored 6 fifth grade students | 2 candidates tutored small group and one-on-one for the spring semester 2 days a week in the area of comprehension. Read passages together and worked on comprehension skills, in particular they worked on the QAR and SQ3R techniques. | February – May 2011 | 6 Elementary Students and 2 Candidates | EOG scores for this year have not been released yet so we do not know if there were gains. From the informal assessments given and motivational surveys, all students who participated did have an increase in their scores on the motivational survey and all students did show gains in use of comprehension skills. Last year, 93% of the fifth graders who participated in the tutoring passed the EOG and fifth grade. 82% of the third graders passed the EOG. |

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|  | who scored the lowest on the quarter assessments in reading comprehension   |   |                     |   |  |
| Myers Park Traditional Elementary School PDS Partner | Teachers wanted to continue information and strategies to help improve parent awareness of how to help students study and learn at home | Organizing a Parent Night with the Focus of Helping Students Study at Home  | March 2013          | Approx. 68 parents participated                 | <p>The book created last year that focused on how to create an appropriate environment, keeping a study schedule, organizing homework parties and activities, activities to have students participate in to encourage life-long learning and study systems such as KWL and SQ3R was used in the parent information meeting this year. This project in that sense is on-going and we hope will add to the overall achievement and parent involvement in student work.</p> <p>A PowerPoint was prepared as well.</p> <p>The PowerPoint was presented at three different EOG nights hosted by the school and parents were given a copy of the book.</p> |
| Myers Park Traditional Elementary School PDS Partner | To pre-teach and provide remediation for students in mathematics and science  | In conjunction with math and science methods course, Queens' pre-service teachers partnered with MPTS to provide math tutoring for students participating in the school's afterschool program. Pre-service teachers also created and implemented 'Science Days' that tied their classroom instruction to hands-on activities presented to the afterschool students. | 08/11 through 04/12 | 43 Candidates<br>Approx. 50 Elementary Students | EOG data is not yet available but afterschool staff, parents, teachers and the students themselves have expressed great satisfaction with the curricular support as well as the interpersonal bonding the collaboration has produced.  |
| Countryside  | Helping   | Dr. Horn worked   | August              | 7 students in                                   | Students were helped in  |

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| Montessori School                           | struggling readers.  | with students by evaluating their reading level and then working as a reading facilitator to help those below grade level in their reading work.   | 2012- June 2013        | one-one one tutoring. Assessment on 15 students.  | comprehending their current reading work for their classes and writing work.   |
| CMS District: Project LIFT                  | Improving Student Achievement, Creating Relevant Staff Development, Training Future Teachers   | Serving on the Project LIFT talent advisory board; working to implement innovative ways to recruit and retain elementary school teachers   | March 2013-ongoing     | Approximately 7,000 students  | Project LIFT is just beginning and the outcomes and the processes will be measured over the next five years.   |
| Pinewood Elementary School (Title I school) | The math facilitator contacted Dr. Collins and they are collaborating to develop a scoring rubric for observing Mathematical Practices in classrooms. The rubric will be shared district-wide upon completion. | Dr. Collins has been meeting with the math facilitator throughout the year to determine how to best develop and implement the model. Students in Dr. Collins's math methods courses will be asked to use the rubric in the fall to help students and teachers better identify their use of MP in the teacher's implementation and the student's problem solving. | March 2013 - ongoing   | Per semester will impact approximately 20 pre-service teachers, 20 classroom teachers and over 400 students | Implementation will begin fall 2013.   |
| Pinewood Elementary School (Title I school) | Dr. Collins and the math facilitator worked together to strategically place math methods students in classrooms where they could work with students needing remediation using flex time.                       | Math methods students worked in small groups and in one-on-one sessions with students in need of remediation of math content as determined by the teacher. Queens students created integrated lessons to reteach standards through a different curricular lens and implemented them with students  | January 2013 – ongoing | Per semester will impact approximately 20 pre-service teachers and over 100 students                        | Math methods students taught lessons to targeted elementary students and began work on improving their math competencies. Formative assessment data showed gains in the majority of students who received interventions. |

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| Myers Park Traditional Elementary School PDS Partner | Served as a science fair judge for school wide science fair                                      | Analyzed student posters and interviewed several students on their projects.   | February 2013        | Approximately 50 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students  | Through written feedback and face to face interactions was able to assist students in defining, refining and elaborating on their understanding of the scientific process.   |
| Metrolina Regional Scholars Academy                  | Served as a science fair judge for school wide science fair                                      | Analyzed student posters and interviewed several students on their projects.   | January 2013         | Approximately 150 3 <sup>rd</sup> , 4 <sup>th</sup> and 8 <sup>th</sup> grade students | Through written feedback and face to face interactions was able to assist students in defining, refining and elaborating on their understanding of the scientific process.   |
| Mallard Creek Elementary School                      | Improving Student Achievement, Creating Relevant Professional Development, Training              | <p>This spring a faculty member contacted a local elementary school to offer her assistance by developing full-faculty professional development sessions based on a plan developed with the academic facilitators and the assistant principal.</p> <p>During the first full session information was collected from the faculty to solidify the needs and goals of the ongoing professional development.</p> <p>Three sessions were planned and implemented in March, April and May. The topic included: Ipad applications, literacy strategies, and RTI.</p> | Spring Semester 2013 | Approximately 75 teachers and staff attended each session.                             | <p>The teachers provided feedback after each session and that was shared with the team of academic facilitators, the assistant principal and the faculty member.</p> <p>The feedback was then used to develop the next session.</p> <p>Some requests were for “make-it-and take-its” and time to try out the specific applications. As well as balanced literacy and common core.</p> <p>These requests were considered in the development of the other sessions.</p> <p>It is the goal of the faculty member and the team to produce a plan for the 2013-14 school year to systematically approach the needs in terms of professional development of the faculty and staff. It is the goal to have a positive impact on student achievement, but no hard quantitative data can be attributed to the initial 3 sessions.</p> |
| Charlotte-Mecklenburg Schools                        | The need to have effective transformational leaders in each school as well as in the Central and | The Educational Leadership Institute, a collaborative effort between the Schools of Education and  | Ongoing              | 25 in each cohort and 2 cohorts annually for principals.                               | <p>4 cohorts of principals have completed the program. Plans are for 2 more cohorts of principals in FY 2013-2014.</p> <p>Participants tell us this is the most powerful professional development</p>  |

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|                               | Zone Offices  | Business, is a 6-month program that develops the ability to lead change. Participants bring specific issues or problems from their schools and learn effective change leadership strategies. They create plans and implement them. The curriculum includes systems thinking, making data-driven decisions, personal leadership style, influencing skills, dealing with resistance, and effective processes for effecting change. |          |                              | they have ever received.<br><br>On post-course evaluations, 20% of participants indicated that their change project had been successful and 80% indicated that it was going well but not yet complete. 74% indicated that the curriculum was very helpful in leading change and 32% indicated it was somewhat helpful. 100% of participants indicated that the faculty were excellent and the curriculum was relevant. 90% indicated their approach to leadership has changed as a result. 100% agreed or strongly agreed that they are better able to engage the faculty and staff of their school to solve the problems they face and achieve their mission.      |
| Charlotte Mecklenburg Schools | The need to have effective transformational leaders in each school as well as in the Central and Zone Offices | The AP Academy is designed to develop AP's ability to "lead from the middle"--- to lead in support of the principal's vision but to be authentic leaders nonetheless. The curriculum includes personality profiles, developing a personal leadership vision, courageous followership, and the basics of leadership.  | On-going | Approximately 25 per cohort. | One cohort has just finished and we plan to conduct another in the coming year.<br>100% of participants agreed or strongly agreed that they have a greater understanding of their personal leadership style and are more comfortable flexing that style as needed in a variety of situations. 100% agreed or strongly agreed that they have a personal leadership vision and philosophy that they use in daily decisions. 100% agreed or strongly agreed that they are more comfortable giving feedback and coaching and 100% agree or strongly agreed that they understand the sources of their power as leaders and are more comfortable leading from that power. |
| Charlotte Mecklenburg Schools | The need to have effective transformational leaders in each school as well as in the Central and Zone Offices | The Coach Academy is designed to develop the coaching skills of those whose jobs require coaching of principals---zone superintendents,  | On-going | Approximately 25 per cohort  | We have conducted one cohort and plan another.<br>55% of participants indicated their coaching skills had improved "to a great extent" and 45% indicated their skills had improved "to some extent." 85% agreed that the program was an excellent use of  |

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|  |  | executive directors, consultant coaches, etc. The program provides discussion and demonstration of the 6 key coaching skills, followed by practice and feedback in small groups by experienced coaches. |  |  | their time and district resources.15% indicated it was a good use. |
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**C. Brief Summary of faculty service to the public schools.**

Professors conduct on-going professional development at some of the Title I schools. Professors are working with the principals, teachers and parent board at three elementary schools to help continue to strengthen the Professional Development School partnership. Faculty have also worked with the McColl School of Business to develop a Coaching Academy for Charlotte Mecklenburg School District’s Zone Superintendents, Principal Coaches, and Central Office Administrators as well as the curriculum for the School Education Leadership Academy (SELA) Program that provides teachers with training to become administrators. Faculty have strategically placed Teaching Fellow students at Title I schools. Many students participate in America Reads at our PDS. The Art Department holds an annual exhibit of art works by CMS teachers. The Foreign Language faculty members are available for consulting on how to effectively include ELL children in the regular classroom. Bilingual students help members of the Hispanic community enroll children in school, apply for social services, and fill out state and federal forms and job applications. Faculty from Queens Speakers Bureau volunteer their time to present to high school classes and parent-teacher groups about topics of interest. Faculty provide support to high school teachers on a regular basis, including giving guest lectures, sharing resources, finding information, sharing research and answering questions. In addition to providing on-going professional development to schools throughout out LEA, individual staff and faculty members mentor beginning teachers, serve as proposal reviewers for Smart Start, serve as proctors for EOG and EOC exams, coach Odyssey of the Mind, serve on high school senior exit panels, read in classrooms and tutor. Within the program, Arts and Sciences faculty members observe secondary student teachers for content competency.

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

Because of the difficult economic times, many of the beginning teachers in the local LEA’s professional needs are not met. Members of the School of Education volunteer as resources to advise beginning teachers about classroom, administrator, and licensure information. Because of the support we offer, former students believe that they are an email or phone call away from connecting with a faculty member. Workshops are offered before PRAXIS II to train candidates using the rubric used to assess the constructed response essay. Material is taken from the support materials offered by ETS. At the end of Phase I, MAT candidates continue to communicate with faculty as they establish their teaching style. In Phase II, MAT candidates embark on action research projects, complete them and present them at an Action Research symposium. Queens'

faculty's relationship with graduates is close. Continued faculty guidance and encouragement is a strength of the programs. Faculty have office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. When invited, faculty visit classrooms to observe and help former students. Beginning teachers are invited to be guest lecturers in courses. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

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

Queens University supports lateral entry teachers through flexible delivery of courses in late afternoon, evening, on line, in shortened terms, out of rotation, and in the traditional semester schedule. A supportive administration and committed faculty allow Queens to help lateral entry teachers meet their requirements in an effective manner. Queens has established a strong relationship with the RALC to meet the lateral entry teachers' needs. We use flexible scheduling to offer classes when candidates need them rather than in a static rotation. In the fall of 2003, a new class, University Supervision for Lateral Entry Teachers, was developed. Through this 3 credit hour class, candidates are observed by full-time faculty, mentored, and supported. At the end of this class, if all other requirements have been met, including success on PRAXIS II, candidates are recommended for licensure by Queens. In addition to the above, the staff of Queens University works diligently to clarify licensure questions, work with the Human Resource Departments in the surrounding districts to facilitate issuance of licenses, and hold spots for regional candidates for licensure. All of this occurs within the boundaries of program integrity.

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

Due to the increased emphasis in reading instruction, Queens University began the M.Ed. in Literacy, K-12 Program in 2005. Teachers become experts in teaching reading and knowledgeable in the controversial issues surrounding the teaching of reading. As part of a summer seminar and practicum they work with children who are struggling with Reading at a CMS school. Here they diagnose, prescribe and remediate reading problems for children in a three-week intense reading program. This program supports career teachers by allowing them to gain valuable knowledge and practical experience while at the same time allowing them to further their education. In cooperation with CMS, this program is free to career teachers who work at CMS Equity Plus schools. In addition, all CMS teachers and staff receive tuition discounts to also have the opportunity to further their education. As part of Phase II in the MAT program, candidates select and carry out their own Action Research Projects in CMS classrooms. This allows career teachers to further investigate, with proper support and guidance from faculty, issues that each individual teacher is interested in learning more about. Queens University faculty also serve career teachers by being available to advise on lapsed licenses, license renewal, and teaching in other states. In addition, before each administration of PRAXIS II a free workshop on test taking skills is offered at Queens University and is open to all career teachers, free of charge. Queens has also developed a Professional Development School Partnership with three of our neighboring schools (one of which is a Title I School with a high ELL population) and has developed a book club based on specific needs and interests of the teachers. The teachers develop lists of specific issues and needs they would like Queens' faculty to address and this is completed over the course of the year. Faculty members who are experts in the areas of interests develop workshops that will be beneficial to the teachers and help them to improve in the areas

in which they struggle. These workshops scored high ratings from the elementary and high school faculty who attended them. This will continue during the next school year. Further, faculty are frequently providing professional development in schools across the LEA's. Finally, as always, faculty members continue a strong network with former students who call and e-mail for advice.

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

All Queens' candidates receive experience in the Charlotte Mecklenburg School System (CMS). Elementary candidates' field placements total more than 70 hours. Candidates participate in field placements and student teaching in Title I and Title II Schools. In particular, in Reading Difficulty and Language Arts courses all students are required to complete their clinical experience at an at-risk school. This helps the low performing students to have a chance to improve with small group tutoring. Assignments in field placements require pre-service candidates to teach whole class lessons, work one-on-one and in small groups with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students in a variety of grade levels and school settings. For one of the two placements of the student teaching experience student teachers work in a high needs school. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for their particular population if the placement in at-risk schools is for the three-week experience. Candidates taught small group and one-on-one each week with the lowest scoring fifth graders at our PDS. For the 2012-2013 academic year, one of the professors in the School of Education worked at a Title I school with on-going professional development to help teachers effectively implement a Balanced Literacy Approach.

### **H. Brief description of unit/institutional efforts to promote SBE priorities.**

The School of Education supports the SBE priorities and has made changes to the College of Arts and Sciences' Elementary Education Program to provide an innovative approach to preparing teachers. Based on feedback from our students and the focus of the SBE, we modified the program to provide coursework and additional experiences to ensure that we are producing globally competitive students, 21st Century professionals, and effective leaders. The courses that were added to the curriculum are listed below. The four additional courses include: 1. Diversity in Education – In this course we investigate both the similarities and differences within cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This is accomplished through self-exploration and various activities. These topics are discussed in terms of our educational system. Our focus is to examine various methods for teaching diversity within a K-6 curriculum. 2. Classroom Management and Conflict Resolution – This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis is placed on empirically validated practices and conflict resolution methods. 3. Teaching Children with Special Needs in Elementary Schools – This course is designed to prepare preservice teachers to effectively work with and teach students with special needs. Emphasis is placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis is also placed on helping pre-service teachers learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. 4. Critical Issues in Education and School Community – This course discusses the origin,

development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in the schools. This course also explores social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis is placed on diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy. The students who have taken these newly developed courses have reported that the additional information is very valuable as they try to become the most successful effective teachers possible. We have also developed a course focusing on implementing cultural arts into the elementary classroom as well to help students learn how to implement and integrate arts education (art, movement and music) effectively in the classroom across the curriculum. In all methods courses we have integrated as part of the curriculum, teaching and application to ensure candidates are prepared to effectively apply formative and summative assessments within the class and school setting. Further, this year we developed a new course that will begin to be implemented and required for all elementary and secondary education students in fall 2013 titled: Data Driven Instruction. In this course students will learn how to develop assessments to attain appropriate data, how to analyze data and how to develop appropriate instruction based on data.

To ensure candidates possess the knowledge in scientifically based reading and mathematics instruction professors are carefully chosen to teach these methods courses. The professors strategically plan instruction to ensure candidates will learn how to effectively work with all learners in their classroom. Students are required to develop and implement lesson plans demonstrating their understanding and are evaluated based on their lesson plans and teaching by the cooperating teacher who observes lessons being taught and by the professor who carefully assesses the lesson plan and observation feedback provided by the cooperating teacher. Additionally, candidates are required to develop assessment tools and document formative and summative assessment criteria for all lessons taught in the classroom.

To ensure candidates are prepared to use digital and other instructional technologies effectively in the classroom the Educational Technology course has been drastically revamped to reflect current best practices. Students are required to develop a technology portfolio to demonstrate their understanding of use of technology in the classroom. Further, in methods courses candidates are required to use technology in the lessons in which they develop and teach. This will help strengthen their understanding of the use of appropriate technology across content areas. A new faculty member who has a Master's in Instructional Technology has also been hired to begin teaching the Educational Technology course.

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

We have continued to work hard at enhancing the partnership we have built with our two original Professional Development Schools and to use our work for research purposes to enhance our thinking and instruction. Further, we have developed a new partnership with an urban elementary school and are in the process of developing another partnership with an additional urban elementary school. We have developed a new minor in Urban Education and this will begin to be offered to candidates in fall 2013. We have developed a new AIG add-on licensure program and have two cohorts of teachers currently enrolled in this program.

We have also revamped our former MSA program and will now offer a full Administration program completely on-line.

In addition, we revamped the Educational Technology course so that it will reflect current effective practices of a 21<sup>st</sup> century classroom. We have hired the director of Special Education Services in CMS to teach our course: Teaching Students with Special Needs. We also hired as adjuncts the directors of the CMS AIG program to teach the AIG courses for the add-on licensure program. Further, we have worked hard to have the Teaching Fellows work in the urban schools to help them learn how to work with a diverse population. The faculty have also rewritten the Conceptual Framework and developed a new diagram that represents our theory of teaching candidates to be effective successful teachers.

## **Supplemental Information (Optional)**

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

During the first course in the undergraduate program, candidates learn about the testing requirement for licensure. Candidates who are unsuccessful on components of PRAXIS I meet with their School of Education academic advisor. Arrangements are made for a tutor if requested by the candidate. Further, each month a study session has been held to help answer questions and to provide helpful tips and strategies for students. The School of Education has purchased all available test preparation books published by ETS for the content areas in which Queens offers a license. They are on reserve in the library. For PRAXIS II, faculty use case studies in class and open ended response test items to prepare candidates. Faculty offer free workshops on taking the test, before each PRAXIS II for candidates taking the Elementary Education specialty area test. Faculty members in academic areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty use this information to construct different types of test items for their class assessments. In addition, the GRE Writing test is now required for MAT and M.Ed. candidates. The ability to write clearly helps candidates on the restricted response portion of the PRAXIS II.

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

Queens University is dedicated to serving the local community. A strong network has been established between the Human Resources department of CMS and Queens. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. We believe that if lateral entry teachers are hired, they need to be well trained and Queens will do it. In order to recruit non-lateral teachers, the School of Education holds "Open Houses" for post-baccalaureate candidates interested in the MAT Program or the Licensure-only Programs in secondary and foreign language as well as the M.Ed. Program. Meeting times for the open houses are advertised in the Charlotte Observer newspaper, on the local Public Broadcasting System and through CMS. Potential candidates can also access The School of Education through the Queens University of Charlotte web site. This site includes everything a potential candidate could want to know. In addition, faculty and staff members are always available to answer questions. Staff members return calls promptly and link potential candidates with offices that provide accurate information; many telephone inquirers become candidates. College recruiters meet with The School of Education dean and chair to discuss marketing techniques for the undergraduate programs. Faculty attend Queens Parent Weekends and are regularly asked to visit with candidates and families during drop-in visits. Faculty volunteer for scholarship interviews

and freshman honor award judging. Faculty present sessions for incoming freshmen to discuss teaching as a career, to answer questions about the programs and to work with freshman advisors in planning programs. Faculty also attended the Teaching Fellows Information Day to meet with parents and potential students to discuss the program as well as to answer specific one-on-one questions. When faculty from other disciplines visit high schools, they explain the teacher education programs and provide contact material. Education staff follows through with additional information. Further, the Cato School of Education hired a staff member whose charge is to increase enrollment in the graduate programs. He goes into the community and schools and meets with prospective students and holds information sessions frequently on and off campus. For the meetings held on campus, faculty participate so that they can answer questions and provide information to individual students. Each of these involvements allows faculty members to promote the Teacher Education program, as well as to recruit potential students. Classroom teachers are our best advertisers. They describe their experiences with Queens to traditional and non-traditional potential candidates.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte. Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2005 when we had 19% multicultural students, we have seen an increase in the racial diversity within the freshman class. The percentages of multicultural students enrolling in the last six classes are listed below: 2007 24% 2008 25% 2009 27% 2010 24% 2011 24% 2012 37%. Specific strategies have been implemented to improve our racial diversity over the last four years and will continue going forward:

- Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations.
- Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is proficient in French and German.
- Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process.
- Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process.
- Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds.
- Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselor's (SACAC) Camp College program to assist students from under-represented populations in the college admissions process.
- o Host CHASF's annual recognition and award ceremony
- o Sponsor a middle school each year through the Think College Program
- o Consider hosting a summer program for Camp College students
- o Host GYTO's college access seminar for Latino students
- Promote the need for teachers from under-

represented populations through our North Carolina Teaching Fellows Program. • Increase diversity within our Queens Ambassador student recruitment organization. • Work with the John Belk International Program to build awareness about Queens' programs to international student populations. • Work with English Learning Services (ELS) to promote Queens' programs to international students.

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

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## II. CHARACTERISTICS OF STUDENTS

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

| <b>Full Time</b> |                                |                                |
|------------------|--------------------------------|--------------------------------|
|                  | <b>Male</b>                    | <b>Female</b>                  |
| Undergraduate    | American Indian/Alaskan Native | American Indian/Alaskan Native |
|                  | Asian/Pacific Islander         | Asian/Pacific Islander         |
|                  | Black, Not Hispanic Origin     | Black, Not Hispanic Origin     |
|                  | Hispanic                       | Hispanic                       |
|                  | White, Not Hispanic Origin     | White, Not Hispanic Origin     |
|                  | Other                          | Other                          |
|                  | <b>Total</b>                   | <b>Total</b>                   |
| Licensure-Only   | American Indian/Alaskan Native | American Indian/Alaskan Native |
|                  | Asian/Pacific Islander         | Asian/Pacific Islander         |
|                  | Black, Not Hispanic Origin     | Black, Not Hispanic Origin     |
|                  | Hispanic                       | Hispanic                       |
|                  | White, Not Hispanic Origin     | White, Not Hispanic Origin     |
|                  | Other                          | Other                          |
|                  | <b>Total</b>                   | <b>Total</b>                   |
| <b>Part Time</b> |                                |                                |
|                  | <b>Male</b>                    | <b>Female</b>                  |
| Undergraduate    | American Indian/Alaskan Native | American Indian/Alaskan Native |
|                  | Asian/Pacific Islander         | Asian/Pacific Islander         |
|                  | Black, Not Hispanic Origin     | Black, Not Hispanic Origin     |
|                  | Hispanic                       | Hispanic                       |
|                  | White, Not Hispanic Origin     | White, Not Hispanic Origin     |
|                  | Other                          | Other                          |
|                  | <b>Total</b>                   | <b>Total</b>                   |
| Licensure-Only   | American Indian/Alaskan Native | American Indian/Alaskan Native |
|                  | Asian/Pacific Islander         | Asian/Pacific Islander         |
|                  | Black, Not Hispanic Origin     | Black, Not Hispanic Origin     |
|                  | Hispanic                       | Hispanic                       |
|                  | White, Not Hispanic Origin     | White, Not Hispanic Origin     |
|                  | Other                          | Other                          |
|                  | <b>Total</b>                   | <b>Total</b>                   |

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

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

| <b>Program Area</b>              | <b>Number of Issued Program of Study Leading to Licensure</b> | <b>Number Enrolled in One or More Courses Leading to Licensure</b> |
|----------------------------------|---|--|
| Prekindergarten (B-K)            |   |  |
| Elementary (K-6)                 |   |  |
| Middle Grades (6-9)              |   |  |
| Secondary (9-12)                 |   |  |
| Special Subject Areas (k-12)     |   | 1  |
| Exceptional Children (K-12)      |   |  |
| Vocational Education (7-12)      |   |  |
| Special Service Personnel (K-12) |   |  |
| Other                            |   |  |
| <b>Total</b>                     | <b>0</b>  | <b>1</b>   |
| Comment or Explanation:          |   |  |
|                                  |   |  |

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

|                         | <b>Baccalaureate</b> |
|-------------------------|----------------------|
| MEAN SAT Total          |                      |
| MEAN SAT-Math           |                      |
| MEAN SAT-Verbal         |                      |
| MEAN ACT Composite      |                      |
| MEAN ACT-Math           |                      |
| MEAN ACT-English        |                      |
| MEAN PPST-R             |                      |
| MEAN PPST-W             |                      |
| MEAN PPST-M             |                      |
| MEAN CBT-R              |                      |
| MEAN CBT-W              |                      |
| MEAN CBT-M              |                      |
| MEAN GPA                |                      |
| Comment or Explanation: |                      |
|                         |                      |

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

| Program Area   | Baccalaureate Degree |           | Undergraduate Licensure Only |           |
|--|----------------------|-----------|------------------------------|-----------|
|  | PC                   | LC        | PC                           | LC        |
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license | <b>PC</b>            | <b>LC</b> | <b>PC</b>                    | <b>LC</b> |
| <b>LC</b><br>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  |                      |           |                              |           |
| <b>Total</b>   |                      |           |                              |           |
| 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   | 48  | 94              |
| Institution Summary  | 48  | 94              |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. |   |                 |

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

| <b>Full Time</b>        |                             |                    |                    |                    |                    |                    |
|-------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                         | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree    | 1                           | 2                  | 11                 | 4                  | 12                 | 1                  |
| U Licensure Only        | 2                           | 0                  | 2                  | 0                  | 0                  | 0                  |
| <b>Part Time</b>        |                             |                    |                    |                    |                    |                    |
|                         | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree    |                             |                    |                    |                    |                    |                    |
| U Licensure Only        |                             |                    |                    |                    |                    |                    |
| Comment or Explanation: |                             |                    |                    |                    |                    |                    |
|                         |                             |                    |                    |                    |                    |                    |

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

| <b>2010-2011</b> |             | <b>Student Teachers</b> | <b>Percent Licensed</b> | <b>Percent Employed</b> |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor         | Institution | 52                      | 90                      | 56                      |
| Bachelor         | State       | 5,823                   | 90                      | 55                      |

**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.**

| <b>LEA</b>                    | <b>Number of Teachers</b> |
|-------------------------------|---------------------------|
| Charlotte-Mecklenburg Schools |                           |
| Union County Public Schools   |                           |
| Gaston County Schools         |                           |
| Cabarrus County Schools       |                           |
| Forsyth County Schools        |                           |
| Iredell-Statesville Schools   |                           |
| Stanly County Schools         |                           |
| Guilford County Schools       |                           |
| Moore County Schools          |                           |
| Wake County Schools           |                           |

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

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

**III. Teacher Education Faculty**

| <b>Appointed full-time in professional education</b> | <b>Appointed part-time in professional education, full-time in institution</b> | <b>Appointed part-time in professional education, not otherwise employed by institution</b> |
|--|--|---|
| 7  | 0  | 2   |