

2015-2016

IHE Bachelor Performance Report

Livingstone College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college with a strong commitment to quality instruction. It is affiliated with the African Methodist Episcopal Zion (AMEZ) Church. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. The College is an institution where academic pursuit and community service are integral components of the higher education process. Special addresses the goal to become servant

leaders using a Holistic Approach. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation and global society; as well as opportunities for interdisciplinary learning. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and thirty-two years, the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to seek rewarding careers, and to build meaningful lives for themselves and others. The Teacher Education Unit has a clearly defined mission appropriate to collegiate education as well as its own specific educational role. The core of the Teacher Education Program is the mission to develop Servant Leaders as Professional Educators who serve, lead, and teach according to student cognitive, psychomotor, and affective learning styles. The mission is the provision of an instructional learning environment in professional and specialty area courses and field experiences that prepares candidates with a strong foundation in theory, practice, clinical application, knowledge, and technology skills for the 21st century. During the past academic year, the Unit recruited more males into the major and increased tutorials for Praxis I and II preparation to achieve more effective results.

Special Characteristics

Livingstone College's Teacher Preparation Program is committed to the success of the candidate as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity, innovative courses of study, enhancement of academic options, global education, and honors programs for students, while advocating effective teaching strategies and the use of best practices. Dedicated faculty provide small classes and low student/faculty ratios in all professional level classes and collaborate with students to achieve scholarly learning experiences and creative endeavors. Practical application of classroom theory is required through internships, field experiences, cooperative education, community service, experimental learning, throughout the sequence of courses. Diversity is achieved through opportunities for students to

develop a full appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. The Teacher Education Unit collaborates with local school practitioners through program development, curriculum changes, resource, and service on committees and boards. The unit continues to offer gratis consultation to local teachers and schools in such areas as developing instructional strategies and systematically exploring strategies to improve teacher preparation; and teachers, parents, and school-community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Education majors work with summer Bridge and Upward Bound youth as tutors. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, Blackboard assignments and training in Smart classrooms that have been installed across the campus. Teacher Education faculty participated in and provided teaching strategies for professional development workshops on campus. Teacher Education faculty also provided leadership in developing the institutions SAC-Quality Enhancement Plan, and revising the General Education Curriculum.

Program Areas and Levels Offered

Livingstone College is approved to offer undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Middle Grades Social Studies, Secondary Mathematics, and English (9-12), and (K-12) in Music. Livingstone College offers "Evening and Weekend College" for working adults who aspire to complete a teacher preparation program in an accelerated format. The program is designed to complement the busy schedules of non-traditional adult learners.

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
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X		
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Brief Summary of faculty service to the public schools.

Teacher Education faculty members met with local school administrators to develop field placement partnerships and collaborative agreements. Faculty served on school system sub-committees designed to address the challenge of closing the achievement gap between racial majority and minority groups collaborated with school leaders on effective research-based practices to consider as a means to enhance the lines of communication between students' home environment and the school environment; visited schools and participated in staff meetings to share research perspectives on making classrooms an engaging experience. Special Olympics activities are supported by students and faculty. Teacher Education faculty participated in the Reading Day event on the lawn which involved school children from the community in reading activities and games; they also participated in a partnering school book fair and delivered books to the K&3 grade classes. One faculty member annually serves on the Teacher-of-the-Year selection committee.

For the 2015-16 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The foundation to ensure the preparation of pre-candidates and candidates in Teacher Education is in a course designed to enhance the knowledge and skills for technology in the classroom. The course is entitled Utilizing Technology to Improve Learning. This course ensures that skills needed to teach students in the P-12 setting mastered prior to students beginning their methods and student teaching semesters. In addition, the curriculum for Teacher Education designs learning activities to utilize throughout the preparation of all candidates in the program. The Dean of the Department of Teacher Education will conduct workshops and webinars to ensure that all faculty are competent and

knowledgeable of the various technologies and information to be integrated into teacher education courses.

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.*

Foundations of Reading and Licensure require the knowledge and skills to teach reading. Preparation of candidates to teach reading skills is ensured by requiring and providing instruction through curriculum content. There are three courses that candidates must enroll in that are focused on skills and techniques for teaching reading. The candidates are expected to enroll in College Reading I and II. These equate to six semester hours. In addition, there are three upper level courses that emphasize the knowledge base for skill for teaching and assessing reading. The curriculum includes the following courses, Foundations of Teaching Reading, Reading in the Content Area, Reading Diagnosis and Practicum. The application of skills and a knowledge base are demonstrated and applied in the methods and student teaching semesters. The clinical teacher provides an in-depth and guided application for candidates.

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.

Candidates' knowledge base and skills related to assessment are developed and enhanced in the curriculum. The course used to achieve this is Educational Curriculum, Measurement, and Assessment. This course focuses candidates' attention on administering, interpreting, and using data for instructional design and delivery through a structured process. Candidates are provided theory and practice in assessing the performance of students. In addition, candidates are required to demonstrate the utilization of data collected on the performance of students to guide their instructional decisions in the classroom.

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

Candidates develop and demonstrate their knowledge and skills to effectively integrate all content area. Specific emphases for integration of art have the foundations in the course, integrating Art, Music and Physical Education in the Elementary curriculum. This course emphasizes creative activities for students and provides opportunities that enhance the development of students to learn and use multimedia in all education experiences. In addition, candidates are required to demonstrate strategies that encourage the use of critical thinking and implementation of art through the curriculum.

Explain how your program(s) and unit conduct self-study.

The self-study process involves the entire institution. Data are housed in the Institutional Effectiveness and Research area. Compliance Assist is the portal in which data is stored. We conduct self-study by identifying standards required for accreditation. The organizational structure involves all faculty who teach professional courses and the Teacher Education Council governs the collection and analysis of data, to determine the knowledge base and performance of all candidates who are admitted to the Teacher Education program. The Teacher Education department assigns specific standards to each faculty member. This process involves all faculty members in designing and assessing the Teacher Education Program.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Field experiences are required in each education course 118 hours of observations teaching and assisting are required.

How many weeks are required at your institution for clinical student teaching?

16 weeks.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The experiences is expanded over two semester - (1) Methods Semester and (2) Student Teaching equal 32 weeks.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Yes.

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	Rowan-Salisbury
Priorities Identified in Collaboration with LEAs/Schools	Support for end of grade testing
Start and End Dates	May 15-17, 2016
Number of Participants	4 faculty members

Summary of the Outcome of the Activities and/or Programs	Met the obligations of testing for the district
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury
Priorities Identified in Collaboration with LEAs/Schools	Increase performance and proficiency of teachers who work with ESL students
Activities and/or Programs Implemented to Address the Priorities	Mentoring sessions and 2 workshops that included 10 teachers
Start and End Dates	In schools where there were field experiences for education majors
Number of Participants	10 teachers
Summary of the Outcome of the Activities and/or Programs	Teachers were able to effectively meet the needs of ESL students based on their classroom performance.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury
Priorities Identified in Collaboration with LEAs/Schools	Literacy enrichment
Activities and/or Programs Implemented to Address the Priorities	Faculty presented literacy activities to kindergarten and third grade students. The Teacher Education Department provided books for summer reading to all kindergarten and third grade students.
Start and End Dates	September 2015 to May 2016
Number of Participants	150 kindergarten and third grade students
Summary of the Outcome of the Activities and/or Programs	All students in these grade levels received books, book marks and reading guides for parental support
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Iredell Statesville

Priorities Identified in Collaboration with LEAs/Schools	Prepare teachers to serve as clinical faculty to effectively supervise students during their methods and student teaching semesters.
Activities and/or Programs Implemented to Address the Priorities	Workshops designed to provide materials and information to enhance and support clinical faculty. In preparing students to engage in their final year as education majors prior to graduation.
Start and End Dates	July 2015 to January 2016
Number of Participants	5 participants
Summary of the Outcome of the Activities and/or Programs	Clinical faculty provided mentoring and guidance for the Person test and the licensure requirements.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	6
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. 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				
Elementary				
MG				
Secondary				
Special Subjects				
EC				
VocEd				
Special Services				
Total	0	0	0	0

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Livingstone	2	100	50
Bachelor	State	3918	85	59

D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	34
Rowan-Salisbury Schools	23
Winston Salem/Forsyth County Schools	8
Guilford County Schools	8

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A

MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	527.5
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.64
Comment or Explanation:	
* Less than five scores reported	

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

Specialty Area/Professional Knowledge	2014-2015 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Birth through Kindergarten	1	*
Elementary (grades K-6)	1	*
Institution Summary	2	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

G. Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	1	5
Elementary (K-6)	0	10
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	1	15
Comment or Explanation:		

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	1	0	0	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:						

I. 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
4	1	0

J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	N/A	N/A	N/A	N/A		
State Level:	20.6%	63.2%	16.2%	3788		