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Methodist University
Traditional Program

2016

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AY 2014-15

Institution Information

Name of Institution: Methodist University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: North Carolina

Address: 5400 Ramsey Street

Fayetteville, NC, 28311

Contact Name: Dr. Yvonne Nolan
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Elementary Education	No
Middle Grades Education	No
Music Education	No
Physical Education & Health Education	No
Secondary Education- English	No
Secondary Education- Mathematics	No
Secondary Education- Social Studies	No
Special Education General Curriculum	No

Total number of teacher preparation programs: 9

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year with completion of 60 hours

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.methodist.edu/education/requirements.htm>

Please provide any additional comments about or exceptions to the admissions information provided above:

Students must maintain a 2.5 GPA and earn a C or better in all education, major, and content area coursework.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.2

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.2

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
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Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	18
Unduplicated number of males enrolled in 2014-15:	3
Unduplicated number of females enrolled in 2014-15:	15

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	15
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	90
Average number of clock hours required for student teaching	420
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0

Number of students in supervised clinical experience during this academic year	61
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Please provide any additional information about or descriptions of the supervised clinical experiences:

Methodist University Teacher Education Program includes three sequential levels of Field Experience prior to the Student Teaching experience. For each Field Experience, Candidates must spend a minimum of 15-30 hours in the classroom. The hours are spread out over a period of 10 consecutive weeks. In order to ensure Candidates are exposed to diverse K-12 students, Candidates in K-12 licensure areas are required to complete a field experience at each level (elementary, middle and secondary). Elementary Candidates are required to complete a Field Experience at lower, middle and upper elementary levels.

The primary purpose of Field Experience I is to provide Teacher Education Candidates an opportunity to become acquainted with the school environment, the classrooms and the roles of teachers. They observe (structured and non-structured), perform non-instructional tasks and work with individual students, and perform small group instruction (no more than 5 students) along with required weekly paperwork.

Field Experience II consists of campus seminars and labs that require a minimum of thirty hours in the classroom. The Teacher Candidate is expected to assume some instructional duties and complete a bulletin board. The Teacher Candidate will be required to teach four complete lessons. These lessons are observed by the MU faculty supervisor.

Field Experience III consists of campus seminars and labs that require a minimum of thirty hours in the classroom. The Teacher Candidate is expected to assume some instructional duties and complete a bulletin board (or comparable project appropriate to the Teacher Candidate's discipline). The Teacher Candidate is required to teach five complete lessons, videotaping one of these lessons. These lessons are observed by an MU faculty supervisor.

The Student Teaching Internship is the heart of teacher preparation. It is another step in the training sequence, an extension of what has been learned in professional courses and early field experiences. It is the time when theory is translated into practice and reflected in the application of those characteristics that identify the Facilitative Teacher. The field experiences and clinical practice (student teaching) have been designed to insure that Teacher Candidates develop the knowledge, skills, and dispositions as delineated in the NCDPI Programs Approval Standards.

In addition to field experience and student teaching Teacher Candidates are required to complete 50 hours in-school experiences in order to gain hands-on experience with concepts taught in Reading and Classroom Management classes.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Physical Education & Health Education	5

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (\$205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	3
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Physical Education & Health Education	5

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 12

2013-14: 18

2012-13: 14

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

Although only one student is currently enrolled in the Mathematics with 9-12 licensure. There are 3 students who currently are enrolled in the Middle Grades Licensure Program who have selected Math as one of the concentration areas

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/poUtsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Did your program meet the goal for prospective teachers set in science in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

The Methodist University Teacher Education Program has submitted a General Science with Licensure Program Approval request to the North Carolina Department of

Public Instruction. This program was recently approved and we currently have 3 students enrolled in the program.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

5

Did your program meet the goal for prospective teachers set in special education in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Continue advertising the TESL Program through Education Department meetings and through the Freshman Orientation Fair.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

Continue advertising the TESL Program through Education Department meetings and through the Freshman Orientation Fair.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

To ensure that training provided to Teacher Education Candidates responds to the identified needs of the local educational agencies and that the training is linked with the needs of schools and the instructional decisions new teachers face in the classroom, MU works closely and collaboratively with its public school partners. The Education Department has several K-12 school partners including: teachers, principals, and Human Resource and Licensure personnel from the Cumberland County School System, as well as school systems in the surrounding areas of Ft. Bragg, Hoke County, and Harnett County. Representative members from surrounding school districts, faculty members who are responsible for licensure areas, such as art, music, and Teaching English as Second Language (TESL) add-on and student representatives are members of the Teacher Education Committee (TEC). During monthly meetings and luncheons hosted by MU, K-12 representatives provide insight

into state and local educational needs, instructional decisions and activities. To ensure that MU is in compliance with the remaining assurances, MU Teacher Education

Candidates are provided hands-on authentic classroom instruction, which incorporates differentiating instruction to ensure positive learning outcomes for all students. Teacher Candidates are required to complete a minimum of 90 hours of field experience placements prior to student teaching. These placements require candidates to work with, prepare lessons for, teach, and evaluate students from diverse cultural and socio-economic backgrounds. Additional training in providing instruction to limited English proficient students and low-income family students are provided via workshops (i.e. Ruby Payne) during the student teaching semester

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5015-ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5049-MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5440-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089-MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114-MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Section III Summary Test Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	5		
All program completers, 2013-14	12	11	92
All program completers, 2012-13	7		
All program completers, combined 3 academic years	24	22	92

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In order to integrate technology effectively into curriculum and instruction Teacher Education Candidates in all licensure areas are instructed in and are expected to incorporate the following technology effectively into curriculum and instruction within both the University and the public school classrooms.

- Blackboard
- Smartboards
- Webquest/Virtual Field Trip lesson plans
- PowerPoint
- Audiovisual equipment
- Games and simulations
- Digital media
- Internet resources to create lesson and unit plans
- Methodist University Six Step Plus Four lesson plan format which requires Teacher Candidates to demonstrate the use of technology in their lesson planning and incorporating Universal Design.
- Use of EMC, psych Info, sport discussions, research quarterly for exercise & sport databases for use in classroom and physical education instruction.
- Teacher Candidates are required to video tape and analyze lessons taught in the public school classroom in order to improve their teaching and the learning of the students

Use technology effectively to collect data to improve teaching and learning

Teacher candidates are required to:

- Use Blackboard to create and deploy surveys and collect responses.
- Use MS Word to develop self-evaluation surveys and rubrics

- Use Blackboard to create and deploy tests and assessments and collect answers
- Use Dartfish Video Analysis Software to integrate technology by providing examples of skill performances (including the teacher candidate's performances), and to collect, manage, and analyze skill performances in order to more effectively individualize instruction (physical and health education)
- On-line ESL WIDA is discussed, analyzed and utilized for current ESL application of curriculum standards and objectives
- All elementary education Teacher Candidates are required to take an assessment course which requires Teacher Candidates to collect classroom data using various modes of technology. The Teacher Candidates will develop strategies to improve teaching and learning for all students to include students with IEPs and English Language Learners.

Use technology effectively to manage data to improve teaching and learning

Teacher Candidates are required to:

- Use Excel to create electronic grade books to manage and manipulate data
- Use Blackboard to manage and manipulate data in the Grade Center
- Develop databases of student information

Use Technology to effectively analyze data to improve teaching and learning

The Teacher Candidates are required to

- Use excel to perform statistical operations on data
- Use the Test Manager and Survey Manager in Blackboard to perform statistical operations in class assessments to ensure reliability and validity

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
No
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Effectively teaching students with disabilities is covered in the majority of education classes which all licensure seeking candidates are required to take. All candidates (except Physical and Health Education majors, who are required to take an Adaptive Physical Education course) are required to take Educating Diverse Populations (SPE 255) which thoroughly covers using Universal Design and teaching using differentiated instruction to students with a disability in the regular education setting. The Methodist University lesson plan format used by candidates addresses the diverse needs of students. The three required Field Experience classes taken prior to student teaching provides them the opportunity to work with and teach students with disabilities. General education teacher candidates are introduced to the Individualized Education Plan (IEP) process in the required Teaching Diverse Populations course (SPE 255). This course emphasizes the general educator's role in the development of the IEP and presents teaching strategies (including Universal Design) to ensure that all goals, objectives and regular education modifications are met. Through other courses, teacher candidates are required to participate in mock IEP meetings. Anonymous IEPs are reviewed in class in order to provide candidates with opportunities to read and discuss the required sections of the IEP. This authentic practice provides the candidates an understanding of how the IEP will affect the teaching and learning outcomes of the student with a disability and of other students in the classroom. Effectively teaching students who are limited English proficient has been a recent addition to the program. The Teaching English as a Second Language Program coordinator has recently provided Student Teacher candidates with a hands-on workshop focusing on specific strategies used to reach and teach students with limited English proficiency. Beginning in the 2010-2011 academic year, more training via TESL classes, coursework, and workshops was provided for all teacher education candidates.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education: General Education Program at Methodist University has been very successful in preparing candidates to teach students with disabilities. This i

evident from the PRAxis II pass rates as well as from reports gathered from alumni, principals, and co-workers of the MU graduates. Teacher Candidates in the Special Education Program are well prepared to attend, write and participate in IEP meetings. This has been accomplished through participating in mock IEP meetings and by analyzing, assessing and rewriting anonymous IEPs. Teacher candidates in the program are required to tutor students with disabilities through our partnership with the Exceptional Family Member Program on Fort Bragg. Candidates are required to base their lesson plans on the goals and objectives stated in the student's IEP. Candidates are encouraged to attend IEP meetings while in the schools for Field Experience classes and during the student teaching semester. Special Education Teacher Candidates are required to address teaching students who are limited English proficient when writing and implementing lessons. The Teaching English as a Second Language program coordinator has recently provided Student Teacher Candidates with a hands-on workshop focusing on specific strategies used to reach and teach students with limited English proficiency. In the Educational Technology Course On-line ESL WIDA is discussed, analyzed and utilized for current ESL application of curriculum standards and objectives

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Education Department utilizes a myriad of assessment strategies to determine student learning outcomes related to meeting the Unit goals, the standards set by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education. The following is a summary of the assessment strategies for each goal which are integral to the Education Program.

- Graduates of the Teacher Education Program will demonstrate content knowledge
- * Use of PRAxis I tests to assess the status of a candidate's reading, writing and mathematics skills as a precondition to being admitted into teacher education.
- * The same grade standards required for admission to Teacher Education is applied to all Teacher Education Candidates. A student whose grades fall below the required standards of a cumulative "C+" (2.5 GPA) and a "C" (2.0) or better in his/her major and licensure courses will meet with his/her advisor and the Chair of the Teacher Education Committee to plan a program to raise his/her grades to the required standard before going forward in the program.
- * Employer surveys and job placement rates
- * PRAxis II content and Subject Tests score and pass rates
- Graduates of the Teacher Education Program will have the appropriate pedagogical skills.
- * Evaluations of candidates enrolled in Field Experience courses are conducted by both the Cooperating Teacher and department faculty. The Teacher Candidate enrolled in EDU 142 is observed and evaluated twice, Teacher Candidates enrolled in EDU 242 candidates are required to teach four lessons. EDU 342 Teacher Candidates are required to teach a minimum of five lessons, which must be appropriate to the ongoing classroom curriculum. At the end of their field experience assignment, each Teacher Candidate receives a five part assessment completed by his/her cooperating teacher which evaluates his/her pre-professionalism. The assessment becomes part of the Teacher Candidates permanent file.
- * Completion of the requirements for licensure include:
 - * Completion of all degree requirements
 - * Completion of all licensure requirements - A satisfactory score on the Specialty Area
 - * Test(s) of the Praxis Series Examination
 - * An overall cumulative grade point average of 2.5 GPA
 - * A grade of C (2.0) or better in all courses in the student's major and in the professional sequence, and a grade of B (3.0) or better in Student Teaching
- Graduates of the Teacher Education Program will be Facilitative Teachers.
- * Student observation reports conducted after lesson presentations
- * Employer surveys
- * Final evaluations conducted by the cooperating teacher and university supervisor for candidates completing EDU 242, 342 and Student teaching
- Graduates of the Teacher Education Program will be able to incorporate the appropriate technology in the classroom.
- * Successful completion of EDU 240 Instructional Technology
- * Instructional component addressed on lesson plans
- * Electronic portfolios
- Graduates of the Teacher Education Program will be able to teach in diverse environments.
- * Candidates seeking licensure in Elementary Education must complete a Field Experience at each of three levels: K-1, 2-3, 4-5.
- * Candidates seeking Special Education: General Curriculum licensure must complete Field Experience at each of three levels (K-6, 7-9, and 10-12) and across three different exceptionalities.
- * Candidates seeking licensure in K-12 specialty areas must complete Field Experience at each of three levels: K-5, 6-8, 9-12.
- * Candidates seeking licensure in secondary programs must complete three Field Experiences at the secondary level.
- * Final evaluations conducted by the cooperating teacher and university supervisor for candidates completing EDU 142, 242, 342 and Student teaching
- Graduates of the Teacher Education Program will be able to understand the specific needs of diverse populations. (Wellness, Humanities and Social Studies)
- * Candidates seeking licensure in Elementary Education must complete a Field Experience at each of three levels: K-1, 2-3, 4-5.
- * Candidates seeking Special Education: General Curriculum licensure must complete Field Experience at each of three levels (K-6, 7-9, and 10-12) and across three different exceptionalities.
- * Candidates seeking licensure in K-12 specialty areas must complete Field Experience at each of three levels: K-5, 6-8, 9-12.
- * Candidates seeking licensure in secondary programs must complete three Field Experiences at the secondary level.
- * Final evaluations conducted by the cooperating teacher and university supervisor for candidates completing EDU 142, 242, 342 and Student teaching

The supporting file holds a sample of a matrix. The matrix displays the Alignment of Standards, Courses, and Evidences used in the Special Education Program designed to address the Unit Goals, the Standards set forth by the North Carolina Department of Public Instruction and the standards of the National Council for the Accreditation of Teacher Education.

Supporting Files

Complete Report Card

AY 2014-15