Section I - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

511

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
   No Change / Not Applicable

2. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
   No Change / Not Applicable

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
   No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget
   No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment
   No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty
   No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster
   No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in delivery of a program in whole or in significant part by a non-profit or for-profit partner
   No Change / Not Applicable

9. Addition or removal of a level of preparation(e.g., a master's degree).
   No Change / Not Applicable

Section III. Areas for Improvement

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

N/A
Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

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Assessment of Standard 1: Candidate Knowledge, Skills & Professional Dispositions currently takes the form of four common signature assignments in the teacher education program. WCU utilizes Teacher Work Sample Methodology to collect data on candidate performance related to planning, instruction, assessment, and reflective practice. The teacher work sample is divided into two assignments, EE3: Teacher Work Sample - Planning, and EE5: Teacher Work Sample - Implementation and Evaluation. Further, WCU collects data on its candidates on leadership and collaboration with colleagues and families. This assignment is referred to as EE6: Leadership and Collaboration. Finally, WCU collects data on the content knowledge of its teacher candidates. The EE2: Depth of Content Knowledge assignment is rigorous and provides an example of content mastery that shows depth of understanding. Further, along with the Praxis II pass rates, the EE1: Breadth of Content Knowledge evidence (transcript and GPA data) show a broader understanding of the content. These common signature assignments align with the new North Carolina Professional Teaching Standards. Currently, WCU is collecting outcomes data from each of the licensure programs per the new state program approval requirements. Implementation of the new Electronic Evidences (EE) began in fall 2010 for all initial licensure programs. Advanced licensure program revisioning was ongoing during the academic year 2010-11 with new programs implemented beginning in the fall 2011. These new electronic evidences help to address content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and student learning for teacher candidates. The evidences allow for demonstration of candidate proficiency per the state new teacher evaluation rubric. Further, the development of new candidate dispositions framework, to be implemented next fall (2012), will allow for the collection of data on candidate predisposition and professional behaviors. This new framework is a growth model that will allow for multiple checks of teacher candidate behavior with the ability to document areas of deficiency and guide or counsel teacher candidates as necessary.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

There is limited data on content knowledge at this time. However, as indicated in part C.1, the collection of content knowledge data is underway across the teacher education unit. The newly revised initial licensure teacher education programs were implemented beginning in the fall of 2010. There were no data to report on the EE2: Depth of Content Knowledge assignment for the first year of the new programs. However, along with Praxis II data, there are some data from the teacher work sample that show candidate pedagogical content knowledge. In the future this data will be strengthened with the inclusion of the Breadth of Content Knowledge and Depth of Content Knowledge electronic evidences as required for state program review. The attached data table shows the mean scores on each component of the teacher work sample (EE3 & EE5) for 81 Elementary Education program completers in 2010-11. Also, the Praxis II pass rate is provided. In summary, candidates show high capacity for developing assessment plans, lesson planning, and differentiation. The lowest rated area was rationale for the unit. The pass rate on the Praxis II test number 0014 is one indicator of strong content knowledge.

Exhibits that support the narrative: Pedagogical Content Knowledge and Content Knowledge data - ELED WCU

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

Report Preparer's Information

Name: Dan Grube
Phone: 828-227-3306
E-mail: dgrube@wcu.edu