

# IHE Bachelor Performance Report

## Lees-McRae College

2014 - 2015

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### Overview of the Institution

Lees-McRae College is a small, private, college with a liberal arts tradition that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, North Carolina, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern mountains of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-nine programs of study ranging from the physical, natural, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several collaborative extended-campus degree programs at four community colleges serving both traditional and non-traditional students. Elementary Education programs are at three community colleges and serve a group of students who might not otherwise be able to attend Lees-McRae. The college is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators in acquiring the preparation necessary to be recommended to the State of North Carolina for licensure. The development of an electronic portfolio illustrating knowledge of and proficiency in the North Carolina Teacher Candidate Standards is required of all teacher candidates. The electronic portfolio, begun in the fall of 2010, provides evidence documenting that each candidate meets the North Carolina Professional Teaching Standards. All programs have been approved by the North Carolina State Board of Education. All rubrics for evaluating state evidences were presented to North Carolina Department of Public Instruction for comment. These rubrics and their evidences are the basis for future state program approval. The Division of Teacher Education's programs are accredited by the TEAC division of CAEP until June 2018.

### Special Characteristics

Extended-campus teacher education programs are identified by Lees-McRae College as one of its "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the Division of Education through continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria are currently aligned with the North Carolina Professional Teaching Standards. The Teacher as Reflective Practitioner Framework is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of

candidates and colleagues – role models of reflective teaching. The LMC program demonstrates best practices in effective teaching, demonstrated by courses in assessment and differentiating instruction to meet the needs of all learners. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Division of Education. Employers continue to be positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience.

### Program Areas and Levels Offered

The Lees-McRae College Division of Education offers two degrees (a Bachelor of Arts and a Bachelor of Science) in four licensure areas: Birth-Kindergarten Education (B-K), Elementary Education (K-6), Health and Physical Education (K-12), and Theatre Arts Education (K-12). Currently, the Division of Education offers these programs: Lees-McRae College, Banner Elk, NC: Bachelor of Arts or Bachelor of Science in Elementary Education (K-6) Bachelor of Science in Health and Physical Education (K-12) Bachelor of Arts or Bachelor of Science in Theatre Arts Education (K-12) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees- McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program and Birth-Kindergarten Program at Mayland Community College, Spruce Pine, North Carolina; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional development coursework for beginning/career Teachers, Bachelor of Science in Birth-Kindergarten Education, and a Licensure-Only Birth-Kindergarten Program.

## 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
Avery County Public Schools/Banner Elk Elementary	Character and leadership development for Kindergarten	Puppet Show highlighting Character Education Themes	2006-2012	6 LMC Candidates annually, 1 LMC faculty member,	LMC candidates developed planning and collaboration skills needed by

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	students	(Created, written, and performed by LMC teacher candidates. Script and puppets presented to school for their use afterward.)		60 students	21st century teachers. Avery Kindergarten students were provided an interactive lesson on leadership and character development. This increases their awareness of the Character Education topics desired by Banner Elk Elementary School.
Allegheny, Avery, Burke, Davie, Forsyth, Iredell, McDowell, Mitchell, Rutherford, Stokes, Surry, Wilkes, Yadkin	To assist LEAs and Lees-McRae in mutual goal setting and assessment	Annual collaborative meetings with Superintendents and other LEA representatives.	12-12-08, 4-28-09, 5-22-09, 11-20-09, 5-22-10, 4-28-11, 2-20-13	6 LMC faculty members, 12 LEA Representatives	Collaboration with school partners to review effectiveness of program and offer recommendations on needed course/program revisions
Mitchell	To enhance the relationship between the local schools and community; to increase graduation rates	Requested and served as member of Board of Directors of Communities in Schools of Mitchell County	2005-2012	1 Faculty Member	CIS provides Graduation Coach at Mitchell High School, Coordinates services to at-risk high school students, Coordinates volunteer tutors (55) at all K-8 Schools, Summer

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					program serving 40 students at Greenlee Primary School Summer 2009 through Summer 2011
Mitchell, Avery	Assist classroom teachers in assessing student reading levels	School system requested and trained candidates in administering DIBELS reading test. Candidates administered DIBELS to K-2 students at school's request.	2010-2012	6 teacher candidates	Provided reading level information to classroom teachers for K-2 Reading Assessment; provided reading level information to classroom teachers for needed scaffolding.
Avery	Assist classroom teachers in assessing student reading levels	School system requested and trained candidates in administering DIBELS reading test. Candidates administered DIBELS to K-2 students at school's request	2012-13	6 teacher candidates	Provided reading level information to classroom teachers for K-2 Reading Assessment; provided reading level information to classroom teachers for needed scaffolding.
Avery	Assist classroom teachers in assessing student reading levels	School system requested and trained candidates in the Read to Achieve Program.	Spring 2014	3 teacher candidates	Provided reading progress information to classroom teachers for 3 <sup>rd</sup> grade reading assessment; provided reading

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					level information to classroom teachers needed for scaffolding.
Avery	Provide a stable and secure after school environment for children with qualified staff to provide academic support	Requested, trained, and supplied workers in 4-H After School Program	2006-11	3 Teacher Candidates	Provided help with homework for elementary school students in after school program; planned activities for children
Avery	To improve reading comprehension and fluency of developmental readers	Requested, trained, and supplied reading tutors for Reading Clinic at Freedom Trail Elementary School	2009-11, 2013-14	3 Teacher Candidates, 1 Teacher Candidate	After training, supplied targeted reading assistance to elementary students in an after school program
Avery, Mitchell, Yancey	To provide assistance in effective administration of North Carolina End of Grade Tests	School systems requested and trained candidates to serve as proctors for NC End of Grade Tests.	2010-2014	6-8 teacher candidates	Partner schools had enough trained proctors for efficient test administration
Avery	Increase academic achievement of elementary students	School requested, LMC trained and supplied individual tutors for students from Banner Elk Elementary	2009-12	4 teacher candidates, 1 faculty	Candidates and classroom teachers collaborated on effective strategies. Candidates tutored students after school and

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		School. Faculty provided strategies and materials for tutors.			on snow days in areas identified by classroom teachers.
Avery	Health/ elementary school students	Partnership with Banner Elk Elementary to provide Health Fair for elementary students	2011-14	6-10 teacher candidates, 1 faculty	Elementary students and teachers are more aware of healthy living
Avery	Creative Expression (A+ Schools)	Short plays taken to Elementary Schools	Spring 2014	6 teacher candidates (and other PAS students), 2 faculty	Elementary students are aware of using creativity to express themselves.

**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.**

The Division of Education continues to offer a course in Media/Technology for Teachers. This course focuses on the computer/media skills and applications essential for effective teaching in the public schools. Candidates create and critique lesson presentations using computer programs appropriate for their areas of licensure, create print and electronic media for classroom use, and master the workings of Web 2.0 classroom tools for 21<sup>st</sup> Century teaching. Teacher candidates use technology on a daily basis both to obtain assignment information and to submit written assignments through an online course management tool, Sakai. Various types of media are used in most classes. Teacher candidates integrate NC Information/Technology standards into lesson plans.

**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.**

Both Reading/Literacy courses are aligned with the goals of the Foundations of Reading licensure exam, and focus on best practice for beginning reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Elementary teacher candidates take a wide-range of general education core courses in order to reinforce content knowledge in the subjects that they teach. Practice tests are analyzed in order to determine the need for focused study in the content areas tested. Test preparation sessions to review test-taking strategies and provide content outlines for the exams are also provided for all candidates.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

All Teacher Candidates take a course in Assessment. This course is designed to help candidates acquire assessment skills needed to make sound instructional decisions, monitor progress, and to allow the candidate to plan instruction based on assessment. The course includes an overview of the basic concepts used in developing and using classroom assessments. Candidates are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: traditional, informal, performance, formative, and behavioral assessments; including data collection, designing and implementing interventions, making curricular adaptations, and using data to make instructional decisions. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Course participants also complete the NCFALCON module as part of the course requirements. (Lees-McRae was the first IHE to pilot using NCFALCON in teacher preparation).

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

Elementary Teacher Candidates take a Methods Course designed to help integrate the creative arts across the curriculum. In this course, candidates explore the basic learning principles and the importance of multi-sensory instruction. This course prepares candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Candidates are introduced to methods of teaching content areas through the multi-sensory processes, including visual arts, theater, music, creative movement, and the NC Healthful Living curriculum. Using an integrated thematic approach to instruction, teacher candidates build a knowledge base for each of the content areas. Competencies are aligned with NCSCS and national standards.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	50
	Other		Other	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>51</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,196.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	529.32
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	*
MEAN CORE-Combined	487.88
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.76
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)				1
Elementary (K-6)	11	10		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>11</b>	<b>14</b>	<b>0</b>	<b>1</b>
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	28	100
Institution Summary	28	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

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

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	31	94	65
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Surry Co Schs	133
Burke Co Schs	81
Yadkin Co Schs	36
Avery Co Schs	34
Stokes Co Schs	33
Wilkes Co Schs	32
Winston-Salem/Forsyth Schs	22
McDowell Co Schs	21
Mitchell Co Schs	18
Mount Airy City Schs	18

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

**III. Teacher Education Faculty**

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