

IHE Bachelor Performance Report

High Point University

2014 - 2015

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. Its mission *is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities*". The University offers Bachelor's degrees in 45 academic areas, Master's degrees in Business Administration, Non Profit Management, Strategic Communication, History, and Education, and the Ed.D. degree in Educational Leadership. In addition, several study abroad programs are available to undergraduate students. In 2014-2015 the student body comprised 4,459 individuals from 53 countries and 47 states, of which 147 (2%) were graduate students. The instructional staff consists of 251 full time and 127 part time members. Over three-quarters (72%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

The institution is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools. The School of Education at High Point University continues to offer four Bachelor of Arts degree options for candidates majoring in teacher education including elementary education (K-6), middle grades education (6-9), special education (K-12), and health/physical education (K-12). Initial licensure programs are offered in Elementary Education, Middle Grades Education, Special Education (General Curriculum), Secondary Education (9-12) in English, Mathematics, Biology, Comprehensive Science, Social Studies and K-12 licensure programs in Spanish. Art Education K-12 was discontinued in 2013. Non-traditional programs are offered, however, the School of Education's Evening Degree Program was discontinued in 2014. A dual degree program between High Point University and Piedmont International University in Elementary Education, Secondary English, and Health/Physical Education also continues to be offered. The add-on license in academically gifted (AIG) is delivered online and through a cohort program established with local public school systems. The School of Education offers two Master of Arts in Teaching (MAT) degrees in Elementary Education as well as Secondary Mathematics. All of the teacher education programs at High Point University have been approved by the North Carolina Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) since 1992. The School of Education had its last continuing accreditation visit in February, 2008 and is preparing for its 2016 CAEP accreditation visit and has agreed to serve as an "Early Adopter" for the new CAEP accreditation standards.

Special Characteristics

The teacher education programs at High Point University reflect a conceptual framework which emphasize the "teacher as leader for learners in a global world". This underlying framework supports the notion that all teachers who are charged with the responsibility of facilitating the development of the learner must have a strong knowledge base and must be an effective leader and collaborator. One unique characteristic of all the High Point University teacher education programs is that the clinical field experience strand begins with in an introductory freshman level practicum. This field experience was designed to assist candidates in validating teaching as a chosen career and also allows entering freshmen who are "undeclared" in their major to explore teaching as a possibility. Four technology courses continue to be offered beginning in the sophomore year to provide exposure to the latest technologies, (including Smart Board training) for instructional integration and effective communication with others. The final technology course taken in the last phase of the teacher education program introduces candidates to how integrate technology into instructional decision making and includes formative and summative assessment procedures as well as exposing them to N.C. Falcon training and EVAAS. A significant literacy and STEM strand includes additional options for elementary majors to continue into a 5th year BA to M.Ed. program with a strong literacy or STEM concentration. All methods courses are integrated into one cohesive experience that provides technology training, integrated arts, and fieldwork in the public schools. The School of Education also integrates its final two internships to allow candidates the opportunity for a full year internship in the same classroom. Assessments are aligned to these two internships and require candidates to develop a Professional Growth Plan in Internship I which is monitored for progress in Internship II (student teaching). In keeping with institutional goals, the School of Education has incorporated a service learning strand into all licensure programs which allows interested candidates to take up to four courses which are offered during sophomore, junior, and senior year that includes a significant service learning project which is carried out in the public schools. Candidates who complete the service learning strand in education and other requirements of the university's Service Learning program are eligible to graduate with this distinction. Also new, the School of Education has offered American Sign Language-I (ASL-I) and American Sign Language-II (ASL-II) through the Department of Specialized Curriculum. The School of Education has received authorization to begin delivering the Adapted Curriculum license, effective January 2015.

At the conclusion of the teacher education program all completers are eligible and invited to participate in the New Teacher Support Group which is a mentoring initiative provided by the School of Education for first and second year teachers. The program utilizes retired teachers from the Triad area who volunteer their time to provide additional support and guidance to new teachers in the areas of lesson planning, instruction, disciplinary strategies and technology. School visits are also provided for those graduates who request more intense assistance and feedback.

The School of Education also continues to offer four minors including Education Studies, Health Education, Special Education and Athletic Coaching.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Health/Physical Education, Spanish; Special Education (K-12): General Curriculum and Adapted Curriculum, and Academically Gifted (K-12) Add-On. The School of Education also offers two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12). B.A. to M.Ed. (originally referred to as 5th Year programs) are also offered in Elementary Education with concentrations in Literacy, STEM or Content for advanced undergraduate candidates beginning in their senior year. An additional B.A. to M.Ed. program in Intellectual Disabilities will now also be offered, effective January 2015.

At the advanced level, the School of Education offers four M.Ed. graduate degree programs in Educational Leadership (the Add-on License in Educational Administration is also available), Elementary Education, Special Education: Intellectual Disabilities and Secondary Mathematics. The Ed.D. degree program in Educational Leadership was permanently authorization to deliver the School Superintendent's license in January 2015.

Many of the M.Ed. programs are offered through cohort partnerships with surrounding school districts. In 2014-2015 the School of Education offered the M.Ed.in Educational Leadership, the add-on license in Educational Administration and the M.Ed. in Elementary Education through a cohorts established in Asheboro City, Lexington City, Davidson County and Guilford County Schools.

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
Guilford County	STEM, Teacher training, literacy	STEM Day Math Night	This is a continuing	Principal (Jamal Crawford)	Executives from the LEGO

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Schools Kirkman Park Elementary		Teacher manipulative training LEGO Story Starter and Build to Express Training	partnership which began in the spring of 2012 and has continued through the current 2014-2015 academic year	Students in grades 3-5 Grad assistant HPU Students EDU 3231, EDU 3232 Dr. Disseler	company use this full LEGO school for on-site visits for other principals that might be interested in seeing how the program looks fully implemented. Principal reports that reading and science scores have increased each year as a result of Story Starter, Robotics, and manipulative usage.
Allan Jay Elementary	Early grade math	Research was conducted using MoreToMath in the first grade to assess if manipulatives would increase scores on numbers and operations skills.	This occurred in spring 2015. Will begin again in Fall of 2016.	Principal Dawn Spencer, Student teacher Emily Cieri, Dr. Disseler and 68 first grades students and teachers.	
Davidson County Reeds Elementary	STEM, Literacy, math and creativity	Teacher training with WeDo Robotics, Story Starter, and MoreToMath Math Manipulative training FOSS training Parent night	This partnership began in 2011 Fall. It is a continuing partnership	Principal Christie Weatherly, Lego President Colin Gillespie, Dr. Disseler, STEM grad students.	

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		<p>LEGO Field trips</p> <p>LEGO Executive visits</p>	<p>that has grown immensely over the years. It is continuing into 2015-2016.</p>		
<p>Thomasville City Schools (TCS)</p>	<p>Increased in use of STEM in Elementary and Middle School classrooms.</p>	<p>In 2014, HPU and TCS applied for and received at MSP Grant to implement a Teacher STEM Club. The STEM Club includes two tiers of participants; one that will participate in a series of events over three years and another that will also take two graduate STEM courses and receive mentoring in the classroom to become teacher leaders in STEM for TCS.</p>	<p>June 2014 – May 2017</p>	<p>Participants include four professors from HPU – Dr. Jane Bowser, Dr. Shirley Disseler, Dr. Adam Graham-Squire, and Dr. Tess Hegedus. Participants from TCS include 50 Elementary and Middle School Science and Math teachers.</p>	<p>To develop a system of support and sustainability using Tier II educators to train other teachers in the area of content standard specific instructional delivery.</p> <p>To realize significant gains in student achievement in grades 3-8 Math End-of-Grade (EOG) Tests and in grades 5, 8 Science EOGs, increased teacher content knowledge as measured by standards III and IV on the Teacher Evaluation tool, and increased collaboration from teachers in</p>

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					<p>content area work.</p> <p>To create a deeper content knowledge base for teachers in grades K-8 Math and Science, specifically the strand of Physical Science and curriculum of the Common Core and Essential Standards.</p> <p>To enhancing quality teaching through STEM Club meetings provided regularly throughout the school year will ensure that Tier I and Tier II participants have the opportunity to use the content knowledge they have gained in real world experiences and model the types of activities they could do with students in the classroom. In addition,</p>

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					<p>mentoring from HPU faculty will provide participants support when they are in the classroom and will also serve as an important feedback loop to monitor the impact of the project.</p> <p>To develop the leadership capacity of Tier II project participants will be expected to become leaders in their respective schools and grade levels.</p> <p>Participants will serve as demonstration teachers and will lead workshops on content and curriculum design for other faculty.</p> <p>To building Professional Learning Communities for the duration of the partnership</p>

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					<p>through monthly meetings to discuss content, curriculum, and improving student learning. Each of the PLCs will be supported by HPU faculty who will attend PLC meetings and provide content and instructional feedback through classroom observations. In addition, the partnership with HPU will also continue after the project and the collaborative involvement of the University will be determined jointly by project participants, the project team, and faculty from High Point University.</p>
<p>Guilford County Schools Montlieu Academy of</p>	<p>Literacy Development</p>	<p>In order to address the broader goal of addressing literacy development</p>	<p>This is a continuing partnership which began in the fall of 2010</p>	<p>The participants included the professor of EDU 3130, literacy coordinator of</p>	<p>Outcomes of this project included (1) students in grades K-5 received one hour of individualized</p>

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Technology		for local area school children, teacher education candidates enrolled in EDU 3130 (Reading Process and Practice), partnered with two local elementary schools in Guilford County. The goals are twofold: to build literacy teaching skills for teacher candidates and to build interest and support literacy development for elementary-aged students. This program called "Book Buddies" pairs individual children enrolled in grades K-5 to read alongside elementary and special education teacher candidates for	and has continued through the current 2014-2015 academic year.	<p>Montlieu Elementary School, 31 undergraduate teacher education majors. A total of 29 K-5th graders were served through the book buddy program.</p> <p>All K-5th grade students at Montlieu Elementary school were served by the read alouds, shared reading and comprehension strategy lessons taught that the school, a total of approximately 400 children served.</p>	<p>reading support each week (2) elementary aged students received additional instruction on reading strategies from teacher candidates in their classrooms in small groups (3)teacher education candidates became proficient at teaching reading comprehension strategy lessons (4) teacher education candidates became proficient at meeting students' needs in matching books to readers—attending to ability and interest.</p>

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		<p>one hour a week. Candidates were responsible for providing and planning materials for weekly reading sessions.</p> <p>Additionally, Teacher candidates conducted read alouds and shared reading activities with groups of children in grades K-2. They also taught reading comprehension strategy lessons to groups of children in grades 3-5 at Montlueu Academy for Technology.</p>			
Guilford County Schools: Oak Hill Elementary	Literacy Development	In order to address the summer reading loss that often occurs within populations of high needs children; a Summer	The Summer Reading Institute ran from June 22- July 23 2014.	The participants included: two professors from HPU (Literacy and STEM), 19 elementary students, preservice candidates/tutors	Outcomes of the Summer Reading Institute include: 1) 68% of the students maintained or increased their reading levels based on their

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		Reading Institute was established to service rising third grade students at Oak Hill Elementary. The goals were twofold: to build literacy instructional skills and content area instruction for graduate candidate students and to support children to maintain/develop their reading effectiveness through summer reading instruction.	Children attended from 8:45-11:15 Monday-Thursday for 5 weeks	and one graduate assistant.	beginning TRC scores (16% of students did not return to the school—their outcome is unknown) 2) Parent feedback was 100% positive—identifying growth in areas of engagement, confidence, comprehension, fluency and knowledge of content 3) Grant has been refunded for Summer 2015.
Guilford County School: Oak Hill Elementary	Teach NC essential standards in healthful living to Kindergarten and first grade students during a nine week elective time.	In order to address the broader goal of healthy living and incorporating healthy living within lessons teacher education candidates enrolled in PEC 2130 (Healthy Living for the Elementary Child), partnered	This partnership was from January 2015 – April 2015 Oak Hill has requested the partnership continue this fall, 2015.	The participants included the instructor and elementary education majors enrolled in PEC 2130: Healthy Living for the Elementary Child, all kindergarten and first grade students at Oak Hill elementary	Outcomes of this project included the elementary students in the classes received health education beyond their classroom teachers. Students in PEC 2130 learned how to plan and teach appropriate health lesson and the importance of integrating

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		with Oak Hill elementary The students were put into groups and created and taught lessons based on the NC essential standards on healthful living to the Kindergarten and first grade classes at Oak Hill Elementary School.			healthful living objectives in to lessons.
Guilford County Schools: Johnson Street Global Studies K-8 and Triangle Lake Montessori School PreK-5	Quality Teacher Preparation	In order to address classroom learning goals of increasing understanding of educational psychology and the broader goal of impacting learning of struggling K-8 students, teacher education candidates enrolled in EDU 2100 (Nature of the Learner), partnered with two local elementary Guilford County Schools to	This is a continuing partnership which began in Fall 2012 and has continued through May 2015. An agreement has already been made to continue this partnership for the 2015-2016 academic year. Data reported in this table	Participants in this program included the professor, Dr. Vess, 77 undergraduate education majors enrolled in the three different sections of the EDU 2100 course, faculty and students at Johnson Street Global Studies and Triangle Lake Montessori School.	Activities of this project include HPU students partnering with a teacher at one of two schools and working 15 hours in his/her classroom over the course of the semester. Duties include: assisting with instruction and behavior management, providing interventions to struggling learners, and observing student learner qualities to augment classroom

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		<p>provide instructional support during intervention and enrichment scheduled time and small group reading and math instruction. Teacher candidates also supported partner schools by assisting at school sponsored after school events designed to foster family involvement such as the Math Carnival, Reading Round Up, International Night, Student Led Conference Night, and PTA meetings.</p>	<p>reflect the 2014-2015 academic year.</p>		<p>instruction in an educational psychology course. Additionally, HPU students assist faculty and staff at the partner school by working at evening and after school events, such as International Night, Math Carnival, Reading Carnival, Student Led Conferences, and PTA meetings. Students ran instructional activities at these events and assisted staff with the organization of the event including planning, set up, and crowd control as well. Outcomes of this project include: 1) Increased academic achievement and engagement in students at Johnson Street</p>

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					<p>Global Studies and Triangle Lake Montessori School, 2) Increased competence in teaching practice for education majors at HPU, 3) Enhanced understanding in HPU education majors of educational psychology concepts and the need to collaborate with other professionals in the educational work setting, 4) Exposed education majors to realities in the teacher's work day including planning and participating in evening, weekend, and after school events to support instruction and the mission of the school, 5) JSGS and TLMS received much needed assistance in their identified</p>

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					<p>areas of need (assistance during intervention and enrichment blocks, small group instruction, and coordinating evening events), 6) HPU students gained understanding of culture, diversity, and working with families at after school events</p>

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

For the 2014-15 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.**

In order for today’s students to be prepared to navigate the world, they must become proficient in 21st century literacies, including media, information and cyber literacies. The School of Education has developed a comprehensive technology plan that addresses the SBE priorities emphasized above. Of primary importance is the role of technology in candidate preparation as it relates to knowledge acquisition and its integration into instructional delivery and assessment. Technology is systematically embedded throughout the program in a series of courses which are aligned to the ISTE Standards for Teachers, the InTASC and N.C. Professional Teaching Standards. Candidates begin the sequence with an introduction to educational technology which builds foundation

skills in digital citizenship, the use of Interactive Whiteboard technologies such as ActiveInspire and SMART Notebook and management of information through tools such as Google Drive and Edmodo.

Once admitted, candidates are required to purchase an iPad in lieu of textbooks for their technology courses and clinical internships. Candidates explore tools such as Evernote, Twitter for creating a Personal Learning Network, blogs, wikis, and how to create an interactive webmix of resources with Symbaloo. All assignments are relevant to the content the candidate plans to teach and are aligned to the Common Core and/or Essential Standards.

A shift from knowledge acquisition to application occurs during the final year of study. Candidates use the tools they have learned to teach meaningful lessons from their unit plans. In addition, candidates begin to focus on the use of technology for formative and summative assessment. The Progress Monitoring assignment prepares candidates for completing the *Using Data to Assess Student Learning* during Internship II. MAT candidates enroll in a separate graduate technology course which provides exposure to the key experiences from all three undergraduate technology courses. All program completers become certified in N.C. Falcon, an online series of modules on formative assessment. The culminating assignment is the creation of a Hallmark Technology Portfolio showcasing key assignments that demonstrate candidate proficiency across all the ISTE Standards.

The School of Education has also successfully initiated technology-based collaborative partnerships with surrounding school districts. In 2014-2015 the Thomasville City Schools STEM Club grant is an example of a clinical field-based technology partnership which has been impactful for the school district as well as our own preservice candidates. STEM based partnerships with LEGO Education have provided additional opportunities for undergraduate research. The School of Education now serves as a LEGO Education Service Provider and hosts regular inservice teacher and parent training along with field-day events for K-8 students.

- 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.**

In response to the new licensure requirements for all undergraduate elementary and special education program completers, faculty in these two departments and the Department of Mathematics completed an analyses of each new test being required by Pearson and aligned the content for the Reading Foundations and General Curriculum Test for NC to current education and supporting courses required at High Point University for both licenses (elementary and special education).

The College of Arts and Sciences Department of Mathematics representative to the School of Education's Teacher Education Council has been in consultation with the faculty in the Departments of Elementary and Specialized Instruction to revise an existing math supporting course requirement (MTH 2010: Mathematical Ideas) which will be aligned to the specific math content on the new Multi-subjects: Mathematics test. The School of Education's Mathematics and Science STEM faculty have built a "math skills lab" into EDU 3231 (Integrated Science/Math Methods) in an attempt to support candidates in successfully passing the Math subtest of the General Curriculum exam. As part of this "math lab" all candidates must take a pre-test upon entrance into EDU 3231 and any areas of deficiency are identified. Required participation in the math lab is expected throughout the course and all candidates must meet 80% proficiency on math skills prior to exiting the course.

In May of 2014, the Department of Mathematics Teacher Education Council Representative took the General Curriculum: Mathematics Subtest. He offered preparation sessions for our undergraduates teacher education majors in elementary education and special education on November 7, 2014 and November 14, 2014. Our literacy coordinator took the Foundations of Reading on June 7, 2014 and offered preparation sessions on November 7, 2014 and November 14, 2014 following the math modules.

Scores earned by our 2015 graduating seniors on the Pearson Multisubjects Mathematics test were well above the required cut-score and suggest these strategies are having an impact on the overall preparation of our candidates in the areas of reading and mathematics instruction.

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.

The School of Education requires all candidates to enroll in EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which serves as a co-requisite laboratory experience during the student teaching internship. All candidates enrolled in the internship are required to take this course which allows them to use "real" data from their own classrooms to track and predict student improvement in grades K-12. Formative and summative assessment practices are aligned to the Common Core and State Essential Standards. The course includes how data is used in formative assessment, making midcourse corrections, developing and using rubrics, providing effective feedback, using data notebooks. Within this course candidates complete the required Electronic Evidence Data Analysis Project which requires demonstration of knowledge regarding

formative and summative assessment procedures and they must complete all modules of NC Falcon using a unit they have taught. MAT candidates take EDU 5166: Using Data for Instructional Improvement which is the parallel course at the graduate level and requires similar assignments and data analyses.

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

Elementary education K-6 majors are required to take EDU 4135: Integrated Arts in the Elementary School which includes opportunities for students to demonstrate proficiency in integrating the arts into lesson planning units for elementary K-6 students. Drama, Dance, Music, and Art are addressed in an integrated manner along with exposure to the learning theories of Multiple Intelligences, Differentiated Instruction and Learning Styles. Presentation of instructional units that integrate the arts is required as well as evidence that students understand how the arts can be incorporated into classrooms with special needs individuals.

Students enroll in EDU 4135 during the same semester that they did Methods of Integrating Math and Science. The placement of EDU 4135 is intentional as the faculty teaching both of these courses collaborate with one another and use the Math and Science Methods block as the basis of the instructional units that students create to demonstrate proficiency in arts integration. This allows for practical opportunities for students to see connections between content (math and science) and the integration of the arts (art, music, dance and drama) into this curriculum. It also creates an opportunity for faculty to address the 21st century rationale of “STEAM” which adds the component of creativity, self-expression and the dimension of the “arts” to content area instruction in math and science. Students enrolled in the class are exposed to hands-on activities and problem solving that encourages their own creativity as they look at math and science through the lens of the arts.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	142
	Other	1	Other	6
	Total	15	Total	157
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		0
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,192.78
MEAN SAT-Math	568.57
MEAN SAT-Verbal	*
MEAN ACT Composite	26.32
MEAN ACT-Math	24.20
MEAN ACT-English	*
MEAN PPST-Combined	529.71
MEAN PPST-Reading	178.67
MEAN PPST-Writing	174.67
MEAN PPST-Math	178.60
MEAN CORE-Combined	494.78
MEAN CORE-Reading	177.00
MEAN CORE-Writing	170.33
MEAN CORE-Math	*
MEAN GPA	3.41
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	17	22		
Middle Grades (6-9)		2		
Secondary (9-12)		3		
Special Subject Areas (K-12)		12		
Exceptional Children (K-12)	3	9		
Vocational Education (7-12)				
Special Service Personnel				
Total	20	48		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	100
Spec Ed: General Curriculum	12	100
Institution Summary	52	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	6	53	6	2	1	0
U Licensure Only	0	0	0	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
<p>Comment or Explanation : The School of Education has a provisional status policy allowing provisional admission to teacher education if a minor deficiency exist in one of the criteria (GPA, disposition, Praxis I, etc.). The six students noted above were those who were admitted provisionally and officially admitted to the teacher education program the following semester.</p>						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	69	96	32
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Guildford Co Schs	212
Davidson Co Schs	192
Winston-Salem/Forsyth Schs	132
Randolph Co Schs	114
Asheboro City Schs	28
Thomasville City Schs	25
Lexington City Schs	23
Wake Co Schs	20
Alamance-Burlington Schs	17
Charlotte-Mecklenburg Schs	16

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
18	3	21