

IHE Bachelor Performance Report

High Point University

2013 - 2014

Overview of the Institution

High Point University is a private, four-year institution affiliated with the United Methodist Church. Its mission is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. Its mission *is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities*". The University offers Bachelor's degrees in 45 academic areas, Master's degrees in Business Administration, Non Profit Management, Strategic Communication, History, and Education, and the Ed.D. degree in Educational Leadership. In addition, several study abroad programs are available to undergraduate students. In 2013-2014 the student body comprised 4,107 individuals from 51 countries and 46 states, of which 163 (3%) were graduate students. The instructional staff consists of 236 full time and 117 part time members. Over three-quarters (71%) of the full time faculty have earned doctorates or other terminal degrees in their fields of study.

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

Special Characteristics

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

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

The School of Education also currently offers four minors including Education Studies, Health Education, Special Education and Athletic Coaching.

Program Areas and Levels Offered

Elementary Education (K-6); Middle Grades Education (6-9): Language Arts Mathematics, Science, Social Studies; Secondary Education (9-12): Biology, Comprehensive Science, English, History/Social Studies, Mathematics; Special Subjects (K-12): Health/Physical Education, Spanish; Special Education (K-12): General Curriculum, and Academically Gifted (K-12) Add-On. Art Education K-12 licensure has been discontinued due to low enrollment. The School of Education also offers two MAT (Master of Arts in Teaching) degree options leading to licensure in Elementary Education (K-6) and Secondary Mathematics (9-12). B.A. to M.Ed. (originally referred to as 5th Year programs) are also offered in Elementary Education with concentrations in Literacy, STEM or Content for advanced undergraduate candidates beginning in their senior year. At the advanced level, the School of Education offers four M.Ed. graduate degree programs in Educational Leadership (the Add-on License in Educational Administration is also available), Elementary Education, Special Education: Intellectual Disabilities and Secondary Mathematics. The Ed.D. degree program in Educational Leadership with temporary authorization to deliver the School Superintendent's license is also available. The Blueprint requesting full approval for this license was submitted in February 2014. Plans are currently underway to submit a request to DPI for authorization to deliver the initial license in Adaptive Special Education. It is anticipated that this blueprint will be submitted in the fall of 2014.

Many of the M.Ed. programs are offered through cohort partnerships with surrounding school districts. In 2013-2014 the School of Education offered the M.Ed. in Educational Leadership, the add-on license in Educational Administration and the M.Ed. in Elementary Education through a cohorts established in Asheboro City, Lexington City and Guilford County Schools.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Reeds Elementary (Davidson County), Churchland Elementary (Davidson County),	To collaborate with school partners in raising the interest and motivation level of students for STEM (Science/ Technology/	In order to help teachers understand both Math Common Core and STEM initiatives, professional	This is a continuing partnership for all elementary schools that began with Reeds in	Participants included Dr. Disseler, All STEM 5 th year graduate students, Junior level undergraduate	At Reeds Elementary the principal met with Dr. Disseler to bring Lego engineering design to the school in full

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Kirkman Park (Guilford County), Oak Hill and Oak View Elementary (Guilford Elementary), John F. Kennedy High and Middle Schools (Winston Salem Forsyth County)	Engineering/Math)	development was provided to teachers at each site. At Reeds, Churchland, Kirkman Park, Oak Hill, and Oak View, Lego Education products were utilized to get teachers, parents, and students excited about STEM education involving simple machines, robotics, and literacy in STEM. Build to Express was utilized to instill conceptual understanding of materials and vocabulary in the content area, as well as to help students with writing and building word problems. At	2012 and has spread to other schools in the area. The partnership with John F. Kennedy began on August 24 th and Ended on April 12 th of 2014. Plans are in process for a 2014-15 partnership as a continuation, but has yet to be finalized.	students and principals and teachers at each school. County lead teachers and curriculum directors were also involved. The numbers varied with the size of the school.	force. The graduate students provided teacher modeling and assistance in the classrooms to get it all started and a parent night was held to bring parents on board. The school is the first full Lego school in the area. It has also been used as a test site to new Lego math curriculum. Churchland has now begun to move in the direction of Reeds and hopes to be in full force in 2015. The role of HPU with Kirkman part is multi-faceted. A STEM Day is held each year for in-school student participation and junior level students in EDU 3231 carry forth lessons in every grade level for the day. Then we also began a Lego Partnership

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		John F Kennedy professional development was provided in the area of differentiated instruction and lesson planning for diverse populations to all teachers in grades 6-12.			with the school beginning with Story Starters to enhance the literacy aspect of the classroom learning for students. At Oak Hill and Oak View our partnership included testing the new Lego Common Core math curriculum. They are included in a grant that we are awaiting to hear about that would provide a greater push for STEM in the school.
Guilford County Schools Montlieu Academy of Technology	Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.	Students in EDU 4511 participate as Technology Buddies with students at Montlieu Academy of Technology. This is a part of the HPU/Montlieu iPad Project. The focus of the project is the infusion of technology	This is an ongoing partnership which began in the fall of 2012.	Participants include the students in EDU 4511 (18) and their Technology Buddies from Montlieu (18). In addition, the instructor of EDU 4511 and the Principal of Montlieu Academy of Technology also participated in	Outcomes of the project include the following. Students in EDU 4511 prepared 8 lessons to conduct weekly with their Technology Buddy. Students in EDU 4511 integrated Lego Story Starters and iCreate to Educate's myCreate app

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		into the teaching of Literacy at the school. Students from Montlieu are selected by the school and benefit not only from the activities but also from the mentoring they receive.		the project.	into the lessons. Students at Montlieu used StoryStarters and the lessons to write their own creative story in small groups of like ages. Students at Montlieu visited HPU on the last day of the project to create their stories and video/narrate them for production. The Principal from Montlieu visited on that day and watched the students work and viewed all the final products as a part of the ending celebration.
<p>Guilford County Schools</p> <p>Florence Elementary</p> <p>Montlieu Academy of Technology</p>	To assist with the SBE goals of improved literacy for all students and to assist in achieving the SBE priorities that NC public schools will be led by 21st century professionals.	In order to address the broader goal of addressing literacy development for local area school children, teacher education candidates	This is a continuing partnership which began in the fall of 2010 and has continued through the current 2013-2014 academic	At Florence Elementary School the participants included 27 undergraduate teacher education candidates enrolled in EDU 3130 and 3230 (Reading	At Florence Elementary the outcomes of this project included (1) children received one-on-one support in reading by pre-service teachers across the 2013-2014 academic year 2) teacher

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		<p>enrolled in EDU 3130 (Reading Process and Practice), partnered with two local elementary schools in Guilford County. The goals are twofold: to build literacy teaching skills for teacher candidates and to build interest and support literacy development for elementary-aged students. This program called "Book Buddies" pairs individual children enrolled in grades K-5 to read alongside elementary and special education teacher</p>	<p>year.</p>	<p>Process & Practice and Reading Assessment & Instruction) across the fall and spring semesters (2013-2014).</p> <p>At Montlieu Academy of Technology the participants included the professor of EDU 3130, literacy coordinator of Montlieu Elementary School, 29 undergraduate teacher education majors. A total of 29 K-5th graders were served through the book buddy program.</p> <p>All K-5th grade students at Montlieu Elementary school were served by the read alouds,</p>	<p>candidates received real world experience working with a reader – learning about the child's interests, areas of strength and needs as a reader, selecting appropriate texts for teaching/learning, planning beneficial instruction based on assessment data, and seeing the results of their instructional decision-making (3) teacher education majors gained valuable experience selecting appropriate texts and conducting whole class read alouds (4) teacher candidates understood the importance of building relationships with students as a way to heighten engagement and learning in the reading</p>

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		<p>candidates for one hour a week. Candidates were responsible for providing and planning materials for weekly reading sessions.</p> <p>Additionally, Teacher candidates conducted read alouds and shared reading activities with groups of children in grades K-2. They also taught reading comprehension strategy lessons to groups of children in grades 3-5. At Florence Elementary School the</p>		<p>shared reading and comprehension strategy lessons taught that the school, a total of approximately 400 children served.</p>	<p>workshop.</p> <p>At Montlieu Academy of Technology the outcomes of this project included (1) students in grades K-5 received one hour of individualized reading support each week (2) elementary aged students received additional instruction on reading strategies from teacher candidates in their classrooms in small groups (3) teacher education candidates became proficient at teaching reading comprehension strategy lessons (4) teacher education candidates became proficient at meeting students' needs in matching books to readers—attending to ability and</p>

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					interest.
<p>Guilford County Schools:</p> <p>Mendenhall Middle School</p>	<p>This program addressed four main priorities: 1) Assist a local school with an identified need—immediately address middle school readers who are reading significantly below grade level, 2) increase the understanding of education majors' concept of Response to Intervention (RtI) theory and application, 3) provide education majors with practical experience conducting Tier 2 and Tier 3 interventions and managing behavior of middle schoolers during small group instruction, 4) contribute to the research base in the area of efficacy of small group reading fluency interventions with</p>	<p>Activities of this project included HPU students: 1) receiving training in HELPS 1-1 and HELPS Small Groups (an evidence-based reading fluency intervention program) and RtI, 2) providing direct instruction to middle school students in the form of HELPS weekly. During the Fall semester, HPU students worked 1-1 with students who scored below the 10th percentile on a reading fluency measure (Tier 3 instruction). During the Spring Semester, HPU students</p>	<p>This is a continuing partnership which began in Fall 2012 and has continued through May 2014. An agreement has already been made to continue this partnership for the 2014-2015 academic year. Data reported in this table reflect the 2013-2014 academic year.</p>	<p>Participants in this program included the professor, 17 undergraduate special education majors enrolled in EDU 3140 Policies and Procedures I in the Fall and EDU 3244 Behavior Management in Special Education in the Spring, one graduate student enrolled in EDU 5030 Research Methods in Education, faculty and students at Mendenhall Middle School.</p>	<p>Several research projects have stemmed out of this partnership. One undergraduate student presented research from this project at the National Conference on Undergraduate Research in Lexington, Kentucky April 2014 and at the HPU Undergraduate Research Conference. The professor has collected data during Spring 2014 in a treatment vs. control efficacy trial of HELPS-SG intervention conducted by HPU students versus interventions conducted by school staff. The partner school is heavily invested in this research project as they are seeking</p>

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	middle school struggling readers.	lead small group instruction weekly with HELPS-SG with three groups of students who scored below the 35 th percentile on a reading fluency measure. During both semesters, HPU students progress monitored the students involved in the intervention at the request of the partner school.			feedback about how to improve their intervention efforts for struggling readers. A proposal to present this research at CEC 2015 has been submitted and the professor has been granted a summer scholar award to have dedicated time to write a manuscript for publication regarding this project.
Guilford County Schools Johnson Street Global Studies K-8 and Triangle Lake Montessori School PreK-5	To improve the connection between theories of learning and behavior to actual practice for teacher education candidates.	Teacher education candidates enrolled in EDU 2100: Educational Psychology partnered with two local elementary Guilford County Schools to provide instructional	This is a continuing partnership which began in Fall 2012 and has continued through May 2014. An agreement has already been made to continue	Participants in this program included the professor, 71 undergraduate education majors enrolled in the three different sections of the EDU 2100 course, faculty and students at Johnson Street Global Studies	Outcomes of this project include: 1) Increased academic achievement and engagement in students at Johnson Street Global Studies and Triangle Lake Montessori School, 2) Increased competence in teaching practice

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		support during intervention and enrichment scheduled time and small group reading and math instruction. Teacher candidates also supported partner schools by assisting at school sponsored after school events designed to foster family involvement such as the Math Carnival, Reading Round Up, International Night, Student Led Conference Night, and PTA meetings.	this partnership for the 2014-2015 academic year. Data reported in this table reflect the 2013-2014 academic year.	and Triangle Lake Montessori School.	for education majors at HPU, 3) Enhanced understanding in HPU education majors of educational psychology concepts and the need to collaborate with other professionals in the educational work setting, 4) Exposed education majors to realities in the teacher's work day including planning and participating in evening, weekend, and after school events to support instruction and the mission of the school, 5) JSGS and TLMS received much needed assistance in their identified areas of need (assistance during intervention and enrichment blocks, small group instruction,

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					and coordinating evening events), 6) HPU students gained understanding of culture, diversity, and working with families at after school events
Guilford County Schools –Oak View Elementary	Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.	In order to address the need for content area integration, particularly infusing literacy and the arts in the content areas, students led a partnership with the fifth grade level students at Oak View Elementary in Fall 2013. The university pre-service teachers designed a science, math, social studies, reading and writing integrated Geocaching activity for the fifth grade	Fall 2013	The participants included the instructor of the Children’s Literature (EDU4131) and Writing courses (EDU4132); all undergraduate elementary education majors, all students and faculty in the fifth grade at Oak View Elementary.	Outcomes of this project included (1) pre-service teachers using authentic literature in the social studies content with fifth grade students, (2) the elementary students were provided integrated arts activities through choice boards related to the science content, (3) pre-service teachers created a digital storytelling account of one historical event of the period to be used in student listening centers(4) teacher education majors created a culminating

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		students.			<p>activity of this integrated unit through a Geocaching activity to review historical events of the unit of study.</p> <p>Pre-service Elementary Education majors created tri-fold boards to share a reading strategy for elementary students. The strategies were demonstrated using authentic children's literature at tables throughout the cafetorium. Parents were invited to visit the booths to learn of ways to support their young readers at home. While at the booth, students were able to try out the strategy, write, or read with one of the university students or with their own parents. Each</p>

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					pre-service teacher created a dual language handout for parents to take home, each of which outlined the strategies, book suggestions, and helpful online resources for the specific strategy.

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 School of Education has a carefully planned developmental sequence of three courses that begin in sophomore year with EDU 2110: Introduction to Educational Technology. Emphasis is placed on the NETS-T Standards, website development, ethics, internet safety, copyright issues and online course management systems. All candidates become proficient in Microsoft Word, Excel, PowerPoint, and Microsoft Publisher. The School of Education also requires students to purchase an iPad in sophomore year in place of any texts for all technology courses. As students progress through the program they add new apps and use these in practicum placements and during the student teaching internship. In EDU 3110: Technology for Teachers, students are exposed to Web 2.0 technologies and learning how to integrate blogs, wikis, podcasting, video conferencing RSS feeds, interactive whiteboards (both Smartboards and Activboards) along with student response systems into lesson planning and instruction. Along with the senior integrated instructional methods block, students take EDU 4008/4009/ or 4110: Technology Integration for the Classroom and learn how to integrate technology with

Common Core/Essential Standards. Students are required to integrate technology into instructional units and are observed implementing at least one instructional level in the K-12 classroom that integrates technology. Additional topics include e-books, SMART response and iPad Applications. Finally, as a co-requisite to the student teaching experience, all students take EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms in which they are expected to demonstrate knowledge mastery of how integrated evaluation systems such as Educational Value-Added Assessment Systems (EVAAS) and must complete all modules of NC Falcon using a unit they have taught. Upon completion candidates are evaluated and submit for their NC Falcon certification.

b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

In response to the new licensure requirements for all undergraduate elementary and special education program completers, faculty in these two departments created a two-part assignment entitled "Growing Literacy Knowledge" for juniors taking EDU 3130 (Reading Process and Practice) and EDU 3230 (Reading Assessment & Instruction) to support them in internalizing the extensive literacy terminology, and serve as an electronic study guide in preparation to take the North Carolina Foundations of Reading exam. In May faculty both departments also completed an analyses of each new test being required by Pearson and aligned the content for the Reading Foundations and General Curriculum Test for NC to current education and supporting courses required at High Point University for both licenses (elementary and special education). Additionally, this analyses included when these required courses are taken by students enrolled in elementary and special education and a suggested timeframe for taking the new tests was recommended.

Additionally, the College of Arts and Sciences Department of Mathematics representative to the School of Education's Teacher Education Council has been in consultation with the faculty in the Departments of Elementary and Specialized Instruction to revise an existing math supporting course requirement (MTH 2010: Mathematical Ideas) which will be aligned to the specific math content on the new General Curriculum licensure test. This newly modified required mathematics course will be offered for the first time in Fall 2014. The School of Education's Mathematics and Science STEM faculty have built a "math lab" into EDU 3231 (Integrated Science/Math Methods) in an attempt to support candidates in successfully passing the Math subtest of the General Curriculum exam. As part of this "math lab" all candidates must take a pre-test upon entrance into EDU 3231 and any areas of deficiency are identified. Required participation in the math lab is

expected throughout the course and all candidates must meet 80% proficiency on math skills prior to exiting the course.

The School of Education has generated a schedule beginning in summer 2014 for all faculty teaching reading and general curriculum content courses to take the new Pearson tests that align with the licensure areas and make necessary modifications to course content/study support as needed. In May of 2014, the Department of Mathematics Teacher Education Council Representative took the General Curriculum: Mathematics Subtest. He is developing preparation sessions for our undergraduates teacher education majors in elementary education and special education. These sessions have already been scheduled for November 7, 2014 and November 14, 2014. Our literacy coordinator took the Foundations of Reading on June 7, 2014 and will be developing preparation sessions to be offered on November 7, 2014 and November 14, 2014 following the math modules.

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

The School of Education has created a new course, EDU 4166: Using Data to Assess Student Impact in K-12 Classrooms which serves as a co-requisite laboratory experience during the student teaching internship. All candidates enrolled in the internship are required to take this course which allows them to use “real” data from their own classrooms to track and predict student improvement in grades K-12. Formative and summative assessment practices are aligned to the Common Core and State Essential Standards. The course includes how data is used by Professional Learning Communities (PLC’s), creating a Summative Assessment Data plan, creating a using formative assessment, making midcourse corrections, developing and using rubrics, providing effective feedback, using data notebooks, Depth of Knowledge Assessment (DOKs), and technology integrated evaluation systems such as the Educational Value-Added Assessment System (EVAAS) K-12. Within this course candidates complete the required Electronic Evidence Data Analysis Project which requires demonstration of knowledge regarding formative and summative assessment procedures and they must complete all modules of NC Falcon using a unit they have taught. Upon completion candidates are evaluated and submit for their NC Falcon certification. Additional required projects include the Socrative 20 question formative assessment that must accompany a unit taught during the student teaching internship. The EDU 4166 course is taught collaboratively between a faculty member in the School of Education and a current practicing elementary school principal.

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

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	144
	Other	2	Other	13
	Total	18	Total	168
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)	1	
Special Subject Areas (k-12)		1
Exceptional Children (K-12)		
Total	1	1
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,189
MEAN SAT-Math	*
MEAN SAT-Verbal	562
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	529
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CORE-Combined	*
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.39
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	39		
Middle Grades (6-9)		1		
Secondary (9-12)		5		
Special Subject Areas (K-12)		10		
Exceptional Children (K-12)	1	11		
Vocational Education (7-12)				
Special Service Personnel				
Total	2	66		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	53	100
Spec Ed: General Curriculum	10	90
Institution Summary	63	98
* 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	14	43	10	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation : The School of Education has a provisional status policy allowing provisional admission to teacher education if a minor deficiency exist in one of the criteria (GPA, disposition, Praxis I, etc.). The fourteen students noted above were those who were admitted provisionally and officially admitted to the teacher education program the following semester.						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	81	94	41
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
Guilford Co Schs	231
Davidson Co Schs	201
Winston-Salem/Forsyth Schs	129
Randolph Co Schs	116
Thomasville City Schs	26
Lexington City Schs	25
Asheboro City Schs	21
Wake Co Schs	19
Alamance-Burlington Schs	17
Charlotte-Mecklenburg Schs	14

**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
19	2	14