

IHE Bachelor Performance Report

Wingate University

2012 - 2013

Overview of the Institution

Wingate University is a private coeducational institution, formerly affiliated with the North Carolina Baptist Convention and now maintaining Baptist roots. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Matthews Campus in Suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years additional programs have been added: M.A.E.D in Physical Education (2006), M.A.E.D and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), Ed.S. and Ed.D. in Educational Leadership (2008). Enrollments in the graduate programs have steadily increased.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program, and a global studies component in which globalization is explored in courses across the disciplines. Student involvement in a wide range of religious, humanitarian, and professional

organizations and projects reflects our commitment to service. Professional knowledge and applied teaching and teacher leadership components enable students to make ethical and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching and graduate practicum programs, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure). In 2008, graduate programs were again expanded to include the Education Specialist and Doctor of Education programs in Education Leadership.

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
Union County LEA- Quality Leadership Council	Rationale: Collaboration and partnership among the LEA, the university, and business/industry interests for the building internal and external relationships to: Develop strategic directions for the school system that include quality principles for continuous improvement. Develop partnerships with businesses, higher education institutions, parents and the community to improve the alignment of all educational activities into a common, focused and organized effort toward	QLC annually sponsors Quality Share Day, a conference for local exemplary educators to demonstrate current research based effective practices for preservice and inservice teachers in Union County.	Quality Share Day - Ongoing (annually since 2001) March 15, 2013	Quality Share Day – 50 sessions; 550 teacher attendees	Quality Share day - Presenters gain leadership skills; Attendees receive updated professional development; Students across the county benefit from enhanced, updated instruction.

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	<p>student learning. Organize and provide training throughout the school system that focuses on quality principles. SBE priorities: Globally competitive student; 21st Century professionals; Healthy and responsible students (Nurturing Relationships); Leadership</p>				
<p>Union County LEA -Wingate Teacher Education Committee</p>	<p>Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools SBE Priorities: 21st Century Professionals; Leadership</p>	<p>In addition to university faculty and students, the voting membership of the Teacher Education Committee, a standing committee of the university, includes administrators and teachers. Committee members provide and receive information and make crucial program decisions, including curriculum,</p>	<p>Members are appointed annually for the academic year; meetings occur at least twice per semester, and more frequently as needed.</p>	<p>12 University Faculty 3 Teacher Candidates 3 Teachers 3 Administrators</p>	<p>TEC continued input into implementation of revised undergraduate and graduate programs and program evaluation; approved candidate work requests program appeals.</p>

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		candidate progression, and policies for clinical work.			
New Salem Elementary School	<p>Rationale: Need for greater collaboration between university and public schools to prepare teacher education candidates for 21st century priorities and to meet needs of increasingly diverse K-6 students SBE</p> <p>Priorities: Globally competitive students; 21st Century professionals</p>	Continued to work with faculty representatives on how to better prepare elementary education candidates for the demands of the 21st century classroom and the increasingly diverse learner population. School, university, and district representatives hosted principals from Argentina	October 30, 2012	2 education faculty, one other university administrator, 1 district administrator, 1 school administrator, 1 interpreter, 2 Argentine principals	Greater global understanding and strengthening of global ties
Wingate Elementary	<p>Rationale: Provide opportunities for candidates to have authentic clinical experiences with diverse populations and in high priority schools SBE</p> <p>Priority: Healthy and</p>	Candidates served as assistants in PE class.	Three candidates assisted one teacher in three classes of approximately 20 students each (60 students total) once weekly for 10 weeks in the Fall of 2012. Annually each fall.	Three candidates assisted one teacher in three classes of approximately 20 students each (60 students total) once weekly for 10 weeks in the Fall of 2012.	Students from a diverse population in a high-priority school received individual and small group instruction in movement activities; Candidates gained experience with diverse populations in a high-priority school.

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	Responsible Students				
Porter Ridge Middle School	Rationale: Raise appreciation and awareness of the benefits of art education and enhance school art programs. SBE Priorities: Globally Competitive Students	Art Faculty donated samples of art projects and materials; partnered with school to expand curriculum to include photography and canvas painting.	October 2012; March 2013	60 students; 1 art teacher; 2 Wingate faculty member	Students held an exhibition of projects.
Union County Reading Advisory Board	Rationale: Increase literacy awareness, involve students in authentic literacy experiences, and address specific literacy needs of students. SBE Priorities: Globally Competitive Students	Advisory Board meets throughout the year to give feedback on program revision and to suggest authentic literacy activities: Integrated storytelling session for students at Peachland-Polkton Elementary and Wadesboro Elementary; simulated author visit to Unionville Elementary Reading Intervention Project;	Advisory Board - August 2011 - May 2012 (ongoing). Integrated Storytelling – March 1, 2013 and May 21, 2013; Author visit - Dec 18, 2012.	Advisory Board - Wingate Reading Program Coordinator, 1 elementary classroom teacher, 1 middle grade communications teacher, 1 high school English teacher, 1 reading Curriculum Specialist; Interactive Storytelling - 7 teachers, 120 students, 1 Wingate Faculty Member; "Author"	Students were provided with authentic literacy experiences; candidates increased their effectiveness with featured strategies; feedback on the programs is consistently positive.

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				visit 5 teachers, 125 students, 1 Wingate Faculty member	
Union County Schools; Wingate WIRE Program	Rationale: To foster global awareness through a common reading program. SBE Priorities: Globally Competitive Students	Through the WIRE program, the university selects a common reading each year. Wingate faculty provides resources to UCPS teachers to use the common reading in their English/Communications or Social Studies classes. On the date of the campus author visit, the Thayer School of Education hosts the UCPS coordinators and the teacher cohort in a meet-the-author reception. SBE Priorities: Globally Competitive Students; 21st Century Professionals	September 2012	Approximately 25 teachers, 2 LEA coordinators (Social Studies and Language Arts) participating. 1 Wingate Faculty member coordinating	Ongoing
Union County Community Arts Council Arts in the Schools Grants, Charlotte	Rationale: Content rigor in secondary programs; opportunities for students to develop	Annual Shakespeare Recitation Contest at Wingate University	February 19, 2013 (annual)	174 Middle school students from 18 Middle schools; 90 High School students from	Over 260 middle and high school students from Union, Cabarrus, and Mecklenburg counties competed. First place high

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Mecklenburg Schools	performance skills, particularly those in low-socioeconomic schools SBE priorities: Globally competitive students			12 high schools; 32 teachers; 44 Wingate faculty judges; 41 Wingate student judges and facilitators	school winner won a Wingate Scholarship and an all-expense paid trip to New York for the National Shakespeare competition.
Monroe High school	Rationale: Provide content rigor and quality instruction in high school science. SBE Priorities: Globally Competitive Students	Wingate Science faculty visited the school and provided instruction in three science classes; A class from the school visited Wingate university and participated in a science lab using Wingate's equipment and facilities.	Fall 2012 and Spring 2013.	Classes: approximately 60 students; Lab participants: 8; Wingate Faculty: 1	Students received quality advanced level instruction and used university equipment and facilities.
West Stanly High	Rationale: Provide content rigor and quality instruction in high school science. SBE Priorities: Globally Competitive Students	Wingate Science faculty visited the school and provided instruction in four science classes; A class from the school visited Wingate University and participated in a science lab using Wingate's equipment and facilities.	Fall 2012 and Spring 2013	Classes: approximately 80 students; Lab participants: 12; Wingate Faculty: 1	Students received quality advanced level instruction and used university equipment and facilities.
Various schools across state	Rationale: Raise appreciation	Wingate Choral department visits schools for	Choral Performances (annual):	See previous column for participants	Over 2000 students participated through interactive

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	and awareness of the benefits of music education and enhance school music programs. SBE Priorities: Globally Competitive Students	interactive performances in Union, Wake, CMS, Moore, Durham, Hillsborough, Gaston counties.	September 26, 2012 “Real Men Sing” (Union county) 120 middle and high students; October 4, 2012: Collegiate Symposium, (Wake County) 600 Students; October 18, 2012 Pinecrest High School (Moore County, 100 students; and Cedar Ridge High School (Hillsborough). 120 students; October 19, 2012; West Mecklenburg High School, 60 students; and Providence High School, 90 students; October 25, 2012, All County/Union. 240 students; Nov 2, 2012, Sanderson High School (Wake County) 80 students; Feb 18, 2013 All County/Moore,	in performances	performances; increased awareness of the benefits of music education and enhanced school music programs

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			<p>120 students; and Durham School of the arts, 150 students; Feb 20, 2013, Fuquay-Varina (Wake Co) , 60 Students; and Middle Creek High School (Wake County), 120 students; and Panther Creek High (Wake Co) 60 students; Feb 28, 2013 Ashbrook High (Gaston Co) 100 students; April 9, 2013, West Mecklenburg High, 30 students</p> <p>Feb, 2103, Middle school choral celebration; 120 students area wide</p> <p>Dec. 2012. Brass Day with Canadian Brass, # of students unknown</p>		

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Metrolina Academy	Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students, some of whom are low-SES; to recruit to low SES college students. SBE priorities: Globally Competitive Students; Healthy and Responsible Students	English classes visited Wingate University EKS library for research session; EKS Library staff provided instruction in research and use of electronic databases and research tools. Admissions conducted an enrollment services presentation.	January 29, 2013. This program is held annually.	1 teacher; 58 students; 2 library staff members; 1 admissions staff member	Students refined research and writing skills for their research projects
Forest Hills High School	Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students in low-SES	English class visited Wingate University EKS Library and the Writing Center for research sessions; Wingate EKS library and writing center staff provided instruction in the	March 4-7, 2013. This program is held annually	1 teacher, 10 students, 2 library staff, 1 Writing Center Staff,	Students refined research and writing skills for their research projects.

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	schools; To recruit to college students from low SES schools and minority students. SBE Priorities: Globally Competitive Students; Healthy and Responsible Students	writing process, citation of references, and incorporating source material; bibliographic and research instruction			
Central Academy of the Arts	Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students, some of whom are low-SES; to recruit to low SES college students. SBE priorities: Globally Competitive Students; Healthy and Responsible Students	English classes visited Wingate University EKS library for research session; EKS Library staff provided instruction in research and use of electronic databases and research tools. Admissions conducted an enrollment services	March 21, 2013.	1 teacher; 25 students; 1 library staff members; 1 admissions staff member	Students refined research and writing skills for their research projects
Union County Public Schools Human Resources	Rationale: Need to ensure that Wingate's Teacher	In order to ensure more diverse placements and a better match	Ongoing	Over 300 field experience students; 30	Refinement of assignment procedures; student teachers gained

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Department	Education Program is relevant and responsive to the needs of local public schools SBE Priorities: Collaboration and Partnership; Globally Competitive Students	between candidate needs and strengths, professional expertise, and student needs, the School of Education collaborates with the UCPS Human Resources department. UCPSHR now takes a more active role in assignment of field experiences In addition, the two groups have developed a plan for UCPSHR to actively participate in Wingate's student teaching orientation in 2011-2012.		student teachers; 12 faculty members; 2 central office administrators	awareness of assessment procedures and documents used to evaluate their performance; UCPSHR scheduled on agenda for student teaching orientation for August 2011 and January 2012.
NCAE/UCAE/SNCAE	Rationale: Foster collaboration between candidates and professional educators to develop professional knowledge and serve diverse student populations. SBE Priorities: Collaboration and	Active student professional organization cosponsored activities to develop professional knowledge, skills, and dispositions and to promote awareness of and address student diversity:	Ongoing.	Approximately 25 Wingate students.	SNCAE members (candidates) gained professional knowledge, skills and dispositions and built collaborative relationships with other professional educators and candidates. advocacy activities

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	partnership; 21 st century professional: Globally Competitive Students; Healthy and Responsible Students				
Union County Public Schools	Rationale: To promote civic competence and responsibility SBE Priorities: Globally Competitive Students; Healthy and Responsible Students	Local student competition of the national “We the People” program. Student teams participated in discussion forums based on US founding principles and documents.	December 19, 2012	108 middle and high school students. 12 teachers and administrators; three Wingate students; 1 Wingate professor; 1 state legislator.	Students increased civic competence; Overall winners at the middle school level and high school level were invited to participate in the state competition
Cuthbertson High School	Collaboration with SAVE (Student Against Violence everywhere) and Union County Task Force on Violence; SBE Priorities: Healthy and Responsible students	Assisted club advisor with student anti-violence activities including Light the Night Against Violence	Fall 2012, Spring 2013	1 faculty member; 1 Wingate faculty member; numerous student and community members	Increased awareness of violence and its implications

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

Faculty involvement in extensive and continuous partnerships is outlined in the chart in the previous section. In addition, faculty from across the institution were involved in the public

schools in a number of ways. Faculty served on teams promoting student literacy and tutoring services, conducting needs assessment and data analysis for student advocacy groups, and providing student health and wellness seminars. A science faculty member conducted classes at two area high schools, library personnel provided research and technology instruction for high school students, and education faculty members taught guided reading lessons and conducted storytelling at elementary schools. Faculty members are actively involved in field experiences and student teaching experiences, making multiple classroom visits to schools in a wide geographical region including Union, Charlotte-Mecklenburg, and Anson counties. Education faculty directed teacher education candidates in projects which provided assistance to struggling readers using emerging technologies, promoted health and safety, and increased diversity awareness. Teacher candidates in Reading Foundations and Content Area Reading tutor and coach K-12 students and assist with instruction at area elementary, middle and high schools.. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions, as well as hosting and assisting with coordination of the Middle School Choral Festival. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest which hosts middle and high school students from across the region. Science faculty hosted local chemistry students for laboratory classes and conducted science demonstrations and technology classes at local schools. Business faculty spoke to Family and Consumer Sciences classes at a local high school on global economic issues. Arts faculty judged various art competitions and provided art and curriculum consulting to public schools, and demonstrated techniques assisted students with art projects at a local middle school, and an education faculty member judged the poetry contest at a local high-priority high school. The Theater Department collaborates with local school districts to present quality children's productions at the Batte Center on Wingate's campus. Faculty served as proctors for EOG/EOC tests. An education faculty member and a student teacher collaborated with a local elementary school to develop and deliver a presentation on the integration of Common Core standards at a regional literacy conference, and directed an English education candidate to develop strategies for working with ESL students in a local high school.

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

Faculty members of the Thayer School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include collaborating with recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and continuing licensure. This year, two faculty attended the Southwest Regional Human Resource-BT Coordinator- IHE meeting on evaluating, mentoring, supporting beginning teachers during the induction phase of licensure. The elementary education program coordinator conducted preparation sessions and provided individual preparation assistance for the Elementary Education Praxis II, and individual Praxis II preparation assistance was provided to several candidates in other licensure areas. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Beginning teachers share their first-year

experiences with field experience students and with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios and other documents. A faculty member provided training to beginning and career teachers in the use of TaskStream to evaluate portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to support beginning teachers. The Curriculum Materials Center is housed in the Burris Classroom building, near to the education offices and classrooms. Each year, students who received their undergraduate degrees from Wingate have returned to continue graduate study in our programs. The mathematics program coordinator met with curriculum and assessment coordinators to discuss implementation of the Common Core Curriculum and accountability issues. In order to better support all teachers, faculty received training in the implementation of Common Core and Essential Standards in the various curriculum areas and Reading 3-D training in k-3. The professional development workshops and support Wingate provides are open to all teachers, whether beginning or career.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include consulting with administrators and conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; providing preparation for required PRAXIS tests; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is designed to serve K-6 alternative/lateral entry elementary teachers. Courses are offered at our satellite campus in the evenings and summers in a two-year rotating sequence. Many MAT candidates are employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Matthews Campus. The Dean of Education and at least one other faculty member provide analysis of transcripts and program advising for lateral entry candidates. Lateral entry teachers attend PRAXIS II preparation workshops conducted by the Elementary Education program coordinator and individual assistance is provided as needed. Education faculty are available to help lateral entry teachers obtain initial and continuing licensure. This year, two faculty attended the Southwest Regional Human Resource-BT Coordinator- IHE meeting on evaluating, mentoring, supporting beginning teachers (including lateral entry teachers) during the induction phase of licensure. Education faculty provided assistance to lateral entry teachers as they completed the electronic state evidences required for licensure. The mathematics program coordinator met with curriculum and assessment coordinators to discuss implementation of the Common Core Curriculum and accountability issues. In order to better support all teachers, faculty received training in the implementation of Common Core and Essential Standards in the various curriculum areas and Reading 3-D training in k-3. Professional development opportunities offered for beginning teachers are open to lateral entry teachers as well.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's Master of Arts in Education Degree programs in Elementary Education and in Physical Education, as well as the AIG add-on licensure, continue to serve the professional development needs of career teachers for advanced degrees and continuing education credits. This year the AIG program was significantly revamped for online delivery and enrollment in the courses had increased substantially to include career teachers from across the state. Through a strong partnership with Union County Public Schools, career faculty grow professionally by serving as host teachers for field experiences and cooperating teachers for student teachers. Career teachers serve as adjunct faculty, and participate in and direct collaborative projects. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics, and partnerships with faculty in candidate instruction and assessment. Career teachers have opportunities for professional development and leadership through our school partnerships, and by attending and presenting performances, exhibits, and workshops with faculty. Career teachers receive resources for incorporating Wingate's common reading selection into their curricula and attend related seminars on Wingate's campus. Career teachers evaluate student teaching portfolios and other documents. A faculty member provided training to career teachers in the use of TaskStream to evaluate portfolios. The mathematics program coordinator met with assessment and curriculum coordinators to accountability issues and implementation of the Common Core and Essential Standards for all teachers. In order to better support all teachers, faculty received training in the implementation of Common Core and Essential Standards in the various curriculum areas and Reading 3-D training in k-3. The resources of the Ethel K. Smith Library and the Curriculum Materials Center are available to all Union County teachers. Education faculty are active leaders and presenters in local chapters of professional organizations such as Union-Monroe Reading Association, Delta Kappa Gamma International Society, Phi Delta Kappa, and Kappa Delta Pi. Teacher Education and Arts and Sciences faculty contribute to the professional development of career teachers by serving as presenters at the various state, regional, and national professional associations of public educators.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives, preservice and inservice staff development for teachers, and providing services and resources to at-risk students. In order to better prepare our graduates to serve the needs of low-performing schools, field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at local elementary schools, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. Education candidates work with students in regular and adaptive physical education classes in high priority schools. The mathematics program coordinator met with curriculum coordinators at priority schools to discuss implementation of the Common Core Curriculum in classroom instruction. A faculty member served as a presenter at a district conference at a high priority school. An education faculty member directed an English education candidate to develop strategies for working with ESL students in a local high school. Much of the faculty involvement with public schools described in other areas of this report is in low-performing and at-risk schools, including Forest Hills, Monroe, and Anson Tech High Schools; East Union and Monroe Middle Schools; and Wingate and Rock Rest Elementary Schools.

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

Priority: All candidates are prepared to use digital and other instructional technologies to provide high quality, integrated digital teaching and learning to all students (HB 23).

Response: Digital and other instructional technologies are incorporated throughout the licensure programs, including both on-campus and clinical/field experiences. As part of the student teaching portfolio, each candidate documents these activities on the Technology Passport which is based on the ISTE/NETS standards. University classes are held in “smart” classrooms (equipped with computers, LCD projectors, document cameras, and wireless internet access) and course requirements incorporate the use of these resources in instruction and in student presentations. Faculty are keeping abreast of new learning technologies through participation in various workshops and programs including the iPad Pilot Program sponsored by Wingate’s Center for Teaching and Learning.

Priority: Candidates preparing to teach in elementary schools have adequate course work in the teaching of reading and mathematics (SB724)

Response: Elementary candidates are required to complete 6 hours of Mathematics for Elementary Education and 3 hours of mathematics pedagogy (Teaching Problem-solving and Quantitative Reasoning in the Elementary Grades). They take 15 hours of coursework in Reading and Literacy (Reading Foundations K-8, Literacy across the Curriculum, Children’s Literature, Teaching Writing and Communication, and Reading Assessment and Intervention).

Priority: Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge and scientifically based reading and mathematics instruction that is aligned with the state board’s expectation [describe your efforts to ensure that candidates are prepared for the new licensure exams effective July 2014.] (SB 724)

Response: In addition to the course requirements listed in the previous priority, all elementary candidates must successfully complete Praxis II. Elementary candidates expected to complete their program after May of 2014, have already received advisement of the new MTEL testing requirements. Faculty are presently revising course syllabi and collaborating with Arts and Sciences faculty, using resources provided by the DPI, to ensure that candidates can meet the new competencies. Faculty members have completed Reading 3D Training as prescribed by the NCDPI. We will partner this fall with personnel from area elementary schools to offer instruction and practice in these assessments to elementary candidates in the final year of preparation. The School of Education has purchased iPads to be used by candidates in this project. (Wingate does not have a Special Education: General Curriculum licensure program).

Priority: 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. (SB 724)

Response: In order to prepare our candidates to meet this expectation, faculty members have completed Reading 3D Training as prescribed by the NCDPI. We will partner this fall with personnel from area elementary schools to offer instruction and practice in these assessments to elementary candidates in the final year of preparation. The School of education has purchased iPads to be used by candidates in this project.

Priority: Candidates preparing to teach in elementary schools are prepared to integrate arts education across the curriculum. (SB 724)

Response: All k-6 licensure candidates are required to successfully complete a course entitled Integrating Fine Arts in the Elementary Curriculum in which they are required to demonstrate their ability to integrate arts education across the curriculum in a 12 hour field experience. As a general education requirement, all candidates must earn at least 2 hours credit in Fine Arts and complete at least 8 lyceum activities in fine arts.

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

Significant time and effort was committed to professional development of faculty to prepare candidates to integrate Common Core and Essential Standards into their curricula. Wingate continued its emphasis on institutional and program assessment and improvement through continued participation in the university's curriculum reform initiatives, the continued implementation of the Quality Enhancement Plan. Institutional assessment was also emphasized through Wingate's completion this year of the NCATE self-study and accreditation process.. Wingate University and the Thayer School of Education are continuing to update hardware, software, and electronic databases for storage and management of candidate information and assessment and instructional enhancement. Several education faculty are participating in an ongoing iPad Pilot Project aimed at increasing both professional productivity and instructional quality. Additionally, the School of Education purchased iPads for use by candidates in electronic formative and summative assessment of k-12 students, and faculty received training in Reading 3-D. Faculty studied the objectives for the MTEL test for Elementary licensure and are currently collaborating with content-area faculty on incorporating these into appropriate course syllabi.

Supplemental Information (Optional)

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

Passing Praxis I scores are a requirement for admission to the teacher education program. Freshman students who initially declare education as a major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in a newly established Introduction to Education course. Students are referred to ETS's test preparation website in the Introduction to Education course and during academic advisement and upon request, and students may utilize additional study materials from the School of Education office. Wingate's library makes available to all students a database with practice tests and preparation for Praxis I. Students who do not pass the PRAXIS I can receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students aware of campus resources, tutoring, and study group options. The Academic Resource Center and the Writing Center offer tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and assist those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. The mathematics program coordinator provides preparation sessions in mathematics content for students preparing for the Praxis I Mathematics test. Praxis I preparation is being offered as part of the ARC's tutoring program. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; Teacher Education faculty members provided PRAXIS II preparation sessions and individual preparation assistance to student teachers and to local lateral entry teachers. To help ensure that candidates meet PRAXIS II requirements for licensure, Wingate requires that all student teachers provide evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual score analysis and remediation assistance and are encouraged to retake the test at the next administration after remediation. Faculty studied the objectives for the MTEL for elementary licensure and are currently collaborating with content-area faculty on incorporating these into appropriate course syllabi.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate in admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, and Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Education faculty meet with incoming freshmen in the summer Orientation program and conduct information sessions with prospective majors and provide registration assistance. The School of Education offers a one-semester-hour elective Introduction to Education course, as well as a one-hour diversity course; these courses are designed to meet the demand for exploratory courses in education and to provide

identification of prospective teacher education candidates. Education faculty members and candidates meet undeclared students in the Majors Marketplace, where they provide information regarding the various program areas. Education faculty members follow up with personal contacts to interested students. An education faculty member serves as director of Gateway, the freshman induction program, and education professors serve as instructors for Gateway. Freshmen declaring or expressing interest in an education major are, when possible, assigned to Gateway instructors who are on the teacher education faculty. Upper level students provide mentoring for beginning students. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers and hosts socials and other activities to which all interested students are welcomed. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and hosts a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. Wingate hosts a number of music festivals a year on its campus and uses the time the students are with us to recruit them into music and education. The music department conducts a day-long clinic for middle- and high-school males called Real Men Sing which serves as a source of recruitment for music education majors. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The annual Shakespeare Competition, to which all area schools are invited, provides interaction with education faculty members and is utilized for recruitment of potential candidates to English/language arts education. Wingate collaborates with North Carolina Community Colleges through the implementation of articulation agreements, making it easier for community college students to transfer to the Teacher Education Program at Wingate, and participates in a regional consortium of higher education institutions (the CAEC), and collaborates with the area Alternative Licensing Centers to assist prospective candidates to enter the profession. This year Wingate approved an Elementary Education 4 + 1 program which will allow qualified students to earn a Master of education degree in one intensive year of study beyond the bachelor's degree. This program is intended as a tool to recruit the most capable and highly motivated candidates into education.

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

Wingate University has an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by the Office of Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted to follow up on interests. The School continues to collaborate with other university departments to develop and implement the Diversity Plan, which includes such efforts as partnering with public schools and the community. The graduate education advisory board and Teacher Education Committee include minority educators with diverse backgrounds. Wingate University faculty taught classes, made presentations, and provided library services during the fall and spring in underserved and minority schools, including Rock Rest Rest Elementary, Monroe Middle and Forest Hills High School in Union County, and Anson Tech High school in Anson County. We identify and use minority educators as clinical faculty and guest speakers. Wingate collaborates with North Carolina Community Colleges through the implementation of articulation agreements, making it easier for community college students to transfer to the Teacher Education Program at Wingate; participates in a regional

consortium of higher education institutions (the CAEC): and collaborates with the area Alternative Licensing Centers to assist prospective candidates to enter the profession. A significant number of minority candidates are obtaining licensure through such nontraditional programs. Our general recruitment efforts, described in Section J, include minority populations. The implementation of a new education course in Diversity also provides for greater awareness and identification of prospective candidates.

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

In response to increased emphasis on international education and global perspectives, the School of Education continues to encourage candidates and faculty to pursue international experiences. An education faculty member, accompanied by the Dean of Education, led a group of 28 students on an international study tour of Germany and the Czech Republic in 2012-2013. This year Wingate approved an Elementary Education 4 + 1 program which will allow qualified students to earn a Master of education degree in one intensive year of study beyond the bachelor's degree. This program is intended as a tool to recruit the most capable and highly motivated candidates into education. The AIG program was extensively revised for on-line delivery and has resulted in a ten-fold increase in enrollment of teachers across the state, including many from underserved areas.

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	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	57
	Other		Other	
	Total	17	Total	61
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	2	2
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	2
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,072
MEAN SAT-Math	*
MEAN SAT-Verbal	572
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	526
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.41
Comment or Explanation:	
* Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	8		
Middle Grades (6-9)		3		
Secondary (9-12)		2		
Special Subject Areas (K-12)		8		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	21		
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	11	100
Health and Physical Education	1	*
Institution Summary	12	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	1	2	3	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	33	85	48
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
Union County Public Schools	339
Charlotte-Mecklenburg Schools	150
Stanly County Schools	74
Anson County Schools	62
Cabarrus County Schools	38
Richmond County Schools	24
Gaston County Schools	19
Iredell-Statesville Schools	17
Mooresville City Schools	17
Guilford County Schools	15
Rowan-Salisbury Schools	15

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

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

III. Teacher Education Faculty

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