

EXECUTIVE SUMMARY

Title: State Evaluation Committee Teacher Education Program and Alternative Lateral Entry Program Approval Recommendations

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #
 SBE Policy #TCP-B-003 and TCP-B-006
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Advisor, Office of the State Board of Education)

Description:

The State Evaluation Committee on Teacher Education (SEC) is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Greensboro College, High Point University, Queens University of Charlotte, Salem College, Shaw University, Wake Forest University, and Wingate University are attached. The SEC is also charged with reviewing proposals for alternative programs for lateral entry teachers and recommending approval actions to the State Board of Education. A recommendation on the Moore County Schools/Sandhills Community College alternative program is also attached.

Resources:

Approval does not involve resources.

Input Process:

Members of the State Evaluation Committee considered reports by the institution and LEA, reports by on-site reviewers, and discussions with institutional and LEA representatives at the SEC meeting. The Moore County Schools/Sandhills Community College proposal was also reviewed by the NC Professional Teaching Standards Commission

Stakeholders:

Prospective and Inservice Teachers

Timeline For Action:

The recommendations were presented for discussion last month and are presented for approval this month.

Recommendations:

It is recommended that the program approval recommendations from the State Evaluation Committee on Teacher Education be approved as presented.

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred) Specify:
 Audio Requirements (computer or other, except for PA system which is provided) Specify:
 Document Camera (for transparencies or paper documents - white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan (807-3608)

**State Evaluation Committee on Teacher Education
Program Approval Recommendations**

IHE	Type of Review	Programs(s) Reviewed	Recommended Action
Greensboro College	Continuing	All programs	Full Approval for all programs, 2014-2015
High Point University	Continuing	All programs (<i>except School Administration</i>)	Full Approval for all programs, 2014-2015
Queens University of Charlotte	Continuing	All programs	Full Approval for all programs, 2014-2015 EXCEPT the Second Language Programs. Provisional Approval for the Second Language Programs through 2009-2010.
Salem College	Continuing	All programs (except Middle Grades [A and M levels] and M level English, Math, and Science)	Full Approval for all programs reviewed, 2014-2015
Shaw University	Initial Approval	Birth-Kindergarten (M)	Full Approval to coincide with the institution's approval cycle.
Wake Forest University	Continuing	All programs	Full Approval for all programs, 2014-2015
Wingate University	Initial Approval	School Administration (M) Physical Education (M)	Full Approval of the School Administration Program (M) to coincide with the institution's approval cycle.
Moore County Schools/Sandhills Community College Alternative Lateral Entry Program	Initial Approval		Approval of the program with the stipulation that a program evaluation design be developed and submitted to the SEC for review at the March 2009 meeting
The State Evaluation Committee also reviewed additional materials submitted by Belmont Abbey College, Fayetteville State University, North Carolina State University, and St. Andrews Presbyterian College and was satisfied that in all cases the stipulations for Full Approval were met.			

GREENSBORO COLLEGE

I. Previous Actions

The State Board of Education (SBE) initially approved Greensboro College for teacher education in 1965. In 1970, a second five-year period was granted. In 1975, all programs were granted Full Approval for the regular five-year period except Speech Communication and Theatre Arts, which were placed on a two-year Provisional Approval. In 1978, Full Approval was restored for the Theatre Arts program to coincide with the regular approval cycle; the program in Speech Communication was phased out in 1978. In 1980, all programs were approved for another five-year period. In 1985-86, the institution requested and was granted an extension of its approval cycle. The March, 1987 visit resulted in a two-year Provisional Approval (1987-88 through 1988-89) for all teacher education programs with the stipulation that all deficient standards be addressed and verified by a State Visitation Team in 1988-89. In 1989, the SBE granted Full Approval to all undergraduate programs for a seven-year approval cycle, 1985-86 through 1991-92. Temporary Authorization was granted in 1990 to add an undergraduate Spanish program and in 1991 to add an undergraduate Art program. In 1992, all programs were fully accredited and approved for five years (1992-93 through 1996-97) by the National Council for Accreditation of Teacher Education (NCATE) and the State Board of Education. In 1996, Temporary Authorization was granted to establish an undergraduate licensure program in Theatre Arts Education and in 1997 Temporary Authorization was granted to establish an undergraduate Birth-Kindergarten program. Full Approval was granted in 1997 by NCATE and the SBE for five years (1997-98 through 2001-02) for all programs. In 2000, Full Approval was granted to the Theatre Arts Education Program to coincide with the institution's program approval cycle. In 2000, Temporary Authorization was granted to establish an undergraduate program in Preschool Add-on for candidates holding elementary or special education licensure. In 2002, Full Approval was granted to the Birth-Kindergarten and Preschool Add-on programs. In 2004, Full Approval was granted to all programs through 2007-08. In 2004, Temporary Authorization was granted to establish graduate programs in Elementary, Learning Disabled and Behaviorally/Emotionally Disabled. In 2004, Temporary Authorization was granted to establish undergraduate programs in Special Education: Adapted Curriculum and Special Education: General Curriculum.

II. Programs Offered

	Level(s)		
	Add-On	A	M
Birth-Kindergarten Education		X	
Preschool Add-on	X		
Elementary Education		X	X*
Middle Grades Education			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies		X	
English Education (9-12)		X	
Mathematics Education (9-12)		X	
Biology		X	
Comprehensive Social Studies Education (9-12)		X	
Art Education		X	
Music Education		X	
Theatre Arts Education		X	
Physical Education		X	
Spanish		X	

	Add-On	Level(s) A	M
Exceptional Children			
Behaviorally-Emotionally Disabled			X*
Specific Learning Disabilities			X*
General Curriculum		X*	
Adapted Curriculum		X*	

**Temporary Authorization*

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten Education	4	1	
Preschool add-on	0	0	
Elementary Education	49	46	10
Middle Grades Education			
Language Arts (6-9)	1	3	
Mathematics (6-9)	1	6	
Science (6-9)	0	6	
Social Studies (6-9)	0	5	
English Education (9-12)	1	5	
Mathematics Education (9-12)	2	3	
Biology	1	0	
Comprehensive Social Studies Education	1	3	
Art (K-12)	1	6	
Music (K-12)	10	0	
Theatre Arts (K-12)	2	0	
Physical Education (K-12)	5	4	
Spanish (K-12)	1	5	
Exceptional Children (K-12)			
Behaviorally-Emotionally Disabled			2
Specific Learning Disabilities			6
General Curriculum	6	6	
Adapted Curriculum	3	4	
Total	88	103	18

IV. Praxis Performance of Program Completers

Since the last visit the aggregated Praxis II pass rates exceeds 70% for all specialty areas except Art (50%) and Physical Education (50%). Note: The Praxis II tests for Art and Physical Education are no longer required for preservice programs.

V. Performance of Program Completers in the Initial Licensure Program

Greensboro College has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution identified twenty-seven (27) methods faculty who teach methods courses and supervise candidate teachers. All faculty hold current licensure in areas appropriate to their instructional methods assignments.

VII. NCATE Action

NCATE continued accreditation at the initial level and granted accreditation at the advanced level.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs, 2014-2015.

HIGH POINT UNIVERSITY

I. Previous Actions

High Point College was granted initial approval for its teacher education programs in 1965. Subsequent approvals were granted by the State Board of Education in 1970 and 1975. In 1980 all programs were granted a five-year Provisional Approval. The theatre arts program was later discontinued. In 1985, the institution was granted a one-year extension of its re-approval. In 1987, all programs were granted Provisional Approval for a one-year period (1987-88) with the stipulation that all deficient standards be satisfactorily addressed and verified by a State visitation team in 1987-88. Following a re-visit in 1988, Full Approval was restored to all undergraduate teacher education programs through 1991-92, with the stipulation that the institution provide written documentation that citations in the general studies program had been adequately addressed. At the conclusion of the institution's revision of the general studies program, appropriate written documentation was provided to satisfy the stipulation. In 1991, the Board of Trustees officially changed the institution's name to High Point University. In 1992, all programs were fully accredited and approved for five years (1992-93 through 1996-97) by the National Council for Accreditation of Teacher Education (NCATE) and the SBE. In 1994, Temporary Authorization was granted to add mentally handicapped, specific learning disabilities and academically gifted (add-on), all on the undergraduate level, to the program inventory. Behaviorally/emotionally handicapped was subsequently temporarily authorized on the undergraduate level in 1995. An on-site review of the four exceptional children areas in 1996 resulted in Full Approval for all. In 1997, the State Board of Education granted Full Approval to all programs through 2001-02. In 2004, Full Approval was granted to all programs through 2007-08 with the stipulation that the institution report back to the State Evaluation Committee on Teacher Education by summer 2004 on its efforts to employ an individual licensed in social studies. In Spring of that year, Temporary Authorization was granted for the special education general curriculum program. In summer 2004, appropriate written documentation was provided to satisfy the stipulation. In July 2005, Temporary Authorization was granted to add the graduate elementary education and special education mentally disabled programs. In July 2007, the institution discontinued the French licensure program and in that same year, the State Board of Education granted Full Approval for the School Administration program. Since the School Administration program had been recently approved it was not reviewed during the spring 2008 visit.

II. Programs Offered

	Level(s)		
	Add-On	A	M
Elementary Education	X	X*	
Middle Grades Education			
Language Arts		X	
Mathematics		X	
Science		X	
Social Studies		X	
English Education (9-12)		X	
Mathematics Education (9-12)	X		
Biology	X		
Comprehensive Social Studies Education (9-12)	X		
History		X	
Art		X	
Physical Education		X	
Spanish		X	

	Level(s)		
	Add-On	A	M
Exceptional Children			
Academically Intellectually Gifted	X		
Mentally Disabled			X*
General Curriculum		X*	
School Administrator			X**

**Temporary Authorization*

**Not reviewed during this visit. Program received Full Approval by SBE in July 2007.

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Elementary Education	88	11	8
Middle Grades Education	6	1	
English Education (9-12)	5	0	
Mathematics Education (9-12)	2	0	
Biology	2	0	
Comprehensive Social Studies Education	4	0	
Art (K-12)	4	2	
Physical Education (K-12)	9	1	
Spanish (K-12)	4	0	
Exceptional Children	18	0	9
Academically Intellectually Gifted		103	
School Administration		21	21
Total	142	139	38

IV. Praxis Performance of Program Completers

Since the last visit the aggregated Praxis II pass rates exceeds 70% for all specialty areas except Physical Education (34%). Note: The Praxis II test for Physical Education is no longer required for preservice programs.

V. Performance of Program Completers in the Initial Licensure Program

High Point University has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution identified sixteen (16) methods faculty who teach methods courses and supervise candidate teachers. All faculty hold current licensure in areas appropriate to their instructional methods assignments.

VII. NCATE Action

NCATE continued accreditation at the initial level and granted accreditation at the advanced level.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs, 2014-2015.

Queens University of Charlotte

I. Previous Actions

Queens College received initial approval for teacher education programs in 1965. Subsequent approvals were granted by the State Board of Education (SBE) in 1970 and 1975. In 1980 all programs were granted Full Approval with the exception of Art Education, which was granted a one-year Provisional Approval. The Art Education program was discontinued in 1984-85. In 1986, the SBE placed all teacher education programs on Provisional Approval for a two-year period (1986-87 through 1987-88) with the stipulation that all deficient standards be satisfactorily addressed and verified by a State Visitation Team in 1987-88. In 1988, action was delayed one year on all programs in order for an on-site team to verify the implementation of institutional responses to the previous visit citations. In 1989, the Committee recommended Full Approval for all undergraduate and graduate programs to coincide with an established 1991-92 approval cycle. The Comprehensive Science and Music programs were discontinued in 1992. In 1992, the College hosted a combined accreditation visit by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). NCATE accredited the undergraduate programs at the College and accredited the graduate programs with stipulations. The SBE granted Provisional Approval for all programs for two years (1992-93 through 1993-94), with the stipulation that a re-visit occur to document the implementation of efforts to adequately address all NOT MET standards and weaknesses. A re-visit occurred in 1994 and the SBE granted Provisional Approval for one year (1994-95) with the stipulation that Standard 16 be adequately addressed in all program areas. A re-visit occurred in 1995. In 1996, the SBE granted Full Approval for all programs to coincide with the current approval cycle (1992-93 through 1996-97). In 1997, the SBE granted Full Approval to all programs, with the exception of Mathematics Education, through 2001-02. In 2000, the stipulation related to the Mathematics Program was removed and Full Approval was granted to the Mathematics Program to coincide with the institution's program approval cycle. In February 2004, Queens University of Charlotte was granted Provisional Approval through 2005-2006, with the stipulation that a technical assistance visit be provided by the NCDPI. In October 2004, a follow-up visit occurred to verify that cited concerns had been addressed. In 2006, Queens University of Charlotte was granted Full Approval for Reading at the M-level, through 2007-2008 to coincide with the institution's program approval cycle. The Reading and Second Languages reports were pulled during the March 29 – April 2, 2008 visit to correct some inconsistencies and these two programs were rescheduled for review on April 8 – 9, 2008.

II. Programs Offered

	Level	
	Add-on	M
Elementary Education	X	X
English (9-12)	X	
Mathematics (9-12)	X	
Biology (9-12)	X	
Comprehensive Social Studies (9-12)	X	
History (9-12)	X	
Reading (K-12)		X*
French (K-12)	X*	
Spanish (K-12)	X*	

* *Temporary Authorization*

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Elementary Education	22	13	57
English (9-12)	2	4	
Mathematics (9-12)	0	1	
Biology (9-12)	0	0	
Comprehensive Social Studies (9-12)	0	5	
History (9-12)	0	0	
Reading (K-12)			51
French (K-12)	0	1	
Spanish (K-12)	1	0	

IV. Praxis Performance of Program Completers

Since the last visit, the aggregated Praxis II pass rates for all specialty areas with sufficient numbers of test takers to report exceeds 70%.

V. Performance of Program Completers in the Initial Licensure Program

Queens University of Charlotte has met the requirement for 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution identified twelve (12) faculty members who teach in methods courses and/or supervise candidates. All hold current North Carolina licenses.

VII. NCATE Action

NCATE continued accreditation at the initial level and granted accreditation at the advanced level.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs, 2014-2015 EXCEPT the Second Language Programs. Provisional Approval for the Second Language Programs through 2009-2010.

Areas for Follow-Up for the French and Spanish Programs:

Standard 1

- There is no evidence to suggest candidates are prepared to work in schools work with families to support student learning.

- There is no evidence to suggest that students meet state- approved core or diversity standards and indicators for the specialty area (5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.5, 9.2, 9.3, 9.4, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 12.4, 13.1, 13.2, 13.3, 14.1, 14.2, 15.1, 15.2, 15.3, 15.4, 15.6).

Standard 2

- There is no evidence of a regular review of the specialty area resulting in data to make program improvement decisions.

Standard 4

- There is no evidence to suggest that candidates work with diverse student's families or other significant adults.

Standard 5A

- The use of part-time faculty detracts from the quality of the program.

Standard 6A

- Faculty members do not have sufficient time for teaching, service and research as appropriate to the mission of the institution.

SALEM COLLEGE

I. Previous Approval Actions

The undergraduate programs leading to teacher licensure at Salem College were first approved by the North Carolina State Board of Education (SBE) on July 2, 1964. Subsequent accreditation visits resulted in continuing approval being granted in 1985 for seven years. Since that time, Early Childhood (K-4) and Intermediate (4-6), have merged into Elementary Education (K-6), and secondary licensure areas in Biology, Chemistry, Social Studies and Mathematics have been added to Salem's program. Temporary Authorization was granted for two new graduate programs initiated in the summer of 1989, the Master of Education Degree (M.Ed.) and the Master of Arts in Teaching Degree (M.A.T.). The original M.Ed. programs in Elementary Education and Learning Disabilities have been discontinued. However, a new M.Ed. in Language and Literacy with K-12 Reading licensure has been implemented. The M.A.T. degree with licensure is offered in Elementary Education and Specific Learning Disabilities. In 1992, the National Council of Accreditation of Teacher Education (NCATE) and the SBE granted Full Approval for all programs for five years (1991-92 through 1995-96). In 1994, the College discontinued offering a program in Behaviorally/Emotionally Handicapped. In 1995, Temporary Authorization was granted to add Birth-Kindergarten on the undergraduate level, and when the SBE adopted graduate Birth-Kindergarten guidelines, the College was granted Temporary authorization to add the graduate level. On May 1, 1997, the Board granted Full Approval for all undergraduate and graduate programs for five years (1996-97 through 2000-01). In 1999-2000, all masters programs were revised to comply with the Excellent Schools Act. In March 2000, Temporary Authorization was granted to the following programs: Elementary Education (K-6); Specific Learning Disabilities (K-12); Birth-Kindergarten (B-K) and Reading (K-12) at the master's level. In May 2000, Temporary Authorization was granted to the Preschool Add-on program and the restarted undergraduate Birth-Kindergarten program. At its September 2001 meeting, the State Board of Education formally recognized the teacher education program as Exemplary. This recognition was based on the information contained in the IHE Performance Report. Graduate programs in English (9-12), Mathematics (9-12), and Comprehensive Science (9-12) were authorized during the 2002-03 through 2007-08 visit cycle. Temporary Authorization was granted for the undergraduate Music Education (K-12), undergraduate Middle Grades Education (6-9), and graduate Middle Grades Education programs between June of 2004 and November of 2005. In March, 2008 undergraduate programs in Biology and Chemistry were discontinued. The visit scheduled originally for 2007 was delayed one year at the request of NCDPI to the Spring of 2008.

II. Program Levels Offered

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>	
		<u>A</u>	<u>M</u>
Birth-Kindergarten		X	X
Preschool Add-on	X		
Elementary Education (K-6)		X	X
Middle Grades (6-9)			
Language Arts		X**	X**
Mathematics		X**	X**
Science		X**	X**
Social Studies		X**	X**
English (9-12)		X	X**
Mathematics (9-12)		X	X**
Comprehensive Science (9-12)			X**
Comprehensive Social Studies (9-12)		X	X*
Reading (K-12)			X
Music (K-12)		X*	

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>	
		<u>A</u>	<u>M</u>
French (K-12)		X	
Spanish (K-12)		X	
English as a Second Language (K-12)	X*	X*	X*
Special Education: General Curriculum		X*	
Specific Learning Disabilities			X
* <i>Temporary Authorization</i>			
** <i>Temporary Authorization</i> – programs not reviewed because candidates have only been recently admitted to them.			

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten	1	0	43
Elementary	12	0	97
Middle Grades			
Language Arts	1	0	5
Mathematics	1	0	6
Science	1	0	1
Social Studies	1	0	3
English	3	0	10
Mathematics	1	0	6
Comprehensive Science		0	3
Comprehensive Social Studies	3	0	14
Reading			23
Music	7	1	
French	1	1	
Spanish	0	0	
ESL	1	0	25
Special Ed.:General Curriculum	1	0	
Special Ed.: Learning Disabilities			36

IV. Praxis Performance of Program Completers

Since the last visit, for each specialty area which had sufficient numbers of test takers to report, the institution has exceeded the required pass rate of 70%.

V. Performance of Program Completers in the Initial Licensure Program

Salem College has met the requirement for a 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution identified 21 methods faculty. All hold current North Carolina teacher licensure in areas appropriate to their instructional methods assignments.

VII. NCATE Action

NCATE continued accreditation with conditions at the initial and advanced levels.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs, 2014-2015.

SHAW UNIVERSITY
Birth to Kindergarten (M)

I. Previous Actions

Shaw University was initially granted Provisional Approval for one year in 1966. Following a re-visit in 1967, the institution was granted Full Approval for a period of five years (1967-1972). At the time of the next visit, a recognized need to establish leadership stability for teacher education resulted in a three-year Provisional Approval (1972-1975). In 1976, another three-year approval was granted through 1979-1980 due to the same identified need to stabilize the leadership for teacher education. In 1981, a two-year Provisional Approval was issued to address deficiencies in the pass/failure rate of students on the general studies component of the NTE; this provision was removed in 1981 and the institution returned to its five-year approval cycle (1980-81 through 1984-85). In 1985, Provisional Approval was granted for all programs through 1986-87 with the stipulation that all standards found to be deficient be addressed by the institution and reviewed by an on-site team. In 1986, the Provisional Approval period was extended for one year. Following a visit in April 1987, the State Board restored Full Approval to all teacher education programs to coincide with an established 1991-1992 approval term. Due to a formal request to the State Board of Education (SBE) for an extension of their full National Council for Accreditation of Teacher Education (NCATE)/North Carolina Department of Public Instruction (NCDPI) visit, two technical visits were held; January 1992 and August 1992. In May 1993, Full Approval was granted to all programs for five years, 1993-1994 through 1997-1998, with the stipulation that a re-visit occur prior to June 30, 1994 to verify compliance with all NOT MET standards. The revisit occurred in April 1994, with the SBE restoring Full Approval to all programs in September, 1994. In 1997 a joint NCATE/DPI team made an on-site visit for continuing approval. Full Approval was granted for 1998-1999 through 2002-2003. In May 2000, Temporary Authorization was granted for an undergraduate B-K program. A program review visit was conducted in April 2002 to remove the Temporary Authorization of the B-K program. Based on the results of this review, another review was subsequently conducted and Full Approval was granted in June 2004 to coincide with the institution's program approval cycle. In 2002 the institution discontinued the programs in Biology Education and Social Studies Education. In September 2002, Shaw University applied for Temporary Authorization for a Master's of Science program in Curriculum in Instruction with a concentration in birth-kindergarten education. Temporary Authorization was granted to this program in November, 2003. A visit to convert the Temporary Authorization to Full Approval was conducted in April 2008.

II. Candidates for Professional Licensure

At the time of the visit, 5 candidates were formally admitted to and enrolled in the program. Seven candidates had completed the program.

III. Praxis Performance of Program Completers

There is no state test required for candidates from this program.

IV. Methods Faculty Licensure

The institution identified 3 faculty members who teach methods courses and supervise candidates. All hold current North Carolina licenses.

V. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team the Committee recommends:

Full Approval of the program to coincide with the institution's program approval cycle.

WAKE FOREST UNIVERSITY

I. Previous Approval Actions

In July 1964, the State Board of Education granted approval of undergraduate teacher education programs. Graduate programs were approved in 1967. In November 1969, the State Board of Education granted a second five-year approval for all teacher education programs offered by the University. In 1974, and 1979, all teacher education programs were approved by the State Board for five years. In 1982, Full Approval of the following new programs was granted to coincide with other programs through 1983-84: undergraduate Music Education, undergraduate and graduate Gifted and Talented Education, graduate Early Childhood Education, and graduate Intermediate Education. In 1983, the scheduled visit was postponed until 1984-85. In August 1985, Full Approval was granted through 1990-91 for all programs with the exception of School Psychology, which was granted a two-year Provisional Approval. It was further stipulated that a report addressing all deficiencies be submitted to the Division of Teacher Education and verified by an on-site visitation team. Standard C-10 was changed from MET to MET WITH EXCEPTION and added to the list of Standards to be addressed. The School Psychology program was discontinued effective at the end of the 1986-87 academic year. In 1983, the State Board granted Full Approval to all undergraduate and graduate programs to coincide with an established 1990-91 approval cycle. In 1992 Full Approval was granted for all programs for five years by NCATE and the State Board of Education. In 1995, the institution discontinued the Academically Gifted licensure program. In 1996 the institution was granted continuing accreditation by NCATE, and the State Board of Education granted Full Approval for all programs with the exception of Music Education. In 1996, the Music Education program was discontinued. The University's graduate programs were revised in compliance with the Excellent Schools Act which was approved in 1997. In 1999, Temporary Authorization was granted for the graduate Spanish Education program to coincide with the institution's approval cycle. In 2003 the State Board of Education granted Full Approval to all programs through 2006-07. The visit scheduled for 2007 was delayed one year to occur in the spring of 2008.

II. Program Levels Offered

<u>Area</u>	<u>Add-on</u>	<u>Levels</u>		
		<u>A</u>	<u>M</u>	<u>S</u>
Elementary Education (K-6)		X		
English (9-12)		X	X	
Mathematics (9-12)		X	X	
Biology (9-12)		X	X	
Chemistry (9-12)		X	X	
Physics (9-12)		X	X	
Comprehensive Social Studies (9-12)		X	X	
French (K-12)		X	X	
German (K-12)		X		
Spanish (K-12)		X	X	
School Counselor				X

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Elementary	33	0	
English	3	0	7
Mathematics	0	0	4
Biology	1	0	2
Chemistry	0	0	0
Physics	0	0	1
Comprehensive Social Studies	8	0	5
French	0	0	0
German	0	0	
Spanish	0	0	4
School Counselor			6

IV. Praxis Performance of Program Completers

Since the last visit, for each specialty area which had sufficient numbers of test takers to report, the institution has exceeded the required pass rate of 70%.

V. Performance of Program Completers in the Initial Licensure Program

Wake Forest University has met the requirement for a 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution has identified 11 methods faculty. All hold a current North Carolina teaching license in areas applicable to their instructional methods assignments.

VII. NCATE Action

NCATE continued accreditation at the initial and advanced levels.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team and discussion with institutional representatives, the Committee recommends:

Full Approval for all programs, 2014-2015.

Wingate University

I. Previous Actions

Wingate College initially sought and was granted approval in 1979 for undergraduate teacher education programs in Early Childhood and Intermediate Education, Secondary Social Studies, and K-12 Music. In 1982, Initial Approval was granted to offer undergraduate secondary preparation in Science and Mathematics, and the K-12 programs in Reading and Art. In 1985, Temporary Authorization was granted for programs in undergraduate English, undergraduate and graduate Middle Grades, and graduate Early Childhood and Intermediate Education. In 1986, Full Approval was granted for all undergraduate teacher education programs except English Education, which remained on Temporary Authorization status until students were admitted. The graduate programs in Early Childhood, Intermediate, and Middle Grades Education were given Provisional Approval for a two-year period (1986-87 and 1987-88) with the stipulation that all deficient standards and in particular those related to faculty load, supervised field experiences or internship, and program evaluation (follow-up studies) be satisfactorily addressed and verified by a State Visitation Team in 1987-88. Following a re-visit in 1988, Full Approval was restored to all programs to coincide with the existing approval cycle (1988-89 through 1992-93). In 1993, the College successfully hosted a combined National Council for Accreditation of Teacher Education (NCATE) and State accreditation visit with the State Board of Education (SBE) granting Full Approval for all programs for five years, 1993-94 through 1997-98. In 1994, Temporary Authorization was granted to add Spanish to the program inventory. In 1995, the institution's name officially was changed to Wingate University and Temporary Authorization was granted to add physical education to the program inventory. In 1997, a request was granted to remove Spanish from the program inventory. In 1997, the University hosted a combined NCATE/State accreditation visit. In 1999, Full Approval was granted for the temporarily authorized physical education program to coincide with the institution's approval cycle. In November 2000, the SBE removed the stipulations based on the 1997 combined NCATE/State on-site program approval visit and granted Full Approval for all teacher education programs. In March 2000, Temporary Authorization was granted for a Master's level elementary education program. In October 2004, Wingate University was granted Full Approval through 2010-2011, pending Continuing NCATE Accreditation, with the stipulations that the institution submits to the State Evaluation Committee a plan for the formal assessment of dispositions and the data generated by implementation of the plan, along with a formal plan to address faculty and candidate diversity and a status report on the plan's implementation. In 2006, Temporary Authorization was granted for master's level Physical Education and School Administration programs. In July 2008, Temporary Authorization was granted for a doctoral level program in School Administration. In March 2008, an on-site review of the master's level programs in Physical Education and School Administration was conducted to convert Temporary Authorization of these programs to Full Approval. The SEC delayed action on the Physical Education program pending receipt of additional information.

II. Candidates for Professional Licensure

At the time of the visit, 69 degree-seeking candidates and 145 licensure-only candidates were enrolled in the School Administration program.

III. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team the Committee recommends:

Full Approval of the master's level School Administration Program to coincide with the institution's program approval cycle.

THE LET PROGRAM: A LATERAL ENTRY PROPOSAL

For submission to the North Carolina State Board of Education
October 2008



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COUNTY SCHOOLS

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A. Introduction/ Overview

Moore County Schools is located in the heart of central North Carolina. The consolidated county school district has approximately 12,300 students in 22 schools in a county whose

population is approaching 80,000 residents. Moore County is economically diverse and noted for its high quality of life. Although agriculture has always played an important part in the county's economics, today's major industries include tourism, health care, and education. Pinehurst, home of the 1999 and 2005 U.S. Open Golf Championships and the 2008 U.S. Amateur, is world renowned for golf and recreation.

The District has 1,900 employees, with some 56 percent of those holding professional licenses. More than 36 percent of the licensed staff members hold a master's degree or higher educational degree.



Chartered in 1963, Sandhills Community College is the first comprehensive community college in the state and is recognized as one of the premier community colleges in the nation. Continuing education enrollment brings more than 15,000 students to the Sandhills campus annually. Nearly 4,000 students

enroll in curriculum classes every year with an average age of 26.4 years. Sandhills offers three college transfer degrees and more than 60 technical programs leading to an associate's degree, diploma or certificate.

Moore County's central location provides accessibility from the mountains or the coast, and the county is just a one-hour's drive from the Research Triangle. Also easily accessible are the Piedmont-Triad region and Fayetteville. However, this location also presents challenges for lateral entry teachers. In Moore County, a teacher must often commute significant distances to access coursework that is required to be completed at a university. Though the University of North Carolina at Pembroke (UNC-P) has worked cooperatively to offer some coursework at Sandhills Community College (SCC), all of the required coursework has not been made available locally. The promise of on-line options has not been delivered, as the university's full-time students often consume all available slots. Lateral entry teachers in fields of study with fewer numbers often struggle to find coursework to take within the three-year timeline provided.

To address the difficulties, we propose the LET PROGRAM (Lateral Enter Trainin Program) to provide courses locally over the course of a school year and two summers with a focus on classroom instruction, particularly the use of the LEARNING-FOCUSED® model of lesson design.

LET Program At-a-Glance

Summer, Pre-Employment and Other	During Traditional School Year	
	Cooperative Education Courses Fall and Spring Semesters 2 credits/320 contact hours for each of two classes 4 total credits/640 contact hours	
Pre-Employment 80-hour NC Teach/NCDPI/NC Center for Leadership CD-ROM 0 credit/80 contact hours	Observations Every other week for first five months of employment 0 credit/20 contact hours	
Block I Elements of Learning (SCC) First or Second Summer 6 credits/96 contact hours Topics (NCPT* Standards 2 and 4) <ul style="list-style-type: none"> ▪ Learning Styles and Motivation ▪ Human Growth and Development ▪ Special Learning Needs/ Exceptionalities ▪ Diversity ▪ Classroom Management 	Saturday Seminars (6) September, October, November, January, February and March 1 credit/16 contact hours <i>Presentation Order: Based on goals/needs</i> <i>Possible topics included as sub-headings</i>	Monthly School Seminars September, October, November, January, February and March 0 credit/6 contact hours
Block II Elements of Teaching (SCC) First or Second Summer 6 credits/96 contact hours Topics (NCPT Standard 4) <ul style="list-style-type: none"> ▪ Instructional Methodologies ▪ Literacy/Reading Methods 	Diversity (NCPT Standards 2 and 4) <ul style="list-style-type: none"> ▪ Understanding cultural differences ▪ Integrating Ruby Payne research ▪ Understanding demographics of MCS ▪ Dealing with student/adult differences ▪ LEP, ESL populations Classroom Instruction/Management (NCPT Standards 1 and 4) – two sessions <ul style="list-style-type: none"> ▪ Learning-Focused® Model (identified needs) ▪ Assessing disaggregated data ▪ AYP needs/strategies ▪ Barriers and Bridges (motivating students) ▪ Best practices/ differentiation; integrating disciplines; integrating technology Assessment and Reflection (NCPT Standards 1, 4 and 5) <ul style="list-style-type: none"> ▪ Utilizing disaggregated data in assessing student work ▪ Designing instruction to develop student literacy Engaging Parents and Community (NCPT Standards 1 and 2) <ul style="list-style-type: none"> ▪ Relations with parents and community ▪ Strategies for conducting the first teacher/parent conference ▪ Strategies for partnering with parents and community ▪ Recognizing and utilizing community resources Exceptional Education (NCPT Standards 2 and 4) <ul style="list-style-type: none"> ▪ Response to Intervention (RTI) ▪ Functional Behavior Assessment (FBA) ▪ Deborah Greenblat Act (use of restraint and seclusion) ▪ Exceptionalities in education ▪ EC support: Student Support Team, etc. 	September <ul style="list-style-type: none"> ▪ Learning-Focused® Model (NCPT Standards 1 and 4) <i>Planning developmental appropriate lessons to engage students in the learning process</i> ▪ Co-teaching in Collaboration with Resource Teachers (NCPT Standards 1, 2, 4 and 5) <i>Strategies for diverse populations</i> October <ul style="list-style-type: none"> ▪ Developing Effective Questioning Techniques (NCPT Standard 4) <i>Evoking critical thinking skills</i> November <ul style="list-style-type: none"> ▪ Classroom Management (NCPT Standards 1 and 4) <i>Procedures and other non-instructional elements</i> January <ul style="list-style-type: none"> ▪ Learning-Focused Model (NCPT Standards 1 and 4) <i>Unit planning and interdisciplinary connections</i> February <ul style="list-style-type: none"> ▪ Engaging Students (NCPT Standard 2) <i>Giving students ownership of their learning</i> March <ul style="list-style-type: none"> ▪ Common Assessments Grades 3-12 (NCPT Standard 4) <i>ClassScope™ Model</i>
Praxis™II Preparation Fall, Spring or Summer Optional		

*NCPT = North Carolina Professional Teaching [Standard(s)]

General Description of Proposal/Partners

Interviews with a number of lateral entry teachers have helped mold the LET Program. This alternate plan will uphold the high standards for teachers in North Carolina while easing the difficulties faced by lateral entry teachers. This collaborative lateral entry program will accomplish these specific goals:

1. The LET Program, minus content-required coursework, can be completed within two summers and one academic year.
2. The LET Program will ensure ongoing support for lateral entry teachers close to where they work on a daily basis.
3. Intensive coursework will be confined to summers, permitting lateral entry teachers to concentrate on their teaching and learning responsibilities during the School District's academic year.
4. The LET Program will include two cooperative education experiences. These will be for credit and will take place during the academic year. This "on the job" experience will provide for the development of teaching skills, measurable via students' learning outcomes.
5. Content coursework will also be achieved through Sandhills Community College. Moore County Schools will review the individual teacher's transcripts and identify needs using the templates currently used by the Regional Alternative Licensing Centers (RALCs).

The LET Program is designed to incorporate all aspects of the new North Carolina Professional Teaching Standards.

Standard 1: Teachers Demonstrate Leadership

By its design, the LET Program provides a context and the time required for teachers to plan, process and implement effective daily instructional practice in the classroom. This time, i.e., the summer blocks, the cooperative education experiences, the individual school sessions and the Saturday sessions, allows teachers to build both competence and confidence in themselves, so that they may develop into the leaders that the new Standards call for teachers to be. Effective classroom management strategies are critical to development of this standard.

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

Both Block 1 (Elements of Learning) and Block 2 (Elements of Teaching) of the pedagogical coursework are built around the notion that students are not in any way homogenous. Each deserves respect and consideration for his/her talents and how he/she best learns through appropriately selected instructional strategies. Classrooms are filled with students who are diverse in every way: culturally, intellectually, socially, economically, emotionally and physically. In addition, the snapshot of diversity varies from school to school, often dependent on location.

Standard 3: Teachers Know the Content They Teach

The LET Program brings needed content coursework to the teacher on an individualized basis. This program will build the scaffolding necessary for teachers to see the linkages of their individual content areas to the broader curriculum.

Standard 4: Teachers Facilitate Learning for Their Students

Linked closely to Standard 2, the LET Program honors the different ways students learn in consideration of their different levels of intellect, physical development, social awareness, emotional maturity and learning styles. Participants will develop their repertoire of differentiated instructional methods to meet these needs. The program also capitalizes on best practices in assessing student progress, using available data to address individual student needs.

Standard 5: Teachers Reflect on Their Practice

Undergirding the LET Program is the practice of personal reflection about professional practice. Remembering that some reflection takes place through dialogue and interaction, the program provides varied contexts for such reflection, including small groups at schools, one-on-one with mentor and administrator observers and in larger group classroom work. This reflection is beyond just instructional and curricular reflection; teachers must also build skills in partnering with colleagues, parents and the broader community to support student learning.

B. Target Audience

The LET Program will be presented as an option for lateral entry teachers. Moore County Schools’ size would allow the program to serve all lateral entry teachers. However, since some states may not recognize licensure achieved via this local school district program, some of Moore County Schools’ lateral entry teachers who may be vested in licensure that will easily cross state lines, particularly those affiliated with our significant military population, may opt for a more traditional alternative licensure route.

The chart below outlines a three-year history of lateral entry teacher numbers for Moore County Schools. We would anticipate that most first year lateral entry teachers would participate in the LET Program to meet their lateral entry requirements, though it would not be a requirement. With the support of Sandhills Community College, the program would serve all licensure areas.

Lateral Entry Teachers by Year

	2005-06		2006-07		2007-08		2008-09 As of October 2008	
Total Number of Teachers	817		820		824		827	
Total Lateral Entry	42	5.14%	32	3.90%	46	5.58%	40	4.84%
1st Year Lateral Entry	20	2.45%	20	2.44%	24	2.91%	16	1.93%
2nd Year Lateral Entry	14	1.71%	6	0.73%	11	1.33%	17	2.06%
3rd Year Lateral Entry	2	0.24%	5	0.61%	5	0.61%	6	0.73%
Other Lateral Entry	6	0.73%	1	0.12%	6	0.73%	1	0.12%

- The chart above outlines a three-year history of lateral entry teacher numbers for Moore County Schools.
- The numbers of lateral entry teachers per year do not indicate a direct transfer of lateral entry teachers from one year to the next year. In other words, the numbers that constitute “first year lateral entry teachers” in one year do not automatically make up the “second year lateral entry teachers” in the next year.
- The chart shows a percentage of beginning lateral entry teachers to the total number of classroom teachers (as defined by the Teacher Turnover Report).

C. LET Program Activities

Pre-service Requirements

The LET Program will maximize a technological tool already in place, a self-paced CD-ROM that concentrates vital knowledge and understanding to help the lateral entry teacher survive those initial days in the classroom. “No Child Left Behind” and State Board of Education policy have, for some time, held a requirement that lateral entry teachers accomplish a two-week training course prior to beginning the work assignment. Moore County Schools has been using this 80-hour self-directed lateral entry program provided by NC Teach/North Carolina Department of Public Instruction/ North Carolina Center for School Leadership Development. The training, provided on CD-ROM, is designed specifically for lateral entry teachers, those individuals who enter the profession with little or no instruction in educational pedagogy. The District has already been using the CD-ROM because, often, lateral entry teachers are hired after the beginning of the school year and sporadically due to the School District’s inability to find effective full licensed, highly qualified teachers for vacant positions. This proposal will continue to use this pre-employment mechanism as a foundation for the rest of the LET Program.

In addition to meeting the requirements of federal law, the 10-day or 80-hour program is attractive in that it allows the training to meet the specific needs of the individual teacher and includes modules on planning, both short-term and long term; classroom management; effective teaching strategies; different ways to assess student progress; and other topics, including beginning teacher licensure, communicating with parents, legal issues and testing. By completing the lessons contained on the CD-ROM, the teacher compiles a personalized portfolio that continues to be of great use long after completion of the lessons.

Among the artifacts these teachers compile and their principals review are the following:

- A copy of the North Carolina Standard Course of Study for the teacher’s discipline area and grade level
- Pacing guides for each course
- Unit plans for at least the first unit of study the teacher plans to teach
- Lesson plans for at least the first two weeks of school
- Class rules and procedures
- Course syllabus
- A letter of introduction to be distributed to students/parents

- A lesson plan which uses multiple instructional strategies
- A lesson plan that uses a traditional assessment
- A lesson plan that uses non-traditional assessment
- Reflection on grading policy, grading scale, and homework policy
- A parent conference form to use as a record keeping system for parent contacts

This 10-day preservice requirement is a prerequisite and foundational building block for participation in Block I and does not substitute for any portions of Blocks I or II.

Required Pedagogical Coursework

In lieu of the lateral entry requirements currently present in State Board Policy, the LET Program will condense and refine the required course content. Among the anecdotal feedback gathered from lateral entry teachers who have completed the current process for lateral entry preparation is the value of coursework provided by real-life practitioners. Thus, the recommendation is to ensure that professors employed to teach are master teachers with practical and recent school/classroom experience. While theory has its place, when a lateral entry teacher is trying to “make it” in those early years, theory without relevant application is meaningless, particularly for the lateral entry teacher.

The coursework described below will be provided in two blocks. Both blocks will be offered each summer, enabling a lateral entry teacher, regardless of when hired, to complete the LET Program over the course of two consecutive summers. In other words, if a teacher is hired late and is unable to take Block I in the summer preceding employment, he/she will take Block I after his/her first year of teaching and Block II after his/her second year of teaching.

Block I - The Elements of Learning *6 credit hours*

North Carolina Professional Teaching Standards 2 and 4

This four-week intensive block will integrate learning about learning, i.e., learning styles, human growth and development, special learning needs (exceptionalities), diversity and classroom management.

Block II - The Elements of Teaching *6 credit hours*

North Carolina Professional Teaching Standards 2 and 4

This four-week block will address instructional methodologies, both general methodologies and content specific methodologies, where applicable. This block will also address effective reading methods.

These blocks will be structured so that participants meet the academic requirements for the awarding of college credit as well as meeting the requirements for the General Pedagogy Competencies necessary for licensure. Moore County Schools will collaborate with Sandhills Community College to provide instructors well-versed in current North Carolina curricula and research-based instructional practices. Integral to the development of course content will be guidance from the School District’s Curriculum

Team. This connected approach will ensure that lateral entry teachers understand Moore County Schools' expectations for content delivery and effective instructional practices.

With cooperation from the North Carolina Community College System, Sandhills Community College will develop a new credential, The Lateral Entry Diploma, which will include all of the approved coursework plus two cooperative education experiences aimed at providing the necessary on-the-job educational applications and reflections.

Saturday Support Seminars

In addition to the two required summer blocks, lateral entry teachers in the LET Program will participate in sessions provided one Saturday morning per month during the school year (9:00 – 11:00 a.m. in September, October, November, January, February and March). Beyond assisting the teacher's classroom success, the goal is that this approach will minimize isolation and provide a support network for the teacher personally as well as professionally, giving the participants the opportunity to discuss with a broader peer group challenges, such as classroom management. For lateral entry teachers who desire growth in this area past the first year, their attendance at these sessions could continue into the second year of employment. These seminars will be conducted by qualified professors and master teachers from Sandhills Community College and Moore County Schools. These sessions' content will differ from the content in Blocks I and II courses in that the content will be tailored to address teacher needs as the school year progresses. They will differ from the Small Group Support sessions at the schools in that they will provide a broader district network of support as opposed to an individual classroom/school view.

Academic Content Coursework

Academic coursework requirements will also be met via the Community College. Because the individual content needs of lateral entry teachers are so varied, these courses will be offered as needed; in other words, Sandhills Community College will provide professors to teach whatever content coursework a lateral entry teacher needs, even if it requires an independent study format. Such content coursework will be provided on-line, where possible, at flexible times to meet the needs of students.

Moore County Schools will evaluate transcripts for necessary content in alignment with the process currently used by the RALC.

Cooperative Education Experience

In lieu of student teaching, the lateral entry route to becoming a teacher is grounded in a cooperative work experience. Lateral entry teachers will take part in two, for-credit, cooperative education courses that require on-the-job learning with measurable learning objectives. These courses will be taught by master's-level credentialed faculty members working closely with school supervisors. In essence, this is similar to the supervised student teacher experience. These two courses will allow the teacher's work, i.e., his/her actual teaching, to serve as a forum for intensive review and support in the same manner Sandhills Community College uses cooperative education courses; these courses use a model that is similar to "on the job training" by providing additional conversation/reflection/analysis within the context of their teaching. The cooperative education courses carry two hours of credit.

Intensive Observations

By North Carolina General Statute, a non-tenured teacher must be observed four times: three times by an administrator and one time by a peer. Building on the Cooperative Education experience described above, participants will be observed at least twice a month for the first five months the lateral entry teacher is employed. The value in these observations is the discussion and reflection that take place during the pre-observation and post-observation conferences. Increasing the frequency of observations will permit interventions, particularly those related to classroom management, to occur in a more timely manner, thus improving instruction for students sooner. In addition, the teacher's formalized practice becomes more ingrained in every day practice. The observations that are beyond the four required by law will be completed by the mentor, using time provided by the individual school through provision of a substitute teacher for the mentor as needed.

The additional observations as outlined in this proposal are a direct result of feedback from lateral entry teachers. Teachers who have successfully completed the current lateral entry process expressed that one thing that would have helped them be more successful would have been more frequent observations. The purpose is to provide the lateral entry teacher an opportunity for reflection and support, encouraging discussion of practice in the classroom that is unique to him/her. Through more frequent observations and dialogue, it is our belief that effective teaching can be "practiced" and refined, thus becoming a natural part of the teacher's mode of operation. The mentor will continue to support the lateral entry teacher by effectively modeling for and coaching the lateral entry teacher in the areas of instructional planning, classroom instruction, relevant instructional materials and techniques, community resources, establishing goals and objectives, respecting and meeting the diverse needs of students and the value of continuous professional development. Using the Collaborative Coaching Cycle model of support, the mentor will use the components of the model (planning conference, observation/data collection, reflective conference, and a coaching plan) to guide the beginning teacher in continuously integrating the best teaching practices in these focused areas.

School-Level Monthly Seminars

Each individual school in the District will hold monthly meetings for beginning teachers, including lateral entry teachers. For schools with small numbers of beginning/lateral entry teachers, principals from multiple schools could join forces in a common location. Organized by the principal or assistant principal, sessions will address needs unique to the teachers at that particular site, with assistance from central office staff members, such as the specialist for human resources support, as appropriate. Teachers will attend these sessions as long as they are identified as teachers in their first three years. These sessions will focus on classroom management, school policies and procedures, collaborations among the home, the school and the community and instructional technology training. The amount of time dedicated to each topic will be driven by individual teacher needs.

Praxis™ II Preparation

While passing Praxis™ II for the specific content areas is not a major issue, the anxiety the test provokes is a major issue. Lateral entry teachers don't know what to expect from the test. Many graduated from college years ago, and they have not taken a test in recent years. Anecdotal feedback from teachers who have taken the test reveal that the challenge may not be focused so much on content but on how to take the test effectively, i.e., test-taking strategies, self-management, etc.. Thus, an optional part of the LET Program will be a two-Saturday Praxis™ II preparation which will span individual course contents and tailor instruction to the specific needs of those attending.

Qualified, trained professionals will conduct the Praxis™ II workshops. These will be offered throughout the school year, i.e., fall, spring and/or summer. The LET Program will promote the idea of lateral entry teachers taking the Praxis™ II as early as practical so that the teacher is not at risk of losing licensure at the end of the three-year lateral entry period due to not passing the Praxis™ II in the spring of that final year.

D. Program Administration and Personnel

The LET Program is a partnership between Moore County Schools and Sandhills Community College and will be co-administered. While Sandhills Community College will schedule and provide coursework (including Praxis™ II workshops), Moore County Schools will collaborate with Sandhills Community College to provide personnel to deliver the coursework. Moore County Schools' Human Resources office will be responsible for ensuring that lateral entry teachers are informed about this option for completing their requirements and ensuring that they enter the program as quickly as possible. Moore County Schools is the lead partner in the LET Program and will be the primary point of contact.

Mentors and principals will receive professional development that outlines the LET Program and its expectations, amplifying the importance of monitoring participant progress and the program's evaluation. Master teachers will come from Moore County Schools' Curriculum Team.

E. Budget/Resources

To ease further the lateral entry process and any fiscal burden on the lateral entry teacher, this collaborative venture will provide the LET Program at no cost to the student for tuition or books. Because the costs for the collaboration with the Community College are much less than the costs for four-year college or university tuition, the School District will use its Title II reimbursement funds coupled with scholarship monies from Sandhills Community College to make completion of the lateral entry process possible without individual teacher expense. The lateral entry teacher's commitment becomes focused on his/her time and experience to acquire knowledge and skill.

Estimated Annual Budget: \$47,160.00

Observations by Mentors: \$7,560.00

- Based on 24 first-year lateral entry teachers
Mentor observations: 7 x \$45 (approximate cost for a half-day substitute) per teacher (24)

Blocks 1 and 2: \$17,000.00

- Time period: 4-week block
- Each block: Two teachers per block @ \$4,000 per teacher = \$8,000/block x 2 blocks
- Personnel: \$16,000 for four teachers for both Blocks 1 and 2
- Materials: \$1,000

Saturday Seminars: \$4,600.00

- 6 two-hour seminars
- \$600 per session (2 master teachers at \$300 each)
- Personnel: 6 sessions x \$600 salary = \$3,600
- Materials: \$1,000

Cooperative Education Courses: \$17,000.00

- Time period: one-semester courses with one in the fall and one in the spring
- Each course: two teachers @ \$4,000 per teacher = \$8,000/course x 2 courses
- Personnel: \$16,000 for four teachers for both Blocks 1 and 2
- Materials: \$1,000

Praxis II Preparation: \$1,000.00

- Three anticipated classes with one teacher @ \$300 each
- Materials: \$100

F. LET Program Evaluation

The following categories of data will be assessed in evaluating the LET Program:

- Lateral Entry teacher retention
- Rate of completion of program and subsequent licensure
- Participant evaluation of sessions and program*
- Professor/master teacher instructor evaluation of sessions and program*
- Principal/mentor evaluation of program*

*Evaluation will occur at naturally significant moments in the program, including at the conclusion of each of the summer blocks and mid-year.

G. Strengthening Teacher Preparation

The LET Program strengthens teacher preparation by integrating all of its components with the new North Carolina Professional Teaching Standards for Teacher Evaluation. By designing the program in its entirety, Moore County Schools and Sandhills Community College can ensure seamless integration more easily than the current model, with teachers seeking bits and pieces of what they need from various sources.

The criteria for recommending the teacher for a clear license will be successful completion of all coursework, including the 80 hours of self-directed pre-employment training, the two summer blocks, the Saturday seminars, the monthly seminars and any content coursework, in addition to a passing score on the relevant Praxis™ II examination. At a minimum, “at standard” performance on formal observations and the Summative Evaluation also will be required.

Moore County Schools uses the research-based LEARNING-FOCUSED® model for lesson design. Thus, the LET Program will use the LEARNING-FOCUSED® model as a foundation for helping lateral entry teachers develop the key strategies to ensure success in the classroom. The LEARNING-FOCUSED® model was developed by Dr. Max Thompson in response to national, state, and local efforts to increase achievement for all students and to reduce achievement gaps. The Model provides comprehensive instructional strategies and solutions for schools based on exemplary practices and research-based strategies.

These practices and strategies focus on five areas: Planning, Curriculum, Instruction, Assessment and School Organization. The Model, based on schools implementing all five categories of exemplary practice, focuses on learning and achievement for all students. Research and the evaluations from exemplary schools have shown that all of the categories must be addressed, fully implemented, focused, and connected to have continuous improvement (*Leadership, Balanced Achievement, and Accountability*, 1999).

LEARNING-FOCUSED® provides a comprehensive model using a research-based framework to focus learning and instruction. Emphasis is given to best practices that most positively influence student learning. This learner centric approach encourages a more facilitative approach to instruction from the teacher while promoting a more engaged and student motivated approach to instruction from the learner’s perspective. Because of the strong research-based evidence of the LEARNING-FOCUSED® model, Moore County Schools has adopted the expectation for full implementation of the model in all classrooms in all schools.

The LEARNING-FOCUSED® model is the framework on which instructional practices, professional training, and curriculum planning are developed and implemented. Moore County Schools expects all teachers be well-versed in strategies that focus learning and instruction.

H. Timeline for Implementation

November 2008	Submit Proposal to State Board of Education.
Spring 2009	Finalize syllabi, secure instructors, train principals and train licensure analyst.
Summer 2009	Conduct Blocks 1 and 2.
Fall 2009	Train mentors.
2009-2010 School Year	Conduct Saturday Seminars, School Level Seminars, Cooperative Education and Praxis™ II preparation experiences.