

IHE Bachelor Performance Report

Queens University of Charlotte

2013 - 2014

Overview of the Institution

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

Special Characteristics

Our Vision

Queens University of Charlotte will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

Our Values

To fulfill its mission and its vision, Queens University of Charlotte acts upon the following values:

Focus on Students: We value the factors which foster student success: an intimate learning environment, excellence in teaching, intellectual curiosity, and an education grounded in the liberal arts tradition, one which develops critical thinking, creativity, communication, commitment to ethical behavior, responsible citizenship and which serves as a foundation for successful and fulfilling lives.

Integrity and Respect: We value a sense of caring and community, seek to promote diversity and respect for all people and we recognize the importance of personal integrity and ethical action.

Stewardship: We value and are committed to those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, our resources and our reputation in the community to ensure that we remain a source of pride for our students, faculty, staff, donors and alumni.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the classroom and in advancing Queens toward its vision as a leading comprehensive university and a community asset.

Service: We value responsibility and service to the society at large, in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom we have formal collaborative plans	Priorities identified in collaboration with the LEAs/schools?	Activities and/or Programs implemented to address the identified priorities?	Start and End Dates	Number of Participants	Summary of the outcome of the activities and/or programs.
Myers Park High School PDS Partner	Improving Student Achievement, Through Relevant Staff Development,	This year we worked in a whole faculty meeting and in small groups.	August - March	Whole faculty and then a group of 5 teachers.	During the opening session, faculty participated in activities modeled and created ideas for their classroom.

	<p>Training Future Teachers</p> <p>Specific goals include creating an active teaching environment while teaching the common core and essential standards in the NC curriculum.</p>	<p>An opening session all staff attended reviewed key ideas in vocabulary, writing, active reading instruction and facilitating group work. Faculty interested in pursuing the information further then broke into a small learning community where faculty continued to work on these skills. Each faculty in the small group brought lessons and artifacts they created for their classroom.</p>			<p>Teachers completed a feedback form discussing what strategies they felt they would use and what barriers they anticipated</p> <p>The session with the whole faculty group and the teachers working in the small group reported the information gained in this staff development impacts all students in the school through active faculty instruction with higher order thinking and scientifically proven activities that help students actively engage with common core standards and NC Essential Standards.</p> <p>Administrators attended the sessions. The goal was that they could look for these active strategies in their observations of instruction through the year to further support teachers.</p>
<p>Myers Park High School PDS Partner</p>	<p>Working for student success with the placement of more adults in the school.</p>	<p>Clinical Students and Student teachers worked with students on goals set by the NC CC and Essential Standard Curriculum through activities designed by the classroom teacher, and/or the University student.</p> <p>During the school year, teachers at Myers Park High volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get</p>	<p>Clinical Experiences the entire 13/14 school year.</p> <p>Student teaching placements spring 2014</p>	<p>6 students</p>	<p>Clinical students' impact was assessed by classroom teachers' observation notes and an assignment and spread sheet that measured student mastery of concepts in a formative assessment approved by the classroom teacher.</p> <p>The student teachers also worked with small groups during transition into taking over classes and then the entire class. This work has helped students. Their success in meeting student needs was assessed through turning in electronic artifacts that require a case study, unit taught in class, and professional development portfolio. Their success in meeting students' needs was also assessed in cooperating teacher observations, mid-term and final reports, and daily observations. The effectiveness was also judged by their university supervisor's observations. Results show there</p>

		<p>an up close view of how a content area classroom works. These opportunities allow future educators to see “in action” some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens students interact with students and teachers to get a more hands on experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook perspective rather than through first-hand experience. Their tutoring efforts helped improve student achievement.</p> <p>We had two student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p>			<p>was a positive impact on student learning.</p> <p>Feedback from administrators show that teachers were implementing newly learned information into the classroom.</p>
Myers Park Traditional Elementary Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner	Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with	Summer Reading Clinic	July, 2013	12 K-5 Students 5 M.Ed. Candidates	12 K-5 students, including 2 hearing impaired students, were assessed and diagnosed by 5 M.Ed. (literacy) candidates during a free 3-week summer reading clinic. Reports were generated and shared with parents, as well as classroom teachers. Data from students, parents,

	the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for MEd students.				administration, and teachers regarding the experience were analyzed and used to make suggestions for each of the participants for the remainder of the summer and the following school year. Of the 12 students, 6 received formal reports. Attendance was an issue for the students who did not meet requirements to receive a formal report. Of these 6 students, data shows that all increased in the area of reading. No students showed decreased achievement. On a student survey all 12 of the students felt they were more motivated in regard to literacy after their participation. Data from parent surveys indicated satisfaction of the overall program and progress of their children. The EOG test scores of the participating students will be analyzed in August 2014.
Elementary Literacy Facilitators and Administrators throughout the Charlotte Mecklenburg School District	The CMS director of Literacy contacted Dr. Thornburg to invite her to work with the faculty in a professional development setting on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach	Dr. Thornburg implemented multiple professional development sessions over two days throughout elementary schools to teach theory and benefits of implementing Words Their Way instruction in their classrooms across ability groups as part of a Balanced Approach to Teaching	Fall 2013, Spring 2014 and Summer 2014	Approximately 300 administrators and literacy facilitators	Participants returned to their schools to discuss the idea of Words Their Way and asked for literacy facilitators to help teachers understand how to implement this strategy as part of their Balanced Literacy Approach.
Endhaven Elementary Barnette Elementary Smithfield Elementary	The principals and/or literacy facilitators contacted Dr. Thornburg to invite her to work with the faculty in a professional	Dr. Thornburg implemented professional development over a period of days to teach literacy facilitators, teachers, assistants and support	Multiple times at each school throughout the 2013-2014 school year	Approx. 180 participants	Teachers returned to their classrooms to begin implementing Words Their Way during their literacy instruction. Teachers reported that they felt more comfortable teaching this newly learned strategy and expectation in the classroom. They expressed the need for additional PD to support

Elizabeth Traditional Elementary Myers Park Traditional Elementary	development setting on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach	teachers the theory, assessment procedures, activities, management and benefits of implementing Words Their Way instruction as part of a Balanced Literacy Program			effective implementation. Additional PD is being planned over the summer to target specific areas of need.
Hidden Valley Elementary	The principal requested support from Queens students to tutor third grade students who were at risk for not passing the EOG Reading Test.	Six Cato Fellow students tutored the students in small groups of 3 students once a week for 50 minutes during special area time. Tutors focus instruction using QAR and reading strategies to answer comprehension questions. Emphasis was on how to use the text and what students already knew to make inferences	Feb.-Apr. 2014	Approx.20 3 rd grade students	We will use Reading 3D Scores and EOG Test results to determine growth. This data is not yet available.
Hidden Valley Elementary	Principal asked for support from Queens to acquire more books for the students to take home in an effort to encourage literacy skills at home.	Cato Fellows conducted a semester long book drive.	Sept.-Dec. 2013	More than 900 students received a book on their reading level to take home.	1052 books were collected, leveled, and distributed to students. Teachers reported the level of excitement of the students receiving the books to be astounding. They were more motivated to read.
Hidden Valley Elementary	Garden Project (Phase 1) Initiated by Queens students but approved by the principal.	A group of 6 Queens students cleaned up a closed off an overgrown courtyard area that had many fallen limbs. The area was closed off to	Nov. 2013- May 2014	6 Queens students	The area was cleaned up, all of the dead limbs were cleared out, and bushes were trimmed. Plans are in place to partner with Lowes in the fall to install raised beds for planting. Also, two picnic tables are being refinished.

		students since it was not being maintained by the school district once the school was remodeled and the courtyard could only be accessed from inside the building.			Phase 2 will begin next year. This area will be used for students to have lunch with their mentors. The mentors and mentees will have the opportunity to plant and maintain the courtyard. We are also planning on creating a Garden Club to incentivize students to reach their academic and behavioral goals.
Hidden Valley Elementary	School counselors requested mentors for a project for fifth grade girls called "Just Us Girls."	Eight female students served as mentors for the fifth grade girls. One male student and a faculty member created a boys mentoring group of 6 fifth grade boys.	Jan.-May 2014	Queens students served as mentors for 14 mentees	Queens students met weekly with their mentee to be a positive role model, help students develop inter and intra personal skills, develop critical problem solving skills, and provide academic support. A survey will be given upon completion of the project. Data is unavailable as the project is currently in progress.
Teacher Cadet Day Vance High School Harding University High School Rocky River High School	Invited 5 local high schools with Teacher Cadet Programs to attend our First Annual Teacher Cadet College Day	Teaching Fellows planned and taught two 45 minute sessions for high school students who are interested in becoming teachers. One session was about diversity and the second was about 21 st century skills. The students also attended a campus tour, and admissions session about what colleges are looking for, and a panel with professors to answer questions.	March 21 st 2014	Vance High School 11 students Harding University High School 9 students Rocky River High School 21 students Total of 41 juniors and seniors in total	Feedback on Evaluation Surveys and teacher feedback show that participants found the sessions informative, interesting, and fun. Teachers expressed gratitude for exposing the students to our campus and giving them a taste of what college life is like. They said that the sessions were informative, engaging, and very well-planned. They also said it was a great culminating activity for their classes and tied directly to what they had been teaching.
East Mecklenburg High School	The Assistant Principal and Eagle Flight Committee asked for tutoring support for their at risk ninth graders.	Two Cato Fellows created ten SAT preparation lessons and taught math and writing lessons every other weekend.	Jan.- May 2014	Approx. 25-30 9 th grade students	Upon completion of the ten tutoring sessions, a survey was given to the high school students. Responses to questions asking about level of confidence in specific areas as a result of the tutoring show that: In math: 70% are more confident and 30% are as confident as before the sessions.

					<p>In writing: 80% are more confident and 20% are as confident as before the sessions.</p> <p>Students also responded to specific questions as reported below:</p> <p>1. What strategies or knowledge have you gained about the format of the MATH SECTION of the SAT, as a result of the SAT Prep sessions?</p> <p>>How to do the math, take my time, how to solve equations, always show work, eliminate two answer choices, know what info. You need to solve the problem, how the questions are worded, know what to expect now, have an idea what it will really be like, you can skip questions that you don't know and no points will be taken off, take advantage of opportunities to get the best score possible.</p> <p>2.What strategies or knowledge have you gained about the content of the MATH SECTION of the SAT, as a result of the SAT sessions?</p> <p>>Be prepared, look at the problem in more than one way, narrow down the answers to what makes sense, review of algebra 1 content, exposed to new math problems and explanations, learned how to manage time, they can try to trick you but sometimes it's just simple.</p> <p>3.What strategies or knowledge have you gained about the format of the WRITING SECTION of the SAT, as a result of the SAT Prep sessions?</p> <p>>How to make a plan, timing is on 25 minutes, need to be organized, know what the writing section looks like, use time wisely, grammar and punctuation do count, the way the questions are worded, the writing structure of the essay, do not use big words that you do not know, understand the context, how to format the paper, think before you write</p> <p>4.What strategies or knowledge have you gained about the content</p>
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					<p>of the WRITING SECTION of the SAT as a result of the SAT sessions?</p> <p>>Think and be careful, have a plan, reread the question, be persuasive, use appropriate vocab, helped me understand the scoring better, you can put false facts because no one will check the data</p>
<p>East Mecklenburg High School</p>	<p>Working for student success with the placement of more adults in the school.</p>	<p>Clinical students and student teachers worked with students on goals set by the NC CC and Essential Standard Curriculum through activities designed by the classroom teacher, and/or the university student.</p> <p>During the school year teachers at East Meck volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a content area classroom works. These opportunities allow future educators to see in action some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens students interact with students and teachers to get a</p>	<p>Clinical Experiences the entire 13/14 school year.</p>	<p>11 Students</p>	<p>Clinical students' impact was assessed by classroom teachers' observation notes and an assignment and spread sheet that measured student mastery of concepts in a formative assessment approved by the classroom teacher.</p>

		<p>more hands on experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook perspective rather than through first-hand experience. Their tutoring efforts helped improve student achievement.</p> <p>We had two student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p>			
East Mecklenburg High School	Creating an Active instructional environment while teaching Common Core and Essential Standards.	<p>This year we worked in a whole faculty meeting and in small groups</p> <p>An opening session all staff attended reviewed key ideas in vocabulary, writing, active reading instruction and facilitating group work. Faculty interested in pursuing the information further broke into a small learning community where they continued to work on these skills. Each faculty in the small group</p>	August – May	Whole faculty and then a group of 5 teachers	<p>During the opening session, faculty participated in activities modeled and created ideas for their classroom.</p> <p>They completed a feedback form discussing what strategies they felt they would use and what barriers they anticipated.</p> <p>The session with the whole faculty and the teachers working in the small group reported that the information gained in this staff development impacts all students in the school through active faculty instruction with higher order thinking and scientifically proven activities that help students actively engage with common core standards and NC Essential Standards.</p> <p>Administrators attended the</p>

		brought lessons and artifacts they created for their classroom.			<p>sessions. The goal was that they could look for these active strategies in their observations of instruction through the year to further support teachers.</p> <p>50% of those surveyed said they used reading weekly, 25% said they used reading assignments daily and 25% said that the amount of reading that they use in a course varied depending on the course they taught before the inservice, or in this current year. On completion of the PD, 75% said they would feel more comfortable using reading assignments and 25% felt it the comfort was dependent on the student level they were assigned. 100% of those surveyed said they would use at least one of the strategies. 25% were uncertain of exactly what they would use next year as they needed to see the makeup of the classes they were given. Areas of focus next year would be vocabulary instruction as well as active reading and summarizing strategies. Barriers that still exist for teachers fell under the following theme: with the new standards instruction feels rushed or there is a lack of time to teach deeply, especially with readers who are struggling.</p>
All elementary school teachers in the Charlotte Mecklenburg School District	The CMS director of Literacy contacted Dr. Thornburg to invite her to provide PD to teachers on Words Their Way vocabulary	Dr. Thornburg will implement professional development over a three day period to K-1, 2-3, and 4-5 teachers. The teachers are expected to implement Word Study into their	June 2014	Expected participants: 250 teachers	This PD will be implemented the third week of June so there is no information of success at this time.

	instruction as an integral part of a Balanced Literacy Approach	classrooms during the upcoming school year. Sessions will be broken down for those who are newly learning the theory and those who need more advanced instruction.			
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	To help candidates successfully pass the Praxis II.	Free Praxis II Workshops	December. 2013 and April 2014	28 Candidates	During the 2013-2014 school year, 28 candidates participated in the workshops held this year. Participants noted that the test taking and anxiety reducing strategies were helpful. Student feedback has been extremely positive. 100% of our students that took the Elementary Praxis II passed.
CMS Focused/Title 1 Pinewood Elementary Hidden Valley Elementary Average/High Performing Elizabeth Traditional Elementary Selwyn Elementary Myers Park Traditional Elementary Smithfield Elementary Beverly Woods Elementary	Candidates tutored students in grades K-5 who were struggling with word knowledge. Candidates gave a pre-assessment to the whole class to determine what students needed extra assistance. Students were grouped according to skill needs and the teacher and candidate worked together to determine which group would be tutored using Words Their Way and text. Instructor worked with candidates to	Continuous contact with the classroom teachers and the liaison at each elementary school throughout the semester to make sure the experience was effective and successful. Classroom teachers completed an evaluation on the candidates' performance Candidates completed reflections that included students' progress after each of the tutoring sessions. Candidates completed reports on students' progress at end of tutoring sessions comparing pre and post assessments.	September - December 2013 February – May 2014	10 Elementary Education Candidates and Approx. 43 Elementary Students 18 Elementary Education Candidates and Approx. 72 Elementary Students	Most students who were tutored had an increase in their word knowledge scores upon completion of the tutoring experience based on the post assessment data. Motivation for most students also increased. All students who completed the eight tutoring sessions showed an increase in knowledge and use of at least one area in which they showed weakness in pre-assessment. Teachers reported that many of the students who participated became more active during in-class activities.

	<p>prepare them for assessing, analyzing, grouping, tutoring, and reflecting. On-going weekly meetings between instructor and candidates helped to continue dialogue and enhance tutoring planning. Upon completion of tutoring, candidates gave a post-assessment to check improvements in students' word knowledge. Candidates also kept case studies on one student from their group to help with anecdotal note taking and reflection.</p>				
<p>Walter G. Byers Elementary</p>	<p>Earth science Scientific method</p>	<p>Stream Analysis One 3rd-grade class worked with Dr. Perkins and his students from ENVR 101. First, they went through a guided exercise at Anita Stroud Park on Irwin Creek. During this exercise, students</p>	<p>April 2014</p>	<p>Approx. 24 third grade students and 20 College students</p>	<p>A summary discussion was held regarding the ecology, management and human impacts on streams. Through questioning it was determined that all students understood the concepts being taught.</p>

		<p>were asked to form hypotheses regarding the biological health of the stream. Benthic insects were collected. The following week, all students visited Queens, took a campus tour, and worked in the lab to determine Irwin Creek's benthic community abundance and diversity. Again, hypotheses were made and tested.</p>			
<p>Pinewood Elementary (Title I School)</p>	<p>Dr. Dunlap's Data-Driven Instruction class met with teachers to observe and learn from their data meetings as they discussed test results and ways to differentiate their instruction to reach all students. The class also observed the school's RTI meeting at the end of the semester.</p>	<p>The students returned to class and debriefed, discussing what they saw in the data meetings that would help prepare them to synthesize data and change their instructional decisions based on the data. This gave them an authentic experience in participating in using data to improve teaching. The students all said these trips to Pinewood were the best part of the class.</p>	<p>Sept. through Dec. 2013</p>	<p>Involved the Data-Driven Instruction Class at the university and third grade teachers' data meetings.</p>	<p>The students asked questions and the teachers were very willing to share their information and help the college students see the importance of actually participating in meetings to look at data and modify instruction as a result.</p>
<p>Pinewood Elementary (Title I school)</p>	<p>Dr. Collins and the math facilitator worked together to strategically place math methods students in</p>	<p>Math methods students worked in small groups and in one-on-one sessions with students in need of remediation in math content as determined by</p>	<p>January 2013 – ongoing</p>	<p>Per semester will impact approximately 20 pre-service teachers and over 175 students.</p>	<p>Math methods students taught lessons to targeted elementary students and began work on improving their math competencies. Awaiting year end MAP assessment data to assess if gains were demonstrated in the majority of students who received interventions.</p>

	classrooms where they could work with students needing remediation using flex time.	MAP testing data. Queens students created integrated lessons to reteach standards.			
Charlotte-Mecklenburg Schools	The need to have effective transformational leaders in each school as well as in the Central and Zone Offices	The Educational Leadership Institute, a collaborative effort between the Schools of Education and Business, is a 6-month program that develops the ability to lead change. Participants bring specific issues or problems from their schools and learn effective change leadership strategies. They create plans and implement them. The curriculum includes systems thinking, making data-driven decisions, personal leadership style, influencing skills, dealing with resistance, and effective processes for affecting change.	Ongoing	25 in each cohort. The number of cohorts each year varies. We conducted one in FY13-14.	5 cohorts of principals have completed the program. Participants tell us this is the most powerful professional development they have ever received. On post-course evaluations, 20% of participants indicated that their change project had been successful and 80% indicated that it was going well but not yet complete. 64% indicated that the curriculum was very helpful in leading change and 32% indicated it was somewhat helpful. 100% of participants indicated that the faculty were excellent and the curriculum was relevant. 90% indicated their approach to leadership has changed as a result. 100% agreed or strongly agreed that they are better able to engage the faculty and staff of their school to solve the problems they face and achieve their mission.
Charlotte Mecklenburg Schools	The need to have effective transformational leaders in each school as well as in the Central and Zone Offices	The AP Academy is designed to develop AP's ability to "lead from the middle"---to lead in support of the principal's vision	On-going	Approximately 25 per cohort.	Two cohorts have finished and we plan to conduct two more in the coming year. 100% of participants agreed or strongly agreed that they have a greater understanding of their personal leadership style and are more comfortable flexing that

		but to be authentic leaders nonetheless. The curriculum includes personality profiles, developing a personal leadership vision, courageous followership, and the basics of leadership.			style as needed in a variety of situations. 100% agreed or strongly agreed that they have a personal leadership vision and philosophy that they use in daily decisions. 100% agreed or strongly agreed that they are more comfortable giving feedback and coaching. 100% agree or strongly agreed that they understand the sources of their power as leaders and are more comfortable leading from that power.
Charlotte Mecklenburg Schools	The need to have effective transformational leaders in each school as well as in the Central and Zone Offices	The Coach Academy is designed to develop the coaching skills of those whose jobs require coaching of principals--- zone superintendents, executive directors, consultant coaches, etc. The program provides discussion and demonstration of the 6 key coaching skills, followed by practice and feedback in small groups by experienced coaches.	On-going	Approximately 10-15 per cohort	We have conducted two cohorts and are in the planning stages of another. 57% of participants indicated their coaching skills had improved "to a great extent" and 43% indicated their skills had improved "to some extent." 90% agreed that the program was an excellent use of their time and district resources.
North Mecklenburg High School	Assisting teachers in teaching content area vocabulary.	A staff development was presented which discussed why teaching content area vocabulary is important and modeled research-based methods that will help students	April 1, 2014	8 classroom teachers	Teachers created activities for their classroom. Teachers completed a survey discussing what they would do with vocabulary instruction in their classroom and then what barriers they felt they encountered in teaching vocabulary.

		<p>learn vocabulary. Presented as part of the Viking Teacher Academy. Teachers created varied activities to use in their own content classrooms.</p>			<p>Of the teachers surveyed, 100% said they engaged in vocabulary instruction currently. Before the staff development, the main theme that emerged from the survey was that instruction in this area was monotonous and not engaging. This was the greatest barrier to teaching vocabulary. The survey was mailed out three weeks after the staff development with a 50% return rate. Of those that did return the survey, all stated that they had tried at least one activity learned in the staff development. The greatest difficulty reported was working to adapt strategies to a teachers own content area. It was noted that some could be adapted everywhere, however a couple strategies presented would not work for every area.</p>
North Mecklenburg High School	Discovering technological tools that help with classroom instruction.	<p>A staff development session was provided to teachers to model some of the tools they can incorporate into their classroom to help students learn common core and essential standards. Some of these strategies included the sites blendspace, tricider, poll everywhere, wordle, etc.</p>	November 19, 2014	15 classroom teachers	<p>Teachers participated in a discussion regarding what they would like to use and concerns they had about integrating technology in the curriculum.</p> <p>A survey was sent at the end of the year to check progress of the use of technology. There was a low return rate. For those that did return the survey, 100% felt they increased their technology use. Barriers did still exist which fell under the theme of technology failing and fear of using something new. However, 100% of the teachers₂ did see the value in using technology in the classroom.</p>
North Mecklenburg High School	Working for student success with the placement of more adults in	Clinical students and student teachers worked with students on goals set by the NC	2013/2014 school year	9 Students	Clinical students' impact was assessed by classroom teachers' observation notes and an assignment and spread sheet that measured student mastery of

	<p>the school.</p>	<p>CC and Essential Standard Curriculum through activities designed by the classroom teacher, and/or the university student.</p> <p>During the school year, teachers at North Meck volunteer their classrooms to be used for observation purposes. Pre-service teachers from Queens are able to enter these classrooms and get an up close view of how a content area classroom works. These opportunities allow future educators to see in action some of the strategies they have previously read about in the classroom and then practice them. In most cases the Queens students interact with students and teachers to get a more hands on experience of how a classroom should be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook perspective rather than through first-hand experience. Their tutoring</p>			<p>concepts in a formative assessment approved by the classroom teacher.</p> <p>The student teachers also worked with small groups during transitions into taking over classes and then the entire class. This work has helped students. Their success in meeting student needs was assessed through turning in electronic artifacts that require a case study, unit taught in class, and professional development portfolio. Their success in meeting students' needs was also assessed in cooperating teacher observations, mid-term and final reports, and daily observations. The effectiveness was also judged by their university supervisor's observations.</p>
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		<p>efforts helped improve student achievement.</p> <p>We had six student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p>			
Myers Park Traditional Elementary (PDS Partner)	Implement first of three stages of Balanced Literacy	Conferenced with administrator and literacy facilitator to plan the first phase of implementing Balanced Literacy	July, 2013 and ongoing	3 administrators	Introduction and implementation timeline was created for Balanced Literacy after several meetings with administration and facilitator.
Myers Park Traditional Elementary (PDS Partner)	Provide support for teachers and administrators	Planned and helped conduct in-service in the area of Balanced Literacy emphasizing word work for faculty	July, 2013 and ongoing	40 teachers	Worked with facilitator to design training for teachers. Participated in the presentation of the first phase of Balanced Literacy at the school.
Myers Park Traditional Elementary (PDS Partner)	Provide support for teachers and administrators	Participated in team planning. With help of literacy facilitator, determined teachers using Balanced Literacy in classrooms Assisted in areas as designated by administration.	July, 2013 and ongoing	40 teachers	Provided support for teachers as they began the word work phase of Balanced Literacy. Worked with specific grade levels that were struggling to implement Balanced Literacy.
Elizabeth Traditional Elementary (PDS)	Implement first of three stages of Balanced Literacy	Conferenced with administrator and literacy facilitator to plan the first phase of implementing Balanced Literacy.	July, 2013 and ongoing	3 administrators	Introduction and implementation timeline was created for Balanced Literacy after several meetings with administration and facilitator.
Elizabeth Traditional Elementary (PDS)	Provide support for teachers and administrators	Planned and helped conduct in-service in the area of Balanced Literacy emphasizing word work for faculty. Also helped conduct in-service for interactive	July, 2013 and ongoing	36 teachers	Worked with facilitator to design training for teachers. Participated in the presentation of the first phase of Balanced Literacy at the school. Modeled interactive read aloud at faculty in-service.

		read-alouds.			
Smithfield Elementary	Provide quality clinical experiences for students in EDUC 305 (Children's Literature)	Spoke with administration to ensure quality clinical placements for Children's Literature course. Provided explanation of requirements for teachers and students.	Fall, 2013	10 classroom teachers 10 clinical students	Clinical students were provided the opportunity to complete clinical requirements in classrooms with teachers who invited them in and supported their efforts. Clinical teachers provided evaluations for students upon completion of their requirements.

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.

Technology integration is a vital part of our programs at Queens University of Charlotte as ensuring that our graduates are prepared for the digital world is an essential part of our curriculum. There are a variety of ways that we develop teachers who have the technology skills and technological pedagogical content knowledge to effectively utilize technology to facilitate learning.

One of the initial courses that our candidates take is Educational Technology and this course serves as the foundation of technological literacy in our program. We believe by having candidates enrolled in this class early in their program, we allow them to apply the tools and skills to their own content and grade levels. This course is designed to expose candidates to the variety of technological tools that are available to them when they enter the teaching profession. It is critical that our future teachers understand the technological tools that students come to class with, but they also must understand ways to effectively integrate these tools to design meaningful learning activities in their courses. Perhaps more importantly, these future teachers must also understand how quickly these tools change and they must become adaptable consumers of new tools as they emerge.

The Educational Technology course exposes candidates to various tools such as the use of presentations aids including the SmartBoard and Epson Smart Light. In addition to the use of these tools, candidates learn how to utilize the software to create interactive presentations using the Smart Software or other traditional presentation programs such as PowerPoint and Prezi. Each student leaves this course with experience in creating and teaching a lesson using one of the interactive boards.

The use of ipads in schools necessitates that our future teachers have a clear understanding of the power of these devices to promote instruction and assessment. In this course, candidates are introduced to the ipads and we examine different applications for use in all content areas. With the purchase of a class set of ipads, we are able to give candidates sufficient practice in using the devices in different classroom environments, but also how to create lessons and even deliver

assessments using this tool. For example, many schools do assessment (i.e. Benchmark, MAPs) testing using ipads. In addition, ipads are often used in schools when students are grouped or are in stations or centers. Beginning in the Educational Technology course and continued through our content methods courses, candidates spend time creating lessons and assessments using this tool. One specific example is an artifact created in our Math Methods course where we utilize ipads extensively. In this course, we ask the candidates to create small group differentiated lessons for groups of students at one of the local elementary schools. While in the schools, the teachers work with small teams of students who have been identified as needing remediation in math. Our candidates have used the available technology, including our ipads to deliver instruction and assessment for these students. This experience is important to our candidates because they learn how to use online assessment testing data to differentiate and design lessons. They create pre- and post- assessments to track progress and use technology to chart the progress. Examples such as this are found in other methods courses as we continue to examine ways to utilize technology to mirror what we observe in the local schools.

The Educational Technology course also prepares our candidates to use multimedia technology tools to create engaging opportunities for students. One major assignment in this course is the construction of a teacher blog or wiki. Within this blog or wiki, candidates demonstrate mastery of various skills such as using and creating original video, podcasts, online assessments and grading, use of various Office applications, and internet safety and Acceptable Use Policies. All of these applications are foundational and are reexamined during the methods courses, but this artifact ensures that all candidates have a minimal expertise in a variety of technological areas. One key aspect of technology application is for teachers to be able to be a good consumer of what counts as quality technology. To address this need, we have designed an assignment to examine technology use in schools. In this artifact, candidates are required to examine and evaluate a variety of technology tools that we have examined or ones that they have seen in schools. To support this assignment, our candidates spend ten hours of clinical work in two schools which were strategically selected. The teachers are being placed at Hawk Ridge Elementary and Myers Park High School as these two schools are both BYOD (also known as BYOT – Bring your own technology) schools and use technology extensively. These schools serve as two excellent models for how technology integration is successfully implemented in Charlotte Mecklenburg Schools. Since this class is one of the first courses they take, candidates are only required to observe, however we strongly encourage them to engage in the class and most do spend some time working with the students. Every week we spend some time discussing what is being observed in schools. This ensures that these are model schools and also allows teachers to share what they see in the variety of classrooms and settings. We believe this is useful because it helps bridge the theory practice divide as they see the theory in practice with actual students and teachers.

We explore many web-based programs in our curriculum. In Social Studies and Technology courses, candidates are required to review and develop web quests to use as teaching tools in the classroom. Candidates are taught how to create comprehensive web quests by using Word and web-based programs that relate to the standards for their content areas of instruction. We also examine the safety of students using the web and acceptable use policies in counties throughout the state. We examine the use of social networks and popular networks versus educational sites and help teachers learn how to make decisions regarding their use. We discuss cyber bullying and how we can be agents for change as teachers. Lastly, we explore programs using texting as a tool. Sites like Polleverywhere.com allow students to respond to open-ended and multiple choice questions on their cell phones. Sites like this and tools like wikis are also used throughout coursework to model how they are integrated into instruction.

During the Educational Technology course, candidates begin work on a technology portfolio which becomes the key technology assessment feature in our programs. Using the ISTE standards as a guide, we have an electronic portfolio system in place where our candidates create artifacts for evidence for meeting each of the six ISTE standards. While the Educational Technology course begins the electronic portfolio, the bulk of assignments and artifacts are created during the methods courses. Currently, each methods course contains at least one artifact which can be uploaded into the portfolio and serve as evidence of the various standards. For example, in most of our methods courses, candidates must integrate technology into at least one of the lesson plans they create. Our lesson plan template requires candidates to address 21st century instructional practices and most candidates view technology as one way to address this requirement. By the time our candidates have completed our program, they have a variety of lessons in different disciplines which address a wide range of technology skills.

We discuss universal design in many areas of our curriculum. In each class, we discuss how to differentiate instruction based on the needs of the students and the requirements for the course. We talk about the variety of strategies used to teach specific topic areas and how we can individualize goals for individual students' needs. One rationale for promoting technology use is that it is a great tool for differentiating instruction. There are a plethora of programs and apps which can allow teachers to effectively differentiate instruction. We explicitly teach these strategies to help promote best practices and accommodate the range of students in their classes. In addition, in each methods course candidates are required to write at least one lesson plan and all lesson plans must address the variety of needs, especially those with disabilities. Our lessons necessitate attention to individual differences including: tactile, auditory and visual learners, early finishers, late finishers, ELL students, and struggling students as well as any special needs students in the specific classrooms. Through the technology listed above, we discuss how these various programs can be used to enhance individual student learning and help teachers create engaging lessons for students that address a variety of learning levels. Assistive technology is also investigated for students who need help with exceptionalities and there is technology available to support those needs. For example, we review electronic pens, audio and video enhancement, and computers with blowing tubes for paraplegic students.

The Educational Technology course sets the stage for future courses candidates will take to help them to be prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. When elementary and secondary education candidates take methods courses they are taught how to develop content specific and integrated WebQuests and are required to develop one that can be used in the classroom. This is also a way for candidates to learn how they may be able to "flip the classroom", find time to teach subjects they may find are hard to thoroughly teach during the instructional day (such as science and social studies), develop more appropriate independent practice, develop more effective stations or centers for students to work in, and use as an enrichment tool for students. In addition, in the current age of limited funding for field trips, we feel it is important to teach our candidates how to develop virtual fieldtrips.

In one of our courses, candidates learn how to prepare an interactive presentation where they must narrate and/or create a video of themselves giving instruction and having students complete an activity. This is used to show candidates how to create a tutoring module for students who cannot stay for after school tutoring. They can use Camtesia, Blendspace, PowerPoint, or another program of their choosing to accomplish these goals.

Additionally, in the methods courses throughout the elementary program, instructors teach candidates how to use a Smart Board, Smart Notebook software, apps, video links, and iPads to enhance their instruction of specific content. Candidates are required to effectively use and implement technology in their lessons they teach during clinical experiences. Candidates are also taught how and are encouraged to use iPads and technology devices during tutoring sessions with students in courses such as Word Study and Vocabulary Instruction, Math, and Reading. Candidates are explicitly taught how to bring the outside world into the classroom to enhance student background knowledge and increase their understanding of content being taught. Candidates are taught how to find and effectively use technology resources such as Time for Kids and Discovery Education when developing lessons in specific content areas. It is important in all of our programs to ensure our candidates have a firm understanding of how to use technology as an instructional tool as well as for centers, independent work, or partner work in addition to teaching their students and parents to use these tools in the classroom and at home.

We believe our course of studies helps create technology savvy teachers who are able to make instructional decisions based on the needs they see in their classes. Empowering these teachers with the tools, skills and understanding for how technology should be utilized in schools creates teachers with 21st century skills who can be successful during their future careers in education.

b) 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.

At Queens University of Charlotte we have been very explicit in providing our candidates with the theory and practice they will need to possess the knowledge in reading and mathematics instruction that will allow them to become successful teachers. In the courses where the primary focus is on reading and math, we use the sample test questions, teacher standards, and specialty teaching standards as our guide in addition to the most recent research in specific areas. We look at the questions and develop class discussions, assignments, readings, projects and tests that will allow our candidates to obtain the necessary information as well as to be able to apply the information when they are in the classrooms working with students. In general, in the literacy focused courses the exams have been adapted to align with the new licensure exam in an effort to better prepare our candidates. Some specific examples of how faculty are ensuring candidates obtain the needed information and are able to successfully apply it in addition to obtaining the information to obtain a license are noted below.

In Reading Methods and Language Arts Methods courses, candidates are required to use textbooks and articles that focus on the best practices and those that are examined via the licensure exam. Candidates complete assignments, practicums, clinical experiences, projects, and exams that will ensure they are able to understand and apply the content. In Reading Methods, candidates hone in on teaching comprehension strategies across content areas. A course specifically developed to focus on the vocabulary instruction and word knowledge is a requirement for all candidates. In this course, candidates learn how children learn vocabulary in each developmental phase they will encounter in an elementary classroom and how to apply this knowledge. Discussions and assignments ensure candidates understand the content in this course.

Candidates are also required to take a course focused on children’s literature. In this course, they not only learn how to effectively teach using a variety of genres, but also how to incorporate children’s literature into all content they are teaching.

In content specific courses such as Science and Social Studies Methods, candidates focus on content reading strategies such as double entry journals, how to take Cornell notes, how to use anticipation guides, write arounds, and concept maps/graphic organizers to engage students in their reading before, during, and after reading a selection or excerpt from a textbook. Candidates are also taught how to explicitly teach the text features such as titles, subtitles, captions, bold words, glossary etc. and how to use them to be an effective learner when reading expository or informational texts. Candidates learn how to use read alouds and/or trade books to integrate reading and writing into content specific areas in a more balanced approach to literacy.

In the Math Methods course, we have spent additional time this year helping candidates prepare for the new licensure exam. Initially, we had our candidates complete the sample MTEL test that has been provided by the state to evaluate where our students were strong and where they needed extra support. During the semester, we spent class time returning to areas of math content where candidates were weak. We completed an item analysis and targeted areas where they had the most difficulty. In addition, we returned to the practice test and had them work in teams trying to solve all of the problems a second time. Our long-term strategy is to examine what math courses our candidates take to ensure they come to Math Methods with a more concrete foundation of the math content. We will also conduct a math review for candidates in the months preceding their licensure exam. We currently do this for the Praxis and will simply change the focus to the new licensure exam.

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.

At Queens University of Charlotte, it is our goal to provide candidates with multiple opportunities to apply and dive into data to drive individualized instruction. Further, our goal is to allow candidates multiple opportunities to work with data sources they will encounter when they are student teaching and working in their future classrooms. All candidates are required to take a Data-Driven course that introduces them to various types of data and takes them into the Charlotte Mecklenburg School System to work alongside teachers to learn how data drives instruction. In this course, candidates attend data meetings at a local elementary school where teachers discuss formative and summative assessments, analyze procedures and outcomes, and determine how the results will change their instruction.

In this course, candidates also attended the Response to Intervention “RTI” meeting at a local elementary school where they were able to see the big picture for the students. They sat in on small group sessions and listened in as teachers discussed the data – both formative and summative—and what they needed to do as a result of that. This discussion was used in a debriefing and enriching session during the next class session. In addition, a guest speaker who is a teacher in CMS and manages the data in his school, visits the class each semester and shows candidates how to use the North Carolina assessment system. They spend time looking at

formative and summative test results. In doing so, they look at answers to questions on summative tests, discuss why students may have answered the questions the way they did, and why several students may have missed the same question. As they discuss these assessments, they also discuss instructional strategies they could use to improve student learning.

In three specific courses, Math, Word Study and Reading Methods, candidates are required to complete small group tutoring sessions during their clinical experiences. This requirement includes candidates giving pre- and post- assessments, analyzing the data to determine the needs of the students and developing multiple (typically eight) tutoring sessions tailored to individual needs. In addition, students are required to complete anecdotal notes and reflections for each tutoring session to drive instruction. At the completion of the tutoring, candidates administer a post-assessment and complete a detailed analysis of student growth and weaknesses as well as addressing obstacles faced. These strategic assignments allow candidates to learn how to use formative and summative assessments and how to analyze the data in addition to the power of assessment-driven instruction and the need for thoughtful reflection in order to be the best teacher possible.

In student teaching, candidates are exposed to all types of assessments and participate with cooperating teachers and grade level teams to use assessment systems in the schools. We are adding an assessment project that will be a requirement for all student teachers that will ensure their understanding and use of analysis to guide instruction upon completion of student teaching. This will be in place beginning fall 2014.

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

Queens developed a course titled Cultural Arts in Education that focuses on how to effectively integrate arts education into curriculum. Candidates are required to learn how to use community resources to help with the integration of the arts. Assignments are required that allow candidates to demonstrate understanding. Faculty also address this integration in their content specific courses where appropriate.

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	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	45
	Other		Other	4
	Total	13	Total	60
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	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	1
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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	4
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	1	White, Not Hispanic Origin	6
	Other		Other	
	Total	1	Total	6

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	3	3
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)	0	0
Total	4	4
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,217
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	530
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.54
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	19		1
Middle Grades (6-9)				
Secondary (9-12)	1	8		4
Special Subject Areas (K-12)		1		1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	28		6
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	23	100
Institution Summary	23	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	5	5	7	13	0
U Licensure Only	1	0	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	38	100	82
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.

LEA	Number of Teachers
Charlotte-Mecklenburg Schs	262
Union Co Schs	27
Gaston Co Schs	16
Cabarrus Co Schs	15
Winston-Salem/Forsyth Schs	7
Guilford Co Schs	7
Wake Co Schs	6
Durham Public Schs	5
Iredell-Statesville Schs	5

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

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
8		5