

# IHE Bachelor Performance Report

## METHODIST UNIVERSITY

2013 - 2014

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### Overview of the Institution

Methodist University is a diverse, co-educational, independent liberal arts university located in Fayetteville, North Carolina. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally educated person is sensitive to the needs and rights of others. The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The academic area has six components: The Charles M. Reeves School of Business and Economics; School of Arts and Humanities; School of Science and Human Development; School of Public Affairs; School of Health and Science; and School of Graduate Studies. Methodist University is remarkable for the diversity of its student population of 2478, which includes traditional residential students, commuters of all ages, a large evening student population, soldiers from Fort Bragg, senior citizens, minorities, and international students. Methodist University is committed to helping each student grow toward wholeness physically, mentally, socially, spiritually, and academically. The University recognizes that spiritual well-being is essential to wholeness; a diverse religious life program is offered to help students along this journey. The Southern Association of Colleges and Schools accredits Methodist University. In addition, it has a cooperative program with the Defense Language Institute and, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

### Special Characteristics

#### Special Characteristics

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

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

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

## Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<b>Beaver Dam Elementary School</b>	To successfully plan and implement school wide initiatives to enhance student learning outcomes.	The activities will involve attending vertical school planning sessions, serving as a consultant, conducting research, and exploring grant sources for instructional materials.	September 2013 and end as the academic year culminates.	Beaver Dam School Administration and Faculty.	Partnered with Beaver Dam Elementary School for the past 2 years. The third 9-week benchmark data scores supports student achievement gains across all tested academic areas and grade levels.

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<b>Manchester Elementary School</b>	Provide a minimum of 15 and a maximum of 20 hours of individual coaching to address the needs of selected teachers' instructional deficits. This coaching will provide the teachers with strategies and tools to improve their instructional practices, thereby positively enhancing student learning outcomes.	Provide one-on-one orientation for selected teachers at Manchester Elementary School. Engage in mentoring activities at the discretion of the principal, teacher and MU faculty member.	Oct. 1, 2013- Dec. 6, 2013 and Jan. 13, 2014-April 30, 2014	1 Professor 3 Teachers	In an email received from the Principal at Manchester Elementary School stated that, " As a result of MUTEP's faculty range of experience and expertise, the teacher who was mentored, demonstrated a great deal of growth in the areas of teaching and classroom management. Consequently, she was rated proficient and accomplished on her summative evaluation. An additional benefit of this experience for the classroom teacher was her growth in her self-confidence."

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<p><b>Glendale Acres Elementary School</b></p>	<p>This partnership will: Enhance the learning and teaching in literacy through practicing and identifying specific areas of reading difficulties in students in first/second grade. Develop avenues to promote best practices in the teaching of literacy skills and how to remediate areas of identified difficulties. Establish procedures to ensure that ideas are exchanged regarding the learning and teaching of literacy. Recognize the work of the partnership and ensure</p>	<p><b>Activities:</b>  <i>The Teacher Education Department at Methodist University</i> will: Provide one on one tutors for a minimum of forty hours for identified students over the course of two semesters. Guide tutors in testing identified students with the IRI and identifying areas of weakness for remediation. Guide Methodist Teacher Education Department students (tutors) in the preparation of an individual remediation plan for identified students in the areas of weakness and monitor progress over the course of the year. Discuss planned remediation program and guide preparation</p>	<p>Summer through fall 2013 and Spring 2014 semesters</p>	<p>Pre and post tests administered to the students indicated that 100% increased their reading skills</p>	

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	<p>results are disseminated to all parties Provide and encourage professional learning experiences for Methodist Teacher Education Department students. Recognize the changing cultural climate and support the needs of diverse learners. Apply classroom theory in practice by Teacher Candidates through real world classroom experiences.</p>	<p>of the case study. <i>Glendale Acres Elementary School</i> will: Provide students with suspected areas of weakness in reading. Provide place and arrange for time needed for testing/ tutoring. Confer with Methodist Teacher Education Department students if needed for input regarding remediation plan and case study</p>			
<p><b>Pauline Jones Elementary School</b></p>	<p>The priorities will be to work with individual students in content subject matter, while raising their</p>	<p>The activities will include games, manipulatives, paper, and pencil tasks. Also, students will receive</p>	<p>The starting date will be September 2013 and end as the academic year culminates.</p>	<p>The number of participants will range from 1-3 students</p>	<p>This partnership involved assisting Educationally Classified students at high risk for school</p>

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	status as a student.	encouragement and positive feedback.			failure. The student objective was to raise their Self Efficacy Status. As per clinical observation via Mr. Pettigrew, the discipline referrals declined, along with less display of oppositional behavior. It was also observed that participants were generally more cooperative with teachers and staff, and displayed more of a willingness to complete assignments.
<b>Reid Ross Middle School</b>	The priorities will entail, successfully coaching several students through	The activities will include attending meetings, providing guidance, and encouragement	The starting date will be September 2013 and culminate at the end of the final	This school partnership included preparing 5 middle school students for the North	The student outcome objective was based on student participation. Reportedly, all

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	completion of a science project.	as students construct their projects	competition.	Carolina Science Olympiad Program.	5 students developed projects and were present to participate in the event. The student objective was met with 100% participation.
<b>Margaret Willis Elementary School</b>	This partnership will: Enhance the learning and teaching in literacy through practicing and identifying specific areas of reading difficulties in students in first/second grade. Develop avenues to promote best practices in the teaching of literacy skills and how to remediate areas of identified difficulties. Establish procedures to ensure that	<i>The Teacher Education Department at Methodist University</i> will: Provide one on one tutors for a minimum of fifteen hours for identified students over the course of 10-12 weeks Guide tutors in testing identified students with the IRI and identifying areas of weakness for remediation Guide Methodist Teacher Education Department students (tutors) in the preparation of an individual remediation plan for identified students in the	Spring 2014	5-10 public school students and 5-10 MU tutors	Pre and post tests administered to the students indicated that 100% increased their reading skills

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	<p>ideas are exchanged regarding the learning and teaching of literacy. Recognize the work of the partnership and ensure results are disseminated to all parties. Provide and encourage professional learning experiences for Methodist Teacher Education Department students. Recognize the changing cultural climate and support the needs of diverse learners. Apply classroom theory in practice by Teacher Candidates through real world classroom</p>	<p>areas of weakness and monitor progress over the course of the year. Discuss planned remediation program and guide preparation of the case study. <i>Margaret Willis Elementary School</i> will: Provide students with suspected areas of weakness in reading. Provide place and arrange for time needed for testing/ tutoring. Confer with Methodist Teacher Education Department students if needed for input regarding remediation plan and case study</p>			

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	experiences.				
<b>Vanstory Elementary School</b>	<p>This partnership will:</p> <p>Enhance the learning and teaching in literacy through practicing and identifying specific areas of reading difficulties in students in first/second grade.</p> <p>Develop avenues to promote best practices in the teaching of literacy skills and how to remediate areas of identified difficulties.</p> <p>Establish procedures to ensure that ideas are exchanged regarding the learning and teaching of literacy.</p> <p>Recognize the work of the</p>	<p><i>The Teacher Education Department at Methodist University</i> will:</p> <p>Provide one on one tutors for a minimum of forty hours for identified students over the course of two semesters</p> <p>Guide tutors in testing identified students with the IRI and identifying areas of weakness for remediation</p> <p>Guide Methodist Teacher Education Department students (tutors) in the preparation of an individual remediation plan for identified students in the areas of weakness and monitor progress over the course of the year</p> <p>Discuss planned remediation program and</p>	Fall 2013 and Spring 2014 semesters	3-5 public school students and 3-5 MU Tutors	Pre and post tests administered to the students indicated that 100% increased their reading skills.

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	<p>partnership and ensure results are disseminated to all parties. Provide and encourage professional learning experiences for Methodist Teacher Education Department students. Recognize the changing cultural climate and support the needs of diverse learners. Apply classroom theory in practice by Teacher Candidates through real world classroom experiences.</p>	<p>guide preparation of the case study. <i>Vanstory Elementary School</i> will: Provide students with suspected areas of weakness in reading Provide place and arrange for time needed for testing/ tutoring Confer with Methodist Teacher Education Department students if needed for input regarding remediation plan and case study</p>			
<p><b>College Lakes Elementary School</b></p>	<p>To increase the academic, social and behavioral skills of 3<sup>rd</sup>-5<sup>th</sup></p>	<p>Mu Teacher Candidates will provide 10 hours of academic, social and</p>	<p>September 19, 2013- December 12, 2013 and January 22-</p>	<p>10-15 public school students and 10-15 MU mentors</p>	<p>Jackie White, the Principal at College Lakes stated that the Big</p>

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
	grade at-risk students through the use of Big Monarch/Little Monarch Mentoring Program.	behavioral support for assigned College Lakes elementary students at risk	May 8, 2014		Monarch/Little Monarch Mentoring Program was very successful. She further stated, "I felt the program was good. I enjoyed seeing the Big Monarchs working closely with their Little Monarchs (reading, assisting with an assignment, or just talking with each other) I could tell that the students really got attached to their little person as the time progressed. They really started to form a positive bond. Pre and post surveys indicate that the partnership had a positive influence on students.
<b>Fort Bragg-The Exceptional</b>	This partnership will:	The Teacher Education Department at	August 2013-May 2014	5-10 students and MU tutors	Pretests and post tests on specific goals

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<p><b>Family Member Program (EFMP) Priorities:</b></p>	<p>Enhance the learning and teaching in all subject areas with an emphasis on literacy. Develop avenues to promote best practices in the teaching of literacy and all subject areas. Establish procedures to ensure that ideas are exchanged regarding the learning and teaching of literacy. Recognize the work of the partnership and ensure results are disseminated to all parties. Encourage collaborative grant writing. Recognize the changing cultural climate and support the needs of diverse</p>	<p>Methodist University will: Provide 4-5 tutors once a week on Monday for 1 ½ hours per week meeting from 4:00 – 5:30. Guide tutors in preparing lessons aligned with student IEPs Include within the 1 ½ hours a 30 minute time block for group literacy and socialization skills activities by reading to students/planning and conducting an art activity correlated with the book/or playing a game Re-evaluate partnership in December with regard to effectiveness The Exceptional Family Member Program will: Provide students and IEP’s Provide place and materials needed for tutoring</p>			<p>and objectives stated in the students’ IEP indicated that all students made progress in areas taught. To further assess the effectiveness of the partnership, a survey was completed by the tutors and by the parents of the student with exceptionality. Both parties responded very positively. Parents indicated that they had seen an improvement in their child’s skills and knowledge; they further indicated that the one-on-one instruction provided by the tutors was extremely effective. Tutors indicated that this experience enhanced their</p>

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	learners. Apply classroom theory in practice by Teacher Candidates' real world classroom experiences	Provide access passes for students on an "as needed" basis Re-evaluate partnership in May with Methodist University to ensure program effectiveness			ability to work and teach children with exceptionalities. They further stated that the tutoring experience helped them to know how to read an IEP and then develop and implement lessons that were based on the IEPs.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

All Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. For example **EDU240 - Instructional Technology**, and **EDU420- Reading in the Content Area**, our Teacher Candidates are introduced to a wide variety of programs available to integrate technology into their future classrooms.

They are expected to investigate the suggested programs and create projects that meet the North Carolina Information and Technology Essential Standards as well as integrate the Common Core Standards of Language Arts and Math. They look not only at the technologies available to assist them in gaining relevant content knowledge and ideas for teaching, but also they investigate programs and tools to engage the students individually and collaboratively to enhance understanding and transfer of content area concepts.

In **EDU 420**, Teacher Candidates must incorporate and integrate technology into their 2-week unit plans. They must present to their peers 2 activities or lessons that integrate usage of the Smart board. In other words, the Smart board must be used for more than just a tool for the candidate to present content material. In addition, Teacher Candidates must develop and present at least one activity or lesson integrating the iPad as a teaching tool. Students are evaluated on these presentation and discussion ensues regarding additional applications for the presentations and the benefits of these activities and the lessons to the students being taught. At the completion of the two-week unit plan, Teacher Candidates reflect and suggest modifications and changes for future applications and integrations of technology into content area teaching.

Teacher Candidates are assigned various programs to explore and then are required to develop a project/product for use in their future classrooms. In some instances they are required to teach their classmates how to use the application.

Included below is a partial list of the programs which are explored are as follows: Glogster, Voki, Class Dojo, Poll Everywhere, Tagxedo/Wordle/ABCYawords, QR Code /Up Code, Zimmertwins/Animoto/Go, Padlet, Skype/Oovoo. Other assignments include investigating the accommodations available for students with varying disabilities...visual, hearing, and more...on both the Mac/Windows technologies. Included in this assignment was discovering at least 15-20 websites that deal with the cultural diversities found in a regular classroom.

Mastery of the SMART Technology is of utmost importance as almost all classrooms in our county have a SMART Board. In line with this was the need to master the concept of teaching with iPads. A Qualtrics survey was created and administered as a pre/post test to determine areas of greatest need regarding SMART technology. All students were given access to and downloaded the SMART Notebook program to their personal computers. This enables them to work outside of class on their required presentations. One of their assignments required them to create an original SMART board activity for use in the future. This activity was to be tied to a Common Core/Essential Standard in the Content Area of their choice. The second activity involved discovering an activity in SMART Exchange and adapting this to their own goals or needs. All activities were shared in class. Each activity required the Teacher Candidates to provide an appropriate activity for those students not involved at the SMART Board. The iPads were also instrumental in providing our Teacher Candidates with training in the use of “3D Reading”, the Dibels program currently in use by many schools in North Carolina.

**Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Elementary and Special Education Teacher Candidates are required to take EDU 355: Interdisciplinary Methods and the Curriculum. This course is designed to explore methodologies of teaching all subject areas to include reading. To ensure the Teacher Candidates are prepared for the Foundations of Reading and General Curriculum exams, MU faculty partnered with an Elementary School and two veteran teachers who have received training as Reading Resource and Remedial Teachers. These teachers instructed the Teacher Candidates in this class every Thursday for 12 weeks as an extended workshop. The following are the topics that were covered:

- Reading is Problem Solving

- The Connection to TRC
- Observation of TRC and Mack Assessment
- Levels of TRC-Development of Intervention Strategies
- Fluency Assessment-Dibels (3-D)
- Dibels Components K-3 (3-D)
- Questions and Answer Session
- How Do I Design and Facilitate Interventions
- Progress Monitoring
- Mathematics performance/written Assessment/Examples
- Recording Data on Math profiles

Through these teachers' expertise and class lectures, the Teacher Candidates in this class were provided opportunities to learn the Foundations of Reading and General Curriculum along with experiencing new technologies in teaching reading, making assessments, and evaluating student learning.

To prepare Teacher Candidates for the new Foundations of Reading exams, both EDU/SPE 356 AND 357 have been restructured to provide students with more explicit instruction and hands-on practice in the these domains of reading: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension. EDU/SPE 356 focuses solely on phonological awareness, phonemic awareness, and phonics while EDU/SPE focuses on fluency, vocabulary, and comprehension. In both classes, students practice with test questions related to the specific domains of reading covered in that class. The instructor reviews these questions with the students and provides relevant instruction and explanations as warranted.

**c). 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.**

All Elementary Education Teacher Candidates are required to take EDU 310: Measurement, Assessment and Evaluation of Educational Growth. This course, as outlined in the Academic Catalogue, is designed to study advanced principles of measurement of students' work products to include both formative and summative assessments on End of Grade/Year tests. Knowledge of competencies for analyzing learner needs; instructional adaptation utilizing technology; differences in learner cognitive, social, linguistic, cultural, emotional and physical needs of students in the 21<sup>st</sup> Century are examined.

**EDU/SPE345** and **EDU/SPE410** are two classes that deal directly with formative and summative assessments of individual students' reading abilities in the area of reading. In these two courses the Teacher Candidates work directly with classroom teachers and students. Teachers are asked to identify a student in the classroom that struggles with reading concepts but is not identified as a student with a learning disability. Each Teacher Candidate is required to spend two semesters working with the identified student. They are required to spend a minimum of 15 hours in one on one tutoring with the student in the first semester and 20 hours during the second semester.

In the first semester course SPE/EDU345, Diagnosis and Remediation of Reading Disabilities, the Teacher Candidates meet with the student, gather background information about the student and build rapport. They assess the student's areas of strength and weakness through the use of the Ekwall/Shanker Diagnostic Reading tests. These tests are administered to the student over the course of several weeks. The Teacher Candidate analyzes the test results and discusses the findings with the classroom teacher and the course instructor. From these test results and the discussions with the teacher and the course instructor, the Teacher Candidate prepares a remediation plan identifying two or three chosen areas.

All of this information is compiled into an informal case study document to be shared with the classroom teacher, course instructor and parents. The language in this report must be "parent friendly" and factual, not based on the Teacher Candidate's opinion.

In SPE/EDU410, Practicum in Reading, the Teacher Candidate is required to spend a minimum of 20 hours implementing the remediation plan developed during the first semester. Again, the recommendation is 45 minutes a visit at least twice a week for a minimum of 20 hours over the course of the semester. During this time, the Teacher Candidate works one on one with the student in the specific areas identified in the remediation plan. All plans are shared with the course instructor and classroom teacher. Frequent brief meetings with the classroom teacher are encouraged to get feedback on strategies used.

Teacher Candidates are required to write a modified lesson plan for each meeting with the student. They are encouraged to develop and use as many hands on strategies as possible instead of relying solely on worksheets. These lessons are followed by a reflection detailing whether or not the strategies used in the lesson were successful and whether there is another approach that might work better. Samples of work are required to be included with the lessons.

At the end of the semester the Teacher Candidate retests the students in the remediated areas and compares the formative and summative assessments to note improvements. This information is summarized showing what progress has been made and if the remediation plan has been successful. Teacher Candidates are expected to be able to explain what strategies worked and which did not and give a reasonable explanation for their findings. This final report is to be written and shared with teacher and parents. Recommendations to support continued student success are also expected to be part of the final report.

**d). Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Teacher Candidates are prepared to integrate arts education across the curriculum through the Integrating the Arts course (EDU 341) which is required for all candidates seeking a license in Elementary Education. This preparation is accomplished through in class activities that are authentic, engaging, and relevant to the current curriculum. Teacher Candidates are required to create a variety of presentations to encourage the use of the arts as a teaching tool. During the course, Teacher Candidates complete a Book Evolution which focuses on voice inflection,

projecting personality, integration of props, music, and technology to engage K-5 students in a literature rich environment. Differentiate Instruction is also an integral part of the course as Teacher Candidates learn to choose appropriate activities that not only address diversity but integrate the arts as a teaching tool. Teacher Candidates are exposed to classrooms through field trips that engage in arts integration through whole group, small group, and centers based instruction. The course is designed to provide Teacher Candidates with a foundation of knowledge regarding arts integration to meet the needs of a diverse population of learners.

## 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>25</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers**  
**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

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

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	27
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	527
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.26
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)		10		
Middle Grades (6-9)		1		
Secondary (9-12)		1		
Special Subject Areas (K-12)		8		
Exceptional Children (K-12)		5		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>25</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	7	100
Institution Summary	7	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	22			1		
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	14	79	36
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Cumberland Co Schs	216
Harnett Co Schs	37
Wake Co Schs	20
Robeson Co Schs	12
Hoke Co Schs	10
Guilford Co Schs	9
Onslow Co Schs	9
Sampson Co Schs	8
Bladen Co Schs	7
Moore Co Schs	7

**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.**

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
6	14	6