

IHE Bachelor Performance Report

Queens University of Charlotte

2014 - 2015

Overview of the Institution

Historical Context:

In June 2002, Queens College officially became Queens University of Charlotte. A new president, Dr. Pamela Lewis Davies was appointed in July 2002.

Queens University of Charlotte is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The university's motto is "Not be served, but to serve."

Queens was founded in 1857 as the Charlotte Female Institute, which was located in the center of Charlotte. In 1914, after a series of mergers and name changes, the college was re-located to its present Myers Park campus, and adopted the name "Queens College", recalling Charlotte's 18th century Queens College. Chartered in 1771, this original Queens College was founded by non-conformist Presbyterians during the American Revolution. The original Queens promised to provide students with an education in the liberal arts and sciences so that they might be of service to their friends and country. The idea was to join the "liberal" with the "practical" so that together they might better enhance service, which remains central to the Queens ethos.

A dynamic diversity within unity is the single most striking characteristic of Queens University of Charlotte. The Queens community shares a common tradition and a common mission, and seeks to attract those who share common standards of honor and a common commitment to servant-leadership and good stewardship (SACS Self -Study 2000-2001).

Though a small institution, Queens serves an amazing array of students. For efficiency in serving the needs of these students, the university is divided into six units serving approximately 2,300 students. A private, co-ed, masters-level university, Queens serves undergrad and graduate students in academic programs across the liberal arts and sciences as well as the professional fields of Business, Communication, Nursing, Health and Education. All degree programs are grounded in a liberal arts core to help students hone their critical thinking, problem solving and communication skills. The College of Arts and Sciences (CAS) offers traditional liberal arts majors in a unique interdisciplinary Core program, an international experience, and career preparation through a required internship. The units across campus are The Hayworth School of Graduate and Continuing Studies, The Cato School of Education, The McColl School of Business, The Blair College of Health, The Presbyterian School of Nursing, and The Knight School of Communication. All Queens programs emphasize active learning, close student-teacher relationships, and connection between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to society

at large, which is exercised through personal service expressed in the Queens Motto: "Not to be served, but to serve."

This diversity within unity also makes Queens a dynamic institution. Queens has, throughout its history, been an institution eager to experiment, change and seize opportunities - an entrepreneurial organization.

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."

To fulfill its mission, Queens provided its students with opportunities to develop:

- a personal philosophy of life reflecting high ethical standards and spiritual values, commitment to service, and a recognition of the intrinsic worth of all individuals.
- an ability to think clearly and independently, to make critical judgments in a variety of changing contexts, and to communicate effectively in writing and speaking.

- a basic knowledge of the academic disciplines and their interrelationships, and a special competency in one or more areas of study in preparation for professional activities or graduate study.
- appropriate knowledge and abilities to work creatively with others, to adapt to change, and to be responsible citizens and leaders in their communities with an understanding and appreciation of culture, including an informed respect for the differences among cultures and an understanding of the global nature of our society.

Characteristics of the Institution

Queens is a diversified, coeducational, private, student-centered liberal arts institution affiliated with the Presbyterian Church. The Queens University of Charlotte campus is less than three miles away from Uptown Charlotte, North Carolina. Charlotte is located in Mecklenburg County and is one of the fastest growing business and arts communities in the nation; a thriving metropolitan center known for outdoor recreation, quality of life and a vibrant business community.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the

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	Working for	Clinical Students	Clinical	25	At the time of this report the

<p>High School PDS Partner</p>	<p>student success with the placement of more adults in the school.</p>	<p>and Student teachers worked with students on goals set by the NC Common Core 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 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</p>	<p>Experiences the entire 14/15 school year.</p> <p>Student teaching placements spring 2015</p> <p>Student teaching placements spring 2015</p>		<p>program was still continuing. Successful outcomes will be measured in retention of new faculty and successful PDP plans with administration as well as successful observation forms from administration at the school.</p>
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	<p>New Teacher Academy</p>	<p>be run. Without these observations, pre-service teachers only know how to manage a classroom from a textbook prospective rather than through first-hand experience. Their tutoring efforts helped improve student achievement.</p> <p>We have also had two student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p> <p>Worked with new teachers throughout the school year to help new teachers adjust to their first year of teaching and be supported in their first year role. We worked with differentiation, technology, grading, planning a Professional Development Plan, and how to maintain longevity.</p>	<p>August - June</p>		
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<p>Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC PDS Partner</p>	<p>Improve student reading performance and strong family support. Faculty at Queens discussed the possibility with the principal and the faculty member developed the clinic to assist struggling students and to help develop teaching strategies for the MEd students.</p>	<p>Summer Reading Clinic</p>	<p>July 2014</p>	<p>16 K-8 Students 8 M.Ed. Candidates</p>	<p>16 K-8 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, 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.</p> <p>Of the 16 students, 8 received formal reports. Attendance was an issue for the students who did not meet requirements to receive a formal report. Of these 8 students, data shows that all increased in the area of reading. No students showed decreased achievement.</p> <p>On a student survey all 16 of the students felt that were more motivated in regards 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 2015.</p>
<p>Elementary Literacy Facilitators and Administrators throughout the Charlotte Mecklenburg School District</p>	<p>The CMS director of Literacy contacted Dr. Thornburg to invite her to work with the faculty in a professional</p>	<p>Dr. Thornburg implemented multiple professional development over two days throughout elementary schools to teach theory and</p>	<p>Fall 2014, Spring 2015 and Summer 2015</p>	<p>Approximately 250 administrators and , literacy facilitators , and teachers</p>	<p>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.</p>

	development setting on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach	benefits of implementing Words Their Way instruction and to teach them how to implement it in their classrooms across ability groups as part of a Balanced Approach to Teaching			
Elementary teachers and literacy facilitators throughout the Charlotte Mecklenburg School District Which includes 106 elementary schools. This was developed to be implemented in the summer 2015 teacher institute.	The CMS director of Literacy contacted Dr. Thornburg to invite her to develop professional development modules with power point presentations and handouts as well as detailed notes for the trainers to use as they are implementing PD on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach	There are two sessions that were planned. The first is for teachers and facilitators who will begin learning about WTW and how to implement word study effectively in their classroom(s). The second session planned is for the “advanced teachers” who need to learn how to move beyond the word sorting and how to integrate word study across the curriculum and use appropriate technology.	The institute will be held the first week of August 2015	There are approximately 700 teachers and literacy facilitators who are expected to attend these sessions	At this time there is no data since the sessions will be held the first week of August. However, last year, the surveys showed that teachers and facilitators found the sessions Dr. Thornburg planned to be very helpful in developing a greater understanding of word study and how to implement it in their classroom(s).
Endhaven Elementary Charlotte Latin University Meadows	The principals and/or literacy facilitators contacted Dr. Thornburg to invite her to work with the	Dr. Thornburg implemented professional development over a period of days to teach literacy facilitators,	Multiple times at each school throughout the 2014-	Approx. 195 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

Elementary Elon Park Elementary Dilworth Elementary Piney Grove	faculty in a professional development setting on Words Their Way vocabulary instruction as an integral part of a Balanced Literacy Approach	teachers, assistants and support teachers the theory, assessment procedures, activities, management and benefits of implementing Words Their Way instruction as part of a Balanced Literacy Program	2015 school year		the classroom. They expressed the need for additional PD to support effective implementation. Additional PD is being planned over the summer to target specific areas of need.
Eastover Elementary	Needed Volunteers	A Teaching Fellow was trained to teach and coach	Jan. 2015-May 2015	Queens Fellow	Student met weekly and taught the Girls on the Run Curriculum, coached, and mentored a group of 15 students each week. She ran with them each week as well and the culminating activity was a 5 K run.
Collinswood Language Academy	Need for free extra-curricular activities to engage students in creative movement	Two Fellows created a free before school dance class for students	Fall 2013-May 2015	Queens Fellows were directors, choreographers, and instructors of the dance program	Students met weekly with 10-40 students to instruct them on various dance styles and techniques from, jazz, tap, ballet and hip hop. Students learned a choreography to apply all of the skills that they learned throughout the semester and performed for the parents.
Hidden Valley Elementary	Mentoring Project for fifth grade girls called "Just Us Girls" needed mentors and the counselor asked me if our students could help.	Eight female students served as mentors for the fifth grade girls	Jan.-May 2014 & Feb.-May 2015	Queens students served as mentors for a total of 14 mentees	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 some academic support. Students also planned and facilitated a College Day in April where 35 student from Hidden Valley (including mentees) came to Queens as a fieldtrip for self-esteem building, leadership, and team building workshops. The students also had a campus tour,

					<p>explored majors, and had lunch on campus in an effort to show them that college is within their reach. A survey was given upon completion of the project in 2014. Due to snow days and scheduling conflicts, we did not administer a survey for 2015 due to the inconsistency of the mentoring meetings which was out of our control.</p>
Rocky River High	Teaching Assistant for Teacher Cadet Program	<p>A Teaching Fellow planned and taught lessons and activities for high school students who are interested in becoming teachers. She integrated diversity and 21st century skills. She also shared ideas and concepts from her university education classes as well as modeled concepts for the students.</p>	Spring 2014- Spring 2015 Year long	Rocky River High School 15 students	<p>Feedback on questionnaire and teacher feedback show that participants found the sessions informative, interesting, and fun. Teacher expressed gratitude for exposing the students to our university philosophy. Cooperating teacher and high school students said that the sessions were informative, engaging, and very well planned. They also said it was a great experience for their classes and tied directly to what they had been teaching.</p>
East Mecklenburg High School	Working for student success with the placement of more adults in the school.	<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 Mecklenburg</p>	Clinical Experiences the entire 14/15 school year	15 students	<p>Clinical students' impact was assessed by classroom teacher's observation notes and an assignment and spread sheet that measured student mastery of concepts in a formative assessment approved by the classroom teacher.</p>

High 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
prospective rather
than through first-
hand experience.
Their tutoring
efforts helped
improve student
achievement.

We have also had

	Eagle Flight Program	<p>four student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p> <p>We have worked with targeted at-risk students in a Saturday school program. We have worked on PSAT prep and with Active Reading Strategies.</p>	<p>Clinical Experiences the entire 14/15 school year.</p> <p>2014-2015 school year</p>	Served approx.. 50 high school students	Impact will be measured by student retention and EOC scores by the school who runs the program.
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	To help candidates successfully pass the Praxis II and NC Foundations of Reading and General Curriculum Tests	Free Praxis II and NC Foundations of Reading and General Curriculum Test Workshops	December 2014 and April 2015	33 Candidates	During the 2014-2015 school year, 33 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. All test scores have not been received so we do not know the pass rates at this time. Of the scores reported there has been a 100% pass rate.
<p>CMS Focused/Title 1 Pinewood Elementary Hidden Valley Elementary Nations Ford Elementary</p> <p>Average/High Performing Elizabeth Traditional Elem. Selwyn Elementary</p>	<p>~Candidates tutored students in grades K-5 who were struggling with word knowledge.</p> <p>~Students would give a pre-assessment to the whole class to determine what students needed extra assistance.</p>	<p>~Continuous contact with the classroom teachers and the liaison at each elementary school throughout the semester to make sure the experience is effective and successful.</p> <p>~Classroom teachers completed an evaluation on the</p>	<p>September - December 2014</p> <p>February - May 2015</p>	<p>27 Elementary Education Candidates and Approx. 30 Elementary Students</p> <p>12 Elementary Education Candidates and Approx. 60</p>	<p>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.</p> <p>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 are 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>

<p>Myers Park Traditional Elem. Smithfield Elem. Beverly Woods Elem Elon Park Elem</p>	<p>~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 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 give a post-assessment to check improvements in students’ word knowledge.</p>	<p>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</p>		<p>Elementary Students</p>	
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	~Candidates also kept case studies on one student from their group to help with anecdotal note taking and reflection.				
First Ward Elem Elizabeth Traditional Elem Sedgefield Middle School	~Earth science ~Scientific method	~Stream Analysis 2 4 th -grade classes worked with QLC 140 students to study the condition of Little Sugar Creek. Queens' students visited the two elementary schools. All CMS students visited Queens' Environmental Science laboratory and worked with Dr. Perkins. They went through a guided exercise exploring the habitat, water quality, and biologic community of Little Sugar Creek. During this exercise, students were asked to form hypotheses. The hypotheses were re-considered	April 2015	Approx. 25 4 th grade students, 20 7 th grade students and 9 College students	~A summary discussion was held regarding the ecology, management, and health of LSC. Through questioning (and very active discussion!) it was determined that all students understood the concepts being taught.

		after data collection.			
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Pinewood Elementary School (Title I school)	Dr. Collins and the math facilitator worked together to strategically place math methods students in classrooms where they could work with students needing remediation using flex time.	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 MAP testing data. Queens students created integrated lessons to reteach standards	January 2015 – ongoing	Per semester will impact approximately 20 pre-service teachers and over 175 students	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.
North Mecklenburg High School	Working for student success with the placement of more adults in the school.	Clinical Students and Student teachers worked with students on goals set by the NC Common Core and Essential Standard Curriculum through activities designed by the classroom teacher, and/or the University student. During the school year teachers at North Meck High volunteer their classrooms to be	2014/2015 school year	14	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. Of the teachers surveyed, 100% said they engaged in vocabulary instruction currently. The concern mostly expressed is that the instruction was not as engaging as they would like for it to be before the staff development, the main theme that emerged from the survey

		<p>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 prospective rather than through first-hand experience. Their tutoring efforts helped improve student achievement.</p> <p>We have also had two student teachers at this</p>			<p>was that instruction in this area was monotonous. This caused the major barrier to teaching vocabulary more often in the content areas as teachers were striving to make instruction more engaging. 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 largest barrier after the staff development fell under the theme of working to adapt strategies to a teachers own content area. It was noted that some could be adapted everywhere, however a couple strategies presented could not work for every area.</p> <p>Clinical students’ impact was assessed by classroom teacher’s 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 transitions into taking over classes and then the entire class. This work has helped students. Their success in meeting student needs was assessed through the turning in of state buckets 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. They effectiveness was also judged by</p>
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		<p>school. They have benefited from the many experiences here and worked with mentor teachers.</p>			<p>their university supervisor's observations,</p>
Vance High School	<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 Vance High 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</p>	<p>August - May</p> <p>Clinical Experiences the entire 14/15 school year.</p>	<p>15</p> <p>100</p>	<p>Clinical students' impact was assessed by classroom teacher's 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 transitions into taking over classes and then the entire class. This work has helped students. Their success in meeting student needs was assessed through the turning in of state buckets 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. They effectiveness was also judged by their university supervisor's observations,</p>

		<p>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 prospective rather than through first-hand experience. Their tutoring efforts helped improve student achievement.</p> <p>We have also had two student teachers at this school. They have benefited from the many experiences here and worked with mentor teachers.</p>	<p>August – June</p>		
	<p>New Teacher Academy</p>	<p>Worked with new teachers throughout the school year to help new teachers adjust to their first year of teaching and be supported in their first year role. We worked with differentiation, technology,</p>	<p>October</p>		<p>At the time of this report the program was still continuing. Successful outcomes will be measured in retention of new faculty and successful PDP plans with administration as well as successful observation forms from administration at the school.</p>

	Differentiation of Instruction with Depth	grading, planning a Professional Development Plan, and how to maintain longevity. Worked with the whole faculty to discuss how to differentiate and insure depth of instruction required by common core	14/15 School Year		Administrators will be evaluating teachers and their success in this area. Faculty filled out a KWL chart at the day of the in-service. The general theme was that teachers learned from each other and they did a good deal of work on creating lessons that created differentiation of instruction.
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Myers Park Traditional Elementary School	Content and lab instruction in science	Owl Pellet Lab Dissection at Queens	March	30 students in 5 th grade	All students successfully dissected the owl pellets and identified the major bones found of the identified organisms
Pinewood Elementary School (Title I school)	Dr. Ceglie and the lead 5 th grade teacher to worked together to strategically place science methods students in classrooms to support the science fair initiative at their school	Science students worked with students on content as well as science fair based design and activities throughout the semester	Fall 2014	Per semester will impact approximately 10 pre-service teachers and over 150 students	Science methods students taught lessons to targeted elementary students and worked on science fair projects in class time. Cooperating teachers rated the pre-service teachers and all were rated high, supported their effectiveness during their visits.
Pinewood Elementary School (Title I school)	Dr. Ceglie and Dr. Collins collaborated with Pinewood in their Genius Hour initiative. Science methods students in Dr. Ceglie's course and Foundations	Science students designed and taught hands on inquiry based activities to students who participated in an after school enrichment program. The Foundations students supported	Fall 2014	We lead 6 "science nights" and taught over 90 students in science.	Post assessment surveys were conducted with the students. They were excited and very positive about the activities we did and most were more interested in science following the semester.

	students in Dr. Collins' course were involved	the Genius hour with teacher assistant and co-led when needed			
Myers Park Elementary School	Dr. Collins and the math facilitator worked together to strategically place math methods students in classrooms where they could work with students needing remediation	Math methods students worked in small groups and in one-on-one sessions with students in need of remediation in math content. Queens' students created lessons to reteach standards.	January 2015 – ongoing	Per semester will impact approximately 15 pre-service teachers and over 175 students	Math methods students taught lessons to targeted elementary students and began work on improving their math competencies through small groups case study work using Front Row. Cooperating teachers rated the pre-service teachers and all received positive ratings.
Charlotte-Mecklenburg Schools	Principal Pipeline training and supporting principals in year 3	Learning about leadership (Year 3) Principals will attend the Educational Leadership Institute at Queens University. This is a partnership between the Cato School of Education and the McColl School of Business. During this course, principals learn more about different leadership styles and how they apply to running a school.	Ongoing	25 in each cohort annually for principals.	5 cohorts of principals have completed the program. Plans are for 1 more cohort of principals in FY 2015-2016. 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. 74% 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	Principal Pipeline supporting Assistant Principals in year 2	Learning about leadership (Year 2) In their second year, APs attend a six-day Assistant Principal Academy at Queens University. Led by faculty from the McColl School of Business, participants continue to develop their own leadership style and understand how to lead from the middle by exercising their own personal authority while upholding the vision of their principal. Second-year APs are also invited to participate in the SAM principal induction opportunity as data collectors. Through SAM data collection, APs shadow principals and gain perspective on the day-to-day role of a school leader.	On-going	Approximately 25 per cohort.	5 cohorts have finished and we plan to conduct another 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 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 and 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	The need to have effective	The Coach Academy is	On-going	Approximately 25 per	We have conducted one cohort and plan another.

Schools	transformational leaders in each school as well as in the Central and Zone Offices	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.		cohort	55% of participants indicated their coaching skills had improved “to a great extent” and 45% indicated their skills had improved “to some extent.” 85% agreed that the program was an excellent use of their time and district resources.15% indicated it was a good use.
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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 Camtasia, 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	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	28
	Other		Other	2
	Total	7	Total	38
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	
	Total		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	
	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	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,204.21
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	25.88
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	530.41
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	*
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.58
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)	6	10		
Middle Grades (6-9)				
Secondary (9-12)	1	5		
Special Subject Areas (K-12)	1			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	8	15	0	0
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	20	100
Spanish	1	*
Institution Summary	21	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	0	11	2	10	2
U Licensure Only	0	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.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	34	100	79
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
Charlotte-Mecklenburg Schs	258
Union Co Schs	26
Gaston Co Schs	17
Cabarrus Co Schs	14
Winston-Salem/Forsyth Schs	10
Wake Co Schs	7
Guilford Co Schs	6
Durham Public Schs	5
Iredell-Statesville Schs	5
Onslow Co 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
Dr. Amy Wooten Thornburg	Ms. Alison Hiltz	Mrs. Jen Loeffler
Dr. Jen Collinss		Dr. Brenda Romanoff
Dr. Rob Ceglie		Mrs. Lisa Larotunda
Ms. Cindy Hopper		Dr. Dixie Abernathy
Dr. Patrice Petroff		Dr. Janis Dellinger-Holton
Dr. Suzanne Horn		
Dr. Linda Dunlap		
Ms. Tosha Arriola		