

# **IHE Bachelor Performance Report**

## **Wake Forest University**

**2012-2013**

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### **Overview of the Institution**

Wake Forest University is a private institution whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

### **Special Characteristics**

Wake Forest University provides a supportive liberal arts environment where small classes and personal contact with faculty are a reality and an expectation. Wake Forest is also able to offer an array of diverse academic courses while sustaining a vibrant research community found only at a large university. Wake Forest's ubiquitous computing environment, initiated in 2000, fosters communication, collaboration, and innovation for students and faculty, and is supported by training and support. All departments receive specialized technical support and training with technologies to support teaching and research from the Instructional Technology Group (ITG). This group assigns one person to handle specific departments and programs. The Department of Education has an ITG dedicated to address the needs of the Education programs.

### **Program Areas and Levels Offered**

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Science (Biology, Chemistry, Physics), and Foreign Languages K-12 (Spanish, French, German).

## 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
Winston Salem/Forsyth County Schools	STEM initiatives.	Small group discussions.	Nov. 2, 2012	515 students	Outreach to biology classes about evolutionary genetics of animal behavior. At MTHS, the WFU BIO 355 (Avian Biology) class members led small groups for 75 discussions (service learning course), coordinated by doctoral student Jacquelyn Grace. At the CC, J Grace did the entire program herself. This was funded by a Doctoral Dissertation Improvement Grant from NSF to David Anderson and Jacquelyn Grace.
Winston Salem/Forsyth County Schools	STEM initiatives.	Project presentations	April 20 to May 18, 2013	200 students	The North Carolina Science Olympiad (organized by Carole Browne, also in Biology) brings together schools from many counties in the region to compete in science and math events.
Sherwood Elementary	STEM initiatives	Biology (identification and classification via electron microscopy).	April 12 and April 29, 2013	20 students	WFU microscopy students participated in an outreach program with Jane Copeland's 2nd grade class that involved 20 elementary students. The elementary students collected insects and then met with WFU graduate students at their school for precise identification and selection of 1 bug per student for electron microscopy. WFU professor

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					gave a 15 minute presentation describing the science of morphologic analysis and basics of electron microscopy including its operation and the types of images it generates. The elementary students were asked to identify a body part that they would like to study more closely using electron microscopy. The science education coordinator at Sherwood Elementary will be sharing these images more broadly among various grades. We generated and shared about 80 images for 21 insects.
Old Richmond Elementary School	STEM initiatives	Project presentation.	August 16, 2012	100+ students	The event was "Family Math and Science Night." The WFU professor acted as the "anatomy expert", she had a table set up with various skulls and talked to the students about the animals they belonged to, what those animals ate, and how we know that.
Paisley IB Magnet	North Carolina history	Discussion, Q & A.	April 16, 2013	80 9th and 10th graders	Lecture on Katharine and RJ Reynolds at Reynolda House Museum of American Art.
Winston Salem/Forsyth County Schools	Arts appreciation and participation	Understanding musical structures and performance demonstration.	November 29, 2012	160 fifth graders	Rowan County Fifth Grade Honors Chorus results in an open performance for the public that pushes students to prepare in-depth.
RJ Reynolds High School	Language proficiency	Reading and writing exercises.	Jan 2013 to May 2013	20 WFU students, 40 high school	Each student was paired with one or two ESL students and he/she helped the student with

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				students	math, reading, and social science homework and activities. Each student provided 20 hours of service to the school from January to April of this year.
Winston Salem/Forsyth County Schools	1) To teach Latino high school students how to apply to institutions of higher education and to help them excel in their classes to meet college demands; and 2) To show all the participants the value of cultural enrichment and public service	Tutoring services.	Jan 2013 to May 2013	12 Wake Students and 12 Latino students.	Latinos Empowered by Academic Development (LEAD) LEAD is a mentorship program that pairs college sophomores with Latino high school sophomores for three years until graduation. It aims to instill a passion for learning, manifested by academic excellence and the pursuit of higher education.

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

Faculty members in the department are very active in public school initiatives, bringing over 7,000 elementary, middle, and high school students to campus. Programs offered by our Museum of Anthropology alone involved 6,495 students. Leah McCoy collaborates with administrators and faculty at three low-performing high schools to assist them with specific needs in mathematics instruction and tutoring/mentoring low-performing students. Leah leads the Wake Innovative Noyce Scholars (WINS) program, an NSF funded project that prepares high school math and science teachers. Program completers begin teaching in the fall, serving at least two years in a high need district. Our faculty and staff run the Emerging Teacher Leaders Network (ETLN), a highly successful retention and support network for our beginning teachers in their first two years in the classroom. WFU hosts the Advanced Placement Institute, directed by Joseph Milner, and last summer it attracted around 200 teachers in ten subject areas. Joe also serves on the NC Governor’s School Foundation and developed the NC Literacy Project serving twenty Region 5 teachers. Pat Cunningham leads workshops in elementary schools to assist teachers and administrators in developing literacy. In addition to the service that the Department

of Education offers the public schools, WFU has supported the local schools in many impressive ways this year. Faculty in History, Biology, and Chemistry were guest speakers in the local schools. Faculty in Biology coordinated the Regional Science Olympiad at a local high school. The Department of Music hosted state choral and band events. Faculty in the Department of Art served as judges for art exhibits in grades K-12. The Theatre program hosted Shakespeare Day, which brought around 100 students to campus to workshop and perform Shakespeare and original material.

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

Graduates of the WFU Teacher Education programs who are currently teaching have access to support through the Emerging Teacher Leaders Network (ETLN). Now in its tenth year, the Emerging Teacher Leaders Network is a professional development community specially designed to support the needs of novice teachers in their first two years in the classroom. The network provides a website that offers a variety of teaching resources (<http://www.wfu.edu/education/ETLN/index.html>), a listserv that supports contact among the graduates and with Department of Education faculty, and face-to-face support at an annual conference held on campus at mid-point in the teaching year. Program graduates provide feedback about the resources they would find helpful, and the faculty respond to these requests through the listserv, the Web site, or the conference. The annual conference is deliberately held at the mid-point of the teaching year in order to provide resources, information, and sharing time for novice teachers at a critical point in the academic year. The conference includes an evening presentation composed of program graduates who have become educational leaders and are at different stages in their careers in public schools. The presentation is followed by a formal dinner where graduates commune with cohort colleagues and faculty, and on Saturday morning, a set of concurrent sessions takes place where topics focus on the needs expressed by graduates through the listserv or conference evaluations. The ETLN provides modest financial support for alums to offset travel and lodging costs to present sessions or workshops at regional or national conferences under the auspices of their faculty adviser.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for non-licensed teachers. Its director is Leah McCoy, and the program leads to licensure for teachers those LEAs hire. The Lateral Entry Program is available to any able secondary teacher or K-12 foreign language teacher. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. We have, in addition, created a non-license minor to attract students to teaching. It includes our core teacher preparation courses excluding the student teaching experience and will attract students who decide late to enter teaching. Each year we have begun to attract several veterans from Teach for America who join our graduate teacher preparation program to acquire MAEd degrees and full licensure.

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

The Marcellus Waddill Excellence in Teaching Award is presented annually to two WFU graduates who are career teachers. A committee of three faculty and two public school teachers selects one elementary and one secondary recipient each of whom receives a \$20,000 monetary award and recognition at Wake Forest's annual Convocation. \$720,000 has been awarded to teachers since the awards inception in 1994. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program.

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

The Department of Education works closely with three low-performing secondary schools: North Forsyth High School, Parkland High School, and Atkins High School. Ongoing assistance includes a formal tutoring/mentoring project and informal programs with teachers and students. Graduate candidates are involved in a spring EOC tutoring program at Atkins High School, North Forsyth High School, and Parkland High School. Our faculty have presented inservice programs for teachers and demonstration lessons in their classrooms at these schools.

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

The Department of Education supports indirectly and fully endorses all of the five priorities of SBE's North Carolina's Coordinated Plan of Work. It specifically aids SBE in promoting High Student Performance and Quality Teachers. Wake Forest does not work in the pre-school arena where readiness is crucial, but it supports quality K-12 teachers as the key to high student performance. Our Conceptual Framework adopts the teacher dispositions of the SBE and puts them into practice with teacher candidates of high academic quality and deep commitment who are prepared to work to improve America's schools. Teacher candidates must meet high standards in Wake Forest's Teacher Preparation Program and they also expect their students to meet high standards. Candidates use best practice methods to address the needs of all their learners in order to help them achieve success. In addition, candidates create a safe and caring learning environment for their students and partner with parents and the school community to ensure students' progress.

Additional requested information:

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23) **Candidates are required to take our technology course and they include technology in the unit plan (evidence 3). More importantly, technology is integrated throughout the program, not that it is just in Evidence 3. We develop technology skills that are appropriate to support elementary grades instruction in all of the courses our majors take. All students have to use technology on a daily basis in their student teaching field experience.**
  
- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724) **All students take a math course and a math methods course and two literacy methods courses.**

- c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) *Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014. Literacy courses and assessments have been adapted to include this content, after a long examination by our faculty. Our students will be well-prepared for the MTEL due to these curricular and programmatic adaptations.*
- d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724) **Assessment is included in all methods courses and in the technology course.**
- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724) **We added an Elementary School Curriculum course and we are integrating arts as a prominent part in that syllabus.**

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

The Department of Education works on an on-going basis to strengthen its partnerships with local schools, identifying specific areas of need, and collaborating with schools to involve faculty and teacher candidates in improving learning outcomes. We work closely with three low-performing secondary schools (Atkins, North Forsyth, and Parkland). Our candidates tutor students at these schools to assist with competency test needs.

**Supplemental Information (Optional)**

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

The overwhelming majority of students who apply to Wake Forest's Teacher Education Program have an SAT combined score on verbal and mathematics over 1100 or an ACT composite score over 24, and therefore do not have to take the Praxis I exam. For the few that do, the Licensure Officer directs them to the ETS website, [www.ets.org/praxis](http://www.ets.org/praxis). The Licensure Officer recommends that the student go to Test Preparation on the website and look at the sample test questions provided. ETS also provides test taking strategies in its "Test at a Glance" section. The Licensure Officer also directs them to the *EBooks* for purchase by ETS if further help is requested by the student. When the students are ready to prepare for the Praxis II tests, the Licensure Officer conducts a Licensure Presentation and reviews these available materials again. Additionally, on campus the Z. Smith Reynolds Library offers Praxis practice tests through their on-line Learning Express Library. The Curriculum and Materials Center in the Department of Education also offers Praxis study guides that students check out. The Licensure Officer notifies students about webinars offered about the Praxis.

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

The Department of Education has made significant efforts to increase visibility of programs on campus in order to attract more undergraduate students to teaching. We began offering a divisional course three years ago to all undergraduate students which is yielding an increase in the number of majors and minors in teacher education, and we requested and received approval this year to add a second course which will be offered in the fall. The Department of Education also makes on-going efforts to recruit teacher candidates. The Department collaborates with the Admissions Office in presentations for prospective freshmen as well as entering freshmen who have expressed an interest in teacher education. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education and also participate in recruitment events for current students, including Campus Day and the Major/Minor Fair. The Department works closely with Career Services and provides information for this office to share with students. Faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and professors of First Year Seminars which is an excellent way to attract students to teaching. The Department of Education also hosts an annual reception for freshmen and transfer students to inform them about our programs. Education faculty members follow up these contacts with calls and letters. We collaborate with colleagues on campus in the content areas of English, Math, Foreign Language, Science, and Social Studies to keep them aware of the possibilities in Education and to recruit their majors to become teachers. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our licensure offerings.

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

The Department of Education makes special efforts to recruit and admit minority students into its undergraduate Teacher Education Program. Several faculty participate in lower-division advising. Leah McCoy worked with the Magnolia Scholars Program which is designed to attract and support first-generation students. Students are recruited at the annual Major/Minor Fair, as well as through other contacts.

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

## II. CHARACTERISTICS OF STUDENTS

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

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	1
	Hispanic	1 Hispanic	1
	White, Not Hispanic Origin	4 White, Not Hispanic Origin	32
	Other	Other	
	<b>Total</b>	<b>5</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>0</b>	<b>Total</b>
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	
	<b>Total</b>	<b>0</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>0</b>	<b>Total</b>

**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		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,302
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	28
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	N/A
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.19
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	7		
Middle Grades (6-9)				
Secondary (9-12)		8		
Special Subject Areas (K-12)		2		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>17</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	16	100
Institution Summary	16	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.**

<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	18					
U Licensure Only						
<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>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	24	92	25
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 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Forsyth County Schools	212
Wake County Schools	69
Guilford County Schools	63
Charlotte-Mecklenburg Schools	50
Davidson County Schools	25
Stokes County Schools	17
Chapel Hill-Carborro City Schools	16
Cabarrus County Schools	15
Durham Public Schools	15
Alamance-Burlington Schools	13

**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>
12	0	7