

IHE Bachelor Performance Report

Western Carolina University

2012 – 2013

Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, has a long history as a teachers' college. Robert Lee Madison, the first president of the university, started the Cullowhee Academy in 1889. In 1891, the Cullowhee Academy became Cullowhee High School through a state charter granted by the General Assembly. Madison's dream, called the "Cullowhee Idea," was to make education widespread and to provide teachers for village and rural children in the region. A state-supported normal department was established, and teacher preparation began in southwestern North Carolina in 1891. Today, Western Carolina University is a coeducational residential public university of approximately 9,600 students (56% female) on a 600-acre main campus. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. The University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Asheville and Cherokee. Western Carolina University is located in Jackson County and is in an unincorporated area. According to the 2010 U. S. Census for Jackson County, 0.9% of the population is Asian, 2.5% is African American, 2.8% is Hispanic, 10.6% is American Indian and 84.3% is White. The 2010 census indicates that 51.2% of the population is female. The region in which Western Carolina University is located has been reviewed for status as a National Heritage Area due to the region's unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. The institution has approximately 457 full-time faculty members, 73% of whom hold doctoral or terminal degrees. Five undergraduate Colleges include Arts and Sciences, Business, Education and Allied Professions, Fine and Performing Arts, Health and Human Sciences, and the Kimmel School of Construction Management and Technology. In addition, Western has the Honors College and the Graduate School.

Special Characteristics

WCU is the only public NC IHE in an unincorporated area. The population of the township of Cullowhee is approximately 4000. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses units and clinics that provide significant outreach services to the public schools in our rural region. These units include the Office of the Director of the North Carolina Council on Accreditation and School Improvement (for the Southern Association of Colleges and Schools (SACS), Teacher Recruitment, Advising, and Career Support (TRACS), and the Psychological Services Clinic. In addition, the College frequently

collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus, Base Camp Cullowhee (BCC), as well as the Western Region Education Service Alliance (WRESA). The services of the units and clinics as well as those of our faculty and staff are characterized by the “Western Way,” the attitude that going the extra mile (figuratively and literally) is an integral part of the job. For example, to our knowledge, Western has a long-established School-University Teacher Education Partnership whose focus goes beyond providing support to beginning teacher to professional development for career teachers. There is a strong collaborative relationship between the College of Education and Allied Professions and the Colleges of Arts and Sciences and Fine and Performing Arts aimed at supporting teacher education and the public schools. The university and college are strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by first providing high-quality programs to our students in all of areas of study, with emphasis on professional education and related areas. Second, we prepare graduates who will positively impact the region as educators, administrators, and other professionals in human services, in schools and elsewhere, from birth through higher educational settings. Finally, we actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments. Our vision is to become the regional source of expertise and current information in professional education and allied professions. In these areas of expertise, our college should be recognized as the first choice for educational programs, collaboration and consultation, engaged scholarship, and leadership throughout western North Carolina. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for 40 years to provide courses in Jamaica and on Western’s campus so that teachers there can complete BSEd and MAEd degrees. The College of Education and Allied Professions constructed a [strategic plan](#), approved in April, 2013.

Program Areas and Levels Offered

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten – A; Elementary Education (K-6): Elementary Education – A M; Middle Grades Education (6-9): Middle Grade Language Arts – A M; Middle Grade Mathematics – A M; Middle Grade Science – A M; Middle Grade Social Studies – A M; Secondary Education (9-12): English – A M; Mathematics – A M; Comprehensive Science – A; Biology – M; Chemistry – M; Comprehensive Social Studies – A M; Special Subject Areas (K-12): Reading – A (add-on); Art – A M; Music – A M; Health & Physical Education – A M; Second Language Studies: Spanish – A; Inclusive Education (leads to Elementary Education and Special Education: General Curriculum (K-6)) – A; Exceptional Children (K-12): General Curriculum – A M; Adaptive Curriculum – A M; Academically Gifted – A (add-on), M; Mild to Moderate Disabilities – M; Severe and Profound Disabilities – M; Severely/Profoundly Mentally Disabled – M; English as a Second Language – M; Speech-Language Impaired – S; Special Service Personnel (K-12): School Administrator – M S D; School Counselor – S; School Psychologist – S. Notations: A= Initial Level, M= Advanced Level, S= Specialist's Level, D= Doctoral Level.

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
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation; 21st Century Systems; Healthy & Responsible Students.	Western Regional Science & Engineering Fair	February 5 & 6, 2013	500 students, 30 teachers, 16 administrators & 50 parents participated in the WNC Science Fair.	Students participated in judged program for science-related projects. There were two different days based on student grade level status. Further, this attracts students to science-related fields and/or teaching.
Asheville City, Buncombe, Graham, Haywood, Henderson, Jackson, Madison, McDowell, Mitchell, Polk, Transylvania	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Mathematics Contest	March 20, 2013	450-500 students and 45-50 teachers from 35-40 schools participated.	Students solve math problems. Their work is judged and evaluated for recognition. Stimulates interest in mathematics and math education. Further, it provides an opportunity to recruit promising young students into math-related fields including teacher education.
Statewide	21st Century Priorities: 21st	Assist Lateral Entry Teachers through the	Summer and Fall,	Over 500 contacts with	Support LEA's in getting teachers

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	Century Professionals.	licensure process.	2012 and Spring, 2013.	lateral entry teachers.	certified. Support NCMTEC. Supports the teacher shortage in NC.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	High School Teachers of Tomorrow Conference	September 26, 2012	116 students and 14 teachers participated.	Recruitment activity to help with teacher productivity goals.
Regional – Western NC	21st Century Priorities: Globally competitive students; 21st Century Professionals.	Middle School Teachers of Tomorrow/Reaching to Teach Conference	March 22, 2013	67 students and 12 teachers participated.	College access/ Recruitment activity in response to the teacher shortage.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Beginning Teacher Induction Symposium	July 30-31, 2012	132 teachers and 9 total counties participated	Professional development for beginning teachers.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Mid-Year Beginning Teacher Symposium	February 22, 2013	75 teachers and 5 total counties participated	Professional development for beginning teachers.
Regional – Western NC	21st Century Priorities: 21st Century Professionals.	Workshop on Classroom Management	January 16, 2013	44 teachers and 7 total counties participated	Professional development for beginning and experienced teachers.
Statewide	21st Century Priorities: Globally competitive students; 21st Century Professionals; Leadership Guides Innovation;	Tournament of Champions Marching Band Contest	October 20, 2012	2500 students, 28 teachers and 4300 parents participated.	Support the arts programs through instruction and competition. The Tournament of Champions Marching band

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	Healthy & Responsible Students.				contest is an invitational competition that invites 25 of the Southeast's top high school marching bands to WCU annually. Several bands in NC are invited annually.
Regional – Western NC	Teacher Recruitment (SUTEP Goal 6)	Development and facilitation of after-school program on campus (two days per week)	Fall, 2012-Spring, 2013	28	28 ESL children served. 20 WCU students in education programs are volunteer tutors and caregivers.
Regional – Western NC	Healthy and Responsible Students (NC DPI Goal 5)	Bloom's Taxonomy (revised) and Pickle ball	October 3, 2012	76	Workshop on the relationship between Bloom's revised and the game of Pickle ball.
Regional – Western NC	Globally Competitive Students and 21 st Century Professionals (NC DPI Goal 1 and 2)	WRESA Workshop on Gifted Students	November 26, 2012	55	WRESA Workshop on Gifted Students.
Regional – Western NC	Globally Competitive Students, 21 st Century Professionals, 21 st Century Systems, Leadership Guides Innovation, and Math/Science (NC DPI Goal 1, 2, 3,	STEM Course Planning	Fall, 2012-Spring, 2013	92	Planning for STEM course offering at local school.

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	4; SUTEP Goal 4)				
Regional – Western NC	Beginning Teacher Support/Meeting New mentor Standards (SUTEP Goal 3)	Mentor Training for Second Year Mentors	January 8, 2013	54	Training identified needs of second year teachers of offered support in response.
Statewide	Teacher Recruitment (SUTEP Goal 6)	Future Teachers of America/Teacher Cadet Conference in Greensboro, NC	March 17, 2013	>100	13 preservice teachers, 1 faculty, and 1 administrator attended the conference as recruiters for WCU

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

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. P-12 educators serve on the university-wide policy-making Professional Education Council that approves all teacher education curriculum changes. National Board Certified teachers served as master teachers in Western’s alternative licensure program. P-12 educators also serve on the Teacher Recruitment, Advising, and Career Support (TRACS) Advisory Board, the School Relations Advisory Board, and comprise significant membership on all of the CEAP standing committees (representation chosen from a pool of 108 schools in 18 systems). Even further, P-12 educators are represented on other key university committees. Candidates for CEAP positions often meet with P-12 educators. P-12 educators were also involved in the revisioning of graduate-level licensure and Ed.D. programs. The Ed.D. program just completed a revision process and has now accepted a new cohort of 20 new students, many of whom are area P-12 educators and administrators to begin this summer. P-12 teachers were collaborators in several school improvement projects with teacher education faculty support. P-12 teachers also serve as evaluators of candidate Teacher Work Samples and Individual Growth Plans as part of the electronic evidences collected for state licensure. Former teachers direct the office of Teacher Recruitment, Advising and Career Support, the Teaching Fellows program, and the Office of Alternative Licensure. In turn, Western faculty are involved in a number of collaborative activities with public schools. Other examples include regional conferences cooperatively planned and carried out with public schools on Public Service Involvement. Public school teachers also collaborate with faculty to research topics focusing on superintendents and teacher leadership and share their findings with stakeholders and at national conferences. Teacher education faculty in Arts and Sciences, Education and Fine and Performing

Arts were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. This year, 7871 school services were provided by 88 WCU faculty and staff from various different programs/centers to North Carolina Public Schools. These services were provided to 10,057 P-12 students, 129,384 parents, 6,338 teachers, and 41,818 school administrators. School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. The total services supporting each DPI goal are as follows: Goal 1: 161; Goal 2: 291; Goal 3: 20; Goal 4: 32; Goal 5: 48. The total services supporting each WCU SUTEP goal are as follows: Goal 1: 33; Goal 2: 215; Goal 3: 26; Goal 4: 97; Goal 5: 13; Goal 6: 49; Goal 7: 79.

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

Support options for new teachers, mentors and principals are tailored to the region – developed and facilitated by Western’s Teacher Recruitment, Advising, and Career Support (TRACS) unit. CEAP addresses beginning teacher support by providing professional development opportunities for beginning teachers, their mentors, and school system support providers. July 30-31, 2012, the college sponsored a two-day regional WCU Beginning Teacher Induction Symposium for 132 teachers in nine WNC school systems entering their first year of teaching. The symposium fulfills two of three professional development days required by the NC State Board of Education. At the request of school system beginning teacher coordinators, a classroom management workshop was also offered to first year (and some experienced) teachers on January 16, 2013. A total of 44 attended. A Mid-Year Symposium was held in February 22, 2013, to meet the needs of those hired after the beginning of the school year; 75 teachers from five school systems attended. Sessions were added to the Mid-Year Symposium addressing differentiation, brain-based learning, and common core. Western sponsored an online support program for 17 lateral-entry teachers from a variety of systems. Ten e-mentors (career teachers) and university faculty members facilitated conversations designed to address topics such as classroom management, differentiation, and assessment. Virtual support was available 24/7. CEAP faculty completed the process of putting NC mentor training online. Faculty in Educational Leadership and Foundations provided professional development opportunities for assistant principals/principals to improve instructional leadership and focus on their role in new teacher development in eight WNC school systems. Mentors in these systems also received training in instructional learning walks to help them provide more effective support to the new teachers they mentor. Spring, 2013, surveys for beginning teachers, mentors, and principals were revised and sent out by TRACS who administered surveys online. Data is being analyzed and aggregated reports will be provided to participating systems. These data will inform future support activities and will also be included in school system assessment induction reports. CEAP faculty offer coursework online and in Asheville for lateral entry teachers and those seeking licensure through an alternative path. The Office of Alternative licensure maintains on-site, phone, and web-based support to participants throughout their first year and beyond.

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

WCU’s Office of Alternative Licensure (OAL) has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license.

During 2012-2013, 185 students were admitted into teacher certification programs; 143 (77%) of those admitted enrolled in courses at WCU. Through the OAL website, a tracking system identifies alternative teacher candidates at each stage of the process, from inquiry to completion. OAL has continued to provide enhanced services to lateral entry teachers and to those with four-year college degrees seeking a teaching license. Through the OAL website, a tracking system identifies alternative teacher candidates at each stage of the process, from inquiry to completion. In the 2012-2013 school year, 122 students were admitted to Teacher Certification programs. Of those students admitted, 98 (80%) enrolled in classes following individualized plans of study. During 2012-13, 293 licensure-only plans were developed in over a dozen teaching areas. Birth to Kindergarten (BK) and Special Education (SPED) have shown growing interest over the past year. Faculty taught more than 250 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident center in Asheville to accommodate lateral entry teachers. In the 2012-2013 school year, the Office of Alternative Licensure had 91 students complete a range of comprehensive programs and obtain licensure and/or graduate degree. To date, lateral entry teachers supported by CEAP are teaching in 106 NC school systems (92% of LEAs). Content Area Reading in Science and Mathematics (CARSAM) is a graduate-level three credit-hour course that can count toward elementary or middle grades math or science requirements; it may also be considered for graduate credit in the MAED program for middle grades math or science students and is offered by faculty in the School of Teaching and Learning (SoTL). Mountain Biodiversity is a two credit-hour course that is conducted in partnership with the Highlands Biological Station and is available for graduate credit applicable for lateral entry teachers. To meet the high need area of Special Education, WCU has developed a partnership with the NC INSPIRE grant to provide scholarships for graduate-level licensure and MAT degree coursework to lateral entry teachers across the state. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. Western offers support to lateral entry teachers in their first years of teaching. Support options include online and face-to-face support. WNC principals, beginning teacher coordinators or lateral entry teachers can also request individual onsite support provided by a retired-teacher mentor or university faculty member, including weekly or monthly meetings depending upon the needs of the teacher. Western Carolina is a part of the North Carolina Appalachian Collaborative for Higher Education (NCACHE) with Appalachian State and University of North Carolina-Asheville. The primary purpose of NCACHE is to provide resources and act as a dissemination center for best Practices for College Readiness/Access, provide mini-grants to local school districts, data Collection, information sharing, Western College Access Summit. The first grant just ended in spring of 2013. A new prospectus led to an invitation to apply for renewed funding (application due in June, 2013). Services provided through this grant have included college visits, FAFSA completion, SAT/ACT Prep, Professional Development, Family workshops, Career Fairs, materials, and certification fees for students enrolled in courses at their local community college.

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

Quality professional development for career educators had over 7,000 contacts last year. Faculty members from Arts and Sciences, Fine and Performing Arts, the Business School, and Health and Human Sciences delivered 184 different service events to public schools. Music faculty provided approximately 36 ongoing consultations and service events to public school teachers and their students. Math and science faculty worked with high school math teachers in almost every county in the region and provided for 20 different service events. CEAP faculty and staff

provided support to career teachers in a variety of programs including, but not limited to the development of a new after-school program as well as various workshops and professional development and STEM course planning at a local school. CEAP was awarded a nearly \$300,000 NC QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 200 graduate courses were taught in the evening, during the weekend, or in the summer; over 90 were taught in Asheville). Many graduate courses are now taught online or in a hybrid format.

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

No schools in our region or service area were designated as low-performing schools in the past six years. Through SUTEP, Western continues to seek schools with which to partner in a proactive effort to provide assistance to prevent the occurrence of low-performing schools in the region. As discussed in other sections of the report, the College of Education and Allied Professions actively engages in efforts to assist schools in the region through consulting at no cost, collaborating on grant proposals, providing funds for school initiated efforts, joining in research efforts, and assisting with curriculum improvement projects. Furthermore, through efforts of the faculty, the institution provides direct and indirect assistance to schools as they help learners who are at risk or who are low-achievers. CEAP was awarded a nearly \$300,000 N.C. QUEST grant to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. Transylvania County was identified as a high-needs system in 2010-2011 according to the US Department of Education. One of the keys to improving instruction is to transform the isolation of classroom teaching into collaborative professional learning communities. To meet this need, a scholarship of application grant engaged university faculty and leaders of Cherokee and Macon counties to develop strategies for fostering the development of professional learning communities in their schools. The NC TEACH II grant recruits and prepares lateral-entry teachers with a focus on mathematics, science, and special education that make a commitment to remain employed in a high-need school district for at least three years. Qualified program participants receive stipends. These are examples of the efforts of the college to work with exemplary, high need, and lower-performing schools in the region to help their students to achieve at high levels. The Director of WCU's Center for the Support of Beginning Teachers is a member of the state Beginning Teacher Curriculum Development Committee, an advisory to the NC General Assembly as part of the federal Race to the Top Initiative. This committee is working with the pilot for the NC Beginning Teacher Support Program (NC BTSP) that will support beginning middle grade teachers in years 1-3 in low-performing/high priority schools in NC.

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

Western Carolina University demonstrates commitment to supporting State Board of Education strategic priorities throughout its professional education programs and beyond. In the time period covered by this report, WCU faculty and staff provided 7,871 school services to North Carolina Public Schools. These services were provided to 105,057 B-12 students, 129,384 parents, 6,338 teachers, and 41,818 school administrators. WCU personnel reported school services from all five colleges, the Kimmel School, and many other units across campus. Faculty and staff members documented activities or services in the past year designed to promote High Student Performance. These services included providing tutoring sessions, mentoring students for senior projects, providing special classes for music and art students, judging projects and portfolios, and providing onsite assistance to teachers of students with disabilities. Western faculty and staff documented activities in support of Healthy Students in Safe, Orderly and Caring Schools. Western supported Quality Teachers, Administrators and Staff with services that included workshops for Initially Licensed Teachers and consultation to administrators. The institution supported the goal of Strong, Family, Community and Business Support with specific activities and by providing consultants for accreditation visits for SACS, by providing grant opportunities to school improvement teams, and by assisting schools to develop and revise mission statements. Western faculty and staff documented services and activities to support the priority of Effective and Efficient Operations. In these and other ways, the institution actively and strongly supports the priorities of the State Board of Education and the No Child Left Behind Act. The school partnership needs/priorities for 2012-2013 were literacy, professional development for lateral entry teachers, beginning teacher support/meeting new mentor standards, math and science, teacher leadership, and teacher recruitment. Total services supporting the partnership goals totaled 512.

In response to **G, a)** - Looking ahead, we have begun a discussion around three developments driving needs for a secondary education digital literacy/instructional technology course and digital campus instruction. During late spring of 2012, we surveyed the previous three years of Cooperating Teachers. These CTs provided us a look at the software used in schools and what software/hardware professional development they feel is needed. The next two items summarize our current work/concerns:

- i. School districts goals/implementations of 1 to 1 programs (1 computer per student). Clay County will make this move first in the next academic year. Cherokee, Swain and Jackson are working to be next, each at various stages of moving forward on this. They will do this in top down order, high schools, then middle schools, then elementary. The technology directors in regional counties are looking for assurances from Western. We hope to answer questions such as the following over the course of 2013-14: Are our secondary interns ready/prepared to help them contribute to this effort when we seek to place them in 1 to 1 settings? If not, when will they be fully prepared? What kind of instructional modeling of this are they seeing in their secondary content areas?
- ii. [H23, SL 2013-11](#), DIGITAL LEARNING COMPETENCIES/SCHOOL EMP'EEES. The governor signed this into Law March 15, 2013: Section III "SBE shall develop digital teaching and learning competencies to provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality, integrated digital teaching and learning". There are other elements to this bill that come due in later years, but this part requires immediate attention from SBE. The College of Education and Allied Professions at Western plans to be ready to implement whatever competencies emerge from DPI and SBE. We plan to look at the [NETS standards](#) and,

possibly, have secondary faculty attend the state tech conference to see what lead secondary teachers who are presenting there are doing in their schools. Also, we may consider a visit to Mooresville School District north of Charlotte, a national leader in 1 to 1. Their superintendent was recently anointed national superintendent of the year largely on the strength of their academic achievement built on 1 to 1.

In response to **G, b)** – Candidates in the Elementary Education, B.S.Ed. take 21 hours devoted solely to the teaching of reading and mathematics in the elementary grades (15 hours in reading, literature, and digital literacy; six hours in the teaching of mathematics). Furthermore, candidates take courses in English and math as part of the 42 hours of liberal studies and many choose a Second Academic Concentration (18 hours) in reading and/or mathematics.

In response to **G, c)** – We have been discussing the MTEL licensure exams and our efforts toward ensuring faculty awareness of test content and program accountability. Over the summer of 2013, faculty and advisors will review the testing materials available online in order to develop plans for possible study modules or workshops as well as infusion of material relevant to the elementary education coursework. Furthermore, the CEAP is considering whether or not to include, at minimum, the Foundations of Reading test as a requirement for admission to Teacher Education. There has been discussion around the state, among teacher education programs, about this possibility. Programs were also given the task of figuring out how candidates will be prepared to pass the section of the Fundamental Subjects test covering grades 7-12. The program coordinator for the new Inclusive Education program has gathered a group from all three programs (elementary, special, and inclusive education) to plan for implementation over the summer of 2013, with a kick-off meeting the first week of June.

In response to **G, d)** – Elementary Education candidates take a number of courses in general curriculum, digital literacy, and assessment. These courses already include a focus on knowledge of as well as practice and application of current classroom and instructional technologies. During the 2013-14 academic year, these courses will also include candidate experience with Home Base, which houses resources related to student information and tools for teaching and learning. According to DPI, the system will go “live” during the 2013-14 school year and, therefore, our goal will be awareness and knowledge of the statewide instruction improvement and student information system.

In response to **G, e)** - The Elementary Education program in CEAP has long promoted interdisciplinary study – “integration among and across the arts and other disciplines” – in the general curriculum courses [Source: [DPI](#)] Even further, every candidate in this program take a 300-level course in each of the following: music, art, and physical education (one hour each). Candidates may further choose a Secondary Academic Concentration (18 hours) in Art or Health Promotion and Wellness.

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

It is clear that in the coming year (2013-14), a heavy emphasis will be made on understanding and following technologies such as Home Base as well as candidate performance on MTEL exams, including possible preparation activities and course content and teacher education admission requirements revision. During the 2012-13 year, emphasis was put on continuing efforts to support teacher productivity goals, particularly in the area of alternative routes to

licensure. This year, the Office of Alternative Licensure facilitated the development of 293 plans for students interested in pursuing a teaching license through WCU. As of May 24, 2013, 46 (16%) have enrolled in courses. This year there were 91 alternative program completers (Licensure Only and MAT) with 75% recommend for a license. Retention rates for the WCU alternative program completers are above teacher retention rates for all first time teachers and lateral entry teachers in the state. Western's teacher education programs are applying the retention strategies used with this program to other professional education completers who work in the region including school executives. Program completers hired in WCU's service area will be eligible to participate in the Center for the Support of Beginning Teacher professional development activities. A third emphasis was placed on the development of the Teacher Recruitment, Advising and Career Support (TRACS) Office. This initiative focuses on the assisting the teacher candidate through admission to teacher education through program completion and professional induction. Advising of all teacher education candidates along with field placement is conducted through this office. This year continues the academic living-learning community, WHEE Teach, for first-year students. The goal of WHEE Teach is to develop a residential education learning community providing opportunities for future teachers to take classes together, volunteer in local schools, participate in educational programs, and attend social events with their classmates and roommates. The LLC grew with 50 new freshman during 2012-13 and next year's goal is 75.

Supplemental Information (Optional)

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The College of Education and Allied Professions recently renewed the license for PLATO, a web-based preparation program that allows students at Western and regional community colleges with agreements with Western to access an online tutorial program to prepare for Praxis I. Western's Praxis II score pass rate is 100% for all completers required to submit scores for licensure to NCDPI. Western provides individual assistance to teacher candidates through the Catamount Academic Tutoring (CAT) Center when necessary.

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

The College employs many strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. WCU is engaged in the university-wide Teacher Education Enrollment Plan that focused efforts to increase the number of teacher education candidates. The Office of Teacher Recruitment, Advising, and Career Support (TRACS) guides the WCU Teacher Education Enrollment Plan. TRACS specifically addresses recruitment and retention activities with historically underrepresented populations in higher education. We continue to employ a retired teacher for recruitment and to coordinate recruiting functions and work collaboratively across the college/university to ensure consistent delivery of services to prospective students. Western Carolina University's mathematics and computer

science department implemented a Mathematics Visiting Speakers Program, supported by the School University Teacher Education Partnership (SUTEP). A list of possible topics was distributed to WNC schools. WCU mathematics faculty members were invited to share enrichment talks in local middle and high school classrooms, extra-curricular events, Math Club meetings, etc. The Office of Alternative Licensure continues to gather inquiries through an online form for those who are interested in an alternative entry program facilitating a rapid response to the prospective teacher with a developed program. Over 293 new plans of study leading to licensure were developed this year. The College participated in annual institution-wide recruiting efforts including Open Houses, career fairs, new student orientation and information fairs, and a variety of other opportunities. Specific recruiting initiatives included the annual Teachers of Tomorrow Reaching to Teach Conferences where 116 high school and approximately 67 middle school students visited campus for seminars and campus tour. Students from the WHEE Teach Learning Community and Teaching Fellows program conducted three phone-a-thons, contacting more than 300 potential education majors who had expressed an interest in attending WCU. Two-step program guides for transfer students were updated. TRACS academic advisors visited education classes at regional Community Colleges to provide transfer information to students. They also met with advising staff at CC to build relationships with CC transfer advisors and ease the transition for students who transfer to WCU. WCU courses are taught using distance-learning technologies. The College employed five professional advisors to assist students in residential and distance learning programs and representatives attended the regional recruitment fair. The College continued to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit teaching candidates. This year CEAP completed the \$10,000 college access grant from Appalachian Regional Commission to fund incentives, HS TOT, travel and to assist with cost of visits to campus for first generation and minority students. A new invitation has been issued to the collaborative (ASU, UNCA, and WCU) to submit an application for continued funding in June, 2013.

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

The College continued its intensified efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and special programs to recruit minorities. A retired teacher was hired to work part-time on recruitment initiatives. She visited high schools in the region, emailed/sent post cards to diverse applicants encouraging them to attend WCU, and assisted with the annual Teachers of Tomorrow Reaching to Teach Conferences. The 2012-2013 Conferences yielded diverse students in grade 7-12 from twelve WNC school systems. This year participants included African-American, American Indian, Asian-American, and Hispanic students from twelve school systems. The standing College Diversity Committee includes a new strategic plan, new goals, and a new structure. The Executive Director of TRACS as well as the Associate Dean served on the recruitment sub-committee. This year CEAP completed a \$10,000 college access grant from Appalachian Regional Commission to fund incentives, HS TOT, travel and to assist with cost of visits to campus for first generation and minority students. A CEAP academic advisor has been hired with a special interest in first generation college students. She has developed additional support program for newly accepted first generation students at WCU. Western Carolina University is engaged in the system wide Teacher Education Enrollment Plan. WCU's plan has specific actions focused on the recruitment of diverse teaching candidates. Recruitment of diverse lateral entry teachers continues through the NC TEACH II. WCU participates annually in a Rural-Urban Exchange with NC A&T State University exchanging six

students and two faculty members in teacher education from each institution for a week of experiences in public schools and the community. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. The Mary Waite Scholarship was awarded to a Jamaican student to pursue graduate education in counseling. An ongoing grant in special education includes a provision for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at WCU.

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

During the 2012-13 academic year, the CEAP's Assessment Director offered professional development for faculty and staff on North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON). The goal of the professional development was knowledge of the professional development tool for in-service teachers and principals. Several faculty created accounts during the spring semester and completed module training. During the 2013-14 academic year, program faculty will incorporate preservice teacher training with the professional development modules. All preservice candidates will be required to complete edTPA assessments beginning with the 2013-14 academic year. The CEAP has sent a team to meetings in San Diego and all over NC for training and collaboration this year. A larger team will meet in June of 2013 for implementation planning. Western Carolina University was awarded an NC QUEST grant for nearly \$300,000 to partner with Transylvania County Schools to develop a model for supporting teachers in identifying student needs in mathematics and literacy, and tailoring instruction and individual interventions to address those needs. Two intersecting needs will guide this work – the need for more responsive instruction with students who struggle in reading and mathematics, and the need for professional development to help participants implement these interventions. Thirty kindergarten through 12th-grade teachers will become part of school-based professional learning teams in which they examine a range of student assessments and develop research-based strategies to address needs. The Special Education program initiated a new program that integrates elementary education method and content with special education method and content, along with ESL coursework to provide for an “inclusive education” program that leads to licensure in special education general curriculum and allows for eligibility for licensure in elementary education. The new program was approved by NC DPI and implemented in the fall of 2012. The program incorporates an extensive year-long internship in the elementary classroom working with students with identified exceptionalities.

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	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	9
	Hispanic	4	Hispanic	1
	White, Not Hispanic Origin	110	White, Not Hispanic Origin	330
	Other	6	Other	19
	Total	127	Total	366
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	4	White, Not Hispanic Origin	28
	Other		Other	2
	Total	4	Total	30
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	24
	Other	1	Other	3
	Total	5	Total	28
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	137
	Other		Other	7
	Total	32	Total	157

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)	79	21
Elementary (K-6)		
Middle Grades (6-9)	66	16
Secondary (9-12)	53	4
Special Subject Areas (k-12)	5	1
Exceptional Children (K-12)	61	13
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	29	17
Total	293	72
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,187
MEAN SAT-Math	577
MEAN SAT-Verbal	569
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.44
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	13	5	16
Elementary (K-6)	3	58		
Middle Grades (6-9)		15	5	11
Secondary (9-12)		39	1	3
Special Subject Areas (K-12)	2	48		1
Exceptional Children (K-12)			6	24
Vocational Education (7-12)				
Special Service Personnel				1
Total	8	190	17	56
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	90	100
Spec Ed: Adapted Curriculum	11	100
Spec Ed: General Curriculum	22	100
Institution Summary	123	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	47	62	55	18	5	5
U Licensure Only	11	4	4	2	2	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	2	2	1	0	0
U Licensure Only	27	7	5	5	2	1
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	297	95	55
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.

LEA	Number of Teachers
Buncombe County Schools	600
Haywood County Schools	356
Henderson County Schools	246
Macon County Schools	243
Jackson County Schools	218
Cherokee County Schools	185
Charlotte-Mecklenburg Schools	140
Swain County Schools	128
Gaston County Schools	119
Wake County Schools	118

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
55	0	48