

IHE Bachelor Performance Report

Belmont Abbey College

2013 - 2014

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and successful careers. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1600 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent, and builders of community. With this as our mission, the Sister Christine Beck Department of Education has a productive sequence of field experiences for teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for Belmont Abbey students to interact with public school educators. In addition, various practice and internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates. We also serve individuals pursuing licensure-only. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options (afternoon, evening, weekend, and summer school classes) and the opportunity for frequent, individualized advising sessions with education faculty.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education with licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for teacher licensure.

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
Gaston County and Charlotte-Mecklenburg Schools	Goal: Help struggling readers improve skills	Methods students each tutored a struggling reader for 15 clock hours, including diagnostic and summative assessment.	Sept. 2013-May 2, 2014	12 elementary schools; 22 elementary students	All students moved forward at least one grade level in reading proficiency as assessed through diagnostic and summative measures.
Gaston County Schools	Goal: Develop 5 th grade science understanding and instructional effectiveness	Staff development sessions titled: Rock My World (9/25/13); Cells and Ecosystems (4/24/14) We worked with 5 th grade teachers with regard to science standards addressing rocks and minerals. For the cells event we also involved approximately	9/25/13 and 4/24/14	5 teachers at Ida Rankin Elementary and approximately 120 students	Teachers report a deeper understanding of the content of the two areas addressed, along with new instructional skills to apply in their classrooms.

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		120 students, with an emphasis on hands-on activities for students.			
Gaston County Schools	Goal: increase grant funding	Dr. Tara Galloway assisted teachers in writing and submitting grant proposals to Donors Choose.	9/13/13 and intermittently during year as requested	8 teachers at Ida Rankin Elementary	So far 3 proposals have been funded. The teachers are much more comfortable and confident to write proposals now.
Gaston County Schools	Goal: Strengthen inexperienced teachers through volunteering in their classrooms	Dr. Tara Galloway volunteered 2 hours weekly in a 3 rd grade classroom at Ida Rankin Elementary for the entire school year. In addition, she volunteered weekly in a 2nd grade classroom April 14- June 6. Dr. Lisa O'Neill volunteered 4 hours a week at Page Primary School and Belmont	Dr. Galloway: August 2013- May 2014; April 14-June 6 Dr. O'Neill: August 2013- May 2014	4 inexperienced teachers and their students	Reports concerning helpfulness are very positive.

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		Central Elementary for the entire school year.			
Charlotte-Mecklenburg Schools	Goal: Increased understanding of science content/ instructional strategies and leadership	<p>1. Summer Institute for Teacher Education (SITE) Workshop for K-5 Lab facilitators</p> <p>2. Project Wet</p> <p>3. SITE: science teacher leadership professional development</p> <p>4. 1,2,3 Look at Me: Genetics for Elementary Teachers (Staff Development)</p> <p>5. Lake Wylie Elementary Science Night Out</p> <p>6. University Park School of the Arts STEM Career Day</p> <p>7. Sedgefield Elementary</p>	<p>1. June 17-21, 2013 (8AM-3PM)</p> <p>2. October 10 & 17, 2013</p> <p>3. October 19, 2013</p> <p>4. November 7, 2013</p> <p>5. June 11, 2013</p> <p>6. January 31, 2014</p> <p>7. February 27, 2014</p>	<p>1. 25 teachers from 20 schools</p> <p>2. four teachers from two schools</p> <p>3. forty teachers from 30 schools</p> <p>4. about 100 teachers</p> <p>5. about 25 students and their families</p> <p>6. about 120 students in grades 3-5</p> <p>7. about 100 students and</p>	In all cases, teachers reported increases in both knowledge and skills as a result of the week-long workshop coordinated by Dr. McDonald.

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		STEM Night 8.Elementary Science Teacher Leadership (staff development) 9. Sedgefield Elementary EOG Science Review	8. March 15, 2014 9. March 31, 2014	family members 8. about 25 teachers 9. six faculty and about 90 students	
Charlotte-Mecklenburg Schools	Goal: Procure science fair/Olympiad judges	1. Barringer Elementary Science Fair 2. CMS Regional Middle and High School Science Fair 3. Regional Science Olympiad	1. January 15, 2014 2. February 8, 2014 3. March 8, 2014	1. three teachers and multiple students with projects 2. Over 100 students in grades 6-12 3. Hundreds of students in grades 6-12	Dr. McDonald served CMS as a judge and was acknowledged for her expertise and willingness to serve.
North Belmont Elementary School, Gaston County Schools	Goal: Encourage girls to consider STEM courses and careers	<i>Girls Leading Girls in Science</i> Abbey Day: campus tour, science class observations, lunch with 7 professional women in STEM careers, STEM lesson	3 teachers and 50 5 th grade girls	November 15, 2013	The girls evaluated the day and overwhelmingly said it created a new interest in STEM fields for them.

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		presented by Abbey pre-service teachers, mentoring conversations with Abbey female students in STEM majors			
Gaston County Schools and Charlotte-Mecklenburg Schools	Goal: Create an event that encourages STEM involvement	Catawba River Festival Event held at the Whitewater Center, featuring many “stations” at which students experience a variety of hands-on experiments	September 27, 2013	6 schools, about 30 teachers, over 500 students	The Festival is locally considered a great success. Plans are being made for next September and the Abbey has been invited back.

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.

We weave technology throughout all our courses, including the following examples:

- In fall 2014 we will use the etext version of *Your Introduction to Education: Explorations in Teaching* (Pearson, 2015) for **ED300 Introduction to Education**.

This will be a valuable experience for teacher candidates because some K-6 schools are now opting for etexts. Working through the possibilities and opportunities as students will help prepare them to use etexts in their own future classrooms.

- In **ED303 Children's Literature**, teacher candidates use Publisher and other software programs to create a brochure of a specific author's works. Their presentations include creation of an interactive SMARTBoard activity and the use of PowerPoint or Prezi.
- In **ED305 Exceptional Children**, instructors use clickers for in-class response activities throughout collaborative work sessions and discussions, demonstrating how to make instructional decisions based on immediate responses on the screen. In addition, teacher candidates are required to do a presentation using the SMARTNotebook software with an interactive activity included. Through this they learn to use the software and ways to create specific activities to match the content they are teaching.
- In **ED408 Teaching Social Studies in the Elementary School**, teacher candidates complete oral history showcases using primary and secondary source research and create PowerPoint presentations with embedded videos, hyperlinks, animation, transitions, and recorded narration. Based on this work, the students propose ways to integrate similar projects into classroom instruction involving both print and digital research as well as various forms of multimedia publishing. In addition, teacher candidates explore instructional technology integration involving 21st century digital culture, virtual learning, and digital communication. Specific topics include: integrating library and media resources into instruction; teaching effective and responsible digital communication/research behaviors; exploring contemporary issues in netiquette and the impact of social media on interaction; and incorporating virtual field trips, online museums and web quests into instructional units.
- In **ED409 Teaching Science in the Elementary School**, teacher candidates use digital dissection and webinars with NASA astronauts.
- In **ED410 Teaching Math in the Elementary School**, teacher candidates use the National Council of Teachers of Mathematics' Illuminations interactive website in ways that prepare them to use this valuable resource in their own future classrooms.

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.**

We are explicitly preparing teacher candidates for the new NCTEL exam.

- In summer 2013 we developed a new required course for all teacher candidates based exclusively on the knowledge and skills of the MTEL released concepts and items. The course, ED404 Foundations of Math for Elementary Teachers, has now been taught for two semesters. On the first day of class teacher candidates take the practice exam. The results are carefully analyzed by a team of instructors and the course content is both designed and individualized based on the math weaknesses of individual students and the class. Group and individual instruction occurs, with frequent formative assessment to guide the instructor. Teacher candidates are grouped and regrouped to work together to master concepts. Primarily because many of our teacher candidates are adult learners who have been out of school for years, this sort of explicit instruction is necessary. Teacher candidates must pass a summative exam with 80% correct to complete the course. If they do not, they receive an Incomplete until they reach 80% mastery. We are anxious for our candidates to take the exam!
- In ED407 Literacy and Assessment, our instructor has used the MTEL concepts and practice items to develop a set of index cards with questions on one side and answers on the other. In addition to her comprehensive instruction, she uses the cards in games and assignments with the teacher candidates. This is necessary because it would be impossible to explicitly teach all of the concepts that appear to be included on the Foundations of Reading exam. The students frequently use the cards to quiz each other.
- We plan to administer an NCTEL practice exam during student teaching seminar in January 2015 to assess the proficiency of our first cohort that will take the exam to qualify for NC teacher licensure. We will then use the results to determine who may need additional preparation.
- Science education is a major focus in our teacher preparation program. We think our teacher candidates have a strong foundation in major science topics. For the social studies portion of the general knowledge exam, we rely on what our teacher candidates have learned about this incredibly broad content area in their K-16 experiences.

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.

One of our instructors, Dr. Tara Galloway, is a certified state mentor in MClass Reading 3D. She has talked with our candidates about the value and uses of the initiative and will use instructional kits with them in fall 2014. We will ask our teacher candidates to provide their own touch-screen devices because we do not have them readily available.

Dr. Galloway worked individually with several of our teacher candidates filling long-term sub positions following student teaching to help them learn the process.

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

We recognized the value of integrating the arts into elementary curriculum long before it became a state initiative. We have required **ED403 Arts Integration** for several years. In this course teacher candidates learn the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (visual arts, music, drama, and dance). Course assignments and final projects require students to develop integrated arts lessons and instructional units intertwining visual, performing, and literary arts across the curriculum in the elementary grades. Students also participate in, critique, and revise integrated arts lessons from open-source lesson plan websites/databases to demonstrate thorough understanding of creative problem solving, the foundational tenets of arts integration, and purposeful differentiation for diverse learners. The capstone assignment involves designing an integrated arts curriculum unit that provides students opportunities to use their knowledge and skills to integrate arts instruction with other subject areas and to extend and support instruction conducted by certified arts educators.

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	1
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	36
	Other	Other	
	Total	Total	37
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)		
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	1,200
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.53
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)	2	22		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	2	22		
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	26	100
Institution Summary	26	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	23					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation: Sabrina Chewning had family issues and will not student teach until fall 2014.						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	26	96	62
Bachelor	State	4,528	86	59

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

LEA	Number of Teachers
Gaston Co Schs	197
Charlotte-Mecklenburg Schs	53
Lincoln Co Schs	28
Cleveland Co Schs	26
Union Co Schs	8

- 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
10		6